

2021 Annual Report

Leeton Public School



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Introduction

The Annual Report for 2021 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 Strategic Improvement Plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

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Leeton Public School

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School vision

Leeton Public School works in partnership with parents and community to deliver personalised quality education within a positive, high expectations environment where students feel safe to learn, connect, succeed and thrive. We will maintain a focus on whole school wellbeing, student academic growth and teacher professional growth to foster the development of respectful, responsible and resilient learners.

School context

Leeton Public School is located on Wiradjuri land in the Riverina area of NSW. Enrolment has remained steady over the previous five years with an average enrolment of 358 students, including 8% Aboriginal students and 15% English as an Additional Language or Dialect students. The school is well-resourced with excellent facilities and set on attractive grounds. We offer a broad curriculum to meet the needs of all our students to prepare them for a productive and successful future.

The Family Occupation and Education Index of the school has remained relatively consistent over the last five years with an average of 93.6. Leeton Public School delivers a broad curriculum to meet the needs of all students and prepare them for a productive and successful future. The school offers an extensive range of opportunities to pursue academic, social, sporting and cultural achievements. These include various dance groups, choir, debating teams, chess club, spelling competitions along with individual and team sporting opportunities.

Leeton Public School has a school leadership team comprising of the Principal, Instructional Leader for Literacy and Numeracy and three Assistant Principals. There is approximately thirty full-time and part-time staff, working collaboratively in the best interests of all students. The school values collaborative partnerships with the local network of schools and is a proud member of the Leeton Community of Public Schools.

Leeton Public School has strong relationships and connections with the Parents & Citizens Association as well as the broader parent and wider community. The school is developing connections with the local Aboriginal Education Consultative Group and is committed to strengthening this relationship to work towards common goals in Aboriginal education.

Through our recent external validation and situational analysis, the school has identified the need for a continued emphasis on supporting teachers to embed quality evidence based teaching practices in literacy and numeracy and supporting the wellbeing and engagement of students. Ongoing analysis of our progress in achieving the Strategic Improvement Plan will guide future decisions in supporting student growth and attainment.

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 Strategic Improvement Plan and annual report.

Our self-assessment process will assist the school to refine our Strategic Improvement 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>

Self-assessment using the School Excellence Framework

Elements	2021 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	Sustaining and Growing
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Delivering
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Delivering
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1: Student growth and attainment

Purpose

To maximise learning outcomes for all students in reading and numeracy teachers will use data informed, explicit evidence based strategies to deliver responsive differentiated teaching practice.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Responsive Curriculum
- Effective Classroom Practice

Resources allocated to this strategic direction

Literacy and numeracy: \$15,361.45

QTSS release: \$62,001.25

Literacy and numeracy intervention: \$35,317.17

Professional learning: \$10,920.10

Per capita: \$47,500.00

Socio-economic background: \$43,336.21

Aboriginal background: \$7,016.51

Summary of progress

Our focus for 2021 was on the regular, school wide use of student assessment data to identify student achievement and progress and data analysis to support the effective delivery and differentiation of curriculum. The school also focused on the use of highly effective teaching practices to improve reading across all subject areas through implementation of a responsive curriculum using evidence-based teaching practices.

Focusing on High Impact Professional Learning, K-2 school teams were guided through the process of implementing evidence-based synthetic phonics reading programs in their classroom. Whole school evidence-based reading intervention programs were also implemented K-6 to complement the teaching sequence occurring in classrooms and ensure a consistent approach to reading across the school. There has been a strong focus on developing a shared understanding of the reading process across all teaching staff K-6.

Professional dialogue on reading teaching strategies drawn from the evidence-based programs was a focus in stage and executive teams to ensure student learning was at the forefront of all practices and these practices were targeted at student need.

Teachers used student data to plan and embed quality practices into their everyday teaching, and as a result, adapted teaching and learning programs to reflect this. Differentiated support, in the form of instructional leadership and mentoring, has been provided for staff at their point of need. Student learning outcomes have been tracked through the collection and analysis of assessment data and have shown improvement and this has been shared with all stakeholders.

In 2022, in this strategic direction and initiatives, we will:

- provide professional learning and work with staff to establish a deeper knowledge and a shared understanding of the reading process
- ensure analysis of individual student data consistently impacts and guides teaching practices within all classrooms to support further improvement in reading
- provide further targeted support to teaching staff by identifying their individual needs
- create greater alignment between our assessment practices, data collection and use of data to modify teaching programs by refining school based assessment tasks across K-6 classrooms to better match syllabus outcomes and progression indicators
- prepare for the implementation of a new K-2 Mathematics Syllabus in 2023.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
The proportion of students achieving top two bands in NAPLAN increases by 4% in Reading.	Data indicates that 40% of students were placed in the top 2 bands NAPLAN Reading, showing a 2% increase from baseline data.
The proportion of students achieving top two bands in NAPLAN increases by 4% in Numeracy	Data indicates that 22% of students in top 2 bands NAPLAN Numeracy, showing a 2.14% increase from baseline data.

Strategic Direction 2: Continuous Improvement Culture

Purpose

To maximise the impact of quality teaching on student learning we will embed explicit whole school systems for collaboration, feedback and evaluation of teacher effectiveness so that quality classroom practice is consistent.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Data Skills & Use
- Collaborative Improvement Culture

Resources allocated to this strategic direction

Socio-economic background: \$30,000.00

Aboriginal background: \$12,000.00

Location: \$28,071.20

Professional learning: \$15,000.00

Per capita: \$35,822.66

School support allocation (principal support): \$19,593.51

Summary of progress

Our focus for 2021 was on the use of targeted professional learning and mentoring to improve teacher understanding, analysis and application of student data to increase consistent quality teaching practices across the school, and improved school structures and processes to facilitate teacher collaboration and reflective practice.

Through High Impact Professional Learning, K-2 school teams were supported to implement structures which have inbuilt consistent and regular data collection and summary tools. School funded Instructional Leaders then supported and mentored teachers to analyse reading and numeracy data and adjust programs and classroom teaching practices in response to the data analysis.

Leadership teams also collected and analysed whole school reading data to determine areas of need for whole school professional learning to improve the quality of whole class, small group and individual intervention in reading instruction K-6. The systematic and reliable collection of reading assessment information supported the school leadership team to monitor and evaluate student growth over time and implement changes in teaching that led to measurable improvement.

Professional dialogue between the Instructional Leaders and classroom teachers was facilitated to support the continued development of a professional culture focused on collaborative improvement. Whole school and small group professional learning was delivered and aligned to the Strategic Improvement Plan and designed to impact on the quality of teaching and student learning outcomes.

Early in 2021 emerging school data indicated a very strong need for teacher professional learning on student behaviour and wellbeing. All staff participated in regular explicit whole school professional learning activities focused on positive behaviour for learning and classroom culture, and the writing and implementation of Individual Education Plans and Individual Positive Intervention Plans.

In 2022, in this strategic direction and initiatives, we will:

- embed a consistent approach to teaching reading and spelling in 3-6 classrooms and continue to embed the consistent and quality delivery of the K-2 synthetic phonics program.
- implement school structures and processes that facilitate teacher collaboration and reflective practice to achieve a common goal, leading to improved teacher quality to positively impacting student learning outcomes
- prepare for the implementation of a new K-2 English syllabus in 2023.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
The proportion of students achieving expected growth in NAPLAN increases by 2% in Reading.	The proportion of Year 5 students achieving expected growth in NAPLAN Reading has increased by 13.89% from 2019.
The proportion of students achieving expected growth in NAPLAN increases by 1% in Numeracy.	The proportion of Year 5 students achieving expected growth in NAPLAN Numeracy has increased by 41.3% from 2019.
There will be an uplift in collaborative and data informed practice as measured by the teacher Tell Them from Me survey.	In 2021 the school participated in the People Matters Employee Survey. This data revealed: <ul style="list-style-type: none">• 92% of staff work collaboratively to achieve its goals.• 83% of staff believed there was good co-operation between teams across the school.• 85% of staff believed that there is good team spirit in their work group.

Purpose

To build an aspirational school culture strongly focused on high expectations and growth for all students there will be a planned approach to developing whole school processes that support high levels of wellbeing, engagement and achievement.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Aspirational Learning Culture
- Wellbeing and Engagement

Resources allocated to this strategic direction

Aboriginal background: \$7,000.00

Location: \$20,000.00

Low level adjustment for disability: \$160,122.85

English language proficiency: \$26,331.15

Integration funding support: \$115,135.00

Socio-economic background: \$39,000.00

Summary of progress

Our focus for 2021 was on embedding a whole-school evidence based approach to student wellbeing and engagement where there is a collective responsibility for student success and the building of an aspirational school culture strongly focused on learning and supported by the whole school community.

A strategic and planned approach to learning support and wellbeing during 2021 ensured consistent evidence-based approaches to identify, monitor and review individual student learning needs. An Assistant Principal was aligned with the whole school Wellbeing & Engagement portfolio and oversaw the implementation of these approaches.

Additional staff were employed to provide small group and individual instruction to support the wellbeing and engagement in learning of students with specific EALD, new arrivals to Australia and low-level disabilities needs. School Learning Support Officers were also employed to support students with diagnosed disabilities to successfully access and participate in all classroom learning experiences and implement personalised learning plans.

A Positive Education Program was introduced and implemented consistently by teachers across K-6 classes to provide whole school social and emotional learning opportunities. A School Chaplain was used to support additional social and emotional learning for identified students. Professional learning for teachers was designed to support staff to implement effective, preventative and responsive classroom management strategies consistently across the school.

The school leadership team completed the NSW DoE attendance self assessment and highlighted areas for review and implementation within the attendance policy for implementation in 2021 and 2022. Focus areas for review included attendance communications, administrative recording of data, school procedures, staff knowledge, skill and professional learning required.

As a result the school introduced SMS messaging to parents for attendance reporting and recording, updated the school attendance flow chart and shared with all staff, reviewed possible options to reward and acknowledge attendance improvement and excellence and identified students in the 85%-90% attendance range to analyse patterns and design interventions to improve their attendance to at or above 90%.

In 2022, in this strategic direction and initiatives, we will:

- continue to embed the implementation of evidence-based strategies to support student engagement and refine processes to support improved attendance.
- familiarise our school community with the Inclusive, Engaging and Respectful schools policies and procedures in readiness for full implementation.
- focus on ensuring consistent, clear and streamlined school processes to support planning that is informed by sound holistic information about each student's wellbeing and learning needs in consultation with parents and carers.
- promote stronger connections with our broader school community and developing and maintaining effective,

respectful relationships with Aboriginal parents/carers and AECG members.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
The proportion of students attending school for greater than 90% of the time or above increases by 2%.	The proportion of students attending school for greater than 90% of the time was 64.6%
Attendance policies and procedures are reviewed, updated and evident in daily practice across the school K-6.	The school leadership team completed the attendance self-assessment and have outlined strategies for implementation in 2022 to improve attendance processes and structures at Leeton Public School.
Wellbeing and behaviour policies and procedures are reviewed, updated and evident in daily practice across the school K-6.	Whole school behaviour policies and procedures continue to be refined and reflected upon following the completion of extensive professional learning for teachers in 2021 and a review of the new NSW DoE Behaviour Strategy.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$115,135.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Leeton Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Wellbeing and Engagement <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • Employment of staff to provide additional support for students who have high-level learning needs. • Implementation of targeted programs to differentiate teaching and learning programs. • Intensive learning and behaviour support for funded students. <p>The allocation of this funding has resulted in: All eligible students demonstrating progress towards their personalised learning goals. All Personalised Learning Support Plans were regularly updated and responsive to student learning needs and progress. This ensured eligible students received personalised learning and support within their own classrooms.</p> <p>After evaluation, the next steps to support our students with this funding will be: To formally incorporate integration funding decision making into the Learning and Support Team meeting agenda to ensure funding use is regularly reviewed. The use of integration funding will be monitored throughout the year in response to student Personalised Learning Support Plan reviews to ensure funding is used to specifically address each student's support needs.</p>
<p>Socio-economic background</p> <p>\$112,336.21</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Leeton Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Collaborative Improvement Culture • Effective Classroom Practice • Wellbeing and Engagement <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Employment of two instructional leaders to work as a full-time Literacy and Numeracy Leaders with students performing below the expected stage level. • Employment of School Learning Support Officers to support students with additional learning needs. • Supplementation of extra-curricular activities. • Professional development of staff through Multilt to support student learning. • Providing students without economic support for educational materials, uniform, equipment and other items. <p>The allocation of this funding has resulted in: The proportion of students achieving top two bands in NAPLAN in Reading showed a 2% increase from baseline data. The proportion of students achieving top two bands in NAPLAN in Numeracy showed a 2.14% increase from baseline data. The proportion of Year 5 students achieving expected growth in NAPLAN Reading has increased by 13.89%.</p>

<p>Socio-economic background</p> <p>\$112,336.21</p>	<p>The proportion of Year 5 students achieving expected growth in NAPLAN Numeracy has increased by 41.3%.</p> <p>After evaluation, the next steps to support our students with this funding will be: To engage the newly created Assistant Principal Curriculum and Instruction position to support our trajectory towards achieving targets. Develop the capacity of our School Learning Support Officer staff to deliver specialist programs. Create a Wellbeing Teacher role to focus on improving social, emotional and behaviour support.</p>
<p>Aboriginal background</p> <p>\$26,016.51</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Leeton Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Collaborative Improvement Culture • Wellbeing and Engagement • Aspirational Learning Culture • Effective Classroom Practice <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Employment of additional intervention staff to support literacy and numeracy programs across the school. • Employment of additional staff to deliver personalised support for Aboriginal students. • Employment of specialist additional staff (SLSO) to support Aboriginal students. • Staffing release to support development and implementation of Personalised Learning Plans. <p>The allocation of this funding has resulted in: Personalised Learning Pathways were developed and implemented for all Aboriginal students which resulted in students being successfully involved in the home school partnership. Instructional leaders and intervention teachers have supported classroom teachers to ensure Aboriginal students continue to achieve their identified individual goals.</p> <p>After evaluation, the next steps to support our students with this funding will be: Community engagement activities organised to strengthen partnerships between school and to promote and celebrate Aboriginal and Torres Strait culture and identity. Teachers will continue to develop an understanding of Indigenous perspectives as well as develop their capacity and skill set to enable and strengthen cultural safety. Analysing Aboriginal student literacy, numeracy and wellbeing data to ensure delivery of differentiated and personalised support to all Aboriginal students.</p>
<p>English language proficiency</p> <p>\$26,331.15</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Leeton Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Wellbeing and Engagement <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Employment of additional staff to support delivery of targeted initiatives. • Provision of additional EAL/D support in the classroom as part of

<p>English language proficiency</p> <p>\$26,331.15</p>	<p>differentiation initiatives.</p> <ul style="list-style-type: none"> • Additional staffing intensive support for students identified in beginning and emerging phase. • Withdrawal lessons for small group (developing) and individual (emerging) support. <p>The allocation of this funding has resulted in: EAL/D students are more confident and prepared to take risks with their language use, as noted in teacher observations and work samples. Student progress shows steady growth on the EAL/D learning progressions.</p> <p>After evaluation, the next steps to support our students with this funding will be: Ongoing professional learning will identify language and cultural demands across the curriculum. Personalised and targeted professional development will be provided to each teacher in the form of mentoring, co-teaching and co-planning. Targeted students will continue to receive small group or individual EAL/D support.</p>
<p>Low level adjustment for disability</p> <p>\$160,122.85</p>	<p>Low level adjustment for disability equity loading provides support for students at Leeton Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Wellbeing and Engagement <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Engaging a learning and support teacher to work with individual students in a case management role within the classroom and whole school setting. • Providing support for targeted students within the classroom through the employment of School Learning and Support Officers. • Targeted students are provided with an evidence-based intervention Multilit Program to increase learning outcomes. <p>The allocation of this funding has resulted in: The school achieving a more consistent approach to student learning support and interventions, with an increased number of learning support referrals and subsequent collaborative learning support activities for students.</p> <p>After evaluation, the next steps to support our students with this funding will be: To continue providing targeted support for students. To further expand the impact of the Learning Support Team, providing additional support for identified students through the employment of trained School Learning Support Officers and a designated Wellbeing and Intervention teacher.</p>
<p>Location</p> <p>\$48,071.20</p>	<p>The location funding allocation is provided to Leeton Public School to address school needs associated with remoteness and/or isolation.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Collaborative Improvement Culture • Aspirational Learning Culture • Wellbeing and Engagement <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • Technology resources to increase student engagement including school laptops and charging stations. • Student assistance to support excursions. • Incursion expenses.

<p>Location</p> <p>\$48,071.20</p>	<p>The allocation of this funding has resulted in: Student technology resources have reduced the ratio of laptops to 1 laptop to 2 students across the school. Increased opportunities for all students to participate in school activities such as in school enrichment activities and excursions. Contributed to self-funded Instructional Leaders positions to support quality teaching through professional learning and mentoring across the K-6 school environment.</p> <p>After evaluation, the next steps to support our students with this funding will be: A continued focus on quality teacher instruction and technology to support equitable access to learning opportunities. To continue purchasing technology resources to increase student engagement. Continue to subsidise excursions and incursions so that all students have equitable access to quality learning opportunities regardless of our location.</p>
<p>Literacy and numeracy</p> <p>\$15,361.45</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Leeton Public School from Kindergarten to Year 6.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Effective Classroom Practice <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Online program subscriptions to support literacy and numeracy. • Staff training and support in literacy and numeracy. • Literacy and numeracy programs and resources, to support teaching, learning and assessment. • Targeted professional learning to improve literacy and numeracy. <p>The allocation of this funding has resulted in: All teachers developing a shared understanding of the reading process, along with the consistent implementation of evidence-based reading programs K-2 and intervention programs K-6.</p> <p>After evaluation, the next steps to support our students with this funding will be: The school will no longer receive these funds from the beginning of 2022. Professional learning for teachers to effectively change classroom practice to align with a shared understanding of effective teaching strategies to support the reading process will be resourced through other financial and human resources.</p>
<p>QTSS release</p> <p>\$62,001.25</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Leeton Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Effective Classroom Practice <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Additional staffing to support staff collaboration in the implementation of high-quality curriculum. • Assistant Principals provided with additional release time to support classroom programs. • Staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff. <p>The allocation of this funding has resulted in:</p>

<p>QTSS release</p> <p>\$62,001.25</p>	<p>Improved staff confidence and teaching practice. Instructional Leaders have supported teachers within classrooms and professional learning activities to embed evidence-based, high impact teaching strategies into their classroom practice.</p> <p>After evaluation, the next steps to support our students with this funding will be: Employing a specialist to lead improvement in an area where teachers need support, such as literacy, numeracy and behaviour.</p>
<p>Literacy and numeracy intervention</p> <p>\$35,317.17</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Leeton Public School who may be at risk of not meeting minimum standards.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Effective Classroom Practice <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Employment of interventionist to support the delivery of evidence-based literacy and numeracy programs and data driven practices. • Employment of an Instructional Leader to address literacy and numeracy learning needs and implement differentiated and personalised intervention for students. <p>The allocation of this funding has resulted in: Differentiated teaching through on-going formative assessment, followed by targeted literacy programs for identified students performing below the expected level for their stage.</p> <p>After evaluation, the next steps to support our students with this funding will be: The school will no longer receive these funds from the beginning of 2022. Engagement of additional teaching staff using other flexible funding to extend intensive small group reading intervention programs will be allocated through other financial and human resources.</p>
<p>COVID ILSP</p> <p>\$149,958.04</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2021.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • Employment of teachers/educators to deliver small group tuition • Providing targeted, explicit instruction for student groups in literacy-reading. <p>The allocation of this funding has resulted in: The majority of the students in the program achieving significant progress towards their personal learning goals. All students showing growth on internal assessments from the benchmark assessment to final assessment.</p> <p>After evaluation, the next steps to support our students with this funding will be: To continue the implementation of literacy small group tuition using data sources to identify specific student need. The school learning and support processes will involve regular monitoring of students as they transition back into classrooms. Providing additional in-class support for some students to</p>

COVID ILSP

\$149,958.04

continue to meet their personal learning goals will also be a priority.

Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	195	197	190	183
Girls	163	163	148	147

Student attendance profile

School				
Year	2018	2019	2020	2021
K	93.4	92.8	95.3	92.5
1	93.5	93.6	92.9	92.4
2	93.9	94.9	94.8	89.6
3	93.9	92.9	94	91.5
4	92.6	93.8	93.7	92.1
5	92.4	94.2	94.9	91.5
6	92.8	91.3	95.1	91.9
All Years	93.2	93.3	94.3	91.6
State DoE				
Year	2018	2019	2020	2021
K	93.8	93.1	92.4	92.8
1	93.4	92.7	91.7	92.7
2	93.5	93	92	92.6
3	93.6	93	92.1	92.7
4	93.4	92.9	92	92.5
5	93.2	92.8	92	92.1
6	92.5	92.1	91.8	91.5
All Years	93.4	92.8	92	92.4

Attendance

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May 2020. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

Attendance figures in 2021 were calculated differently to align with the third edition of ACARA's National Standards for Student Attendance Data and Reporting. Changes include treating partial absences over 120 minutes as a half day absence (instead of their actual value, calculated as a proportion of a nominal 6-hour day) and covers all weeks during Semester 1. Prior to 2021, the final week of Term 2 was excluded.

Furthermore, the Department implemented an automated attendance feed (AAF) system in Semester 1 2021. AAF transfers data automatically from third-party attendance management systems to the Department's centralised data warehouse every night. The AAF has significantly improved data quality in 2021, which has affected data comparability with previous years.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2021, COVID-19 continued to affect student attendance. Analysis of attendance codes showed a change in the structure of absence reasons in 2021.

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)	12.74
Literacy and Numeracy Intervention	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, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2021, 4.3% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2021 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	4.40%
Teachers	3.30%	3.20%

Note 1 - The NSW Public Sector Aboriginal Employment Strategy 2019-2025 takes a career pathway approach in that it sets an ambitious target of 3% Aboriginal employment at each non-executive grade of the public sector by 2025.

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 2021 to 31 December 2021. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2021 Actual (\$)
Opening Balance	443,049
Revenue	3,625,666
Appropriation	3,584,572
Sale of Goods and Services	3,748
Grants and contributions	36,187
Investment income	260
Other revenue	900
Expenses	-3,642,260
Employee related	-3,163,316
Operating expenses	-478,944
Surplus / deficit for the year	-16,594
Closing Balance	426,455

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.

	2021 SBAR Adjustments (\$)
Targeted Total	115,135
Equity Total	324,807
Equity - Aboriginal	26,017
Equity - Socio-economic	112,336
Equity - Language	26,331
Equity - Disability	160,123
Base Total	2,641,483
Base - Per Capita	83,323
Base - Location	48,071
Base - Other	2,510,089
Other Total	208,392
Grand Total	3,289,817

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.

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.

Parent/caregiver, student, teacher satisfaction

Leeton Public School values feedback from all members of our school community. Our school community participates in Tell Them From Me Surveys and they are provided to students in Years 4-6 (twice a year), parents and teachers.

The feedback provides information about areas of our school for further development and highlights areas where our school is performing highly. The survey includes seven separate measures, which were scored on a ten-point scale. The scores for the Likert-format questions (i.e., strongly agree to strongly disagree) have been converted to a 10-point scale, then averaged and reported by question and by topic. A score of 0 indicates strong disagreement; 10 indicates strong agreement; 5 is a neutral position (neither agree nor disagree).

Following is a summary of the survey and parent beliefs as indicated by the parents who completed the survey in 2021, with the NSW Norm in brackets;

- Parents feel welcome - 7.2 (7.4)
- Parents are informed - 6.2 (6.6)
- 93% of parents talked with a teacher exceeding 2-3 times throughout the year
- 28% of parents attended meetings exceeding 2-3 times throughout the year
- 50% of parents are involved in school committees
- Parents support learning at home - 7.1 (6.3)
- Believes LPS supports learning - 7.6 (7.3)
- Believes LPS supports positive behaviour - 7.8 (7.7)
- Believes LPS is an inclusive school community - 6.9 (6.7)

Students were surveyed twice in the 2021 school year. Student opinions captured throughout the survey included Year 4, 5 & 6 students. Following is a summary of student beliefs as indicated by the students who completed the survey in 2021, with the NSW Norm in brackets;

- 72% of students in this school had a high sense of belonging (81%).
- 79% of students indicated teachers set clear goals for learning, establish expectations, check for understanding and provide feedback (75%).
- 77% of students feel they have someone at school who consistently provides encouragement and can be turned to for advice (77%).
- 83% of students set challenging goals for themselves in their schoolwork and aim to do their best (79%).
- 90% of students had positive behaviour (83%).
- In this school 68% of students felt proud of their school.

In 2021 school staff participated in the People Matters Employee Survey. The results indicated that:

- Staff rated the school highly in inclusion and diversity (89%), teamwork and collaboration (82%) and job purpose and enrichment (80%)
- We need to focus on improving in the areas of Health and safety, action on survey results and complaints handling processes.

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

Multicultural Education Policy

Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is 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.