

Leeton Public School

2019 Annual Report



Leeton Public School



School Captains - 2019



L to R (Vice Captain) Grace Hill, (Captain) Tom Cooper, (Captain) Thiviya Manoharan, (Vice Captain) Jack Allen

Creative School Portraits



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Introduction

The Annual Report for 2019 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.

School contact details

Leeton Public School

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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 "Respectful, Responsible, Resilient Learners " 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

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 is a statement of what is valued as excellence for NSW public schools, both now and into the future. 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.

Each year, we assess our practice against the Framework to inform our school plan and annual report.

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/school-excellence>

Self-assessment using the School Excellence Framework

Elements	2019 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Delivering
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Delivering
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Delivering
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

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.

Improvement Measures

All teachers will provide evidence of the use of formative and summative assessment practices to inform the monitoring of whole school student achievement.

All teaching and learning programs will demonstrate evidence of differentiated student learning.

Improved scores in selected surveys for collaboration and learning culture to above average for similar schools.

Progress towards achieving improvement measures

Process 1: Curriculum Planning and Delivery

Develop and implement dynamic teaching and learning programs that show evidence of differentiation through adjustments to address individual student needs, revisions based on feedback of teaching practices, consistent student assessment and continuous tracking of student progress, leading to improved learning for all students.

Evaluation	Funds Expended (Resources)
Differentiation for student learning in classroom programs is evident across the school. Teachers are developing an increased understanding of how to differentiate teaching and learning to accommodate differing student learning needs. Further professional development needs to be implement to support teachers to effectively use feedback to reflect on their practice.	Professional Learning \$24 718

Process 2: Consistent Practices for Assessment

Implement targeted Professional Learning to build staff capacity to consistently integrate formative assessment into daily classroom practice and respond to trends in student achievement using evidence based judgements.

Evaluation	Funds Expended (Resources)
All teaching staff are applying formative and summative assessment strategies in the classroom to collect student achievement data and analyse the data to inform future learning. Teachers are beginning to utilise professional learning teams to analyse this data and plan future practice collaboratively.	RAM Equity Funding \$155 000 (Self Funded Instruction Leader/Participation in early Action for Success)

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.

Improvement Measures

Increase the proportion of students achieving proficiency inline with the Premiers Priorities.

All students to demonstrate expected literacy and numeracy growth in internal and external assessments.

All teachers using data to inform practice.

Evidence of effective research based teaching methods in literacy and numeracy.

Progress towards achieving improvement measures

Process 1: Effective classroom practice and collaboration

Develop in teachers a deeper pedagogical knowledge of explicit teaching and feedback strategies to ensure the most effective evidence-based teaching methods optimise literacy and numeracy progress for all students.

Evaluation	Funds Expended (Resources)
Professional learning teams have been utilised to deliver targeted professional learning in numeracy with a focus on embedding the big ideas of working mathematically across the school. Teachers work collaboratively to plan evidence based literacy and numeracy programs.	Professional Learning \$24 718

Process 2: Data Skills and Use

Broaden teachers capacity to develop and apply a range of assessment strategies to determine teaching priorities, monitor and assess student progress, reflect on teaching effectiveness and collaboratively develop individual learning goals for all students.

Evaluation	Funds Expended (Resources)
Facilitating collaboration between teachers and delivering targeted professional learning activities has continued to be a focus in 2019. Quality teaching, assessment and the use of data to inform practice in the classroom have been central to 2019 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 using data to inform literacy and numeracy programs.	RAM Equity Funding \$155 000 (Self Funded Instruction Leader/Participation in early Action for Success)

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

Improvement Measures

Increased awareness and understanding of the dispositions of an effective learner.

Increased evidence of explicit teaching of learning dispositions embedded through classroom teaching and learning practices.

Visible Learning matrix demonstrates increased evidence of Visible Learning aspects.

Student engagement school data will meet or exceed Tell Them from Me state student engagement data.

Progress towards achieving improvement measures

Process 1: Building a culture of learning

Collaboratively implement a whole school integrated approach to developing a learning culture that shares a common understanding of effective learning dispositions focusing on positive attitudes to learning and developing Visible Learning mindsets.

Evaluation	Funds Expended (Resources)
Building students' capacity to learn is a continual focus a Leeton Public school. Professional learning for staff has focussed on developing a shared understanding of the dispositions of an effective learner. Teachers have explicitly taught effective learning habits to all students within their classroom.	

Process 2: Curriculum and learning

Deliver quality student centred and self-regulated learning experiences which enable students to become drivers of their own learning, understand how they learn and monitor their personal learning goals.

Evaluation	Funds Expended (Resources)
At this point in time, as a school, we are working towards all students being supported through evidence-based approaches, programs and assessment. Further growth will be needed in students taking responsibility for their own goal setting and monitoring their learning.	

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Equity– Aboriginal \$17 800 (Flexible funding)	Our Aboriginal students all participated in targeted learning for both literacy and numeracy with the aim to increase all students' academic progress.
English language proficiency	Equity– English language proficiency \$23 568 (flexible funding) New Arrivals Program staffing allocation	The Instructional Leader and Learning Support Teacher supported teachers to deliver targeted programs addressing the individual needs of students identified as requiring support in English language proficiency. An EALD teacher was also employed 2 days per week during 2019 to support targeted students as a part of the New Arrivals program.
Low level adjustment for disability	Equity– Low Level Adjustment for Disability \$150 551 (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.
Quality Teaching, Successful Students (QTSS)	QTSS Staffing allocation (Flexible staffing)	An Assistant Principal was released from class to work with teachers either self-nominated or identified as having needs.
Socio-economic background	Equity– Socio-economic background – \$94 070 (Flexible funding)	Through Professional Learning Teams which focused on supporting teachers to effectively address the individual needs of students in the classroom, teaching to the point of individual needs individual student needs were catered for within the classroom setting. All targeted students made sound progress as indicated through the Literacy and Numeracy Progressions and in PAT–R testing data.
Learning Support Team		Developing consistent learning and support structures across the school has been a priority during 2019. Supporting teachers to address individual learning needs of students requiring additional support within the classroom and playground continues to be a focus for the school learning and support team.

Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	202	189	195	197
Girls	180	179	163	163

Student attendance profile

School				
Year	2016	2017	2018	2019
K	94	95.3	93.4	92.8
1	93.8	94	93.5	93.6
2	92.4	93.7	93.9	94.9
3	94.6	93.4	93.9	92.9
4	95.4	93.6	92.6	93.8
5	94.3	93.1	92.4	94.2
6	93.6	93.5	92.8	91.3
All Years	94	93.8	93.2	93.3
State DoE				
Year	2016	2017	2018	2019
K	94.4	94.4	93.8	93.1
1	93.9	93.8	93.4	92.7
2	94.1	94	93.5	93
3	94.2	94.1	93.6	93
4	93.9	93.9	93.4	92.9
5	93.9	93.8	93.2	92.8
6	93.4	93.3	92.5	92.1
All Years	94	93.9	93.4	92.8

Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	3
Classroom Teacher(s)	12.78
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

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2019, 3.9% of the Department's workforce identify as Aboriginal people.

Workforce ATSI

Staff type	Benchmark ¹	2019 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	7.20%
Teachers	3.30%	2.90%

Note 1 – The NSW Public Sector Aboriginal Employment Strategy 2014–17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

Note 2 – Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice.

Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2019 to 31 December 2019. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2019 Actual (\$)
Opening Balance	515,576
Revenue	3,396,707
Appropriation	3,220,743
Sale of Goods and Services	4,762
Grants and contributions	169,809
Investment income	1,192
Other revenue	200
Expenses	-3,476,354
Employee related	-2,918,569
Operating expenses	-557,784
Surplus / deficit for the year	-79,647

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.

Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2019 Approved SBA (\$)
Targeted Total	95,549
Equity Total	287,565
Equity - Aboriginal	17,800
Equity - Socio-economic	94,070
Equity - Language	23,568
Equity - Disability	152,127
Base Total	2,538,392
Base - Per Capita	84,000
Base - Location	48,335
Base - Other	2,406,056
Other Total	176,324
Grand Total	3,097,830

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.

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 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in 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 be treated with care.

NAPLAN Online

The My School website provides detailed information and data for national literacy and numeracy testing. Go to 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](https://myschool.edu.au) website.

Parent/caregiver, student, teacher satisfaction

At Leeton Public School we use a variety of methods to collect data and feedback from our teachers, students and school community. In 2019 this included Year 4–6 students participating in the online Tell Them From Me Surveys, Parent surveys, and interviewing staff. Below is the data collected from these surveys;

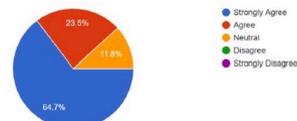
1. Leeton Public School is a great place to work.
17 responses



Why/ Why not?

- Staff are supportive and collaborative. Time is given to undertake professional learning.
- Supportive staff and great children and parents
- I feel comfortable and supported in my workplace.
- Great supportive staff
- Great collegial support, wonderful children, leaders continue to keep staff abreast with new things in education
- Collaborative staff, dedicated students, supportive community
- Supportive staff environment
- Executive staff are very supportive. Great students. Feel valued and apart of a team.
- We support each other and are able to ask each other in regards to planning, resources and general issues
- I enjoy working with the friendly staff and mostly very good kids
- Everyone is supportive, works well together and a happy, caring and safe environment.
- Staff are very collegial that support one another both professionally and personally.

I feel supported as a teacher at LPS.
17 responses



Why/ Why not? 14 responses

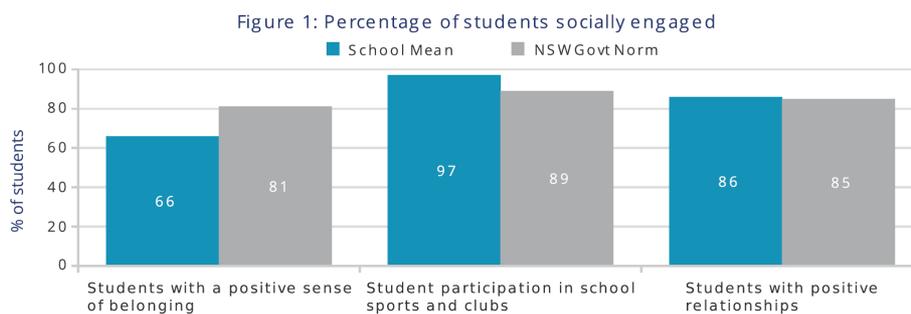
- Teachers are willing to share expertise and ideas. Instructional leaders provide valuable PL.
- The APs and instructional leaders go out of their way to make sure we are supported and are kept up to date with expectations
- Exec always have time to talk issues through and are helpful with suggestions to make class time more effective.
- My principal and the executive support and guide me when necessary.
- Supervisors are always supportive and available.
- If I ask for help many are happy to help out when they can
- If I request assistance it is willingly given to the best of their expertise. I have always felt that my supervisor has always had my best interests at heart.
- Staff and supervisors are always there to assist with any queries.

What do we do well at LPS?

- Support each other
- Collegiality. Professional Learning.
- Behaviour management. Contact with parents and the community. Catering for individual needs. Providing supportive and challenging classroom environments
- Supporting each other and students and their families
- Support, encourage and celebrate our students.
- A genuine care for the children. Communication with parents. Parents feeling welcome and comfortable in the playground and classroom. Collegiality. A nice friendly place to work.
- Care for our students, know how they learn, open mind to try new things
- Aim for the greatest expectations for each individual student.
- Overall I feel that LPS is a well ran school. Everyone works well together and it a happy and safe place to come to work each day. We meet the children's needs and set achievable goals for them to ensure they are always striving to be the best they can be.
- Support one another and are open to new ideas

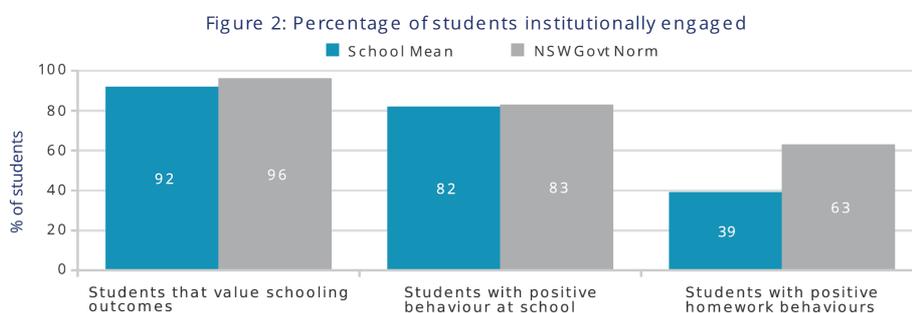
Social Engagement

Students who are 'socially' engaged are actively involved in the life of the school; their friends are there and they are involved in sports or other extra-curricular activities. This involvement can give them a sense of belonging at school and increase academic motivation [4]. Figure 1 shows the percentage of students in Leeton Public School that were socially engaged compared with NSW Govt norms for students at the year levels assessed in this school.



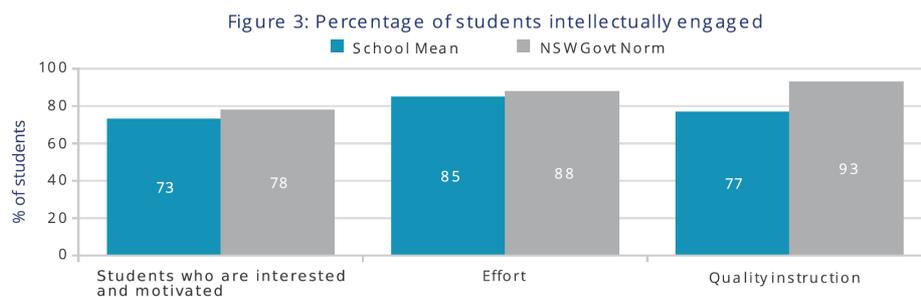
Institutional Engagement

Students who achieve schooling outcomes and meet the formal rules of schooling are considered 'institutionally' engaged. These students feel that what they are learning at school is directly related to their long-term success, and this view is reflected in their classroom and school behaviour and their effort in doing homework. Levels of institutional engagement in Leeton Public School are shown in Figure 2.



Intellectual Engagement

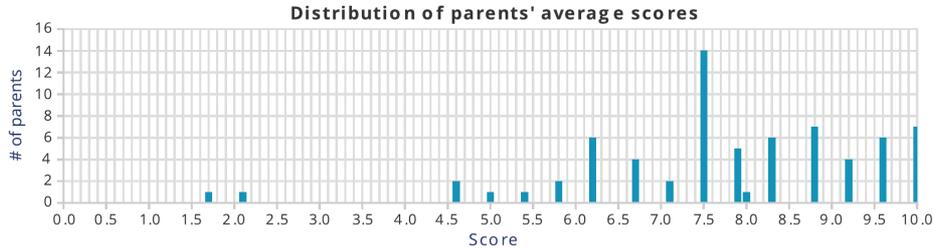
Some students meet the institutional demands of school, but they are not truly engaged in their learning. Intellectual engagement entails a serious emotional and cognitive investment in learning, using higher-order thinking skills to increase understanding, solve complex problems, and construct new knowledge [5]. It is closely tied to the quality of instruction offered at school as there is an interaction between a teacher's approach to instruction and student motivation. Figure 3 shows the results for Leeton Public School on the three measures of intellectual engagement.



School Supports Learning

School supports learning

School Mean (NSW Govt Norm)	7.7 (7.3)
Teachers have high expectations for my child to succeed.	7.9
Teachers show an interest in my child's learning.	8.3
My child is encouraged to do his or her best work.	8.3
Teachers take account of my child's needs, abilities, and interests.	7.5
Teachers expect homework to be done on time.	6.6
Teachers expect my child to work hard.	7.8

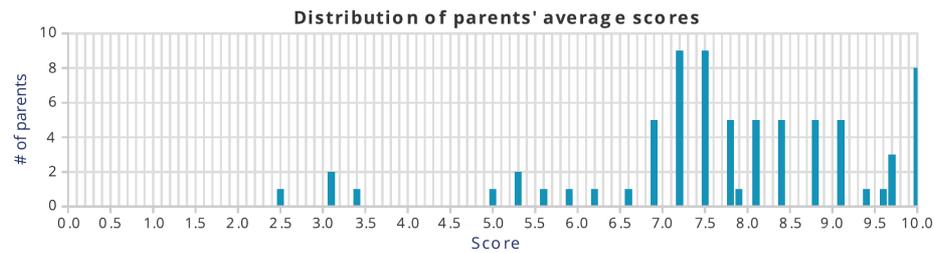


LEETON PUBLIC SCHOOL

Two-way Communication with Parents

Parents feel welcome

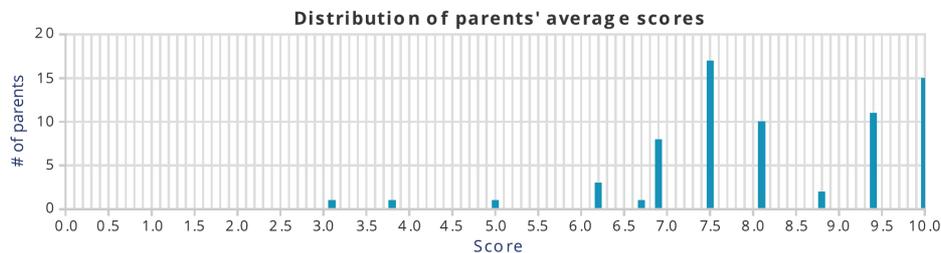
School Mean (NSW Govt Norm)	7.8 (7.4)
I feel welcome when I visit the school.	8.0
I can easily speak with my child's teachers.	8.1
I am well informed about school activities.	7.6
Teachers listen to concerns I have.	7.5
I can easily speak with the school principal.	7.4
Written information from the school is in clear, plain language.	8.1
Parent activities are scheduled at times when I can attend.	7.1
The school's administrative staff are helpful when I have a question or problem.	8.2



School Supports Learning

School supports positive behaviour

School Mean (NSW Govt Norm)	8.2 (7.7)
Teachers expect my child to pay attention in class.	8.7
Teachers maintain control of their classes.	7.8
My child is clear about the rules for school behaviour.	8.8
Teachers devote their time to extra-curricular activities.	7.5



Policy requirements

Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

Anti-Racism Policy

All teachers are responsible for supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. Principals are responsible for examining school practices and procedures to ensure they are consistent with the policy. All schools have an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.