

# Leeton Public School Annual Report



2018



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## Introduction

The Annual Report for **2018** 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.

Rachel Thomason

Principal

### School contact details

Leeton Public School

Mallee St

Leeton, 2705

[www.leeton-p.schools.nsw.edu.au](http://www.leeton-p.schools.nsw.edu.au)

[leeton-p.school@det.nsw.edu.au](mailto:leeton-p.school@det.nsw.edu.au)

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# School background

## School vision statement

Leeton Public School is committed to delivering a quality education driven by high expectations where students feel safe to learn through innovative, dynamic and responsive teaching practices. We will foster the development of successful, confident, creative and resilient learners who are engaged critical thinkers and drivers of their own learning. We work together as a whole school community to develop a shared culture and understanding of how students learn.

## 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.

The school is implementing the early Action for Success strategy (EAfS) during 2018. This strategy facilitates an Instructional Leader at our school who supports curriculum, teaching and learning in Kindergarten, Year One, Two and Year Three.

# 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.

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. All staff took part in the self assessment process looking at the School Excellence Framework closely and using the Statement of Excellence as a guide determined the following general conclusions:

1. In the domain of learning Leeton Public School is generally sustaining and growing particularly in the Learning culture and Well being elements. The area of Student performance measures the school is currently at delivering.
2. In the teaching domain Leeton Public school is generally delivering. In the element of Effective classroom practice whilst we were sustaining and growing for Lesson planning we were delivering in the themes of feedback, explicit teaching and classroom management. This is an area of focus for 2019.
3. In the domain of Leading we were sustaining and growing. Staff did acknowledge that we did need to work more on unpacking the school plan with the whole staff to strengthen their understanding of how the plan would lead to whole school improvement.

Our self-assessment process will assist the school to refine our school plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/sef-evidence-guide>

## Strategic Direction 1

### Quality Learning

#### Purpose

To provide a whole school integrated approach to the delivery of quality teaching, curriculum planning and assessment that responds in meeting the needs of all students. The school will use systematic and reliable assessment information to evaluate student learning over time and implement changes in teaching that lead to measurable improvement.

#### Overall summary of progress

Responsive professional learning has been implemented to build the capacity of teachers to differentiate teaching and learning to address individual student needs. Survey results indicate that staff believe the Professional Learning Team meetings embedded in school structures are beneficial to their professional growth and support teachers to collaboratively plan, reflect and improve their teaching programs.

#### Progress towards achieving improvement measures

| Improvement measures (to be achieved over 3 years)  | Funds Expended (Resources)  | Progress achieved this year   |
|---|---|---|
| All teachers will provide evidence of the use of formative and summative assessment practices to inform the monitoring of whole school student achievement. | Professional Learning \$24 909  | Staff continue to build knowledge and understanding about the effective use of formative and summative assessment strategies in classroom activities, supported by the school Instruction Leader and Professional Learning Teams. |
| All teaching and learning programs will demonstrate evidence of differentiated student learning.  | RAM Equity Funding (Self Funded Instruction Leader/ Participation in early Action for Success)<br><br>QTSS funding \$64 000 | Differentiated student learning is evident in all teaching and learning programs for literacy and numeracy.   |
| Improved scores in selected surveys for collaboration and learning culture to above average for similar schools.  |   | 88% of staff agree that Professional Learning Team meetings are beneficial to their professional growth and provide opportunities for collaboration between staff.  |

#### Next Steps

Our next steps and goals for 2019 for Strategic Direction 1 include:

–develop and refine structures to support teachers to continually collaborate, plan, reflect and differentiate to deliver lessons effectively in the classroom.

–increase teacher knowledge and use of formative and summative assessment strategies.

## Strategic Direction 2

### Quality Teaching

#### Purpose

To improve literacy and numeracy standards through high quality teaching, innovative data driven practice, personalised learning and explicit high expectations. A professional environment for educators, supported by a positive collaborative culture will drive and develop skilled and high performing teachers that regularly use data to reflect on teaching effectiveness and inform future teaching directions.

#### Overall summary of progress

Leeton Public School staff and students have made sound progress with the achievement of goals in this strategic direction. Facilitating collaboration between teachers and delivering targeted professional learning activities has been a focus during 2018. Quality teaching, assessment and the use of data to inform practice in the classroom have been central to 2018 staff professional learning activities. The school has self funded their inclusion in the DoE Early Action for Success program and utilised our Instructional leader to drive literacy and numeracy professional learning. Staff survey results indicate that staff feel comfortable using external data including NAPLAN and ACER PAT-R to determine where students are achieving in their class, have an understanding of what learning comes next and are using individual student data to plan classroom learning activities.

#### Progress towards achieving improvement measures

| Improvement measures (to be achieved over 3 years)  | Funds Expended (Resources)  | Progress achieved this year   |
|---|---|---|
| Increase the proportion of students achieving proficiency inline with the Premiers Priorities.          | RAM Aboriginal Funding (Self Funded Instruction Leader/ Participation in early Action for Success)            | 33% of Aboriginal students were in the top 2 bands for Reading<br><br>50% of Aboriginal students were in the top 2 bands for Numeracy.                    |
| All students to demonstrate expected literacy and numeracy growth in internal and external assessments. | RAM Equity Funding (Self Funded Instruction Leader/ Participation in early Action for Success)                | Students at or above expected growth in 2018<br>NAPLAN: 53% in reading, 53% in numeracy, 58% in grammar & punctuation, 32% in spelling and 50% in writing |
| All teachers using data to inform practice.   | Professional Learning Funding \$24 909<br><br>QTSS funding \$64 862   | 82% of teachers surveyed agreed they felt comfortable using internal and external data to inform practice.  |
| Evidence of effective research based teaching methods in literacy and numeracy.                         | Professional Learning Funding \$24 909<br><br>Literacy & Numeracy funding \$11648<br><br>QTSS funding \$64862 | Professional Learning has focussed on deepening teacher understanding and application of current educational best practice.                               |

#### Next Steps

Our next steps and goals for 2019 for Strategic Direction 2 include:

- increase teacher knowledge, confidence and efficiency in effectively using data to inform classroom practice.
- provide professional learning opportunities for teachers focused on research based explicit teaching strategies for literacy and numeracy.
- increase classroom support from Instructional Leaders in literacy and numeracy, directly targeting individual student and staff needs.

## Strategic Direction 3

### Leading a Culture of Learning

#### Purpose

To lead a whole school approach to the delivery of quality learning experiences through the development of a shared language of learning thereby enabling students to develop strong identities as self-directed learners. Quality learning experiences, positive attitudes and the development of assessment capable students who can articulate the dispositions of an effective learner will contribute to an aspirational learning culture which will support the cognitive, emotional, social, physical and spiritual wellbeing of all students

#### Overall summary of progress

Building students' capacity to learn is a continual focus a Leeton Public school. This is achieved by explicitly teaching the dispositions and habits of effective learners within the existing programs and practices at Leeton Public School to develop a learning culture that enables everyone to be self aware of their learning. Students and staff use a shared language of and understand the dispositions of successful learners, sharing a belief that intelligence is learnable and expandable. Staff have an understanding that everyone can rise to the challenge if we teach them the skills they need and provide opportunities to practise these skills until they become habits. We are encouraging our students to reflect on how and why learning goals have been achieved and what they can do to continue improving.

#### Progress towards achieving improvement measures

| Improvement measures (to be achieved over 3 years)   | Funds Expended (Resources)             | Progress achieved this year  |
|--|--|--|
| Increased awareness and understanding of the dispositions of an effective learner.   | Professional Learning Funding \$24 909 | Professional Learning has focussed on developing a shared understanding of the dispositions of an effective learner.   |
| Increased evidence of explicit teaching of learning dispositions embedded through classroom teaching and learning practices. |  | A whole school scope and sequence was developed and implemented across K-6 to explicitly teach effective learning habits to all students.  |
| Visible Learning matrix demonstrates increased evidence of Visible Learning aspects.   | Professional Learning Funding \$24 909 | Professional learning has supported staff to plan lessons to develop assessment-capable, visible learners, whilst providing opportunities for staff to collaboratively plan and problem solve.<br><br>82% of teachers surveyed reported using data and evidence to plan their lessons and next learning steps. |
| Student engagement school data will meet or exceed Tell Them from Me state student engagement data.                          |  | Leeton Public School data is at or above state data in the Tell Them From Me survey in relation to students valuing their schooling outcomes and also behaving positively at school.   |

#### Next Steps

Our next steps and goals for 2019 for Strategic Direction 3 include:

- continue to develop student, staff and community understanding of the dispositions of an effective learner.
- increase the use and effectiveness of student learning goals to support students to articulate future learning directions and drive their own learning.

| Key Initiatives                                     | Resources (annual)  | Impact achieved this year  |
|---|---|--|
| <b>Aboriginal background loading</b>                | Equity– Aboriginal \$20 349 (Flexible funding)  | Our Aboriginal students all participated in targeted learning for both literacy and numeracy with the aim to increase all students' academic progress.   |
| <b>English language proficiency</b>                 | Equity– English language proficiency \$15 778 (flexible funding)<br><br>New Arrivals Program \$31 233 | The Instructional Leader and Learning Support Teacher supported teachers to deliver targeted program addressing the individual needs of students identified as requiring support in English language proficiency. An EALD teacher was also employed 2 days per week in Terms two, three and four to support targeted students as a part of the New Arrivals program.   |
| <b>Low level adjustment for disability</b>          | Equity– Low level Adjustment for Disability \$147 948 (Staffing and Flexible funding)                 | All students with low level learning disabilities were targeted through learning support in the classroom with 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.  |
| <b>Quality Teaching, Successful Students (QTSS)</b> | QTSS Staffing allocation– \$27 933 (Flexible staffing)  | An Assistant Principal was released from class to work with teachers either self-nominated or identified as having needs.  |
| <b>Socio-economic background</b>                    | Equity– Socio-economic background – \$72 667(Flexible funding)  | 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. All targeted students made sound progress as indicated through the Literacy and Numeracy Progressions and in PAT–R testing data. |

## Student information

### Student enrolment profile

| Students | Enrolments |      |      |      |
|----------|------------|------|------|------|
|          | 2015       | 2016 | 2017 | 2018 |
| Boys     | 190        | 202  | 189  | 195  |
| Girls    | 175        | 180  | 179  | 163  |

Enrolments numbers at Leeton Public School continue to remain steady.

### Student attendance profile

| School    |      |      |      |      |
|-----------|------|------|------|------|
| Year      | 2015 | 2016 | 2017 | 2018 |
| K         | 95.3 | 94   | 95.3 | 93.4 |
| 1         | 92.2 | 93.8 | 94   | 93.5 |
| 2         | 95.3 | 92.4 | 93.7 | 93.9 |
| 3         | 95.1 | 94.6 | 93.4 | 93.9 |
| 4         | 95.2 | 95.4 | 93.6 | 92.6 |
| 5         | 94   | 94.3 | 93.1 | 92.4 |
| 6         | 93.4 | 93.6 | 93.5 | 92.8 |
| All Years | 94.4 | 94   | 93.8 | 93.2 |
| State DoE |      |      |      |      |
| Year      | 2015 | 2016 | 2017 | 2018 |
| K         | 94.4 | 94.4 | 94.4 | 93.8 |
| 1         | 93.8 | 93.9 | 93.8 | 93.4 |
| 2         | 94   | 94.1 | 94   | 93.5 |
| 3         | 94.1 | 94.2 | 94.1 | 93.6 |
| 4         | 94   | 93.9 | 93.9 | 93.4 |
| 5         | 94   | 93.9 | 93.8 | 93.2 |
| 6         | 93.5 | 93.4 | 93.3 | 92.5 |
| All Years | 94   | 94   | 93.9 | 93.4 |

### Management of non-attendance

Overall attendance rates at Leeton Public School remain at State Department of Education average. Attendance is monitored regularly at Leeton Public School with teachers following up students who are absent and monitoring to identify any patterns. Students 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 meetings with parents and where required referral to the Home School Liaison Officer as per our School Attendance Policy.

## Workforce information

### Workforce composition

| Position                                | FTE*  |
|---|-------|
| Principal(s)                            | 1     |
| Assistant Principal(s)                  | 3     |
| Classroom Teacher(s)                    | 12.81 |
| Teacher of Reading Recovery             | 0.32  |
| Learning and Support Teacher(s)         | 1     |
| Teacher Librarian                       | 0.8   |
| School Administration and Support Staff | 2.98  |

\*Full Time Equivalent

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

### 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             | 14         |

### Professional learning and teacher accreditation

All teachers at Leeton Public School participate in professional learning activities and maintain a Professional Development Plan. Activities were undertaken at Staff Development Days, Staff Meetings, Professional Learning Team meetings and selected professional development courses. Professional learning was selected in line with school priorities from the school plan. Professional learning has focused on developing the capacity of all teachers in; Visible Learning, the use of the Literacy and Numeracy Progressions, educational research, data analysis and evidence based teaching practices. In 2018 four teachers completed the process of gaining or maintaining accreditation at Proficiency.

## Financial information

### Financial summary

The information provided in the financial summary includes reporting from 1 January 2018 to 31 December 2018.

|                                       | 2018 <b>Actual</b> (\$) |
|---------------------------------------|-------------------------|
| <b>Opening Balance</b>                | 323,037                 |
| <b>Revenue</b>                        | 3,150,654               |
| Appropriation                         | 3,014,536               |
| Sale of Goods and Services            | 2,824                   |
| Grants and Contributions              | 132,407                 |
| Gain and Loss                         | 0                       |
| Other Revenue                         | 0                       |
| Investment Income                     | 887                     |
| <b>Expenses</b>                       | -2,958,115              |
| Recurrent Expenses                    | -2,958,115              |
| Employee Related                      | -2,650,018              |
| Operating Expenses                    | -308,096                |
| Capital Expenses                      | 0                       |
| Employee Related                      | 0                       |
| Operating Expenses                    | 0                       |
| <b>SURPLUS / DEFICIT FOR THE YEAR</b> | 192,539                 |
| <b>Balance Carried Forward</b>        | 515,576                 |

The information provided in the financial summary includes reporting from 1 January 2018 to 31 December 2018. In 2018 Leeton Public School rolled into the new SAP financial system. This is quite a change from past systems resulting in intensive training for the office staff and executive. The financial summary consists of school income and expenditure broken down by source and is derived from the school's Annual Financial Statement. The balance carried forward in the 2018 includes some planned expenditure for capital programs and staffing of targeted school initiatives that will continue to be implemented in 2019.

### Financial summary equity funding

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

|                       | 2018 <b>Actual</b> (\$) |
|-----------------------|-------------------------|
| <b>Base Total</b>     | 2,500,074               |
| Base Per Capita       | 71,160                  |
| Base Location         | 48,628                  |
| Other Base            | 2,380,286               |
| <b>Equity Total</b>   | 256,742                 |
| Equity Aboriginal     | 20,349                  |
| Equity Socio economic | 72,667                  |
| Equity Language       | 15,778                  |
| Equity Disability     | 147,948                 |
| <b>Targeted Total</b> | 127,632                 |
| <b>Other Total</b>    | 98,918                  |
| <b>Grand Total</b>    | 2,983,365               |

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

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.

From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should take into consideration the different test formats and are discouraged during these transition years.

### Grammar and Punctuation

In 2018 35.6% of Year 3 students achieved Bands 5 and 6 in Grammar and Punctuation.

In 2018 39.3 % of Year 5 students achieved Bands 7 and 8 in Grammar and Punctuation.

## Reading

In 2018 35.6% of Year 3 students achieved Band 5 and 6 in Reading.

In 2018 35.7% of Year 5 students achieved Bands 7 and 8 in Reading.

## Spelling

In 2018 48.9% of Year 3 students achieved Band 5 and 6 in Spelling.

In 2018 28.6% of Year 5 students achieved Bands 7 and 8 in Spelling.

## Writing

In 2018 20% of Year 3 students achieved Bands 5 and 6 in Writing.

In 2018 7% of Year 5 students achieved Bands 7 and 8 in Writing.

In 2018 31.1% of Year 3 students achieved Bands 5 and 6 in Numeracy.

In 2018 23.6% of Year 5 students achieved bands 7 and 8 in Numeracy.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to <http://www.myschool.edu.au> to access the school data. As schools transition to NAPLAN online, the band distribution of results is not directly comparable to band averages from previous years. While the 10 band distribution available to schools who completed NAPLAN online is a more accurate reflection of student performance, caution should be taken when considering results relative to what was formerly a six band distribution. As the full transition of NAPLAN online continues, the most appropriate way to communicate results for NAPLAN online is by scaled scores and scaled growth. This is the reporting format agreed by state and territory education ministers, and is reflected on the myschool website.

In accordance with The Premier's Priorities: Improving education results and State Priorities: Better services – Improving Aboriginal education outcomes for students in the top two NAPLAN bands it is mandatory to report on Aboriginal student progress. At Leeton Public School in 2018, 33% of Aboriginal students were in the top 2 bands for Reading and 50% for Numeracy.

## Parent/caregiver, student, teacher satisfaction

Through various mechanisms the students, staff and parent community were asked to give feedback on the operations of the school. Areas rated highly on the Tell Them from Me survey above the NSW Government Norms and internal school based surveys included;

Students agreed that they have positive relationships at

school with friends who encourage them to make positive choices. They value their schooling outcomes and try hard to succeed in their learning.

Staff agreed that Leeton Public School is a great place to work and that they feel supported as a teacher at our school.

Parents feel welcome when they visit the school and can easily speak with the Principal and their child's teacher. They expressed that they are well informed about school activities and written information from the school is in a clear, plain language. Parents agreed that teachers have high expectations for student success and that their students understood the behaviour expectations and rules at school.

## Policy requirements

### Aboriginal education

In 2018 Leeton Public School received Aboriginal background funding and continued to promote Aboriginal awareness, education and cultural understanding within the school community. All students participate in lessons that are designed to educate them about Aboriginal history, culture and contemporary Aboriginal Australia. The lessons are embedded in all curriculum areas in each stage. The school was involved in a number of activities throughout the year which promoted Aboriginal students and culture.

These included

- \* Harmony Day and NAIDOC week activities;
- \* The development of Personalised Learning Plans for all Aboriginal students which were reviewed with students and parents each semester;
- \* Monitoring of attendance and student progress;
- \*Active involvement 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. We have a trained ARCO representative (anti-racism contact officer) on staff who also supports all teachers and students when necessary.