

Leeton Public School Annual Report



2016



2386

Introduction

The Annual Report for 2016 is provided to the community of Leeton Public School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

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Principal

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School background

School vision statement

At Leeton Public School we will empower learners by working in partnership within and beyond our school in a strategic, enthusiastic and purposeful way. We will inspire the development of confident, creative, resilient and innovative individuals, fostering an environment of critical thinkers and problem solvers who are engaged and resourceful learners. We will collaboratively build the capacity of our community for a better future through leaders who are respectful, responsible and productive citizens.

School context

Leeton Public School is situated in the township of Leeton in the Riverina region of NSW and is a member of the Leeton Community of Schools. The school currently services 267 families from across the full socio-economic spectrum at Leeton Public School we:

- have an experienced and dedicated staff committed to achieving improved student learning outcomes;
- aim to provide students with the skills, knowledge and expertise to help them master the multi-dimensional abilities required of them in the 21st century and beyond;
- provide opportunities for all staff to engage in quality professional learning activities aimed at improving student outcomes at the school as shown through formative and summative assessment;
 - showcase the academic, cultural and sporting achievements of our students at every opportunity;
- are committed to the core values of “ Respect, Responsibility, Resilience and Resourcefulness and endeavour to instil these core values through explicit teaching and high expectations at all times;
- embrace the use of technology to enhance the learning programs of students;
- are strongly supported by a hard working P&C.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

For all schools (except those participating in external validation processes):

This section of the Annual Report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework. The framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high-quality practice across the three domains of Learning, Teaching and Leading.

This year we reintroduced all staff to the School Excellence Framework at Professional Learning Team meetings. At these meetings, the staff went through the framework and looked at where they believed the school was achieving guided by members of the executive. A team of 7 members of staff (executive and non-executive) then met to review the school's progress against the framework and recorded evidence to validate their decisions which were then used to inform the initial School Excellence Survey completed early 2016. The team then met again in Term 4 as a part of the 2017 school planning process to reassess where they felt the school was achieving on the framework once again recording evidence to validate their decisions. This information was shared with staff at Professional Learning Team meetings and was included in the revision of the 2015-2017 School Plan at the end of 2017.

In the domain of Learning, the staff indicated through the evidence gathered that the school was at the following levels:-

1. Learning Culture - Sustaining and Growing
2. Wellbeing - Sustaining and Growing
3. Curriculum and learning - Sustaining and Growing
4. Assessment & Reporting - Sustaining and Growing
5. Student Performance Measures - Delivering

Throughout 2016 the school focussed on further developing understanding around the element of Assessment and Reporting. Staff were involved in using a range of assessment data including PATR testing, L3 data and continuums results to monitor student achievements and inform planning for student groups and individuals, especially students who required extension.

In the domain of Teaching, the staff indicated through evidence gathered that the school was at the following levels-:

1. Effective Classroom Practice - Sustaining and Growing
2. Data Skills and Use - Sustaining and Growing
3. Collaborative Practice - Sustaining and Growing
4. Learning and Development - Sustaining and Growing
5. Professional Standards - Sustaining and Growing

Throughout 2016 in the domain of Teaching, the focus has been Data Skills and Use. As teachers, the use of assessment data for, as and of teaching is required to ensure the best possible outcomes for students. Putting this into practice across the school is a key focus. We have undertaken professional learning as a whole school and in Professional Learning Teams to embedded high quality practice in this element of teaching.

In the domain of Leading, the staff indicated through the evidence gathered that the school was at the following levels-:

1. Leadership - Sustaining and Growing
2. School Planning, Implementation and Reporting - Sustaining and Growing
3. School Resources - Sustaining and Growing
4. Management Practices and Processes - Sustaining and Growing

Throughout 2016 in the domain of Leading our focus has been on the elements of Leadership and School Planning, Implementation and Reporting. In 2016 we have focussed on building the capacity of the leadership team at Leeton Public School. This has involved staff being placed into purposeful leadership roles based upon expertise as well as external Leadership professional learning.

For more information about the School Excellence Framework:

<http://www.dec.nsw.gov.au/about-the-department/our-reforms/school-excellence-framework>

Strategic Direction 1

Leading 21st Century Learning

Purpose

To enhance leadership and teaching practices through 21st century pedagogy and targeted professional learning. Creating a professional performance focussed culture that is aligned with the Australian Professional Teaching Standards and the Principal standards, where teachers and leaders engage professionally and collaboratively to deliver 21st Century learning.

Overall summary of progress

In 2016 staff have continued to work towards developing their knowledge around 21st Century learning and understanding the impact that this will have on students in the classroom setting. All staff have undertaken the AITSL Teacher self-assessment tool which aided them in developing their Professional Development plans which focused on the school strategic directions including Leading 21st Century Learning. Staff continued to work through the HOW2Learn program as well as further developing their knowledge around using succinct lesson intentions and success criteria to improve student learning in targeted professional learning sessions across the school.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
100% of teachers demonstrate that they meet the Australian Professional Standards for teachers.	All staff have participated successfully in the PDP process and understand that it is important to actively seek feedback and mentoring to further develop their skills. Staff have developed an in depth understanding of the Australian professional Standards for teachers and are able to identify where they are on these standards and identify areas for improvement.	
100% of staff will consistently use learning intentions, success criteria, feedback and learning processes to achieve syllabus outcomes.	Staff have continued to develop their understanding of Lesson Intentions and Success criteria and are beginning to use these strategies in the classroom setting to drive student learning and reflection.	
Increase in staff knowledge and confidence in implementing 21st century and innovative pedagogy.	Staff have continued to take part in targeted professional learning activities driven through Professional Learning teams aimed at increasing knowledge of and ways to implement 21st Century Pedagogy throughout the school.	Professional learning Teams \$ 51,000

Next Steps

- In 2017 staff will take part in the Visible Learning Foundation day which will further develop their knowledge of 21st century learning.
- Staff will further embed lesson intentions and success criteria across the school setting.

Strategic Direction 2

Quality Teaching of Literacy and numeracy

Purpose

To improve literacy and numeracy standards through high quality teaching, innovative 21st century practices, personalised learning and explicit high expectations. A culture of success and the development of relevant and engaging curriculum for 21st century learning underpins this purpose.

Overall summary of progress

Quality teaching, assessment and the use of effective feedback have been a key professional learning focus in 2016 to achieve this strategic direction, based on the research of Professor John Hattie.

All staff continued have been trained in important literacy and numeracy initiatives – Language, Literacy and Learning (L3), Targeting Early Numeracy Strategies (TENS) and Focus on Reading. These initiatives are having a significant impact on student learning, particularly for equity groups in the early years of schooling. The continued involvement in HOW2Learn will also assist teachers in developing 21st-century teaching strategies developing the skills of staff to deliver quality literacy and numeracy lessons to students.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)									
Quality teaching is reflected across the school demonstrated through differentiated learning and the use of summative and formative assessment practices.	<ul style="list-style-type: none"> Established Professional Learning Teams with clear, focused, objectives, timeframes and funding. SAT and professional development framework documentation completed. Differentiated learning for students evident through use of Individual Learning Plans, Adjustments and targeted grouping of students according to need in Literacy and Numeracy programs k-2. 	Professional Learning teams \$51,000									
Improved NAPLAN performance in Literacy and Numeracy with 30% of students in top two bands across all areas.	Percentage in Bands 2016 Reading Numeracy Writing Yr 3 56% 42% 33 % Yr 5 32% 9% 12%										
80% of students at or above grade expectations in aspects of literary and numeracy according to continuums and school based data (including ACER testing and reading levels)	At the end of 2016 students are showing growth on continuums in the areas of reading and numeracy. All class teachers reported to parents using the continuum at Term 2 class discussions as planned. L3 (trainer - Teach/Learn)										
To sustain student growth in NAPLAN by over 60% between years 3, 5 and 7 with a focus on the lowest and highest performing students.	<i>Expected Growth</i> <table border="1"> <thead> <tr> <th>2016</th> <th>Reading</th> <th>Numeracy</th> </tr> </thead> <tbody> <tr> <td>Year 5</td> <td>65%</td> <td>56%</td> </tr> <tr> <td>Year 7</td> <td>40%</td> <td>54%</td> </tr> </tbody> </table>	2016	Reading	Numeracy	Year 5	65%	56%	Year 7	40%	54%	
2016	Reading	Numeracy									
Year 5	65%	56%									
Year 7	40%	54%									

Next Steps

- Buy into the Early Action For Success program in 2017 and employ an Instructional Leader to drive the program across K-2.
- Use the instructional Leader model across 3-6 to further develop teaching practices and improve student learning in

Literacy and Numeracy.

- Engage the whole staff in data collection and tracking systems to enhance our focus on impact and to better plan ongoing student learning.
- HOW2Learn culture and language embedded in programming structures.

Strategic Direction 3

Building a collaborative, engaged school community

Purpose

To promote positive and respectful relationships which support an inclusive school culture and collaboratively develops successful learners. Learners who are confident and creative individuals with self-worth, resilience and integrity. Working together as a learning community to give our students the knowledge, skills and experiences to achieve their personal goals and lead successful lives in the 21st Century underpins this purpose.

Overall summary of progress

Surveys indicate a high satisfaction amongst parents, students and staff in Leeton Public Schools ability to provide a high-quality learning environment for students. In 2016 we worked on further developing student and parent engagement at the school through implementing the Peer Support Program across the school as well as providing parent information sessions and the opportunity for parents and community members to reflect upon the school practices through focus groups and surveys.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Surveys reflect high satisfaction amongst teachers, parents and students in the achievement of educational outcomes and provision of a quality learning environment.	Parents took part in workshops around developing their knowledge of the Best Start program and assisting their child at home with reading and maths.	NIL
School and community engagement matrix show the school is building collaborative relationships with the community. Peer support program and student parliament operating.	Peer support program commenced in the school with senior students completing Peer Support training and implementing the program into the school setting K-6.	Peer Support - Teacher Professional Learning \$3000 - Additional Days \$ 2000

Next Steps

- Continue to build on the improved Learning and Support processes and strengthen the support for the Peer Support program and the Student Parliament.
- Through the Learn, Play Shine group, embed high quality practices for pre-school students and extend the links with the local pre-school groups
- Build on the HOW2Learn growth mindset approach in classrooms and move towards the use of school values and displays in all classrooms.

Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	All Aboriginal students have an individual learning plan and receive targeted learning support in the classrooms where required. Aboriginal students attending Leeton Public school are achieving National Minimum Standards in Literacy and Numeracy in NAPLAN and are performing significantly above NSW DoE averages across all aspects.	\$ 13 812
English language proficiency	Language support continued for new arriving students under the EALD program. A teacher was employed to deliver a targeted program addressing the individual needs of students identified as requiring support in English language proficiency.	\$ 13 002
Low level adjustment for disability	<p>All students with low level learning disabilities were targeted through learning support in the classroom and adjustments being made to program delivery. Teachers delivered intervention programs on an individual or small group basis according to the identified needs. This intervention allowed students to maintain steady progress throughout the school year across aspects of literacy and numeracy.</p> <p>At the beginning of the school year all staff participated in a Professional Development session on Autism delivered by Sue Larkey. This was in response to staff requests asking for support in supporting the needs of students with autism in the classroom and playground environments.</p>	1.1 Staffing allocation SLSO \$ 30 256
Quality Teaching, Successful Students (QTSS)	An Assistant Principal was released from class to work with teachers either self-nominated or identified as having needs.	0.13 Staffing allocation
Socio-economic background	<p>Professional learning was provided to the staff to support all students in the classroom environment. Through Professional Learning Teams which focused on addressing the individual needs of students in the classroom and teaching to the point of need individual needs in the classroom setting were catered for.</p> <p>All targeted students made sound progress as indicated through the Literacy and Numeracy Continuum and in PATR testing data.</p>	\$ 30 660
Support for beginning teachers	<p>Beginning teachers were released for an additional 4 hours per week to collaborate with their mentor on programming, classroom management strategies and curriculum delivery. They also attended the Beginning Teachers Conference.</p> <p>Two additional classroom teachers were also given release time to gather appropriate evidence to complete accreditation and meet with their mentor.</p>	

Student information

Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	183	172	190	202
Girls	185	165	175	180

Enrolments numbers at Leeton Public School continue to remain steady despite losing a large Year 6 cohort at the end of the 2015 school year. Anticipated enrolments for 2017 show a positive upward trend covering the outgoing Year 6 numbers moving on to High School.

Student attendance profile

School				
Year	2013	2014	2015	2016
K	96.9	94.4	95.3	94
1	95.5	95.3	92.2	93.8
2	95.9	94.1	95.3	92.4
3	95.7	95.1	95.1	94.6
4	93.4	94.7	95.2	95.4
5	94	94.9	94	94.3
6	95.6	92.9	93.4	93.6
All Years	95.3	94.5	94.4	94
State DoE				
Year	2013	2014	2015	2016
K	95	95.2	94.4	94.4
1	94.5	94.7	93.8	93.9
2	94.7	94.9	94	94.1
3	94.8	95	94.1	94.2
4	94.7	94.9	94	93.9
5	94.5	94.8	94	93.9
6	94.1	94.2	93.5	93.4
All Years	94.7	94.8	94	94

Overall attendance rates at Leeton Public School remain at State Department of Education average despite a high level of illness during the winter season.

Attendance is monitored regularly at Leeton Public School with teachers following up students who are absent with letters and phone calls and monitoring to identify any patterns. Students who are identified as being at risk are placed on the Learning Support Team

case load where attendance patterns are closely monitored. Continued low attendance is followed up with letters home, meetings with students and parents and where required referral to the Home School Liaison Officer caseload.

Class sizes

Class	Total
KB	15
KV	16
KF	15
1M	27
1S	27
2R	23
2M	23
STAGE 2 S	26
STAGE 2 C	28
STAGE 2 B	28
STAGE 2 T	28
STAGE 3 RA	30
STAGE 3 L	26
STAGE 3 E	29
STAGE 3 RY	29

Structure of classes

At Leeton Public School we have organised our 3-6 classes in stage groupings. This has resulted in four stage 2 classes and 4 stage 3 classes. Stage based classes ensure that students learning is aimed at the point of need rather than to an age or grade level. It also promotes team work by using different grouping strategies for a range of purposes throughout the day.

Teachers at Leeton Public School are well-versed and experienced in conducting programs in stage-based classes. Our teachers work in teams and by doing so the opportunities provided to students are enhanced. Our teachers ensure that today's students can develop the knowledge, understanding, attitudes, creativity and collaborative skills necessary to be life-long learners.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Assistant Principal(s)	3
Classroom Teacher(s)	13.23
Teacher of Reading Recovery	0.42
Learning and Support Teacher(s)	1.1
Teacher Librarian	0.8
School Administration & Support Staff	2.98
Other Positions	0.13

At this time no staff members identify as being of Aboriginal heritage.

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	14

Professional learning and teacher accreditation

All 22 teachers at LPS participate in professional learning activities and maintain a Professional Learning Plan. Activities were undertaken at Staff Development Days, Staff Meetings, Professional Learning Team meetings and selected professional development courses. Courses and activities were chosen in line with the school priorities as expanded upon in the school plan.

In 2016 we continued with Professional Learning Teams at LPS with each team meeting on a fortnightly basis throughout terms 1 to 4. These meetings focused on up-skilling all teachers in a variety of areas including the use of the Literacy and Numeracy Continuums, introduction of the new curriculum, data analysis, consistent teacher judgment and quality teaching.

Additional Professional Learning undertaken by teaching staff included:

- Focus on Reading
- Stage 1 - L3 Trainer Training
- Stage 1 L3 Training Phase 1
- HOW2Learn
- Leadership Workshops and Conferences
- Beginning Teachers Programs
- Principal professional learning.

An average of \$ 5000 per teacher was spent on professional learning in 2016.

Financial information (for schools using OASIS for the whole year)

Financial information

This summary financial information covers funds for operating costs to <insert date> and does not involve expenditure areas such as permanent salaries, building and major maintenance.

Income	\$
Balance brought forward	122 055.00
Global funds	308 776.00
Tied funds	212 405.00
School & community sources	168 662.00
Interest	0.00
Trust receipts	3 405.00
Canteen	44 761.00
Total income	860 067.00
Expenditure	
Teaching & learning	
Key learning areas	132 403.00
Excursions	73 312.00
Extracurricular dissections	20 006.00
Library	605.00
Training & development	40 607.00
Tied funds	187 899.00
Short term relief	57 413.00
Administration & office	62 186.00
School-operated canteen	0.00
Utilities	64 858.00
Maintenance	30 152.00
Trust accounts	29 323.00
Capital programs	19 663.00
Total expenditure	718 433.00
Balance carried forward	141 633.00

School performance

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 Literacy

Grammar and Punctuation

In 2016 50% of Year 3 students achieved Bands 5 and 6 in Grammar and punctuation. This was an increase from 40 % in 2015.

Reading

In 2016 56% of Year 3 students achieved Band 5 and 6 in Reading. This was an increase from 35% in 2015.

Spelling

In 2016 61% of Year 3 students achieved Band 5 and 6 in Spelling. This was an increase from 35% in 2015.

Writing

In 2016 33% of Year 3 students achieved Bands 5 and 6 in Writing.

Year 5 Literacy

Grammar and Punctuation

In 2016 33 % of students achieved Bands 7 and 8 in Grammar and Punctuation.

Reading

In 2016 32% of students achieved Bands 7 and 8 in Reading

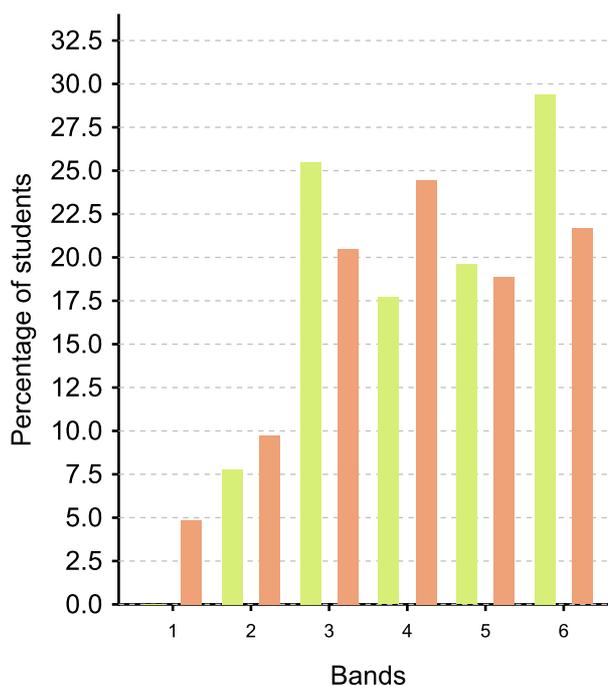
Spelling

In 2016 29% of students achieved Bands 7 and 8 in Spelling.

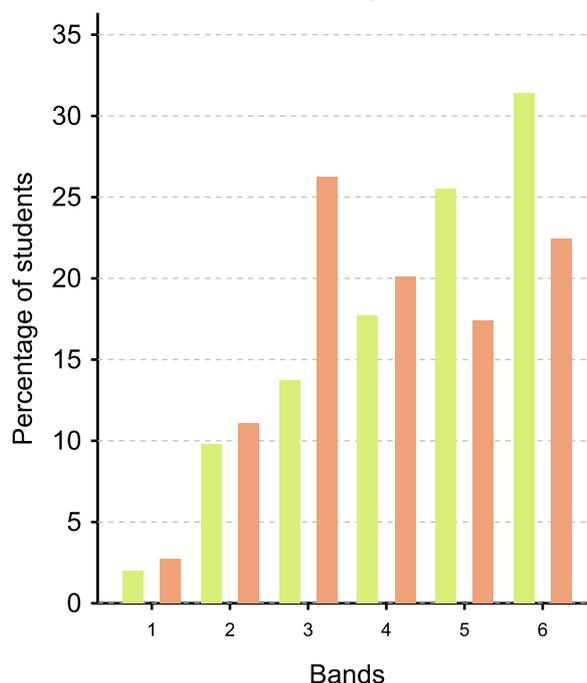
Writing

In 2016 13% of students achieved Bands 7 and 8 in Writing.

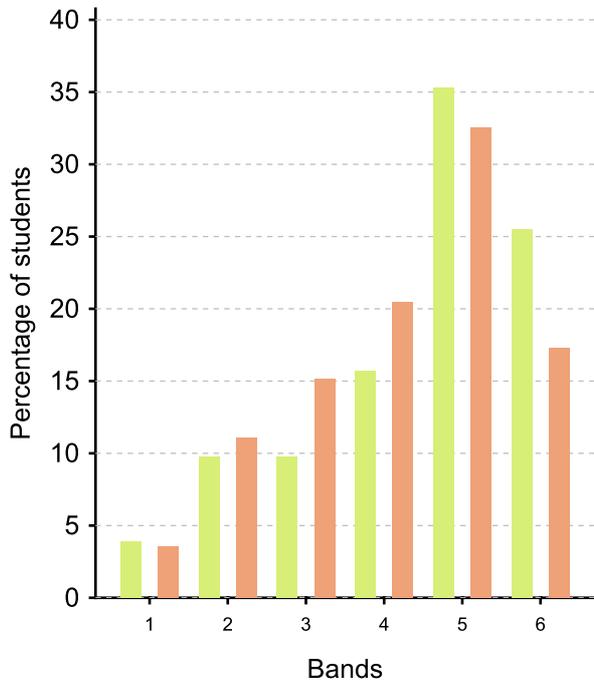
Percentage in bands:
Year 3 Grammar & Punctuation



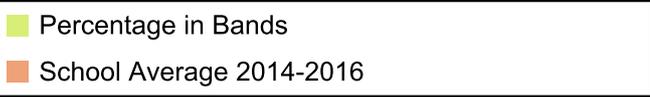
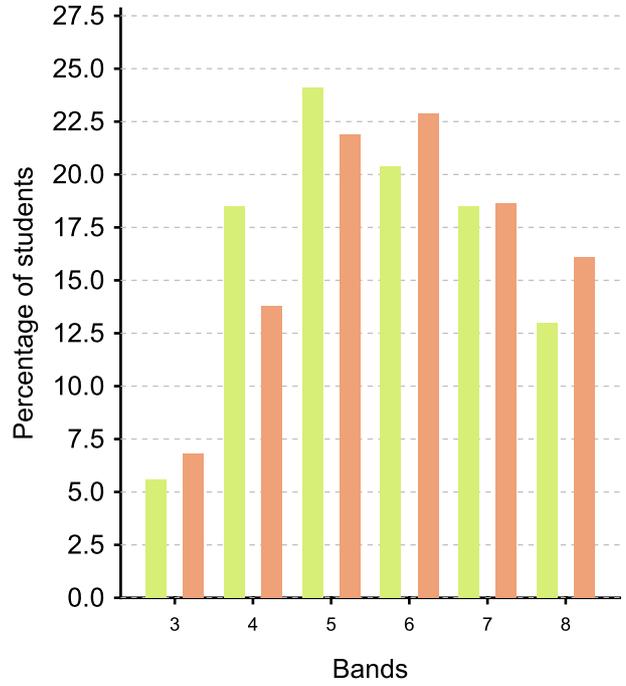
Percentage in bands:
Year 3 Reading



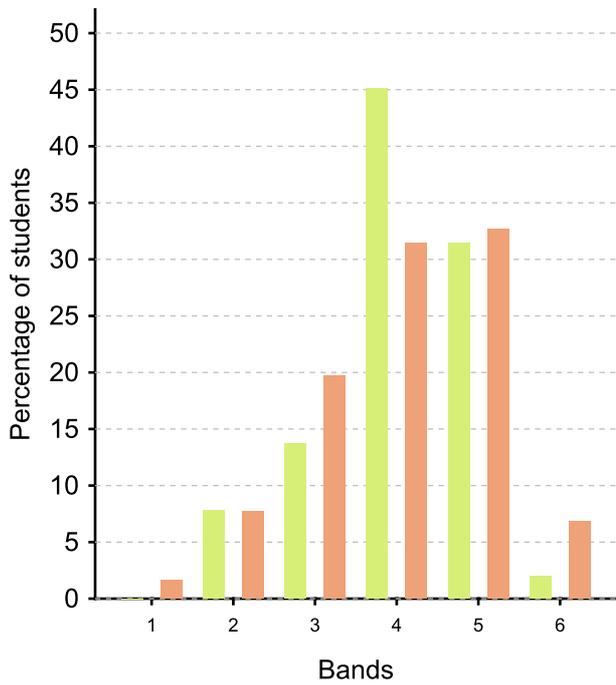
Percentage in bands:
Year 3 Spelling



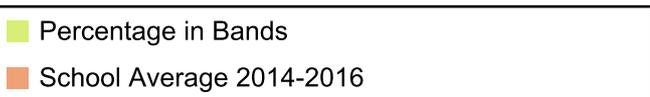
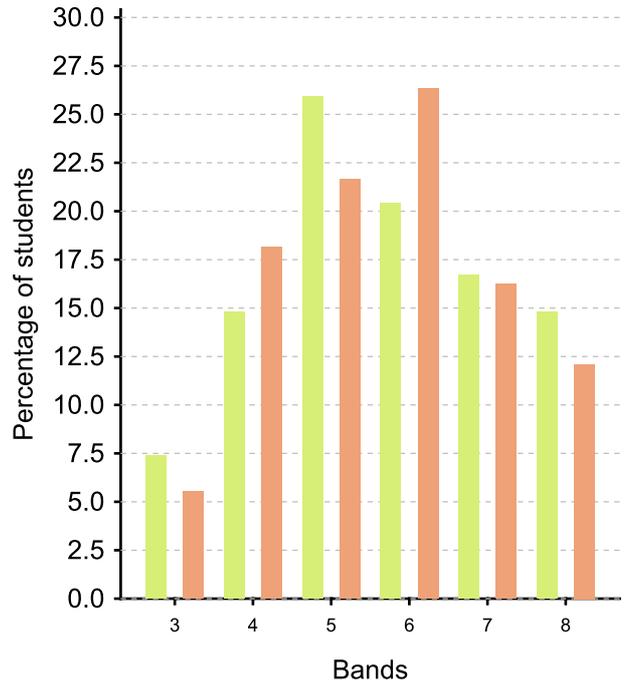
Percentage in bands:
Year 5 Grammar & Punctuation



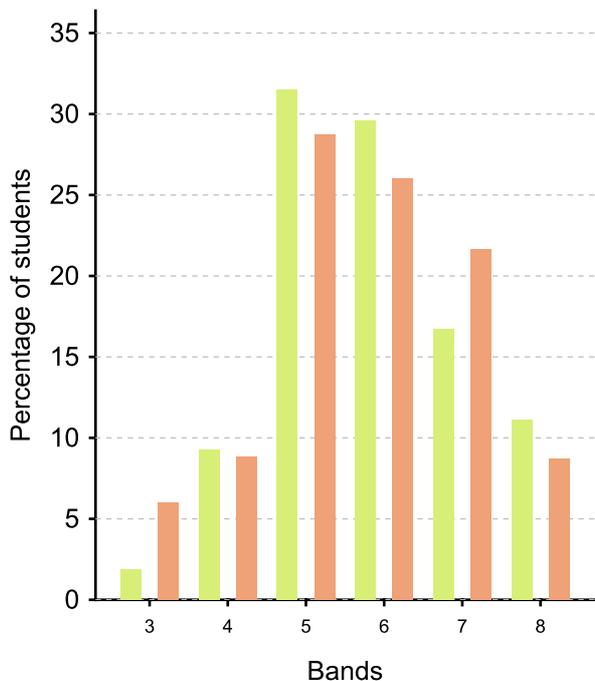
Percentage in bands:
Year 3 Writing



Percentage in bands:
Year 5 Reading

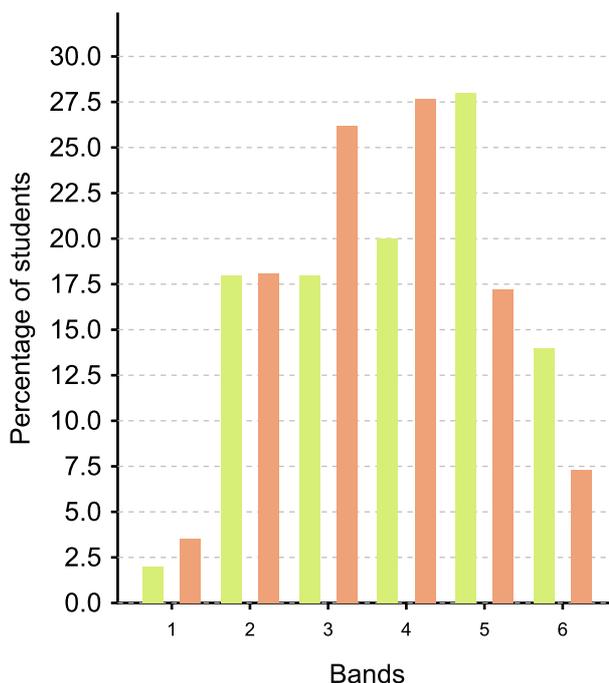


Percentage in bands:
Year 5 Spelling

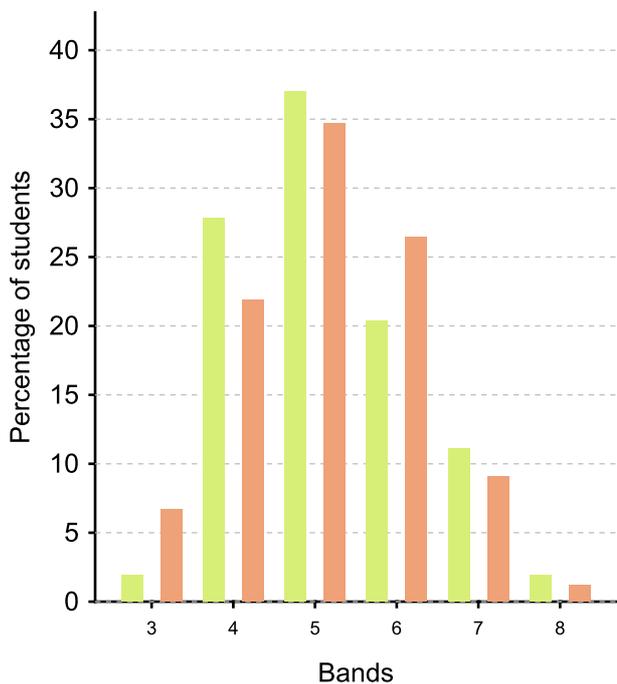


In 2016 9 % of Year 5 students achieved bands and 8 in Numeracy. Students did achieve significant growth in this area with 56.3% of students achieving greater than or equal to expected growth.

Percentage in bands:
Year 3 Numeracy



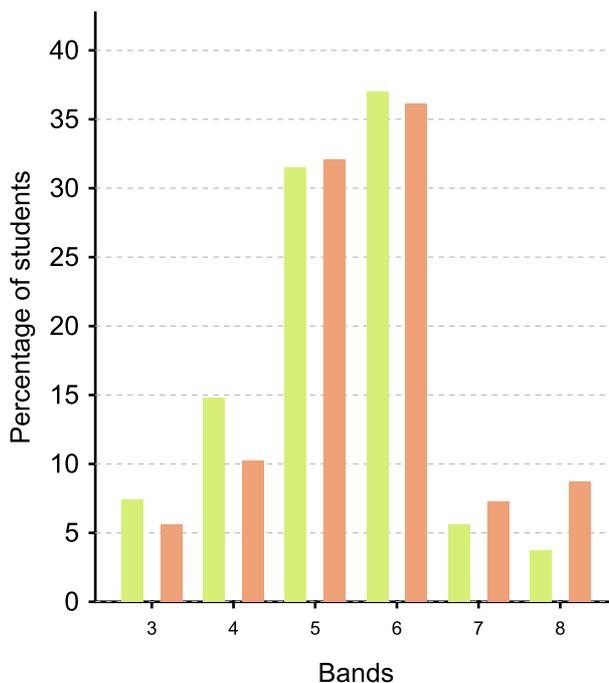
Percentage in bands:
Year 5 Writing



Year 3 Numeracy

In 2016 42% of Year 3 students achieved Bands 5 and 6 in Numeracy. This was a significant increase from 2015 when only 18% of Year 3 students achieved Bands 5 and 6.

Percentage in bands:
Year 5 Numeracy



Year 5 Numeracy

The My School website provides detailed

information and data for national literacy and numeracy testing. Click on the link <http://www.myschool.edu.au> and insert the school name in the Find a school and select GO to access the school data..

Parent/caregiver, student, teacher satisfaction

In 2016, the school sought the opinions of parents, students and teachers about the school using The Learning Bar "Tell Them From Me" survey.

A summary of responses has been presented below.

Student survey results indicated that students felt safe at school with adults within the school strongly encouraging them. They also indicated that they had positive relationships with their teachers. Survey results also showed that students believed that important concepts were taught well at the school and that the classroom instruction was relevant to their everyday life.

Parent Satisfaction with Leeton Public School remains high with survey results indicating on a scaled score of 1-10 that 8.2 feel welcome at the school. They also indicated that they can easily speak to the classroom teachers regarding their child's performance and that they are well informed about school activities. These all rated above the state average. They also rated highly the fact that their child is encouraged to do their best work and that their teachers have high expectations for the child to succeed.

Staff surveys indicate high levels of satisfaction across the eight areas covered in the survey. They felt highly supported by the school leadership team as well as indicating that the leadership team had helped them to establish challenging and visible learning goals for all students. They also indicated that the school had a high level of collaboration occurring with teachers working with other teachers to discuss strategies to increase student engagement as well as develop cross - curricular or common learning opportunities. Staff went on to indicate that the school had a strong learning culture embedded throughout the school where they were able to set high learning expectations for their students.

Policy requirements

Aboriginal education

Leeton Public School is committed to improving the educational outcomes and wellbeing of Aboriginal and Torres Strait Islander students so they excel and achieve in every aspect of their education.

Leeton Public School works hard to ensure that Aboriginal perspectives are embedded throughout the school in many ways. This was achieved in 2016 by:

- Staff members ensuring that Aboriginal perspectives are embedded in curriculum ensures

Australia's Indigenous Heritage is understood and celebrated appropriately.

- Celebrating NAIDOC week at Leeton Public School.
- Participating in the local Proud and Deadly Awards.

Multicultural and anti-racism education

Leeton Public School has an increasing number of students from ethnic backgrounds. Staff are committed to developing student understanding about multicultural Australian society, tolerance and respect towards other cultures..

In line with DoE policy the school ensures that culturally inclusive classroom and school practices are embedded across the school. Our programs foster students' understanding of culture, cultural diversity, racism and active citizenship within a democratic and multicultural society. Teachers participated in ongoing professional learning that supports them to embed multicultural and anti - racism education into their teaching and learning programs.