Lyndhurst Public School
Annual School Report 2014
**School context statement**

Lyndhurst Public School is situated in a semi-rural setting 25 kms from the Blayney and 45 km from Cowra on the Mid Western Highway. The school was first established in 1889 and has been educating the students of Lyndhurst and the surrounding areas since then. The school has maintained strong growth over the past 10 years and is now the largest small school in the Heritage group despite being the smallest school site.

The staff, students and community can be proud of the school and its progress and achievements. Children are given every opportunity to compete equally with students at larger schools whilst still enjoying their rural lifestyle.

The school provides a dynamic and caring educational environment in which all students access quality educational programs within a varied and balanced curriculum. In recent years major initiatives in the areas of literacy, numeracy, student well-being, technology, sport and creative arts, has brought about widespread recognition of excellence within the school and the wider community.

The school maintains a culture which is based upon continuous improvement and quality service. The school staff continually enhances students’ educational opportunities with the support of the parents and community. Student information

It is a requirement that the reporting of information for all students be consistent with privacy and personal information policies.

**Principal’s message**

This year we have celebrated with the community 125 years of public education in Lyndhurst.

2014 has been a busy, challenging and rewarding year for the staff and students. I would like to acknowledge and thank the small but hard working P&C members who have worked tirelessly to raise funds to support all of the school and children. P&C have helped subsidize the cost of excursions so that all of the children can benefit from the experiences offered.

They have provided extra reading resources and, along with Cadia Mining company a new interactive projector and whiteboard for the k-2 classroom. Funds were raised through selling tickets, cooking barbeques and supporting fundraises.

Many parents have attended and supported our students at swimming and athletics carnivals and special school events. Lyndhurst CWA, Blayney Rotary and Inner Wheel clubs and the Blayney teachers’ association for contributed to the school’s presentation afternoon.

The staff of Lyndhurst Public School has worked tirelessly to support and nurture each individual child so that they achieve their personal best. They have spent many hours going above and beyond to ensure the children at Lyndhurst have full, rich, challenging and diverse range of opportunities. It is a privilege to work with such a professional, dedicated and committed team of people.

The learning experiences and projects that have taken place this year could not have happened without a great deal of commitment and support from staff.

This year we have recognized and celebrated all of the outstanding achievements of the students at our school, on the sporting field, in the creative arts and in the academic arena. The students of Lyndhurst Public School have continued to shine with students making it to region in swimming, cross country and athletics.

In creative arts our students won at the Cowra eisteddfod in verse speaking, at the Bathurst and Carcoar shows and in the Heritage Schools art show we had a number of prize winners.

Academically, individual students’ performances have been outstanding. Our student achievements are a testament to their focus and determination to strive for excellence.

In our classrooms the students have continued to integrate technologies as we strive to provide learning for the 21st century. Our library has continued to be a hive of borrowing as the children share their love of reading with the staff.

Students have joined the other heritage small schools in local sports days and on excursions one to Sydney, the Central Coast, the Blue Mountains and others locally events this has enriched the learning experiences for all. As a staff we have shared the joy of learning with the children.
This year’s students continue to make our school a very special place of learning. They reflect the values of our school and their community.

Sally Beer
Principal

P & C message

2014 was a great year for our school and the P&C and I would like to thank everyone who participated in and helped us with our efforts throughout the year.

P&C were very active in promoting the school in the community. We created & circulated a postcard to raise awareness of the issues surrounding small schools.

To support the school financially, we ran some very profitable and worthwhile fundraisers, including raffles, catering and sausage sizzles. This helped the school with subsidies for school excursions, purchase reading resources, Ipads for the students and, with support from Newcrest Mines, a state-of-the-art interactive projector and whiteboard to replace the outdated SmartBoard currently in use.

P&C members are unanimous in their support for and admiration of our wonderful teachers who go above and beyond to help make our school the success it is today. We believe that Lyndhurst Public School provides our children with a safe, happy and exciting place to learn.

Kim Lees
P&C President

Student enrolment profile

Student attendance profile

Students are encouraged to attend school each day and to participate fully in all learning activities both within the school and in other settings.

<table>
<thead>
<tr>
<th>Year</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
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<td>94.8</td>
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<td>4</td>
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<td>6</td>
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<td>94.3</td>
<td>94.2</td>
<td>94.7</td>
<td>94.8</td>
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Management of non-attendance

Attendance at school is a high priority at Lyndhurst Public School.

The school engages a range of strategies to support improved student attendance including: monitoring of daily attendance, information regarding the importance of attendance published in the newsletters, follow up with parents and carers of absent students. If required, additional support can be sought from the Home School Liaison Officer.

Workforce information

It is a requirement that the reporting of information for all staff must be consistent with privacy and personal information policies.

Workforce composition

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1.0</td>
</tr>
<tr>
<td>Classroom Teacher(s)</td>
<td>1.252</td>
</tr>
<tr>
<td>Learning and Support Teacher(s)</td>
<td>0.1</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>0.084</td>
</tr>
<tr>
<td>School Administrative &amp; Support</td>
<td>0.921</td>
</tr>
<tr>
<td>Total</td>
<td>3.357</td>
</tr>
</tbody>
</table>
The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce.

Our school has one full time Aboriginal staff member. The staff member is the second teacher on site.

**Teacher qualifications**

All teaching staff meet the professional requirements for teaching in NSW public schools.

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>100</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>25</td>
</tr>
</tbody>
</table>

**Professional learning and teacher accreditation**

All teachers participated in professional learning activities throughout the year. The key priorities were: syllabus implementation; Every Student Every School; online dyslexia; Adobe Connect English and TEN training.

The school was involved in shared professional learning as a member of the Heritage Schools Group. This involved training in effective practice for integration students, developing the new school plan and syllabus implementation in multistage classes.

The school had five staff development days in which all teachers received mandatory training in anaphylaxis, code of conduct, child protection, workplace health and safety, CPR and emergency care.

**Teacher accreditation**

At Lyndhurst Public School two staff members have completed their accreditation process and are in the process of maintaining their accreditation at the Proficient level.

**Beginning Teachers**

As part of the ongoing beginning teacher program opportunities were offered for mentoring and in class support, networking with colleagues within the Heritage Learning community, attendance at professional learning opportunities as well additional release time to collaboratively plan and deliver educational programs.

**Financial summary**

This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.

<table>
<thead>
<tr>
<th>Date of financial summary</th>
<th>30/11/2014</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
<td></td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>49321.05</td>
</tr>
<tr>
<td>Global funds</td>
<td>49258.64</td>
</tr>
<tr>
<td>Tied funds</td>
<td>75713.58</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>13825.70</td>
</tr>
<tr>
<td>Interest</td>
<td>1900.12</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>3491</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
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<tr>
<td><strong>Total income</strong></td>
<td>193510.09</td>
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</table>

<table>
<thead>
<tr>
<th><strong>Expenditure</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
</tr>
<tr>
<td>Key learning areas</td>
</tr>
<tr>
<td>Excursions</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
</tr>
<tr>
<td>Library</td>
</tr>
<tr>
<td>Training &amp; development</td>
</tr>
<tr>
<td>Tied funds</td>
</tr>
<tr>
<td>Casual relief teachers</td>
</tr>
<tr>
<td>Administration &amp; office</td>
</tr>
<tr>
<td>School-operated canteen</td>
</tr>
<tr>
<td>Utilities</td>
</tr>
<tr>
<td>Maintenance</td>
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<tr>
<td>Trust accounts</td>
</tr>
<tr>
<td>Capital programs</td>
</tr>
<tr>
<td><strong>Total expenditure</strong></td>
</tr>
<tr>
<td><strong>Balance carried forward</strong></td>
</tr>
</tbody>
</table>

A full copy of the school’s 2014 financial statement is tabled at the annual general meetings of the School Council and/or the parent body. Further details concerning the statement can be obtained by contacting the school.

**School performance 2014**

**Sport**

Students participated in a range of sports within school and as part of the Heritage Country Schools group.

**Swimming**

Students took part in the Heritage Small Schools swimming carnival where seven students were selected to participate in the Heritage District carnival. The school’s P5 relay team of Daniel, Sam, Faith and Natalie swam well enough to proceed to regional carnival in Dubbo.

At the District Swimming Carnival, the swimmers proudly represented Lyndhurst Public School and did well in winning a number of ribbons. The Heritage Small Schools’ team, which included, Lyndhurst won the overall trophy from Blayney and Millthorpe.
Athletics

Students took part in the Heritage Small Schools Athletics carnival where a large number of our students were selected to participate in the district carnival. From the district carnival Sam was gained selection in high jump and discuss at regional level and Luke gained selection in 800m at regional level. The school relay team also participated at regional level and came 5th in the final.

Cross Country

At this year’s district cross country race, we had an increased representation from our school with 18 students participating in the different age groups. Luke gained selection in the district team and went on to compete at the regional carnival.

The Active After-Schools Community Program allowed students to experience a range of sports including golf, dance, athletics, soccer, oztag and swimming using the money provided by this government initiative. The whole school participated in the different sports on offer learning new skills and experiencing and developing positive sports programs.

Touch Football Fun Day

This day was held in Blayney. It was strictly a social day with the emphasis on having fun and learning skills not on competition.

The students from stage 1-stage 3 participated in the Heritage Schools touch football day enjoying interacting with peers from other schools.

Excursions

The students at Lyndhurst Public School participated in a range of excursions combining with the other Heritage Small Schools to enjoy stage-group excursions.

Years 5 and 6 travelled to the ‘Aussie Bush Camp’ up in the central coast in Term 4. This week-long excursion provided students with a range of physical challenges, teamwork and problem solving activities. It was used to help strengthen and provide an opportunity for students in Stage 3 moving into high school to form bonds and develop peer relationships with students from the other Heritage School groups

Years 3 and 4 went to Sydney where they visited a range of sites and museums based around early settlement in Australia.

Early Stage 1 and Stage 1 students travelled to Katoomba where they rode the skyrail and were able to see the different types of landscape and transport people use to move about. In the second semester they travelled to Orange to watch a performance of “Pete the Sheep”. Both of the excursions provided the students with positive learning experiences which they then used to enhance their classroom learning.

KLA Day

Students from Lyndhurst joined with students from all the Heritage Country Schools to participate in a day of learning activities based around a variety of KLA (Early Stage 1 and Stage 1 HSIE, Stage 2 – Science and Stage 3 PDHPE)

The activities provided students with activities relevant to their age and stage. It provided them an opportunity to use many of the skills they had learnt in the classroom and apply them to different learning experiences.

Students were divided into stage groups and each stage group attended a different school site to participate in the activities.

Student Leadership

Student Leaders were given different responsibilities to help in the smooth running of the school. The school leaders also attended a combined luncheon at the beginning of Education Week.

Each of the leaders was involved in running assemblies and special occasions including the 125th celebration activities.

Arts

Blayney Show

Once again our school entered the Blayney Show Poster competition. The creative team of staff and students worked together to create a poster of what they thought “Farming in the Past” might look like and were the winning entry in the competition.

Heritage Art Show

All of our students participated in the Heritage School’s Annual Art Show. All of the students should be proud of their efforts - creating outstanding entries. Congratulations to Jacinta and Sarah, whose artworks were awarded a prize.

As part of the annual event, students work with a local artist to learn and develop their artistic skills and create an original piece in conjunction with the artist. This year we worked with local
Aboriginal artist Nyree Reynolds and created a ‘birds eye’ map of Lyndhurst on canvas. Students worked in small groups to create the piece.

**Drama**

As part of the school’s celebrations of a 125 years of Schooling in Lyndhurst the children took part in a performance “A Walk Through Time”. All children were involved in the production dancing, singing and performing their way from dinosaur era through to present time.

**Cowra Eisteddfod**

The whole school took part with great success in the annual Cowra Eisteddfod in the Small Schools Verse Speaking Choir section. We performed 2 pieces of poetry: “The Captain” and “Big Bad Bushranger” and were awarded first place.

**Academic achievements**

**NAPLAN**

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10.

The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

Year 3: from Band 1 (lowest) to Band 6 (highest for Year 3)
Year 5: from Band 3 (lowest) to Band 8 (highest for Year 5)

Aboriginal Education is imbedded in our teaching and learning programs, ensuring that Aboriginal perspective is part of our teaching practice.

This year’s NAIDOC Day celebration at Mandurama Public School was a day of great footy fun, thanks to the Greater Western Sydney Giants, and full of rich cultural experiences. The Wagana Traditional dancers from the Blue Mountains were amazing, performing and teaching the students some beautiful dances. Lyndhurst students also did their part by sharing a lovely gathering dance taught to them by Ms Gainsford with students from other schools. All students from all of the schools joined to dance the gathering dance.

**Multicultural education and anti-racism**

Teachers K-6 design learning experiences in which students can confidently discuss their family heritage and cultural backgrounds. The content is visible in teaching programs, student work and classroom displays.

Our Human Society and its Environment Scope and Sequence has a strong focus on learning about other cultures across all stages and building an acceptance of others.

A project undertaken with the Heritage Learning community was GreenAid. It was good learning experience for them to see how, through their efforts, they can help support communities that are less fortunate. It also provides children with a positive way of developing their understanding of global connectedness and other cultures. All families were given a box of band aids to sell to help with our target project - which is building a desperately needed well for a community in Africa.

Students completed a country study of Botswana, learning songs and researching aspects a variety of interesting facts about the country. This study was carried out in conjunction with the Country Women’s Association International program.

A member of staff has been trained as the Anti-Racism Officer. All school programs are based on an inclusive school community and a racism-free learning and working environment.

Students are specifically taught that no form of discrimination is acceptable, such as discrimination based on religion, age, race, sex or gender.
Significant programs and initiatives – equity funding

Aboriginal background

The school had a population of three Aboriginal students in 2014. Individual learning plans were implemented for all of our Aboriginal students and equity funding was utilised to assist students in improving outcomes in literacy and numeracy. The strategies used to do this included: one on one assistance and small group work with a School Learning Support Officer; small group work with a Learning Assistance Teacher. Aboriginal students showed significant growth and improvement in both literacy and numeracy as measured by internal school assessment.

Socio-economic background

The school received equity funding to support students from a low socio-economic background. Learning Support strategies were focused around quality teaching, student engagement and improvement in literacy and numeracy outcomes.

The support strategies implemented included:

- a teaching mentor program to support teachers in classroom practice;
- one on one assistance and small group work with a School Learning Support Officer;
- social skills program for students delivered daily;
- small group work with a Learning Assistance Teacher;
- engagement in learning through hands-on programs across the Heritage Learning Community;
- provision of an early Kindergarten transition program to ensure all prospective students have engaged in early educational experiences; and

Students showed improved learning outcomes as indicate by growth and improvement in both literacy and numeracy as measured by internal school assessment. As reported on the MySchool site, Year 3 students performed as high as schools with similar students in reading, writing, numeracy, grammar and punctuation.

Learning and Support

Learning Support strategies were focused around quality teaching, student engagement and improvement in literacy / numeracy outcomes.

Individualised learning plans were required are developed in consultation with the class teacher and the parents. Differentiation of curriculum is evident in each classroom allowing for personalisation of learning for students.

Improved learning outcomes as measured by the attainment of goals in their personalised plans.

School planning and evaluation 2012—2014

School evaluation processes

NSW public schools conduct evaluations to support the effective implementation of the school plan. The processes used include:

- Interviews and surveys were conducted with members of the school community, including the following: members of staff, students and P&C.
- Analysis of policies and programs, plans, budgets, meeting minutes, assessment information, communications, program evaluations and other documents seen by the school as informing the review.
- Classroom and program observations and evaluations and
- Student achievement data including external such as NAPLAN and teacher assessment.

School planning 2012-2014:

School priority 1

Literacy

Outcomes from 2012–2014

To improve the reading and writing levels of individual students so they reflect the expected growth rates at or above like schools.

Evidence of achievement of outcomes in 2014:

- Regular in school testing demonstrated growth rates with 75% of students reading at or above stage level.
Numeracy
School
Outcomes
Strategies
To
Increase
Evidence
of
learning
Support
the
targeted
implementation
Language
literacy
have
teaching
an
students.
acquisition
level.
New
staff
students.
Achievement
of
school
shown
2
focus
priority
support
Australian
development.
2012–2014
Maths
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Maths
Syllabus.
This
shows
Evidence
of
growth.
students.
individual
achievement
Stage
2
and
Stage
3
students.
access
to
their
laptop
which
is
used
throughout
the
day.
Ipads
and
programs
purchased
support
Teaching
and
learning
programs.
Individualised
apps
for
students
learning
purchased
and
used
in
classrooms.
Strategies
to
achieve
these
outcomes
in
2014:
•
Heritage
Small
Schools
joined
together
enhance
understanding
the
new
Australian
Curriculum.
•
ongoing
support
to
unpack
the
different
Curriculum
and
support
material
as
they
are
delivered.
•
Employment
LSO
to
support
the
implementation
individual
programs
for
targeted
students.
•
Professional
learning
in
teaching
of
Mathematic
skills
students
support
their
movement
along
the
learning
continuum.
School
priority
3
Technology
Outcomes
from
2012–2014
To
further
develop
staff
confidence
and
competence
in
using
technology
in
classroom
practices.
To
improve
engagement
and
learning
opportunities
student
using
a
variety
innovative
technologies
Evidence
of
achievement
outcomes
2014:
•
Engagement
students
learning
activities
embedded
technology.
•
Staff
programs
indicate
technology
embedded
teaching
learning
programs.
•
Stage
2
Stage
3
students
have
access
to
own
laptops
used
throughout
the
day.
•
Ipads
programs
purchased
support
Teaching
learning
programs.
Individualised
apps
students
learning
purchased
used
classrooms.
Strategies
to
achieve
these
outcomes
2014:
•
Working
with
schools
other
learning
communities
focused
programs.
•
Using
connected
excursion
opportunities
broaden
student
knowledge.
•
ongoing
professional
learning
use
different
apps
hardware.
•
increase
technology
embedding
classroom
practice
including
time
explicit
instruction
given
programs
and
time
practicing
skills
acquired.

School
priority
2
Numeracy
Outcomes
from
2012–2014
To
improve
individual
student’s
growth
rate
number.
To
improve
individual
student’s
growth
rates
working
mathematically.
Increase
staff
understanding
and
implementation
New
Australian
Maths
Syllabus.
To
support
staff
understanding
students
learning
Maths
Evidence
achievement
outcomes
2014:
•
62%
students
working
above
stage
level.
•
Staff
professional
learning
has
resulted
Teachers
embedding
‘Working
Mathematically’
teaching
programs;
consequently
students
have
increased
understanding
Language
Maths
reflected
student
growth.
•
Implementation
new
Australia
Maths
Syllabus.
School
Based
Data
demonstrated
growth
rates
support
mathematical
acquisition
all
students.
•
Tracking
individual
student’s
mathematical
concept
development.
Parent/caregiver, student, and teacher satisfaction

In 2014, the school sought the opinions of parents, students and teachers about the school. Overall, all stakeholders are very positive about the school and happy with all aspects of the learning environment. Students feel supported and safe; and parents like the emphasis placed on student welfare and the ease of communication with staff. They expressed confidence in teachers’ ability to motivate and engage positively with their children to help them achieve their learning outcomes.

Future Directions
2015-2017 School Plan

NSW DEC is implementing a new school planning process for 2015-17. The new plan will be published on the school’s website from the beginning of Term 2 2015.

The school community, including staff, students, parents and community members were consulted using the following methods:

- Parent teacher conferences-discussions on expectations
- Staff meetings reviewing current practices, evaluation of previous school plan and setting future directions
- Analysis of student assessment data including internal assessment, state-wide testing and program specific data.
- Survey home to all parents seeking input into what was working well across the school and where the school could move forward.
- Survey to staff and students seeking opinions on school performance re teaching, learning and student engagement.
- P&C meetings to review the findings, staff discussion points and to provide input into the school’s future directions.
- Draft Vision, Strategic Directions and School Plan were presented to the school community via the newsletter, P&C meetings and staff meetings for further consultation.
- Collaboration and consultation with Heritage Learning Community

2015-2017
Strategic Direction 1
Learning
Quality teaching and learning programs for successful 21st century learners

Strategic Direction 2:
Connecting
Strengthen connections and understanding

Strategic Direction 3
Developing
Support and enhance learning opportunities

About this report

In preparing this report, the self-evaluation committee has gathered information from evaluations conducted during the year and analysed other information about the school’s practices and student learning outcomes. The self-evaluation committee and school planning committee have determined targets for the school’s future development.

Sally Beer Principal
Annette Gainsford Teacher
Denise Smith Community Member
Cate Colson School Administrative Manager/ Librarian

School contact information

Lyndhurst Public School
Marsden Street Lyndhurst NSW 2797
Ph: 02 63675016
Fax: 02 63675205
Email: Lyndhurst-p.school@det.nsw.edu.au
Web: www.lyndhurst-p.schools.nsw.edu.au
School Code: 2436

Parents can find more information about Annual School Reports, how to interpret information in the report and have the opportunity to provide feedback about the report at: