

Leppington Public School

2019 Annual Report



2926

Introduction

The Annual Report for 2019 is provided to the community of Leppington 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

Leppington Public School
144 Rickard Rd
Leppington, 2179
www.leppington-p.schools.nsw.edu.au
leppington-p.school@det.nsw.edu.au
9606 5397

Message from the principal

Throughout 2019 Leppington Public School has continued to grow and change rapidly as new families moved into the many new subdivisions around the school. We have a very diverse school population with students representing more than thirty different nationalities with Indian being the predominant nationality.

During the year we had four new demountables installed to cater for the growing number of classes finishing the year with thirteen classes. Despite the changes happening in the school population, the school has continued to have a strong focus on Literacy and Numeracy ensuring that the learning needs of all students were met. We have continued to be a part of Early Action for Success initiative and K-2 teachers are supported by an Instructional Leader. All classrooms are now fully upgraded with 21st century learning spaces and resources that enable students to learn in well equipped classrooms conducive to different learning styles and student needs.

Our staff ranges from new scheme teachers to more experienced and are highly trained and committed. All teachers participate in a range of professional learning opportunities both internal and external, ensuring that all classroom planning and teaching practice meets curriculum outcomes and the needs of all students. Our school leadership team participated in a NOII executive building course designed to enhance and build leadership skills and to drive successful school planning. Our new scheme teachers also attended a beginning teacher conference held for teachers in their first three years of teaching. Spirals of Inquiry, a cyclic teacher driven improvement process was also introduced and was highly valued as a form of professional development.

Throughout the year our students participated in a wide range of extra-curricular activities that enabled them to continue their learning in other ways. Our students were successful in many areas, particularly sport and performing arts with students representing at regional and state level for sport and our choir performing at the Opera House. Our debating teams also enjoyed great success in the CCOS competition. Our choir and two dance group also performed in the CCOS concert, showcasing the talents of many of our students. Our student leaders were afforded many opportunities to refine their leadership skills and to represent our school at a number of school and community events.

Our school is valued by the local community and are very supportive of all school activities. At all school events there are large numbers of parents attending to show their support for their children. We have now established close ties with the Willowdale Retirement Village and our students have performed for the residents on a number of occasions.

This year has been successful for both students and staff in many different ways. As each new challenge has arisen due to expansion in numbers our focus has continued being ensuring that "all students are known, valued and cared for.



School background

School vision statement

Many paths, New possibilities, One direction

School context

Leppington Public School is located in south-west Sydney and is a member of the Macarthur Network of School in the Ultimo group. The school is set in a semi-rural environment and includes students from surrounding residential areas including a number of new housing developments. Leppington Public School has a school population of 280 students and serves a multicultural, socio-economically diverse community. It has 69% NESB population, representing more than thirty different nationalities.

Leppington Public School provides all students with a high quality education in a broad curriculum with a strong literacy and numeracy focus and a technology and cultural emphasis. This is achieved through multi-age settings, providing for the broad range of learning styles in flexible learning environments. Students are developed as lifelong learners through cooperative learning strategies with highly committed teachers

Students with additional learning needs are supported by the Learning Support Team to ensure their learning needs are addressed with specialized planning and tiered interventions.

Since 2013, the school has been involved in Early Action for Success initiative to improve the literacy and numeracy of K-2 students. Under this initiative, Leppington Public school has an Instructional Leader for two days per week. The school has established a strong focus on continual improvement of student learning outcomes to ensure our students are achieving expected stage outcomes.

The key initiatives of the school include developing all teachers through a continual process of high quality professional learning, future focused learning through sound pedagogical practices, differentiated mentoring and support, collegial discussions and collaborative planning. Our aim is to ensure and foster the development of our students as life-long learners through developing school culture of high expectations.



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>

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

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

This 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 Version 2. 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. During this process, all staff considered our evidence and assessment of the school's progress, aligned with the standards articulated in the School Excellence Framework.

The results of this self-assessment process based on data collected indicated that the school was overall Excelling.

Learning

As an on balanced judgement against the School Excellence Framework, we self-assessed our school as **Sustaining and Growing**

Through a sustained focus on improving student learning outcomes, the school has continued to enhance and build a shared responsibility for student success with teachers, students and parents. This has been achieved through a dedicated approach to ensuring the learning needs of all students are identified and addressed, to establishing close links with parents and the wider community and that all classroom teaching is explicit and at point of need. Class teachers work alongside the Instructional Leader to ensure all planning and programming is based on data, evidence based and differentiated to meet the learning needs of all students. This year the school undertook the implementation of Focus on Reading strategies to further build the student's skills in reading. The school has continued to build a strong collaborative learning community with teachers, students and parents sharing the responsibility for student learning. The school leadership team sanctioned the inclusion of the school in the BNL (Big Ideas in Number) project as there was a perceived need to improve the teaching of number concepts in order to improve student understanding. One teacher from each stage was involved in this project.

Through our formative assessment strategies students are encouraged to take responsibility for their learning by setting personalised learning goals, evaluating their progress and being able to discuss and demonstrate their learning in a meaningful way. Our students are taught in classrooms that have flexible learning spaces and where they are encouraged to collaborate, be risk-takers, evaluative thinkers and decision makers in line with our school focus on future focused learning. Our aim is to prepare our students to value education, to be life-long learners and to be able to take their rightful place in a community.

As a school community we acknowledge the improvements and progress that the school has made but recognise that as the school is growing and changing in the demographic population there will continue to be future improvements. Our aim for future planning is to build stronger links with our parents that will enable greater collaboration between parents and the school in planning for the future success of the school. Planning for 2019 will include a strong focus on building

and enhancing the Learning and Support Team so that the well-being of all students is a strong priority.

Teaching

As an on balanced judgement against the School Excellence Framework, we self-assessed our school as **Sustaining and Growing**

The school has continued to be part of the arly Action for Success strategy and as such there has been a strong focus and commitment on achieving a pedagogical shift to inspire all teachers to gain knowledge of current educational reforms and to understand that in order to improve student outcomes we need to change classroom practice. Our aim is to inspire teachers to lead and implement innovative classroom practice to improve the quality of their teaching to ultimately affect change in student outcomes. Teachers are now actively involved in and value the professional learning of new pedagogy that is research based and that will bring about change in outcomes. This year the school self-financed the position of Instructional Leader 3–6 for two days per week to provide those teachers with focused instructional leadership and mentoring.

All teachers participate in individualized coaching and mentoring sessions with the Instructional Leaders and School Leaders to change, enhance and build quality teaching practice and to increase teacher capacity through differentiated professional dialogue and through mentoring sessions with a peer mentor. All teachers report that these sessions have been invaluable in enhancing teaching practice and to building collegial networks. Further support networks have been established through stage planning sessions and data analysis, team teaching opportunities, collaborative planning and critical reflective feedback.

Along with building teacher capacity, the school is committed to ensuring that all students are taught using the most effective teaching methods ensuring that all learning is student centered. We are committed to identifying, understanding and implementing teaching methods to bring about change in practice and that classroom practices are sustainable.

The staff at Leppington Public School have recognised and shown commitment to further developing their skills in data analysis as a means of driving their teaching and learning programs to ensure all learning is differentiated, engaging and enables students to take responsibility for their learning. Teachers see an added focus on enhancing consistency of teacher judgement as critical to planning for the future. Professional learning for teachers of years 3–6 around data analysis will be critical to future improvements in teaching.

The school has built and has been able to sustain a culture of teachers committed to improving their practice through collaboration with colleagues, quality feedback and professional dialogue.

Leading

As an on balanced judgement against the School Excellence Framework, we self-assessed our school as **SUSTAINING AND GROWING**.

During 2019, the school has focused on continuing to foster a culture of high expectations for both teachers and students and in building the notion of collective efficacy that is a shared responsibility for student engagement, learning and achievement. School Leaders and teachers now actively engage with the wider community for the benefit of each student's academic, physical, social and emotional well-being.

Strategic directions from the school plan are targeted and achieved through collaborative planning, budgeting and allocation of resources. Our school processes and practices focus explicitly on improving student learning and well-being through the building of a collaborative learning community that places students at the centre of all teaching and learning practices. All school resources, physical and human are strategically sourced and are used to improve student outcomes, ensuring that all students receive a quality education regardless of their circumstances.

As a school we recognise that further improvements can be achieved in School Planning, Implementation and Reporting. We aim to implement more evidenced based practices and professional learning around the learning progressions and how to utilise them in the planning for teaching and the monitoring of student progress. We aim to encourage greater involvement of parents in strategic planning for the School Plan 2018–2020 through participation in planning sessions, feedback surveys and collegial discussion groups.

The school has taken a rigorous approach to gathering quality evidence to support our self-assessment across the domains of Learning, Teaching and Leading as defined by the School Excellence Framework. Participating in the regular collection of evidence showed us our areas of strength and our opportunities for improvement.

Our continual focus on self-assessment and the collection of related evidence will assist the school to refine our school plan, leading to further improvements in the delivery of education to our students. This continual 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

Teaching, Learning and Engagement

Purpose

To utilise evidence-based pedagogy to promote and ensure quality learning environments, to build and embed practices that engage students and teachers and that are evidence based, consistent and aligned to all student needs. Sustained improvement in student learning will be evident through increased student growth in literacy and numeracy as measured by PLAN 2 and NAPLAN data.

Improvement Measures

Increased student growth in Literacy and Numeracy as measured by PLAN 2 and NAPLAN.

Evidence of quality teaching and learning practices embedded in all teaching programs and classrooms.

To increase the number of students achieving in the top two skill bands as measured by NAPLAN and showing expected growth on internal school progress and achievement data.

Increased and enhanced teacher capacity through professional learning targeted to identified teacher need and the school plan.

Overall summary of progress

From deep data analysis of both Learning Progressions and Smart data significant improvements have been achieved in both Literacy and Numeracy, particularly for K–3 students. This is a direct result of the involvement in EAFS strategy and the mentoring support of the Instructional Leader and School Leaders. All teaching and learning programs are evidence based and directly target the learning needs of all students. All staff have access to shoulder to shoulder support and mentoring advice from Instructional Leader and school leaders.

All staff members identified goals to work towards achievement in individual Professional Learning Plans. Goals were aligned to school priorities and to individual needs. PDP's were regularly reviewed and evaluated by teachers in conjunction with supervisors. All staff participated in Professional Learning throughout the year enabling them to further develop professional knowledge, the ability to use data analysis to effectively plan for all students and to share expertise with colleagues. This has resulted in the development of a strong collegial learning community within the school and across the Cowpasture Community of Schools.

In 2019 there were 90% K–2 students on track in both Literacy and Numeracy. Trend data for NAPLAN also shows a definite improvement trend across all strands particularly for Year 3. 87% of Year 3 students scored above minimum standards in numeracy and 77% in reading. 50% Year 3 students achieved in top 2 skill bands in writing. Year 5 students continued to show greater than or expected growth in all areas. 78% of Year 5 students achieved above minimum standards in numeracy and 74% in reading.. Overall 20% achieved the Premier's Priority.

Students also participated in debating and public speaking competitions, sporting carnivals, CCOS sporting gala days. enrichment days, student leadership workshops and concert and. high school enrichment days. All of these events and initiatives provided additional learning experiences for our students.

Throughout the year the school has worked diligently towards ensuring that the learning needs of all students were catered for in classrooms that were well-equipped with necessary resources, that teachers were provided with the support and mentoring they required, school leaders and aspiring leaders were provided with opportunities to develop and evaluate their leadership skills and that parents are consulted and involved in their child's progress.

The school has an active P&C Association who worked diligently throughout the year to raise funds for additional resources. In 2019 their target was to raise funds for additional technology and school playground improvements. They were successful in gaining a grant for \$20 000 which together with fundraising passed to the school \$40 000.

Progress towards achieving improvement measures

Process 1: Professional learning on the Literacy and Numeracy Learning Progressions is aligned to the curriculum to develop deep knowledge and understanding to guide teachers in developing effective differentiated teaching and learning programs. Continued implementation of formative assessment to support students and their progress as measured against the learning progressions.

Progress towards achieving improvement measures

Evaluation	Funds Expended (Resources)
<p>Team evaluated all processes and initiatives and found that whilst all had been undertaken and implemented there was still not enough shift in student outcomes. It was decided that projects continuing into 2020 will enable further shift in outcomes, additional professional development for teachers and greater student engagement. Future processes will be planned from these evaluations.</p>	<p>Sources of data—school based and external</p>

Process 2: Professional learning to develop staff understanding of quality pedagogy and effective teaching strategies. This will support the differentiated learning needs of all students based on internal and external data sources..

Evaluation	Funds Expended (Resources)
<p>The school implemented Spirals of Inquiry sessions this year as an avenue of self improvement. This decision was the result of investigation by the exec in 2018 as to whether this was a direction that would benefit our staff and students. After trialling various ways of timetabling sessions an acceptable model was introduced in Term 3. Groups are staged based and include IL and exec team. Teams have completed two cycles with much success and there was a noticeable shift in stages as result of the cycles. All staff report that these are valuable sources of professional learning through collaboration, self discovery and is evidence based. To be continued in 2020.</p>	<p>Instructional Leaders Executive Team Planning Session</p>

Process 3: Facilitate parent workshops and publish in the school newsletter articles in current educational practices and teaching strategies for parents that inform them of how to support their children's learning with clear improvement aims. These initiatives will enable the further building and enhancement of collaborative partnerships between the school and the home environment.

Evaluation	Funds Expended (Resources)
<p>As a result of these there was a noticeable increase in parental engagement in the school and in particular their child's learning. All parents reported that they were supportive and valued the parent workshops each term as they enabled them to understand what their child is learning and that they enabled them to assist their child at home. Newsletter each fortnight published ideas for parents to assist their child educationally, physically, socially and emotionally. Parents also appreciated these.</p>	<p>parent focus group survey informal discussions exec team</p>

Next Steps

- Continue with Spirals of Inquiry
- Provide additional professional learning for staff in Focus on Reading
- Implement introduction of BNL in all classes supported by BNL team
- L3 training for new staff
- Continue instructional leadership to provide mentoring time for all staff
- Use progressions to evaluate student progress and to guide future planning of differentiated teaching



Strategic Direction 2

Wellbeing

Purpose

To create a community of learners with positive self-esteem and attitudes towards learning. To support students, staff and the community to connect, succeed and thrive at each stage of their development educationally, physically, mentally and socially. To develop a strategic and planned approach to whole school wellbeing processes that support the wellbeing of all students.

Improvement Measures

Decrease in negative behaviour incidents as measured by Positive Behaviour in Learning(PBL) data.

Increased number of school community members able to articulate and apply key messages of PBL. Compare results to PBL 2017 student,staff and parent survey.

Increased number of school community members(students, teachers and community members) that recognise the importance of wellbeing to student learning, build positive relationships within the school and contribute to the school community.

Overall summary of progress

Wellbeing of both students and staff continued to be a major focus for 2019. The decision by staff and the community to reinvigorate the Positive Behaviour in Schools initiative has had a positive effect on student wellbeing . The PBL team met regularly and planned for addressing the perceived needs of students and for the teaching of positive strategies based on data collected by the team. All students participated in group sessions each week to provide them with knowledge and understanding of school expectations and school values. Additional signage was erected around the school to inform and highlight to students the expected behaviours for different areas . The PBL team through data analysis further identified areas or behaviours linked to school values that became the focus for the week. teachers then implemented strategies and activities to ensure that students developed understanding of expected behaviours. Special values awards were awarded to individual students each assembly. The teaching of specific skills of expected behaviours to all students was timetabled and implemented. Subsequent data collected showed significant decreases in negative behaviours across all stages. There was also a significant decrease in negative behaviour classroom incidents. Students showing positive adherence to school values were awarded certificates at a weekly assembly. The PBL was supported by the school community and regularly communicated to parents and carers through the school newsletter.

The Learning and Support Team in consultation with class teachers and parents identified students throughout the school that had significant learning, social and emotional needs. This identification process involved liaising with parents, staff, school counsellor and external agencies if required to ensure that these needs were evaluated, addressed and systems of support put into place for these students. Individual Learning Plans, Personalised Learning Pathways and Individual Education Plans with smart goals were developed by class teachers in conjunction with students, parents and external agencies for all students requiring additional support whether academically, socially, mentally, EALD , Aboriginal or Out of Home Care. These plans with identified goals were continually monitored, evaluated, reviewed and updated as goals were achieved.

Staff were provided with professional learning sessions throughout the year that highlighted the need for ensuring their personal wellbeing as being critical to their performance as a committed educator.. All staff were provided with one on one mentoring sessions, whole school and stage meetings to address all concerns and to ensure their involvement in all school planning and the relevant information for external assistance if needed.

Big Yellow Umbrella, a local community group and supported by Stockland Homes provided a breakfast program each Tuesday morning for students and their families. This program is also an avenue for promoting the importance of a healthy breakfast as well as providing an opportunity for parents to participate in a regular school initiative.

The importance of all facets of wellbeing for staff, students and families is now seen by all as an important focus of the school and as a contributor to the academic success of all students and the enhancement of teaching practice and career satisfaction for staff..

Students were also provided with many opportunities to be involved in additional activities within the school hat enabled them to build additional skills in other areas such as dance, choir, sport, debating, public speaking, chess, technology.

Progress towards achieving improvement measures

Process 1: Source and implement whole school programs that provide students with knowledge and skills in building understanding of positive behaviour in learning and an understanding of the importance of wellbeing and resilience.

Evaluation	Funds Expended (Resources)
<p>Staff have commenced using the new syllabus even though formal professional learning has been delayed until 2020.</p> <p>Stage 3 staff planned and implemented a social skills program of activities based around growth mindset and resilience building as an identified need was seen. Students have participated in a number of activities around these themes. There has been an identifiable improvement in the mindsets of stage 3 students. They are confidently using the language of growth mindset and applying it in the classroom.</p> <p>It is hoped to continue this program in 2020.</p>	<p>Funding Sources:</p> <ul style="list-style-type: none"> • Socio-economic background (\$200.00)

Process 2: Establish and embed within the school community an effective L&S team to provide support to address all student needs. Well-developed, evidence based processes that identify, monitor and review student learning needs.

Evaluation	Funds Expended (Resources)
<p>Staff were asked to evaluate and comment on the effectiveness of the L&S team and the procedures put into place to streamline and tighten the referral process. Staff reported that they felt the additional processes had enabled the referral process to be more directed and were designed to meet the emerging or direct needs of all students. Regular L&S team meetings were held to discuss, refer and evaluate team procedures and to ensure the needs of all students were addressed. The intensive support for students based on data analysis was very effective in improving both student outcomes and classroom practice.</p>	<p>Leadership team</p> <p>LaST</p> <p>staff forum for evaluative purposes</p>

Process 3: Strengthen PBL systems so that they are effectively embedded in school culture. Promote student positive behaviour and wellbeing as optimum for engagement in learning.

Evaluation	Funds Expended (Resources)
<p>Through staff and student discussions, data analysis, Tell Them from Me surveys, PBL trainer and parent feedback the school was able to evaluate the effectiveness of PBL procedures and the implementation across the school. Data showed that there had been a definite decrease in behaviour incidences in both the playground and the classroom, including the seriousness of the incidents. The incidences recorded involved only a small number of students. Staff reported that implementing a consistent approach enabled the students to feel valued and cared for. Parents also reported that having a consistent approach and language enabled them to support their children and to discuss their child's school behaviour at home.</p>	<p>PBL team</p> <p>whole staff</p> <p>students</p> <p>parents</p>

Next Steps

- Ensure all students are known, valued and cared for
- Ensure all student needs are met through tailored learning and wellbeing programs
- Continue strong whole school focus on PBL
- Provide additional opportunities for students to enhance or build skills in other areas
- Continue to build strong learning and support team so as to ensure all student learning and wellbeing needs are met



Strategic Direction 3

Community and Culture

Purpose

Create a collegial and open school community that develops and fosters cooperation and support of student learning built on an atmosphere of collegiality and openness. To develop effective partnerships with parents and the community to inform and support continuity of learning for all students. To ensure that community members are valued for their contributions that enhance the culture and values of the school.

Improvement Measures

Increased number of parents contributing, supporting and participating in school events, programs and initiatives. as measured by surveys, feedback and attendance at events.

Higher parental engagement in monitoring, evaluating and discussion of student progress and achievement.

Leadership team to continue to build and maintain a culture of distributed instructional leadership to sustain the growth of a strong learning community.

Overall summary of progress

Leppington Public School. has continued to build a supportive, inclusive and cooperative learning community by fostering an atmosphere of collegiality, trust, care and openness. This has been achieved by creating a community of learners—staff, students and parents who are valued for the contribution they bring and who enhance and embrace the community, culture and values of the school. This strong focus has continued as the school has continued to grow and change as new housing developments have grown around the school. The school grew additional three classes during the year to complete the year with 13 classes.

Opportunities throughout the year were created for students, parents and staff to share and promote the school within the school and wider community. Parents, staff and students engaged in reflective and evaluative practices that maximised the impact on student learning and further established transparent and open links between students, teachers and parents. The school endeavoured to ensure that all families have a voice in decisions that affect their children's learning and engagement irrespective of socio-economic status, Aboriginality and cultural background or geographic location. Families were consulted on school planning and evaluation processes, establishing open and transparent processes that enabled families and community members to be consulted on key matters affecting the school. An increasing number of parents have expressed their desire and willingness to be involved in the decision making processes of the school. This has included increased attendance at P&C meetings, focus groups, involvement in selection panels for the appointment of additional teachers and in decisions affecting changes in the school as the school continues to grow and expand.

We have continued to build and strengthen parent and community leadership capacity to support student learning and have further established on-going strategic relationships with government and non-government agencies, community groups, businesses and educational providers that enhance and provide learning opportunities and outcomes for students and families. Our students have participated in many initiatives throughout the year within the local community. These include the celebration of Harmony Day, participation in the Camden Anzac March, the Cantabile Concert at the Opera House, performances at the local shopping centre and at a number of nursing homes. Throughout the year we established a strong link with the Willowdale Retirement Village and our students performed there on a number of occasions. These opportunities serve to remind and illustrate the importance of positive citizenship and of being part of a community by giving to that community.

Special celebrations were held by the school to celebrate Mothers Day with a high morning tea for mothers and grandmothers and a Fathers Day bbq breakfast and games morning for dads and grandfathers. Both of these events were attended by more than a hundred parents and carers. These two events enabled parents, grandparents and students to come together to celebrate a special event.

In October we also held a Grandparents Day which was supported by the more than 200 grandparents and parents that attended. A special assembly was held during the morning with awards given to grandparents, school items were showcased. Grandparents also had the opportunity to join in learning time with their grandchildren and to play games with them in the playground. This was a hugely successful event that brought generations together.

Other celebrations including Easter Hat Parade, Anzac Day service, Education Week events, Book Week Parade, sporting carnivals and muffi-days were held throughout the year to enable students and parents to come together and

enjoy special events that provide additional experiences for students.

In Term 4 our school community came together for our combined school concert and carols night. Items were performed by all classes as well as our school choir, Junior and Senior Dance Groups and our ukulele group. This event enabled our school community to come together for a night of celebration and was attended by more than 150 people.

Throughout the year the school initiated many events and information sessions for both students and parents. These events continued to involve parents in the life of the school, showcased the talents of our students and enabled our students and their parents to be part of a growing community.

Progress towards achieving improvement measures

Process 1: Provide opportunities for parents to attend workshops where they can build understanding of the language of learning so as to effectively engage in learning with their children at school and home.

Evaluation	Funds Expended (Resources)
<p>Student led conferences were held in early term 3 with great success. Teachers of years 3–6 prepared the students in advance of how to participate successfully in the conference. The school sent home information regarding student led conferences, their role and the role of their child. Parents were appreciative of the information and reported that it enabled them to participate fully in the conference and of how they could support their child's learning in the future.</p>	<p>Staff Students parents Information sent to parents</p>

Process 2: Initiate and source activities and events within the wider community to engage students in community events that promote the school, its culture and values.

Evaluation	Funds Expended (Resources)
<p>All planned activities were successfully held throughout the year with large numbers of families attending each event. An end of Year Celebration Night was held in December to enable parents to celebrate the end of the year with the school community. This was also attended by the Campbelltown–Camden District Band who played music the Christmas songs. There were also student performances during the event. These events enabled the school to build strong links between parents and the</p>	

Process 3: Create, build and foster collegial open and transparent relationships with parents and the wider community. These links will provide opportunities for collective feedback on school performance.

Evaluation	Funds Expended (Resources)
<p>Over the year there were many initiatives planned and held or completed that enabled the school to build stronger links with community, both with parents and local community organisations. All events held were very successful in attendance and participation. Communication between the school and parents has been more successful. Parents are very supportive of all initiatives.</p>	

Next Steps

- Continue to provide opportunities for parents to be involved in the school, the community and in their child's learning
- Source opportunities for students to be involved in the local community
- Continue the student led Interview process and include Year 2 students
- Continue to provide information to parents regarding school activities and processes through a number of platforms including fortnightly newsletter, skoolbag aP, facebook page and weekly assemblies
- Provide opportunities for new parents to socialise and build networks with other new parents.
- Continue to provide information sessions in literacy and numeracy
- Continue to provide opportunities for staff, students and parents to provide feedback through tell Them from Me



Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	<p>Student PLP's</p> <p>Students, parents, carers</p> <p>CCOS CAEC committee</p>	<p>All PLP's were reviewed and evaluated for effectiveness. Recommendations for 2020 were suggested. CAEC committee reviewed and evaluated CCOS activities and formed future suggestions for 2020. In the RAP review, the CAEC made the following recommendations to our schools;</p> <p>Each school will continue to work to build stronger links to the ATSI community, utilising parents, elders, the AECG along with other consultants.</p> <p>All staff will continue to be responsible for making contact with parents and carers before and during the Personalised Learning Pathway (PLP) process. This will include reviewing the PLP during parent teacher interviews.</p> <p>The Junior AECG will finalise an annual calendar that will highlight cultural events that all staff need to acknowledge and include in classroom programs to meet the requirements of Department Aboriginal Education Policies.</p> <p>The Junior AECG will continue in 2020 meeting twice a term to allow student voice opportunities for our ATSI students.</p>
English language proficiency	<p>EALD teacher</p> <p>EALD timetable</p>	<p>Data gathered from external & internal sources was gathered to assess the progress of EALD students using the ESL scales. Students requiring additional support were identified for 2020.</p> <p>EALD teacher observed students for Kindergarten 2020 to identify potential students who would require additional support.</p> <p>EALD position increased to 1.4 in 2020.</p>
Low level adjustment for disability	<p>LAST</p> <p>staff</p> <p>parents</p>	<p>the additional SLSO time has enabled the school to provide additional support students with identified high emotional and mental health needs both in the classroom and in the playground. With the additional support students have shown improvement in learning outcomes and in their interaction with other students. From PL held throughout the year staff feel increased confidence in how to best support students. All IEP's, behaviour plans and risk assessments were regularly reviewed, monitored and updated as the need arose. This continual process enabled the school to best support students, for staff to cater for their needs within the classroom and for parents to collaborate with the school in ensuring their child's needs were met.</p>
Quality Teaching, Successful Students (QTSS)	<p>Review on IL position</p>	<p>A review of 3–6 teachers was carried out so as to examine the effectiveness an IL 3–6.. Teacher survey reported very favourably with 100% teachers supporting the initiative and identifying how it had helped to build and</p>

Quality Teaching, Successful Students (QTSS)	Review on IL position	enhance their teaching practice.
Socio-economic background	Budget sheets Staffing details Executive team	These funds were fully utilised this year in a number of areas. Funds were used to provide additional staffing beyond allocation, to purchase additional resources and furniture for classrooms, to enable staff to attend additional professional learning beyond budget allocation and to provide monetary support to parents for school activities. School grounds were enhanced by additional paving and upgraded gardens. Funds were also used to support many activities initiated by the school to build a stronger learning community and to provide opportunities for parents to be involved in their child's education.
Support for beginning teachers	Funding Sources: • Support for beginning teachers (\$25 000.00)	Funds were expended throughout the year to provide support to beginning teachers in a number of areas. Teachers reported that the additional time with mentors provided them with tailored support, assisted them in building their teaching expertise and enabled them to identify with a support network.
Targeted student support for refugees and new arrivals	EALD teacher classroom teacher ESL scales	Progress for both new arrival students was evaluated by EALD teacher using ESL scales and their progress against learning progressions. All data sources utilised as well as teacher observation. . Suggested areas for support in 2020 were identified and communicated to staff and parents.
Early Action for Success		<p>The Instructional Leaders and staff were committed to evaluating and reviewing their teaching practices regularly which ultimately resulted in the school working towards the achievement of strategic goals as outlined in the school plan.</p> <p>All class teaching has been enhanced and refined as a result of the presence of the Instructional Leader in classrooms. Teaching programs are now explicit and data driven and delivered through highly effective teaching practices.</p> <p>Instructional Leaders & the Assistant Principal received highly commendable feedback for the presentation of the numeracy initiative project.</p> <p>The establishment of Spirals of Inquiry professional learning model successfully engaged all K–6 teachers in the reflection of their teaching practice. All teachers reported this new professional learning model positively impacted their teaching practice with the support of the IL and executive team. Teachers are now confident to delve deeper in self analysis and are more curious to strategically meet significantly identified learning needs of their students.</p>



Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	62	70	95	129
Girls	59	68	96	150

Student attendance profile

School				
Year	2016	2017	2018	2019
K	91.8	94.4	91.2	92.1
1	90.8	91.7	93.9	90.7
2	91.4	90.6	92.3	91.3
3	94.6	92.4	93	89.2
4	91.9	92.7	86.3	92.7
5	97	88.2	92.2	91.2
6	90.7	94.3	89.2	91.8
All Years	92.6	92.2	91.3	91.3
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

Attendance at Leppington Public School has been consistent with previous years. A large number of student absences are the result of family holidays overseas. Staff respond to absences by contacting the parents with a phone call or message through class dojo. If absences are prolonged there are follow up phone calls and if necessary they are referred to HSLO. the school regularly communicates to parents the importance of school regular attendance.

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)	2
Classroom Teacher(s)	11.4
Teacher of Reading Recovery	0.21
Learning and Support Teacher(s)	0.5
Teacher Librarian	0.6
Teacher ESL	0.6
School Administration and Support Staff	2.52

*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.

Five teachers K–2 attended L3 training over the year to support their teaching of literacy in classrooms. two beginning teachers attended a 2 day residential organised by the NOII network to provide support to beginning teachers. Both teachers reported them of being of great value. Leadership attended a two day residential organised by NOII network to build capacity in leading and managing a school & in designing changes in teaching and learning. Principal attended a number of leadership conferences organised by Liverpool PPA and State PPA as well as network meetings each term

with PPA and Glenfield Network with School Education Director. Assistant principals took part in Leadership capacity building course organised by NOII network. All teachers also participated in fortnightly sessions of Spirals of Inquiry. These sessions enabled teachers to build and enhance their capacity in identifying problems in student learning, trialling solutions and implementing new practice to bring about desired changes. All staff value the impact of spirals as a way of providing professional learning to bring about changes in practice that is relevant. All staff completed Focus on Reading Phase 1 enabling them to fully implement the strategies in their teaching. . Four teachers, one per stage participated in a BNL(Big Ideas in Number) project designed to enable teachers to bring about changes in their teaching of the number strand that develops greater understanding of number for students. This project will continue in 2020 through Spirals of Inquiry sessions. All staff also completed all compliance professional learning throughout the year. During 2019 all staff were supported by a full time Instructional leader for K–2 and a two day/week IL for 3–6. Staff report that this mentoring time is invaluable in building their teaching practice and in their capacity to provide individualised differentiation in learning for all students.

All staff report that the professional learning undertaken throughout the year has been valuable in extending their teaching practice, their understanding of how students learn and their ability to provide differentiated teaching and learning based on student needs.

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	296,893
Revenue	2,945,299
Appropriation	2,809,955
Sale of Goods and Services	37,451
Grants and contributions	95,797
Investment income	1,996
Other revenue	100
Expenses	-2,856,998
Employee related	-2,506,180
Operating expenses	-350,818
Surplus / deficit for the year	88,301

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.

Administrative practices and systems effectively support school operations and teaching. The school makes informed choices about administrative practices and systems in place, based on cost effectiveness, evidence, and in response to local context and need. Strategic financial management is used by the leadership team to gain efficiencies and to maximise resources available to implement the school plan.

There is a school wide shared responsibility to ensure that funds received are expended effectively and strategically to support the student learning and the management of the school.

In 2019 major school financial allocations were for:

- employment of specialised science teacher to support a school identified program. This program is highly supported by staff, students and parents
- Additional teacher two days/week to support students requiring additional support
- employment of additional SAO 1 day/week to assist in school office
- employment of EALD teacher for 2 days/week to support NESB students including two new arrival students
- upgrading of classroom facilities including furniture to support our focus of flexible learning spaces and to provide for the establishment of additional classes
- employment of SLSO's to support students with additional needs
- upgrading and purchasing of additional technology—new IWB's and additional 21 laptops
- financial support to students and families for school programs, uniforms and excursion costs
- additional costs for staff in relation to sick leave
- costs for professional learning conferences and courses and related casual relief.

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	34,227
Equity Total	288,916
Equity - Aboriginal	11,419
Equity - Socio-economic	78,747
Equity - Language	113,871
Equity - Disability	84,879
Base Total	2,058,636
Base - Per Capita	44,816
Base - Location	0
Base - Other	2,013,821
Other Total	286,651
Grand Total	2,668,431

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.

During 2019 additional funds were expended to support the learning needs of all students. Additional staff were employed to support students who had diagnosed health and learning needs and to provide additional support to EALD students. Aboriginal funds were used to support aboriginal students in the classrooms with and SLSO one day per week and to enable them to participate in a number of CCOS activities that built further understanding in Aboriginal traditions and customs. Low Socio-economic funds were used to support the students by providing them with the resources, both human and physical that enabled them to receive a quality education in a supportive and well equipped environment.

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 website.

Literacy

In 2019 Leppington PS students completed NAPLAN online. Our results were indicative of this change for our students. The school is continually focused on improving student outcomes by ensuring:

- targeted professional learning for staff
- all planning and programming is data based and needs driven
- shoulder to shoulder support from Instructional Leader to build teacher capacity
- strategic planning by school leaders to achieve strategic directions of school plan
- targeted support to students with identified learning needs
- all classrooms are fully equipped and resourced to support future focused learning

In Year 3

There was a significant decrease in students in bottom two skill bands for all strands in both Year 3 and 5..

- 42% students achieved above Band 5 in Reading, increase of 14% from 2018
- 50% students achieved above Band 5 in Writing, an increase of 25% from 2018
- 52% students achieved above Band 5 in spelling an increase of 20% from 2018
- 30% students above Band 5 in Grammar and Punctuation, same as in 2018.

In Year 5

- 24% students above Band 6 in Reading, decrease of 10% from 2018.
- 30% students above Band 6 in Writing, decrease of 10% from 2018
- 50% students above Band 6 in Spelling, similar to 2018.
- 305 students in Band 6 for Grammar and Punctuation, similar to 2018.

Numeracy

In 2019 Leppington PS completed NAPLAN Numeracy online. Our results were indicative of this change for our students. In Numeracy there was a significant improvement in Year 3 results.

In Year 3

- 26% students above Band 5 in numeracy.
- 63% students above Band 4, increase of 15% from 2018
- 27% students achieved in top two skill bands, similar to 2018

- no students scored in Band 1

In Year 5

- 24% students achieved above Band 6, similar to 2018
- no students in bottom two skill bands
- 7% students in top two skill bands, similar to 2018
- 62% students above Band 5, increase of 17% from 2018

Overall 20% students achieved Premier's Priority of top two skill bands Year 3 results were significantly stronger.

Parent/caregiver, student, teacher satisfaction

Leppington Public School is focused and driven to providing an education for every student that encourages and promotes deep learning and prepares them for the world beyond school. As a school community we aim to ensure that our students have the best chance of success and well-being in an ever changing society. To achieve this School Leaders and teachers engage in discussions with colleagues, parents, students and the broader community about how we can best engage, challenge and support students in their learning.

Our purpose is to build a supportive, engaged and cooperative community by fostering an atmosphere of collegiality, trust, cooperation and openness and to create a community of learners who are valued for the contribution they bring and who enhance the community, culture and values of the school.

From data informing evidence gathered, we are able to verify that the school has initiated a number of important and relevant programs and initiatives that form the core of parental and community engagement. By developing strong relationships with all families and community members the school has focused on ways to create a family-friendly school atmosphere, facilitate connections between families and community members, engage parents in the learning of their child, respect and celebrate the diversity within the school community and to involve students in the life of the local community. This building of a strong, involved learning community is essential in a school that is not just rapidly growing but serves a community that is also growing and evolving with many new families, many of whom have little extended family of support,

As a school, we realise that an inclusive approach to school decision-making and parental involvement creates a sense of shared responsibility among parents, community members, teachers and school leaders in the learning of their child. The school leadership team values parental opinions and ideas when planning new programs or implementing new ideas. Parental input was sourced for many school initiatives including the development of the school plan, the translating of the strategic directions into associated milestones, planning of new facilities around the school e.g. outdoor learning and remembrance area, the recruitment of new staff and the involvement of the school in state initiatives such as EAFS, the Positive Behaviour in Schools program and the development of a new student well-being policy.

During the year, the school held a number of information sessions in Literacy, Numeracy and Positive Behaviour for Learning so that all parents are aware of their child's progress, their wellbeing, how their child is learning in the classroom and how they can further support their learning at home. Sessions also provided opportunities for new parents to connect with other parents and have proved very to be very valuable with increased parental attendance and interest at each session.

The school held focus group meetings, P&C meetings and discussion groups and used surveys to illicit parental support and feedback. The school leadership team engaged the school community in reflecting on student performance data and of strategies identified in the school plans to work towards achieving strategic directions. The school actively seeks ways for the community to provide constructive feedback on school initiatives, planning, practices and procedures.

Parental surveys based on a comprehensive questionnaire covering several aspects of parent's perceptions of their child's experiences at home and school have shown:

96% parents agree or strongly agree that they feel welcome when they attend the school

91% parents feel that their child's teacher knows where their child is in their learning. where they need to go next and how they can assist them to get there

98% parents have spoken with their child's teacher on more than three informal occasions and including Parent Teacher conferences, Three Way conferences for Years 3–6 and Meet the Teacher Night regarding their child's learning during the year. All parents who attended mid-year student interviews expressed their support for the online booking system

90% parents agree that the school communicates well with parents through a range of sources and that parents are also able to use a range of sources including media platforms to communicate with their child's teacher and the school

Teacher surveys were based on two complementary research paradigms; effective in-school research and Tell Them from Me Surveys have shown:

95% teachers believe that their teaching practice has improved through peer collaboration

80% teachers believe that school leadership drives student learning

100% teachers set high expectations for student learning

80% teachers reported that school leaders communicate their strategic vision and values for the school

87% teachers indicated that school leaders had provided them with quality feedback through lesson observations

Student surveys conducted to measure a range of indicators based on most recent research on school and classroom effectiveness through tell Them from Me surveys have shown:

95% students value learning outcomes

85% students feel that the school is responsive to their needs and encourages them to participate in school activities,

91% students value positive behaviour at school

89% feel that is a strong climate for success in learning

85% have a strong sense of belonging to the school and their friends

82% students feel that they have someone at school who provides encouragement and support

Overall there is a strong sense of a highly engaged learning community with strong aspirations for success within the school.

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.

The school ensures that all Aboriginal students (13 students in 2019) have a Personalised Learning Pathway (PLP) with clearly identified SMART learning goals. Their PLP is formulated, monitored, evaluated and reviewed in consultation with the student, their teacher, KARI and their carer and/or parents. All Aboriginal students are assisted and encouraged by teachers and their parents in working towards achieving their identified PLP learning goals. The value of education and the importance of high achievement is regularly communicated to students and their families through feedback to students, meetings with parents and or KARI/carers.

THE Koori Club established in 2018 by a teacher and a SLSO for Aboriginal students continued to hold weekly meetings for craft, music and as an avenue for further education and understanding of their Aboriginal culture. The group also became part of a CCOS Aboriginal dance group that performed at the CCOS concert and at other community events. The group also learnt the national anthem in Dharawal which they now perform at assemblies and other school and community events.

The Acknowledgement of Country for Leppington is now used for all assemblies and official events and is displayed on a sign alongside the national anthem.

Aboriginal students attended two specific excursions that enabled them to meet and work with other Aboriginal students and to develop an appreciation and understanding of and for their culture. These excursions to Casula Powerhouse Museum and at Bringelly PS for NAIDOC day were an initiative of Cowpasture Community of Schools CAEC group (Cowpasture Aboriginal Education Committee) to develop knowledge and understanding of Aboriginal culture through a range of activities that included Aboriginal arts, historical knowledge and appreciation of the significance of the area and the importance of the preservation of the area. Both days provided rich learning experiences for all students involved and was thoroughly enjoyed by all who attended.

All class teachers ensure that there are Aboriginal perspectives are included in lesson planning to comply with policy requirements and to build knowledge of Aboriginal history and culture for students.. Special school assemblies and class activities were held at school to commemorate Sorry Day and to celebrate Naidoc Day.

From the Tell Them From Me Survey

- 80% Aboriginal students agree and/or strongly agree that teachers understand their culture
- 100% Aboriginal students agree and/or strongly agree that they feel good about their culture

Overall the school strongly supports the DET expectations and emphasis for the education of all Aboriginal students. This is achieved by careful monitoring of their PLP's and working alongside parents and carers in promoting the importance of education for future success. The school also supports and promotes the acknowledgement, understanding and appreciation of Aboriginal culture through the inclusion of Aboriginal perspectives in all key areas and the acknowledgement of significant days to the Aboriginal people.

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.

Schools play a critical role in developing understandings of racism, responding to incidents of racism and preparing

students for responsible and effective citizenship in Australian society. In line with the DEC policy guidelines, our diverse multi-cultural population and our school's focus on multi-cultural awareness and appreciation, the school has implemented a number of strategies to support anti-racism. There is an ARCO trained teacher that is experienced in dealing with racism issues as they arise. The school ensures that the DEC Anti-Racism Policy is implemented in the school through promotion of our school values, planning for curriculum outcomes and through community consultation and inclusiveness.

The school leadership team examines school practices and procedures to ensure that they promote respect for cultural, linguistic and religious diversity and that all staff are aware of their obligations under the Anti-Racism Policy, NSW anti-discrimination and Commonwealth anti-racism laws. Any incidences of racism are dealt with in line with the DET policy guidelines and the school's wellbeing policy. Anti-racism behaviour or racial comments by students are dealt with in line with our student welfare policy and the promotion and adherence to our school values.

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.

Leppington Public School is a very multi-cultural school with an NESB population of 69%. There are students currently enrolled representing more than 38 different nationalities. Leppington Public School embraces cultural diversity and celebrates the uniqueness that it brings and adds to our school community.

The school ensures that in all teaching and learning programs there are inclusive teaching practices which recognise and respect the cultural, linguistic and religious backgrounds of all students and that promote an open and tolerant attitude towards cultural diversity, different perspectives and world views. Through RAM funding the school provides programs that enable students learning English as an additional language or dialect (EAL/D) to develop their English language and literacy skills so that they are able to fully participate in schooling and achieve equitable educational outcomes. This is achieved through the employment of a fulltime EALD teacher and a part time teacher for 3 days per week. All teachers ensure that EALD student needs are catered for through differentiated curriculum and targeted teaching and learning programs that address the specific learning and wellbeing needs of students from culturally diverse backgrounds, including newly arrived students.

Leppington Public School promotes positive community relations through effective communication with parents and community members from diverse cultural, linguistic and religious backgrounds and by providing opportunities for their active engagement in the life of the school. We ensure that the school utilises interpreter services so that teachers are able to communicate effectively with parents so as to engage them in the learning of their child and in the planning of any programs that addresses specific learning needs. This ensures that parents feel connected to the school and to their child's education. Throughout the year there were several occasions when students were able to celebrate their cultural heritage and to display and discuss their national traditions and culture to other students.

Our school provides many opportunities for children to take part in multi cultural activities to foster positive experiences and an appreciation of diversity in values and beliefs. Harmony Day celebrations are held annually to promote inclusivity and a sense of belonging. This event in 2019 was attended by 85% of parents and involved class cultural activities, CAPA performances, a parade of the over 45 nations represented in the school population and an international feast that was enjoyed by parents, students and staff. Students were encouraged to wear national costumes to showcase to other students the traditions and customs of their country.

In line with our school values students are encouraged to develop an appreciation for other cultures and to develop inclusivity towards each other. At other times during the year the school educates students in the celebration of traditional festivals and special events such as Christmas, Easter, Ramadan, Eid Al-Adha and Diwali. From these cultural appreciation sessions, students in our school feel valued and supported regardless of their cultural background or heritage.

Through our multi-cultural initiatives and school programs the school promotes the building of a harmonious school community where all students are known, valued and cared for.

