

# Leichhardt Public School

## Annual Report



2016



7423

## Introduction

The Annual Report for 2016 is provided to the community of Leichhardt 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.

James Reid

Principal

### School contact details

Leichhardt Public School

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Leichhardt, 2040

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### Message from the Principal

Our students and staff have enjoyed another very successful year of teaching and learning at LPS. I am very proud of the fact that all our students, regardless of their individual talents and abilities, have been given every possible opportunity to achieve success, to feel valued and to enjoy an overall positive and enriching school experience. I am delighted that the majority of our students have seized these opportunities and have made great progress.

Our students have made tremendous progress with all aspects of learning. They have grown and developed and as each individual has their own talents, abilities and particular ways of learning, our staff have enjoyed fostering their development and celebrating their successes.

Our school community thrives due to the commitment, expertise, and energy of our teachers. They are not only exceptionally dedicated and knowledgeable professionals they genuinely believe in the potential of every student and the fundamental right of every student to achieve that potential in every aspect of their school life. Every day as I observe them at work, talk to them about their students, their programs and their classroom practice I know that they are doing their utmost to make school as rewarding and engaging as possible.

Our school is greatly enriched by the parents, grandparents and community members who have supported our school throughout the year as volunteers in all aspects of school life. We know that a student's success at school is greatly enhanced when learning and social and emotional growth is a partnership between the home and school. The LPS community would not have the depth and breadth that makes it so strong and rich without the care, the love and the nurturing that they receive at home.

Parents, grandparents and carers who have attended our weekly assemblies and special school events throughout the year should also be acknowledged. Your presence is appreciated by both students and staff and ensures the close ties between the school and its families are strengthened.

I would like to personally thank the members of the P&C committee for their tremendous support in 2016 and all parents and carers who so willingly gave their time and expertise to the P & C's projects over the course of the year.

James Reid

## Message from the school community

I'm grateful for this opportunity to take a moment to reflect back on the year that was. And 2016 was quite a year!

It seems like just yesterday we were welcoming the new Kindykids at the "Welcome, Kindy!" Morning Tea, and making new friends at the Welcome BBQ. Then we were off and reading through the ever-popular Readathon. Before we knew it, we'd danced the night away at Trivia Night's Night at the Oscars. We came out in force, and LPS singlets, to show other schools how the Bay should be Run. It seemed like the entire Inner West came out to the Spring Fete help us celebrate our wonderful LPS Community. And how lucky to have the talented LPS Musicians provide the soundtrack to these wonderful events, wowing and inspiring us with each new piece of music, each new song.

This year brought to fruition a project years in the making, the refurbished play area. Many parents over many years were involved in this project, from planning to fundraising to implementation, we couldn't have done it without you all. Watching the children play in the newly refurbished area, smiling, running, laughing and enjoying, makes the effort worth the wait.

From the moment the Canteen opened the shutters last January, they haven't stopped. Serving a record number of meals, the Canteen made sure our kids had lots of healthy food choices. The Canteen wouldn't run without volunteers, who generously give of their time to ensure the Canteen can operate 5 days a week. This year, we asked for almost 600 volunteer shifts to be filled in the Canteen, and you parents and carers were marvellous to answer the call. So too for the Class Reps, an often thankless job, I am most grateful for the time and effort you invested communicating with the classes about the various P&C events and initiatives throughout the year.

In these days where time is a precious commodity, I'd like to take this opportunity to acknowledge and thank those groups who have given their time and expertise to coordinate our various events, namely the Social Committee, the Fundraising Committee, our many other P&C subcommittees and the P&C Executive to name just a few. It's been a pleasure working with you all this year. "Bravo!" to the members of the Music Committee for another year of musical magic. A very special thank you to the Year 6 parents who leave us this year, you shall all be missed. Thank you to all the parents, grandparents and carers who volunteered their time this year, while too many to name, you help make LPS the special place it is. And last but certainly not least, an enormous thank you to James Reid, Vicki Flaherty, the school Executive, teachers and staff of Leichhardt Public School, you are incredibly generous to share your school with us the way you do.

Walking my son to school today, I was struck with the warmth of familiarity as we entered the school grounds. Watching the kids play on the newly refurbished play area, seeing friendly faces of children and parents alike, I was reminded what a unique community we have here at Leichhardt Public School. It really is special when so many are willing to work together to support such a caring and nurturing learning environment. If you weren't able this year, I encourage you to get involved next year, the payoff is well worth the time investment.

Yours in Community Spirit,

Susan Kelly LPS P&C President, 2016

## School background

### School vision statement

At Leichhardt Public School we have high expectations for all students to achieve academic and personal excellence, become a lifelong learner and a responsible citizen of the world. This will be fostered in a caring and collaborative environment where learning is always meaningful and engaging and meets the highest educational and ethical standards.

### School context

Leichhardt Public School is located in the centre of the suburb Leichhardt. It has had a long and distinguished history dating back to 1862. The school has experienced significant fluctuations in enrolments and changes in demographic over the past 150 years. In the 1920s the school experienced an enrolment peak of 2250 students whilst for some parts of the 1990s the school was relatively small. The community diversified in the second half of the twentieth century and the school now benefits from the rich cultural heritage of our current and former students.

Its historic buildings and leafy playground provide an inviting backdrop for the many programs the school offers.

Our school places a strong emphasis on developing the whole student in academic as well as social, sporting and cultural pursuits. Our school values and nurtures the unique qualities and academic talents of each student. We have high expectations for all students and a commitment to engendering a genuine love of learning.

## Self-assessment and school achievement

### Self-assessment using the School Excellence Framework

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. 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.

Throughout Term 1, 2017 our staff had the opportunity to discuss the School Excellence Framework and its implications for informing, monitoring our current school plan and validating our journey of excellence. In stage meetings, executive meetings and staff development days we dedicated a significant amount of time engaging in professional dialogue regarding the school plan and the extent to which the elements of the School Excellence Framework are represented in our planning. Our staff reflected on the progress being made across the school based on the expectations identified in the Framework. This has provided us with a clear picture of where we need to improve our practices and reinforced the importance of ensuring our improvement efforts align with the framework expectations.

In the domain of Learning, our efforts continue to focus primarily on creative and critical thinking, curriculum implementation, effective classroom practice and philosophical inquiry. Attention to individual learning needs has been another component of our progress throughout the year. Planning days across the year included a review of school policy related to teaching and learning and the development of differentiation strategies for identified students. Personalised learning plans (PLP) to meet the learning needs of students were developed and implemented across all grades. These plans were developed by teachers in collaboration with the school's learning support team and the Learning and Support Teacher.

The school monitors, tracks and reports on student and school performance by analysing internal and external assessment data. The school has revised its Assessment and Reporting Policy Planning and Programming Policy to ensure consistency in classroom practice and reporting. Student reports contain detailed information about individual student learning achievement and areas for growth, which provide the basis for discussion with parents. The school achieves excellent value-added results, and most of our students achieve at high levels of performance on internal and external performance measures.

Our participation in the self assessment process will assist the school in refining the strategic priorities in our School Plan leading to further improvements in the delivery of education to our students. The new funding model for schools and the stronger support for school planning is making a positive difference to our progress. School achievements and identification of next steps are outlined in the following pages of this report. The external validation process will assist the school to further refine the strategic priorities in our School Plan, leading to further improvements in the delivery of education to our students.

In the domain of Teaching we have continued to focus on collaborative practice for staff members. In 2016 we provided

several planning days for staff to plan, analyse their teaching practice and engage in professional dialogue across all stages. The use of technology for learning, in particular iPads, the development of feedback strategies for teachers and students, the importance of data analysis to inform decision-making, the development of classroom observations through Lesson Study, reflections and feedback, and the development of expertise and content knowledge in new syllabuses, staff are developing our own evidence based practice through their reflections and evaluations of our collective work.

In 2016 we initiated a professional readings program which involved all staff members engaging in scheduled professional dialogue about classroom practice. Stage teams engaged in conversations about educational research focusing on evidence based classroom practice. This program will prepare our staff for the introduction of the Theories of Action project in 2017. This project will give staff the opportunity to extensively trial teaching strategies that are strongly supported by research. The main goal of this project is to develop a toolkit that contains a set of agreed teaching strategies that LPS staff believe are essential to all classroom programs.

School data from planned assessments is used to help monitor student learning progress and to identify areas for improvement. Through stage meetings and the Lesson Study program teachers collaborate to improve teaching and learning in their year groups or smaller student groups. Teachers have opportunities to receive planned constructive feedback from peers to improve teaching practice. Processes are being developed to provide formal mentoring or coaching support for early career teachers as well as staff who have identified classroom practice in their PDP for 2017. The school uses expertise on staff to further develop its professional program and teachers are actively engaged in planning their own professional development to improve their performance.

In the domain of Leading, our priorities have been to progress leadership and management practices and processes. The consistency and effectiveness of implementation of our key strategic directions throughout the year has been due to a strong foundation of leadership capacity building across the school. This approach recognises that leadership development is central to the achievement of school excellence. The leadership team has been successful in leading the initiatives outlined in this report, building the capabilities of staff to create a dynamic school learning culture.

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

Students are critical, creative, reflective, motivated and self directed learners and are achieving at or above stage standard.

### Purpose

To provide a learning culture based on high expectations and quality teaching and learning which adds value to all students' literacy and numeracy levels. Students will be productive and ethical users of technology equipped with skills of the 21st Century learner. Meaningful learning opportunities will support creative and critical thinking, team work, problem solving and reflective, independent and resilient learners.

### Overall summary of progress

The commitment of the LPS staff to improve teaching practice and student outcomes through stage planning days, sessions for teachers to consistently judge work samples and assessments and opportunities for professional dialogue has enabled us to reflect on our current teaching practice and to collegially prepare engaging units of work and rich assessment tasks. Time for staff has been provided to participate in objective and high level professional dialogue to improve our consistency in the use of the strategies of learning intentions, explicit instruction, differentiated teaching and specific feedback. Teachers have had opportunities to collaboratively plan units of work which embed the cross curricular capabilities of creative and critical thinking. Teachers are more focused on ensuring that students work in teams to develop 21st Century learning skills, further develop their problem solving skills and be reflective and independent learners. Teachers are providing explicit feedback based on learning intentions to provide individual students with personal learning goals to ensure growth and achievement of stage outcomes.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<p>All teachers will use consistent teaching strategies, planning guidelines and language in terms of instruction and feedback as outlined in the school policy, Planning, Assessing and Reporting. (Teacher survey results/Class programs)</p> <p>Teachers will continue to formulate and reflect upon personal and professional teaching goals and collect evidence to demonstrate the achievement of these goals.</p> <p>Rich assessment data, including work samples and comprehensive grade and class assessment information, that demonstrates achievement of learning outcomes .</p> <p>Student progress on Literacy and numeracy continuums as recorded in PLAN/SENTRAL software</p> <p>Student progress on Creative and Critical Thinking continuum</p>	<p>Teachers participated in planning days to prepare quality and engaging units of work. All staff participated in a number of professional learning sessions to gauge the type and frequency of feedback being given to students. A survey was administered pre and post PL. Staff now use consistent feedback strategies across their stage level.</p> <p>Teachers collected data in all learning areas over the year according to the A and R policy scope and sequence. Teachers collated "handover" data to be passed on to the following year's teacher with information on reading levels, spelling levels, writing and numeracy.</p> <p>All teachers completed the initial PDF proforma using a school, stage and personal goal. There were varying levels of achievement of goals and levels of evidence to support achievement.</p> <p>Initial Best Start data and continued results for 2016 were entered on PLAN for Kindergarten. Teachers used this information to plan appropriate, differentiated lessons in literacy and numeracy.</p>	<p>Planning Days</p> <p>–Initiative Funding (\$17476.00)</p>

## Next Steps

- Continued professional learning regarding explicit teaching strategies to ensure consistency across all grades.
- Continued planning and CTJ days to refine rich assessment tasks and data collection as well as recording of data/student progress on Sentral.
- Provide opportunities for staff to achieve their professional goals through a variety of professional learning strategies.
- Ensure Critical and Creative Thinking skills scope and sequence is evident in all class programs.

## Strategic Direction 2

Teachers develop effective collaborative practice and deep knowledge and understanding of curriculum content and quality pedagogy.

### Purpose

To ensure whole school teaching practices enable all students to be highly engaged in learning. Teachers will demonstrate through a shared and systematic approach, deep knowledge and understanding of curriculum content, quality teaching and leadership capabilities that inspire learning. Learning programs will reflect strategies that require students to think deeply, creatively and critically and develop resilient, independent and reflective learners.

To develop a culture of shared leadership where teachers collaborate to share knowledge and reflect on practice to improve the educational outcomes for students.

### Overall summary of progress

The commitment of the LPS staff to the Lesson Study project has enabled us to reflect on our current teaching practice and to collegially prepare lessons, provide demonstration lessons and time for staff to participate in objective and rich professional dialogue. This process has also enabled the staff to use consistent strategies in the classroom in terms of best practice, including specific instruction, differentiated learning and explicit feedback. There have been observable changes in teachers practice and the level of professional conversation informal and informal settings.

By providing planning and CTJ days, teachers have been able to plan quality units of work with relevant and meaningful assessment tasks. Teachers have received professional learning on quality teaching practices and effective strategies as well as planning creative and critical thinking tasks and how to embed these aspects into their daily planning. Outcomes for students have improved and this is evidenced by the collection of data, which is used to plan further units of work and assist with differentiating the curriculum to meet all students' needs.

The implementation of the Performance and Development Framework has enabled staff to critically reflect on the teaching practice to formulate specific goals to ensure further professional growth. All staff have participated in professional learning to support them in this process. The formulation of goals in turn has led to improved student outcomes as teachers have refined their teaching practice with specific goals in mind and collected a range of evidence to support this.

In 2016 we initiated a professional readings program which involved all staff members engaging in scheduled professional dialogue about classroom practice. Stage teams engaged in conversations about educational research focusing on evidence based classroom practice. This program will prepare our staff for the introduction of the Theories of Action project in 2017. This project will be give staff the opportunity to extensively trial teaching strategies that are strongly supported by research. The main goal of this project is to develop a toolkit that contains a set of agreed teaching strategies that LPS staff believe are essential to all classroom programs

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Work samples and comprehensive grade and class assessment information, that demonstrates achievement of learning outcomes .  70% of Yr 3 and 5 students are represented in the top two bands of NAPLAN for reading, writing and numeracy.  Less than 20% of Yr 3 and 5 students are represented in the two middle bands of NAPLAN for reading, writing and numeracy.	All teachers were professionally developed in the new history and geography syllabuses. Each stage elected a representative to write new units of learning. A scope and sequence was developed from K–6. Lesson Study was implemented and 2 cycles completed. Staff reflected on the project and its' impact on teacher quality practice and student outcomes. Staff completed a post project survey with positive results and teachers agreed their practice in the explicit strategies had changed and improved.  The Music Mentoring program was implemented by 2 staff members across 2 terms. These teachers were successfully trained and have begun to mentor other teachers on Yr 1 in the teaching of music. A scope and sequence for teaching music	Planning Days, Music Mentoring Program • Initiative Funding (\$16560.00) • Initiative Funding (\$5000.00) Nil  Nil

**Progress towards achieving improvement measures**

<b>Improvement measures (to be achieved over 3 years)</b>	<b>Progress achieved this year</b>	<b>Funds Expended (Resources)</b>
<p>Student progress on Literacy and numeracy continuums as recorded in PLAN/SENTRAL software</p> <p>Student progress on Creative and Critical Thinking continuum</p> <p>Evidence of Objective C and and Objective D being addressed in grade and class plans</p> <p>Pre and Post Benchmark Testing</p>	<p>skills has also been developed for Years K and 1.</p> <p>Supervisors discussed and collected teaching programs, reflecting on the strategies of learning intentions, success criteria, differentiation and feedback to ensure these strategies were evident in programs and classrooms. Supervisors provided written feedback to teachers on their programs.</p> <p>All staff members developed a professional learning plan, which included a school goal (related to Lesson Study–Teaching Practice), a stage goal and a personal goal. Teachers were supported through professional learning on goal setting and evidence collecting to achieve their goals. Goals were evaluated and handed to supervisors with evidence of achievement.</p> <p>Regular professional reading meetings were scheduled at whole school and stage level. These sessions promoted rich professional dialogue regarding classroom practice and self reflection on the effectiveness of strategies currently used in the classroom. In 2017 there will be a focus on trialling evidence based classroom practice under the banner of 'Theories of Action'.</p>	

## Next Steps

- Implement Classroom Observation Project to continue to improve teaching practice and student outcomes.
- Continued planning and CTJ days to refine assessment tasks and data collection as well as recording of data/student progress on Sentral.
- Provide opportunities for staff to achieve their professional goals through a variety of professional learning strategies and investigate differentiated professional learning opportunities. Our goal is to increase the number of teachers achieving the PDP goals and providing evidence to demonstrate achievement.
- Introduction of the Theories of Action project in 2017. This project will be give staff the opportunity to extensively trial teaching strategies that are strongly supported by research. The main goal of this project is to develop a toolkit that contains a set of agreed teaching strategies that LPS staff believe are essential to all classroom programs.

### Strategic Direction 3

Students have the knowledge, skills, attitudes and strategies to understand and manage themselves and their relationships

### Purpose

To provide students with the knowledge, skills and understandings to develop social and emotional skills to become successful learners who achieve personal goals and manage their wellbeing..

### Overall summary of progress

The continued Staff engagement in the implementation of the Philosophical Discussion in the Classroom program has enjoyed continued success with all all teachers from Stage 1– Stage 3 trained in the program and delivering regular Philosophical discussion sessions. Due to timeline interruptions, training for Early Stage one and the Support unit class teachers will be rolled over to 2017. Philosophical discussion in the classroom has facilitated a continued, consistent approach to developing students' Personal and Social capabilities. Qualitative assessment of the program through classroom observation indicates students' collaborative, critical and creative thinking has also developed.

Differentiated learning is evident in classrooms and staff report that the end-of-year handover of student achievement data has supported them to plan for differentiation and stage supervisors have reported strong evidence of differentiation in class programs. Further professional learning is needed around goal setting within the assessment for learning framework and will be pursued in 2017.

The school's Peer Support Program has been reviewed and a more structured approach to staff training has enhanced the delivery of the program. Student interpersonal and social relationships have improved since implementation of the program, contributing to a calmer and more positive culture in the school, and observable improvements in students' ability to moderate their own behaviour.

Protocols were established and implemented around the follow-up, progress, and review of learning support students and teachers continue to implement Personalised Learning Plans and differentiated learning strategies for identified students. Student monitoring and reviews of Learning Plans are scheduled more frequently and input from a range of staff is used to ensure the plans cover all aspects of the students' development

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<p>Observation of student learning and social behaviour within the classroom and playground. (SENTRAL)</p> <p>Pre and post survey data of staff teaching engagement with the personal and social capabilities via the delivery of a whole school Philosophy program</p>	<p>A review of school Sentral data suggested that there was minimal impact of the peer support program on incidents of negative behaviour recorded across the school, however staff opinion survey data on the program suggested that 67% of staff surveyed believed that the program ran smoothly, 55% of staff surveyed believed that students enjoyed participating in lessons. Survey data collected suggests that there has been a positive shift towards an increased engagement of teaching with elements of the Personal Social Capabilities. There has been an average shift of 16% for teaching being mostly engaged in the elements of the Personal Social Capabilities to being highly engaged in the elements of the Personal Social Capabilities. There has also been an average increase of 5% for teaching that is mostly engaged in the elements of the Personal Social Capabilities, and an average decrease of 21% for teaching that is only fairly engaged in elements of the Personal Social Capabilities.</p>	<p>Planning days for end of year handover of student assessment data–Initiative Funding (\$10752.00)</p> <p>Philosophy Training days–Initiative Funding (\$6728.00)</p> <p>Peer Support planning days–Initiative Funding (\$920.00)</p>

## Next Steps

- Professional development around goal setting for students will be planned and delivered to support classroom differentiation of teaching and learning.
- Training will continue for the school's philosophy program including the Kindergarten team and other specialist teachers, and the engagement with the elements of the Personal Social Capabilities will continue to be measured.
- After further review, the schools peer support program will continue with amendments.

Key Initiatives	Impact achieved this year	Resources (annual)
<b>Aboriginal background loading</b>	All students had an personalised learning plan (PLP) prepared and implemented .All students made progress across the literacy and numeracy continuums. Aboriginal students demonstrated average levels of progress	Employment of school learning support officers (SLSOs), School excursions and camps • Aboriginal background loading (\$8 452.00) • Aboriginal background loading (\$580.00)
<b>English language proficiency</b>	Individual and small group instruction in English was provided for Beginners and Emerging students Students were provided in–class support as well as withdrawal.	EALD salary • English language proficiency (\$49 002.00)
<b>Low level adjustment for disability</b>	The funds in 2016 were used to employ extra time for a number of school learning support officers to work with students with learning difficulties.	Learning support for mainstream students. Employment of school learning support officers (SLSOs), • Low level adjustment for disability (\$32 395.00)
<b>Socio–economic background</b>	The funds in 2016 were used to employ extra time for school learning support officers to work with students with learning difficulties. Funds from the RAM were also used to support student welfare such as excursion and camp support for families in need.	Employment of school learning support officers (SLSOs), School excursions and camps • Socio–economic background (\$11 063.00) • Socio–economic background (\$955.00)
<b>Support for beginning teachers</b>	Early Scheme teachers were provided extra release time including planning days to participate in 1:1 and small group professional learning. This included a mathematics mentoring program provided by University of Sydney staff and a lesson study program involving all Early career teachers	Planning days, University of Sydney mentors. • Support for beginning teachers (\$32 199.00)

## Student information

### Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	316	324	329	344
Girls	297	322	345	361

### Student attendance profile

School				
Year	2013	2014	2015	2016
K	96.8	97.4	96.2	97.5
1	96	97.4	95.6	95.7
2	96.5	97.5	96.2	96.5
3	96.1	96.7	97.2	96.2
4	96.2	97	96.7	96
5	95.7	97.2	96.8	96.1
6	95.3	96.5	94.8	95.4
All Years	96.2	97.1	96.3	96.2
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

### Management of non-attendance

Leichhardt Public School has maintained a focus on increasing regular attendance at school as a fundamental factor in student achievement. The school implements a rigorous follow up to student absence and lateness to school. This has seen attendance rates remaining relatively high compared to above Region and State DEC average attendance rates.

Management of school attendance includes the continued use of formal sign in and out procedures for students arriving late and leaving early, regularly communicating attendance requirements to parents and carers via newsletters and phone calls to families about student absences. Attendance is monitored within the school by class teachers, stage

supervisors and the Deputy Principal (Welfare) in conjunction with administration staff. A Home School Liaison Officer periodically checks attendance to flag issues and follow up with families.

### Class sizes

Class	Total
KV	21
KS	21
KM	21
KD	21
KB	21
1B	20
1S	20
1M	20
1H	20
1C	19
2T	26
2P	25
2M	25
2JC	25
3B	29
3MA	29
3G	28
3C	28
4A	25
4W	26
4O	25
4L	26
5EH	26
5/6P	30
5W	27
5M	27
6L	29
6H	30

## Workforce information

### Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	1
Assistant Principal(s)	5
Classroom Teacher(s)	28.71
Teacher of Reading Recovery	0.42
Learning and Support Teacher(s)	0.5
Teacher Librarian	1.2
Teacher of ESL	0
School Administration & Support Staff	7.47
Other Positions	1

\*Full Time Equivalent

There were no Aboriginal staff members working at Leichhardt Public School in 2016

### Teacher qualifications

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

### Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	33

### Professional learning and teacher accreditation

All permanent and temporary teachers (43) were involved in a variety of professional development meetings, programs and courses throughout the year, linked to school Strategic Directions. This included on-site planning days and staff attending courses externally through programs implemented by the Department of Education and other providers. A number of the school's regular casual teachers also participated in professional development activities throughout the year. The total school expenditure on teacher professional learning in 2016 was \$58 568 .

We take advantage of the wealth of experience and expertise within the school to provide targeted professional learning for all staff. Staff at LPS participated extensive professional learning in 2016. Our School Development Days were highly informative

and designed to improve student learning outcomes. Professional learning at LPS is determined by our school plan. The focus for 2016 being classroom practice, in particular continuing our regular professional reading sessions, extra planning days on top of SDD days critical thinking and reflection skills and research by John Hattie on feedback to students. As well we continued to provide staff training in K-6 Philosophy and the gradual implementation of the program across the school Staff also participated in anaphylaxis, child protection, CPR and professional Code of Conduct training. Staff met on alternate weeks for stage and staff professional learning sessions

In 2016 five new scheme teachers submitted, and were granted, Board of Studies Teaching and Education Standards (now the NSW Education Standards Authority) accreditation. Ten teachers were maintaining accreditation at Proficient level. One teacher in 2016 was seeking or maintaining voluntary accreditation at Lead level.

## Financial information (for schools using both OASIS and SAP/SALM)

### Financial information

The three financial summary tables cover 13 months (from 1 December 2015 to 31 December 2016).

The financial summary consists of school income broken down by funding source and is derived from the school Annual Financial Statement.

Income	\$
<b>Balance brought forward</b>	<b>252 953.23</b>
Global funds	551 464.03
Tied funds	336 914.20
School & community sources	507 337.77
Interest	7 404.07
Trust receipts	54 617.40
Canteen	0.00
Total income	1 710 690.70
<b>Expenditure</b>	
Teaching & learning	
Key learning areas	144 858.06
Excursions	82 160.46
Extracurricular dissections	49 542.97
Library	4 913.29
Training & development	6 862.69
Tied funds	218 983.97
Short term relief	97 312.25
Administration & office	204 692.19
School-operated canteen	0.00
Utilities	112 593.75
Maintenance	37 246.89
Trust accounts	63 679.89
Capital programs	179 528.10
Total expenditure	1 202 374.51
<b>Balance carried forward</b>	<b>508 316.19</b>

	2016 Actual (\$)
<b>Opening Balance</b>	0.00
<b>Revenue</b>	586 060.70
(2a) Appropriation	524 316.19
(2b) Sale of Goods and Services	0.00
(2c) Grants and Contributions	61 329.40
(2e) Gain and Loss	0.00
(2f) Other Revenue	0.00
(2d) Investment Income	415.11
<b>Expenses</b>	-294 193.11
Recurrent Expenses	-294 193.11
(3a) Employee Related	-184 406.19
(3b) Operating Expenses	-109 786.92
Capital Expenses	0.00
(3c) Employee Related	0.00
(3d) Operating Expenses	0.00
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	291 867.59
<b>Balance Carried Forward</b>	291 867.59

There is no opening balance recorded in the SAP finance table. The opening balance for the school for this reporting period is recorded as the Balance Brought Forward in the OASIS table.

The OASIS Balance carried forward amount (ie, funds on date of migration) is included in the (2a) Appropriation amount in the SAP table.

Any differences between the OASIS Balance carried forward and (2a) Appropriation amount is the result of other accounts and transactions being included in the (2a) Appropriation amount.

### Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

The information provided in the financial summary includes reporting from 01 December 2015 to 31 December 2016.

	2016 Actual (\$)
<b>Base Total</b>	4 338 982.23
Base Per Capita	37 457.04
Base Location	0.00
Other Base	4 301 525.19
<b>Equity Total</b>	141 019.39
Equity Aboriginal	8 291.11
Equity Socio economic	10 942.96
Equity Language	45 661.88
Equity Disability	76 123.44
<b>Targeted Total</b>	553 582.58
<b>Other Total</b>	279 658.78
<b>Grand Total</b>	5 313 242.98

A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

## 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.

### LITERACY

The literacy component of NAPLAN assesses Reading, Writing, Spelling, and Grammar and Punctuation.

In 2016 a total of 111 Year 3 students sat the NAPLAN literacy test. The results indicated that:

In all areas of literacy, Year 3 students performed well above the State and the Department of Education (DoE);

73 % of Year 3 students were in the top 2 bands for Reading;

67% of Year 3 students were in the top 2 bands for Writing;

75% of Year 3 students were in the top 2 bands for Spelling;

67% of Year 3 students were in the top 2 bands for Grammar and Punctuation and

Reading continues to be the area of greatest success for Leichhardt Public School students, due to the well-developed intervention programs for reading, the strong support of parents for the home reading program and the many parent volunteers for classroom reading who provide invaluable reading practice for early literacy learners.

In 2016, a total of 91 Year 5 students sat the NAPLAN test in Literacy. The results indicated that:

Year 5 students performed well above the State Department of Education(DoE) average in reading .

75% of Year 5 students were in the top 2 bands for Reading;

42% of Year 5 students were in the top 2 bands for Writing;

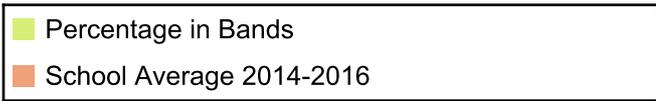
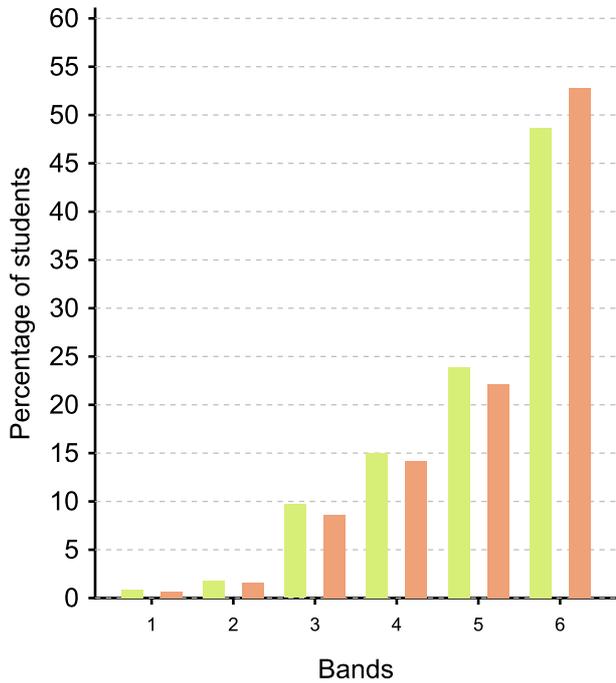
60% of Year 5 students were in the top 2 bands for Grammar and Punctuation

Growth between Year 3 and Year 5 in Literacy: 87% of students demonstrated greater than, or equal to expected growth from Year 3 to Year 5 in Reading;

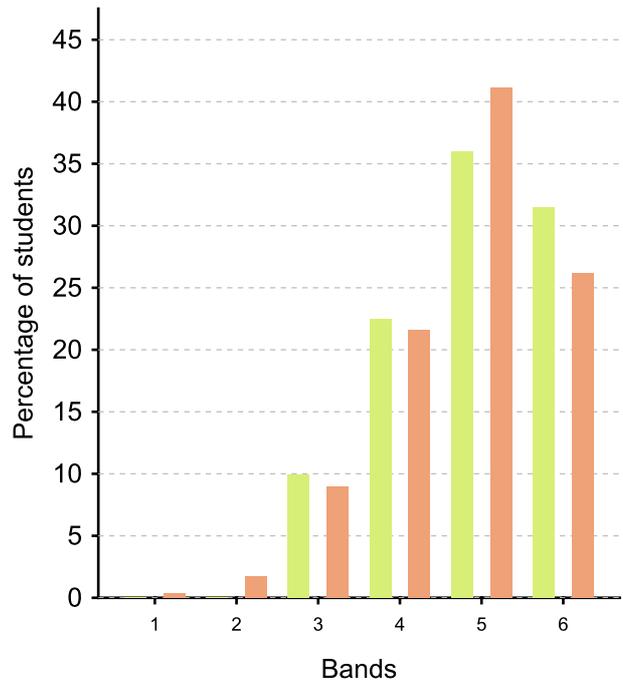
58% of students demonstrated greater than, or equal to, expected growth from Year 3 to Year 5 in Spelling; and

62% of students demonstrated greater than, or equal to, expected growth from Year 3 to Year 5 in Grammar & Punctuation.

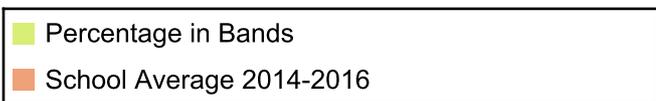
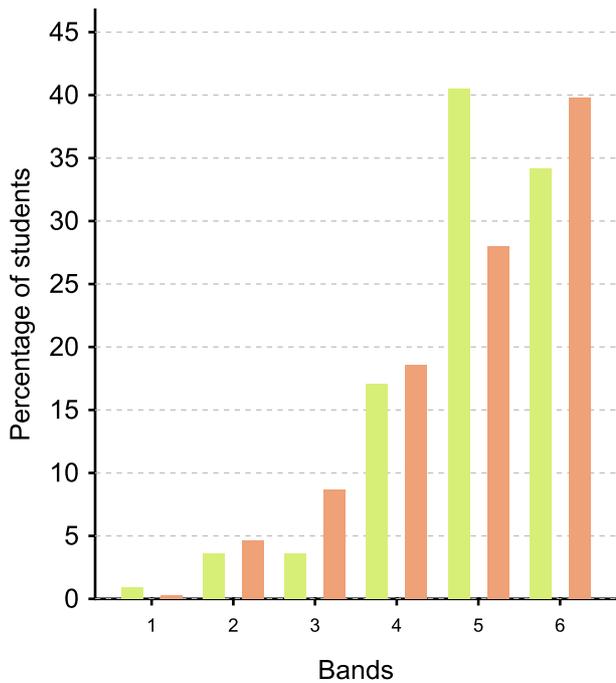
**Percentage in bands:**  
Year 3 Reading



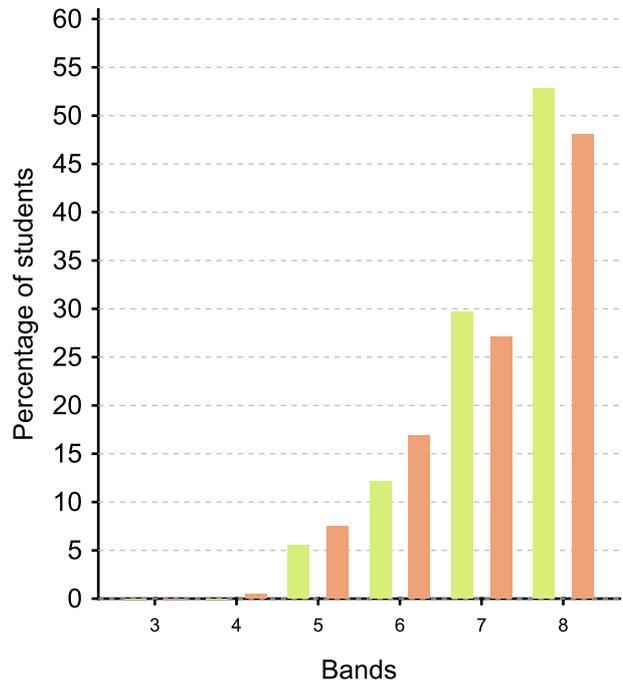
**Percentage in bands:**  
Year 3 Writing



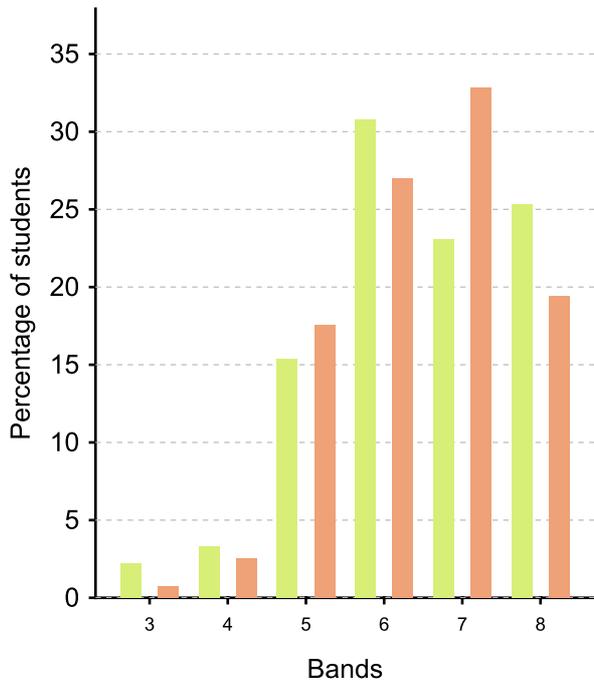
**Percentage in bands:**  
Year 3 Spelling



**Percentage in bands:**  
Year 5 Reading



**Percentage in bands:**  
Year 5 Spelling



**NUMERACY**

The Numeracy component of NAPLAN assesses data, space and geometry, patterns and algebra, measurement and number.

In 2016, a total of 117 Year 3 students sat the NAPLAN test in Numeracy.

In all areas of Numeracy, Leichhardt Public School Year 3 students performed well above the State Department of Education;

In Numeracy, 65% of Year 3 students were in the top 2 bands.

64% of Year 3 students were in the top 2 bands for Data, Measurement, Space and Geometry;

66% of Year 3 students were in the top 2 bands for Number, Patterns and Algebra.

In 2016, a total of 91 Year 5 students sat the NAPLAN test in Numeracy.

In all areas of Numeracy, Leichhardt Public School Year 5 students performed well above the State and the Department of Education;

In Numeracy, 74% of Year 5 students were in the top 2 bands.

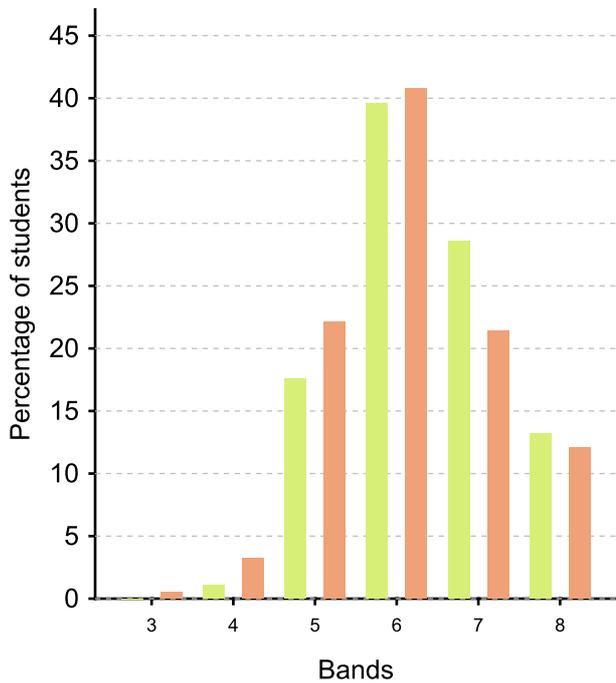
77% of Year 5 students were in the top 2 bands for Data, Measurement, Space and Geometry;

74% of Year 5 students were in the top 2 bands for Number, Patterns and Algebra.

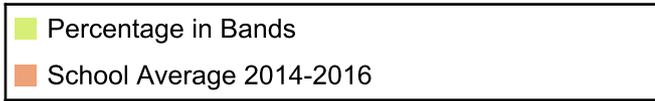
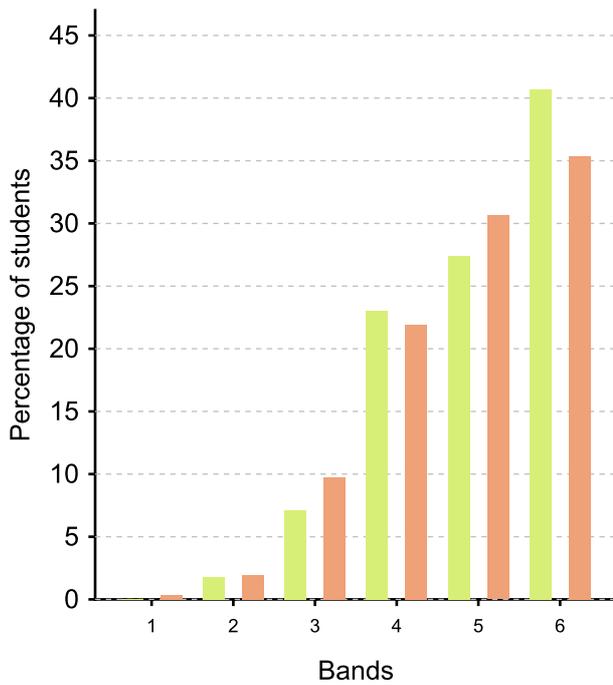
Growth between Year 3 and Year 5 in Numeracy:

80% of students demonstrated greater than, or equal to, expected growth from Year 3 to Year 5 in Numeracy.

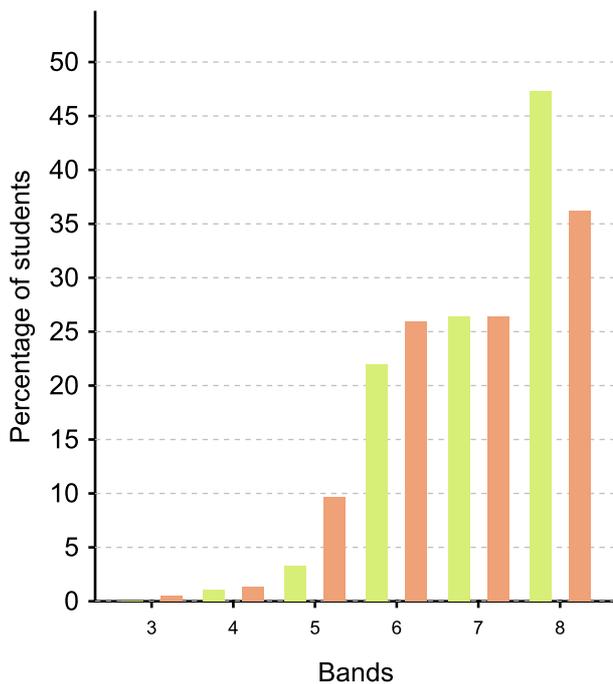
**Percentage in bands:**  
Year 5 Writing



**Percentage in bands:**  
Year 3 Numeracy



**Percentage in bands:**  
Year 5 Numeracy



**My School website:**

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. The results of this survey reflected a high level of satisfaction amongst parents, teachers and students regarding all aspects of school life.

**Parent Survey Responses:**

- 97% believe that LPS is an attractive well– presented school
- 92% believe that LPS is a well resourced school
- 94% feel welcomed at school, 3% were unsure
- 94% believe their child feels safe at school, 3% were unsure
- 94% find the school a warm and welcoming place, 2% were unsure
- 86% believe that the school offers challenging and engaging programs for its students, 9% not sure
- 83% believe that classrooms are well organised and have all the resources students need to learn, 10% were unsure
- 95% believe staff and parents partnerships are based on mutual respect, 4% were unsure
- 92% believe teacher engagement with students is caring, responsive, supportive and respectful, 7% were unsure
- 95% believe their child gets along with peers and feels socially connected
- 96% believe they are encouraged to contact the school to discuss concerns relating to their child, 4% were unsure
- 95% attended a major school event in 2016, 4% were unsure
- 94% believe the school has developed a strong sense of unity and mutual support by providing regular opportunities for parents to meet socially, 4% were unsure
- 91% believe the school promotes a healthy lifestyle, 6% unsure
- 89% believe the school provides a wide range of extracurricular programs are offered for eg music, public speaking, debating and drama, 6% unsure
- 96% believe our school values parent support for additional school programs , 4% unsure

- 85% of respondents rated the school's volunteer programs eg Being Excited About Reading as valued or highly valued

### **Student Survey Responses: (Year 3 to 6)**

- 98% try hard to improve their schoolwork
- 82% feel relaxed and happy at school, 10% were unsure
- 90% enjoy school and learning, 8% were unsure
- 93% feel safe at school, 5% were unsure
- 90% believe learning should be meaningful and challenging, 7% were unsure
- 90% get on well with their classmates and other students in the school, 9% were unsure
- 75% believe the teachers are treated with respect, 20% were unsure
- 81% believe students treat each other with respect, 15% were unsure
- 76% believe they are able to resolve conflicts with their peers on their own. 10% were unsure
- 80% believe conflicts and problems at school are dealt with fairly by an adult. 14% were unsure
- 98% believe they understand and follow the school rules, 2% were unsure
- 81% believe they have opportunities to make decisions about their learning, 11% were unsure
- 94% believe teachers support their learning and expect them to do their best at all times, 5% were unsure
- 92% believe teachers give them feedback on their work and their achievements, 4% were unsure

### **Staff Survey Responses:**

- 89% believe the school celebrates and encourages individual success in all areas of school life, 10% were unsure
- 97% believe there is effective communication between the school and home, 3% were unsure
- 96% believe interaction between teachers and students is caring, responsive, supportive and respectful, 4% were unsure
- 93% believe our school reflects a true "sense" of community, 4% were unsure
- 97% believe they regularly convey to students and parents their high expectations for student achievement and student growth, 3% were unsure.

- 93% believe they provide their students with regular feedback both formally and informally to help them focus on improving their outcomes, 7% were unsure

- 96% believe they provide regular feedback about student performance, student growth and student welfare needs to parents/caregivers, 4% were unsure

- 100% believe students respond to and act upon the feedback they offer them.

- 95% believe they have created a school environment that promotes excellence in teaching and learning practice, 5% are unsure

- 98% believe their lessons are well organised, and well resourced to maximise learning opportunities, 2% were unsure

- 90% believe engagement between teachers and school leaders is productive and rewarding .

- 97% believe their educational team shows good team spirit and work with passion and commitment.

## Policy requirements

### Aboriginal education

The school acknowledged the contribution of the Aboriginal community by engaging in activities which develop a better appreciation of their cultural contribution. In doing so, all students develop a stronger and a more sensitive appreciation of the history and culture of Aboriginal people. We continue to build on our resources to support the History and Geography syllabuses. At all official functions, we acknowledge all Aboriginal people and ancestors through Welcome to Country.

### Multicultural and anti-racism education

Leichhardt Public School is committed to ensuring all students are aware of the diverse, multicultural nature of our society and are able to show empathy and understanding towards others. Stage planning days always include a review of class programs to ensure culturally inclusive classroom and school practices are embedded.

The students are encouraged to express and share their individual cultural heritage within a cohesive and harmonious school with a commitment to the basic structures and values of Australian Democracy.

The school has maintained a focus on multicultural education in all areas of the curriculum by providing programs which develop the knowledge, skills and attitudes required for a culturally diverse society. In Term 1, Harmony Day celebrated Australia's cultural diversity. It encouraged inclusiveness, respect and a sense of belonging for everyone. It was a day for all students to embrace cultural diversity and to share what they have in common. The school also embeds the National Day for Action against Bullying .

## Other school programs

### Music Program

We have approximately 300 students participating in the band and string program in 2016. There are an additional 100 students participating in the choir program this year. The music program continued to flourish in 2016 under the guidance of Carlo Antonioli as Band and Orchestra Director and Anne Sweeney as String Director – their commitment, enthusiasm and vision was quite amazing. Thank you to Ed Evans and Gavin George for leading the Junior Band and Big Band respectively in the 2nd half of the year – they did an amazing job! Thank you also to Caron Chan and Sarah Hindle for their ongoing support of the younger string groups. This year we saw the introduction of the Chamber Choir which rehearsed on a Friday afternoon. Many thanks to Michelle Leonard who found time in a busy schedule to share her vast choral knowledge with students at Leichhardt Public School. After four wonderful years we farewelled our Band and Orchestra Director Carlo Antonioli at the end of 2016. Under his stewardship the program grew rapidly in size and reputation. Carlo left to concentrate on the final year of his Masters at the Conservatorium. We wish him all the very best for the future and we are quite sure we will see him conducting a world famous orchestra not too far in the future. After an extensive interviewing process we were fortunate to find an experienced and accomplished Band Director, Edward McKnight to fill the position at Leichhardt Public School. We have restructured the program slightly and now have Edward McKnight as Band Director, Anne Sweeney as String & Orchestra Director and Gavin George as Big Band Director. We are very privileged to have such skilled conductors leading our ensembles.

### Music Camp

The 2016 music camp was held in mid-May at Stanwell Tops. The Concert Band, Wind Ensemble, & Beethovens enjoyed a very intense two and a half days of music making. It was amazing to witness the progress of each of the groups throughout the camp. It was a wonderful weekend which would not have been possible without parent volunteers to support it. We held a workshop for our Junior Band, Vivaldi and Mozart String Groups at school which was very well attended and helped the younger students grow with intense sectional workshops and ensemble work. For the first time this year we also held a workshop for the Symphony Orchestra and Big Band which was invaluable for both groups.

### Performances

The first of our performances for the year was at Grandparents Day in March where the Beethoven and Symphony orchestra wowed the audiences – no mean feat as it was so early in the year. Big Band competed in the Sydney Eisteddfod at Chatswood in June and were awarded first place with a mark of 98 – quite amazing for a primary school band. In July all the band ensembles took part in the NSW School Band Festival. All groups performed exceptionally well with all of the

bands receiving a gold award – this is the first time that our four band ensembles all earned the top prize in one outing. In June we had our mid-year concert at Sydney Secondary College, Leichhardt Campus and we thank them for generously allowing us to use their hall. In November we held the end of year concert at the same venue. It was a wonderful night as we farewelled Mr 'A' in style and where we all were able to truly appreciate the depth of talent we have in our musicians at LPS. A large number of our Beethoven String group students were selected to perform with the combined string ensemble for the Festival of Instrumental Music at the Opera House in June – a great opportunity. At our Education Week Open Morning the Wind Ensemble and Big Band Group performed for the school community to great acclaim. A number of our students participated in the 'Primarily Fun' concert organised by Sydney Secondary College, where they attended a day workshop and then joined a group of students across the district to perform in a concert at Pioneer Park. All the ensembles and choirs performed at the school fete to big crowds. It was lovely to see the debut performance of our Chamber Choir directed by Michelle Leonard. Our Year 3–4 Choir finished off our performances for Term 3 forming part of the massed choir for the Primary Proms – Uluru Concert at the Sydney Town Hall on 22 September. They did a fantastic job representing our school and their hard work throughout the year certainly paid off – well done! Thank you to Mrs Wherry and Ms Barry who worked tirelessly to prepare the students for the concert. The Orchestra, Beethoven, Vivaldi & Mozart String Groups took part in the Australian School Orchestral Festival in October. All groups performed to a very high standard – the Orchestra were awarded a Gold Award, as were the Beethovens and Mozarts and the Vivaldis were awarded silver. This year we also had an extraordinary number of our students selected to participate in 'Create East', State Music Camp, Regional Orchestra and Arts Unit ensembles. The students had to audition for all these groups and competition is fierce across the state. It is wonderful reflection on the program. During the long weekend in October, Big Band performed to high acclaim at the Manly International Jazz Festival on the John Speight Stage, right in the middle of the Corso! The band performed very professionally and received many appreciative comments from the audience. Congratulations to Gavin George and all of the students involved. In November both the Wind Ensemble and Big Band toured Newcastle to great acclaim – we took 60 students away who were wonderful ambassadors for the music program at LPS. We were very proud that members of our Year 5–6 choir were involved in the School Spectacular at Homebush. This is a massive show and was from all accounts a very exciting experience for all those involved (it even made it into the Guinness Book of Records!). Thank you to Mr Smith for all his efforts in preparing and organising the students for this event.

### **Sport Primary Schools Sport Association (PSSA)**

In 2016 Leichhardt Public School competed in the weekly Balmain District PSSA competition. This involved both junior (years 3 & 4) and senior (years 5 & 6) students competing against local schools at Tempe Reserve each Friday afternoon. Students were selected

to represent the school in Cricket, Softball, T Ball or Oz Tag for the summer months and Soccer, Netball, AFL and anew addition, touch football, for the winter. The program proved to be very popular and successful. Students and coaches enjoyed the chance to improve sportsmanship and to compete against local schools in a regular and formalised environment. In 2016, a pathway to PSSA program was implemented with an outside sports provider taking on PSSA students on Friday afternoons. This program was well received by students and teachers with a noted increase in the number of students wanting to trial for PSSA sports in 2017. 2016 also saw the introduction of the LPS sports uniform which was worn by all students representing Leichhardt Public at district, regional and state level sports events. The sports uniform has attributed to the rise in profile of representative sport at LPS.

### **Swimming**

Our swimming carnival was well attended with high participation in all events. From our school carnival we had 28 students representing LPS at the district carnival where they competed in 53 events. Our junior and senior girls relay teams made it through to the regional carnival. Junior Girls – Gemma Donaldson, Lucy Kidd, Jayda Stanley, Lily Passisson Senior Girls – Stella Buselli, Areti Kelly, Sienna Crisford, Chloe Lombardi.

### **Cross Country**

Our cross country carnival was held at Pioneer Park, Leichhardt with junior runners completing a 2km course and our senior runners completing a 3km course. 48 of our elite runners competed at the Balmain District Carnival held at Jubilee Park, Glebe. From this event the following students made it through to the regional carnival. Jayda Stanley, Sophie Virgona, Stella Buselli and Ava Piazza.

### **Athletics**

The LPS athletics carnival was a great success with the 2016 being the carnival ever staged at LPS. From this carnival 36 students were chosen to represent LPS at the Balmain District carnival. The following students were chosen to compete at the regional carnival.

Zoe Crick: 8 years 100m

Zoe Howdin: 9 years 100m

Jayda Stanley: Junior 800m

Alex Richards: 11 years 100m

Alexander Howdin: Junior shot put and discus

Latisha Smythe: 12 years shot put and discus

Chloe Lombardi: 12 years shot put and discus

Sophie Virgona: 12 years 800m, 4x100m relay

Davy Duncan: 11 years 100m, 11 years 200m, 4x100m relay

Isabella Chapman: 4x100m relay

Olivia Hadwen: 12 years 100m, 4x100m relay

Amazingly LPS had 5 students make it through to the state carnival held at the Olympic Stadium in Homebush. These students were:- Chloe Lombardi 12 years shot put and discus and the senior girls relay team of Olivia Hadwen, Sophie Virgona, Isabella Chapman and Davy Duncan.

### **Reading Recovery**

The Reading Recovery teacher runs the Reading Recovery program and keeps the school community informed of its success and promotes the continued need for early reading and writing intervention. Reading Recovery delivers a  $\frac{1}{2}$  to at least 10% of students making the slowest progress in literacy learning after 12 months at school. Its aim is to accelerate students to a level where they can participate in the class instructional program with minimum help. In 2016 reading levels at the initial intake were 3 and in the second 3-9. In the third intake reading levels were 10-13 and the fourth 13. By the end of the year, 12 out of 12 students successfully discontinued the Reading Recovery program. All students who participated in the program improved in reading and became more confident and independent in class.

### **Learning and Support**

Leichhardt Public School convened weekly to discuss student referrals and have professional dialogue to support student learning and behaviour in the classroom. This year we had a school counsellor on Tuesday through to Thursday of each week to support students academically and socially. Students with additional needs are well supported. Parents and teachers work together on Personalised Learning Plans to meet identified needs. These plans are reviewed throughout the year to ensure they are effective and cater to the individual student. The provision of support for students with additional learning needs has ensured student engagement and progress and this can be noted in improved student to outcomes and growth. 2016 has seen the Learning and Support Teacher (LaST) position continue as a 0.4 (2 days a week) allocation. This time has once again been used to support students and teachers in the management of learning outcomes for students with additional behaviour, emotional, language and communication needs, as well as those students with diagnosed disorders. Students from Kindergarten all the way through to Year 6 have received support, primarily through the LaST teacher collaborating with classroom teachers in developing personalised learning plans, conducting classroom observations and team teaching.

### **BEAR- "Being Excited About Reading" Program**

During term three 2016, six dedicated parents participated in the BEAR program. This program is specifically targeted for year 1 students who are not able to access Reading Recovery. The parent volunteers attended a workshop and were trained to

implement the program. They worked one on one with a student assisting them with reading strategies in order to improve their oral reading and comprehension. The program ran over ten weeks allowing students to build their knowledge and understanding of what good readers do. As a result of the success of the program it will continue during 2017.

### **Visual Arts**

In 2016 the school and the P&C association continued to jointly fund the special art teacher program coordinated by Patsy Chingwile and for the third year our families assisted with the funding of the program through an art levy. The program, which runs five days per week, caters for students from Kindergarten to Year 6 with an emphasis on students learning to critically analyse artwork and understanding that everybody has unique artistic styles which should be nurtured and developed. Throughout the year students were introduced to a wide variety of art media.

### **Student Leadership**

Congratulations to our 2016 student leaders for their enthusiasm and commitment in their roles as SRC committee members. They were wonderful role models for the younger members of the SRC and their fellow students by demonstrating respectful ways of communicating with each other and with teachers. Our young leaders demonstrated pride in their school by always wearing the correct uniform and organised whole-school assemblies and special events such as ANZAC Day with thoroughness and confidence. They were always proactive and demonstrated strong social awareness when creating fundraising opportunities for special causes. It was as successful year for our student leaders.

### **Public Speaking**

In 2016, Leichhardt Public School participated in two competitions, The Multicultural Perspectives Public Speaking Competition and The Port Jackson Public Speaking Competition. The aim of these competitions is to build students' confidence in public speaking skills and to give each student an opportunity to share their insights and opinions on a variety of topics. We had a high standard from both these competitions as students showcases their skills in vocal projection, gestures, timing, suspense and persuasion. A successful combination of all these skills saw one entry from each stage have the opportunity to present their speech at the next level of the competition.

### **Debating**

Leichhardt Public School had the opportunity of entering in two debating competitions. These were the Primary's Debating Competition and the Premier's Debating Competition. Debating is an optional activity open to all students in Stage 3.

Students commit to attending lunch-time debating sessions once a week where they hone their skills in arguing at its finest. Students concentrate on three areas of debating: matter, manner and method. These

are transferable skills to debating in high school and future studies. The three teams that participated in the competitions were successful in refining their skills and learning the process involved in debating competitions.