

# 2022 Annual Report

## Leeton Public School



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# Introduction

The Annual Report for 2022 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.

## School contact details

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Leeton Public School

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## Message from the principal

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In 2022 our Leeton Public School community began the year by re-establishing many of our school activities in modified forms due to the continuing restrictions due to the COVID pandemic. Our staff demonstrated their high level of commitment and professionalism in keeping our students at the centre of all we do as we gradually returned to full, normal school operations in 2022.

Leeton Public School values opportunities to engage with our community and come together to celebrate learning and connect. I would like to acknowledge the strong and authentic partnership that our school has with our families, our local community and a range of organisations and agencies. Together our shared focus is to provide high quality educational opportunities and support for every student at our school.

Staff have been deeply invested in finding and nurturing the immense potential inside all students so that they are equipped to explore the boundless possibilities that lie ahead of them. I thank all of our teaching and support staff across infants and primary who have invested so much of themselves and their tremendous expertise in the pursuit of this vision for the benefit of our students and our school in 2022.

Leeton Public School continues to advance and improve, but it wouldn't be possible without the assistance and support of the community, especially the parents. Our school depends on the hard work of every part of our school community. To all parents and caregivers, I thank you for your passionate support of all things 'LPS' and for giving us the opportunity to work in partnership with you to give the greatest gift for all of our children; the gift of education.

I take this opportunity to give thanks to all who have contributed to our school community in 2022. I would like to thank the P&C for its continued support, especially assistance through fundraising towards planned upgrades to our playground equipment. Undoubtedly one of the highlights of 2022 was the Slime Spectacular Fun Run. What an amazing day it was, and we look forward to another amazing day in 2023.

Students; you provide us with the joys, challenges, surprises, interactions, and personal achievements that make working in schools truly the best profession that we can have. You are why we are here. You are very fortunate to attend Leeton Public School and we are fortunate that you do. Please continue to grow into the stunning young women and men that you have the potential to be.

During the second half of 2022 planning took place to implement new initiatives to take the school forward over the next few years. School improvement is a continuous process, centred on maximising outcomes for all students, and sustaining this improvement over time. Our objectives are to ensure our students learn through engaging teaching, partnering proactively with parents, carers and the local community, and focusing our culture on high expectations, student growth, attainment and wellbeing.

We look forward to a positive 2023.

Mr Timothy Allen

Principal

## 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 320 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, one Assistant Principal Curriculum and Instruction and three Assistant Principals. There is approximately 30 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 the school's 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 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	2022 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

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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

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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.

- Effective Classroom Practice
- Responsive Curriculum

### Resources allocated to this strategic direction

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**AP Curriculum & Instruction:** \$75,286.00

**Per capita:** \$29,384.29

**QTSS release:** \$63,781.16

**Professional learning:** \$9,000.00

**Aboriginal background:** \$7,889.64

**Integration funding support:** \$54,649.00

**Low level adjustment for disability:** \$43,921.00

**Location:** \$8,110.34

**Socio-economic background:** \$25,000.00

### Summary of progress

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In 2022 the focus was to maximise learning outcomes for all students in reading and numeracy with teachers using data informed, explicit, evidence-based strategies to deliver responsive differentiated teaching practice across two initiatives.

#### Effective Classroom Practice

In 2022 the focus was to support teachers to consistently implement effective evidence-based teaching methods in literacy. This involved embedding the evidence-based InitialLit Literacy Program K-2 and Spelling Mastery, an evidence-based spelling program, in Years 3-6. As a result, there were consistent teaching practices in the explicit delivery of a synthetic phonics program K-2, as well as the embedding of spelling mastery, targeting support for groups of student within a similar zone of proximal development. This supported the enhancement of teachers identifying, understanding and implementing the most effective, explicit, evidenced-based teaching methods and strategies in reading and spelling.

Next year the focus will be enacting and embedding the new K-2 syllabus for English and Mathematics and exposing Stage 2 and Stage 3 teachers to the 3-6 English and Mathematics syllabuses, which will support further improvements towards delivering an integrated, whole-school approach to quality teaching, curriculum planning and assessment.

#### Responsive Curriculum

The focus for 2022 was providing differentiation by implementing a tiered intervention model in reading. This involved utilising additional school funding to provide targeted, small group tuition to students to improve reading. Students were selected using triangulation of data from Check-in Assessment, PAT-R and Essential Assessments to determine which students would achieve the middle two bands for reading in NAPLAN. Students then participated in small group tuition three times per week, with student assessment data used to plan areas of focus targeted at students' learning needs. As a result, assessment data was collected in reading on a regular and planned basis and used responsively as an integral part of targeted, differentiated learning programs. This supported the enhancement of the percentage of students in the top two bands of NAPLAN.

Next year the focus will be creating a Literacy and Numeracy Intervention Teacher role, which will support further improvements towards targeted support and personalised intervention in literacy and numeracy.

### Progress towards achieving improvement measures

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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 7% in Reading.	2022 NAPLAN data indicates 29.3% of students are in the top two skill bands (NAPLAN) for reading, indicating the school did not achieve the system negotiated target. However, focus on this target has resulted in 26% of targeted students achieving a top two band in reading.
The proportion of students achieving top two bands in NAPLAN increases by 7% in Numeracy.	2022 NAPLAN data indicates 21.2% of students are in the top two skill bands (NAPLAN) for numeracy, indicating the school did not achieve the system negotiated target.

## Strategic Direction 2: Continuous Improvement Culture

### Purpose

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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

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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 and Use
- Collaborative Improvement Culture

### Resources allocated to this strategic direction

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**Professional learning:** \$18,452.96

**AP Curriculum & Instruction:** \$75,285.00

**Location:** \$15,000.00

**Socio-economic background:** \$39,000.00

**Per capita:** \$29,000.00

**Integration funding support:** \$70,000.00

**English language proficiency:** \$47,830.85

**Low level adjustment for disability:** \$15,000.00

### Summary of progress

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In 2022 the focus was to maximise the impact of quality teaching on students by embedding explicit whole school systems for collaboration, feedback and evaluation of teacher effectiveness so that quality classroom practice is consistent.

#### Data Skills and Use

In 2022 the focus was to build systems and structures to support consistent school-wide use of data to identify student achievement and progress, supporting teaching staff to engage in collaborative analysis and evaluation of data to inform practice. This involved engaging in professional learning with the Assistant Principal Curriculum and Instruction in the regular use and analysis of external NAPLAN and Check-in Assessment data in SCOUT and internal Essential Assessment data.

The analysis of these data sets were used by teachers to identify areas of focus and plan targeted teaching and learning activities within the classroom setting and school executive to plan, develop and implement targeted, whole school differentiation and intervention. As a result teachers recognised and acknowledged whole school areas of need in literacy and numeracy and continued to engage with Essential Assessment as part of their formative and summative assessment practices. This supported the enhancement of internal and external data sources being collected and analysed by relevant teachers, leaders and teams to determine impact and guide ongoing implementation and future planning.

Next year the focus will be the use of external and internal student assessment data within structured professional learning, which will support further improvements in facilitating professional dialogue, collaboration, classroom observation and the modelling of evidence-based, effective teaching practices.

#### Collaborative Improvement Culture

In 2022 the focus was to implement structures and processes to facilitate teacher collaboration and align professional learning to the Strategic Improvement Plan, leading to improved teacher quality and the impact on student learning outcomes. This involved the Assistant Principal Curriculum and Instruction leading professional learning in literacy and numeracy in stage and whole school teams at point of need, with differentiated professional learning provided for both experienced and beginning teachers. There was focused, collaborative professional learning on the explicit teaching of reading, with a focus on the structure of guided reading, synthetic phonics and the new curriculum for teachers. As a result teachers developed an increased understanding of the drivers for student growth and attainment through collaborative practice, data analysis, and syllabus knowledge. According to analysis of teacher feedback, the school's practices also supported the enhancement of planned opportunities for learning and collaboration, which supported teacher development.



Next year the focus will be utilising additional staff resources to implement a structured professional learning cycle, with stage teams released to work with the Assistant Principal Curriculum and Instruction in consistent and coherent professional learning sessions. These sessions will incorporate the High Impact Professional Learning model, with staff collaboratively engaging in professional readings, analysis of student achievement data to plan explicit teaching and learning experiences, teacher observation and analysis of impact. This will support further improvements towards developing a collaborative improvement culture.

### Progress towards achieving improvement measures

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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 5% in Reading.	<ul style="list-style-type: none"> <li>• Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.</li> </ul>
The proportion of students achieving expected growth in NAPLAN increases by 4% in Numeracy.	<ul style="list-style-type: none"> <li>• Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.</li> </ul>
There will be an uplift in collaborative and data informed practice as measured by the teacher Tell Them from Me survey.	<ul style="list-style-type: none"> <li>• There has been a 8% uplift in collaboration and a 6% uplift in data informed practices above 2020 levels as measured by the teacher Tell Them From Me survey.</li> </ul>

### Purpose

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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

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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

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**Socio-economic background:** \$60,116.78

**Low level adjustment for disability:** \$103,539.07

**Aboriginal background:** \$14,000.00

**Per capita:** \$25,000.00

**Location:** \$25,000.00

**Integration funding support:** \$75,000.00

### Summary of progress

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In 2022 the focus was to build an aspirational school culture strongly focused on high expectations and growth for all students, with a planned approach to developing whole school processes that support high levels of wellbeing, engagement and achievement.

#### Aspirational Learning Culture

In 2022 the focus was developing a school culture strongly focused on learning, supported by the whole school community and challenging all students to continually improve, with teachers using evidence based strategies to know and value students as learners and support their learning through high expectations.

This involved building stronger relationships with parents through the use of three-way interviews and organising whole school events such as a Fun Run, assembly showcases, and open classroom days which included parents and the wider school community such as the P&C. School processes included developing a tiered intervention model to improve student attendance. As a result there were increases in active parent and carer involvement in the understanding of their child's identified learning goals, the number of parents participating in P&C meetings and attendance at whole school events by parents and the wider school community. This supported the enhancement of wider community engagement across a number of areas following the impact of COVID restrictions.

Next year the focus will be developing and consolidating school processes, including attendance processes and individual student planning to identify and support a variety of student learning needs using evidence-based programs and strategies, which will further support improvements towards promoting student attendance, engagement and achievement.

#### Wellbeing and Engagement

In 2022 the focus was embedding a whole-school approach to student wellbeing and engagement, where optimum conditions for student learning were supported by school-wide systems for student behaviour, learning and success.

External agencies such as the NSW Health Got It Program and behaviour specialist Ian Luscombe, along with internal support systems including the School Chaplain and departmental Delivery Support Teams were utilised to implement structured wellbeing support and programs for students. This included the implementation of Second Steps as a whole school social and emotional wellbeing program, the establishment of a Cooking Program and the review of behaviour systems. As a result there has been an improved consistency of school practices with the management of student behaviour and established targeted wellbeing programs, which supported the enhancement of students' social, emotional and academic outcomes.

Next year the focus will be aligning school policies and procedures with the department's Inclusive Education Reform and creating an Intervention Support Hub, which will support further improvements towards targeted support and

personalised intervention in academic, social and emotional outcomes.

### Progress towards achieving improvement measures

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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% or above of the time increases by 4%.	• The number of students attending greater than 90% of the time or more has decreased by 6.75%.
The proportion of students reporting expectations for success, advocacy a sense of belonging in the Tell Them From Me survey increases by 3%.	• Tell Them From Me data shows a decrease of reported positive wellbeing, including a 15% decrease in advocacy at school, 8% decrease in sense of belonging and 16% decrease in expectations of success.
There will be an uplift in learning culture and inclusive school drivers as measured by the teacher Tell Them from Me survey.	• There has been a 5% uplift in learning culture and a 9% uplift in inclusive school drivers above 2020 levels as measured by the teacher Tell Them From Me survey.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$199,649.00</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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Effective Classroom Practice</li> <li>• Collaborative Improvement Culture</li> <li>• Aspirational Learning Culture</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to assist students with additional learning needs</li> <li>• staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs)</li> <li>• employment of staff to provide additional support for students who have high-level learning needs</li> <li>• intensive learning and behaviour support for funded students</li> <li>• release for classroom teachers to liaise with carers and stakeholders to develop and conduct regular reviews of students' Personalised Learning and Support Plans (PLSPs)</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b></p> <ul style="list-style-type: none"> <li>- students are supported through the development of individual plans pertaining to their explicit needs and family situation</li> <li>- behaviour Support and Individual Education Plans have allowed for student support to be explicit and individualised</li> <li>- all Personalised Learning Support Plans were regularly updated with input from all stakeholders and responsive to student learning needs and progress</li> </ul> <p><b>After evaluation, the next steps to support our students will be:</b></p> <ul style="list-style-type: none"> <li>- to continue to provide a high level of individualised support for students with additional need, which ensures that equity in access is maintained for all students irrespective of their need</li> <li>- to monitor the use of integration funding through the year in response to student Personalised Learning Support Plan reviews to ensure funding is used to specifically address each student's targeted support need</li> </ul>
<p>Socio-economic background</p> <p>\$124,116.78</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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Effective Classroom Practice</li> <li>• Data Skills and Use</li> <li>• Collaborative Improvement Culture</li> <li>• Aspirational Learning Culture</li> <li>• Wellbeing and Engagement</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• professional development of staff through professional learning in InitialLit and MacqLit Programs to support student learning in literacy</li> <li>• employment of additional School Learning Support Officers to support student learning and implementation of individualised programs</li> <li>• resourcing to increase equability of learning resources and services through supplementation of extra-curricular activities</li> <li>• providing students without economic support for educational materials, uniform, equipment, excursions and other items</li> </ul>

<p>Socio-economic background</p> <p>\$124,116.78</p>	<p><b>The allocation of this funding has resulted in the following impact:</b></p> <ul style="list-style-type: none"> <li>- 26% of students participating in small group, targeted tuition in reading utilising School Learning Support Officers achieved top two bands in reading</li> </ul> <p><b>After evaluation, the next steps to support our students will be:</b></p> <ul style="list-style-type: none"> <li>- the effective implementation of collaborative, stage based, structured professional learning with the Assistant Principal Curriculum and Instruction to meet the needs of all students, regardless of their socio-economic background</li> <li>- continue to develop the capacity of new and existing School Learning Support Officer staff to deliver specialist programs</li> <li>- implement and staff a classroom to focus on improving social, emotional and behaviour support by offering personalised, targeted interventions and programs to students</li> </ul>
<p>Aboriginal background</p> <p>\$21,889.64</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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Effective Classroom Practice</li> <li>• Aspirational Learning Culture</li> <li>• Wellbeing and Engagement</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• employment of additional intervention staff to deliver personalised literacy and numeracy support for Aboriginal students</li> <li>• employment of specialist additional School Learning Support Officer staff to support Aboriginal students</li> <li>• staffing release to support development and implementation of Personalised Learning Plans</li> <li>• community engagement to support the development of cultural competency through activities in language, art, dream time stories, bush tucker and dance</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b></p> <ul style="list-style-type: none"> <li>- Personalised Learning Pathways were developed and implemented for Aboriginal students, which resulted in Aboriginal student selection in the Aurora College Aboriginal High Potential Opportunity Class for 2023</li> <li>- instructional leaders and intervention teachers have supported classroom teachers to ensure Aboriginal students continue to achieve their identified individual goals</li> </ul> <p><b>After evaluation, the next steps to support our students will be:</b></p> <ul style="list-style-type: none"> <li>- to continue to develop culturally appropriate activities to strengthen school, student family and community partnerships, including the local Aboriginal Education Consultative Group</li> <li>- professional learning for staff to develop an understanding of Indigenous perspectives as well as develop their capacity to enable and strengthen cultural safety</li> <li>- continue to actively seek opportunities for students to connect with their culture within the wider community to promote and celebrate Aboriginal and Torres Strait culture and identity</li> <li>- analysing Aboriginal student literacy, numeracy and wellbeing data to ensure delivery of differentiated and personalised support to all Aboriginal students</li> </ul>
<p>English language proficiency</p> <p>\$47,830.85</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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan</b></p>

<p>English language proficiency</p> <p>\$47,830.85</p>	<p><b>including:</b></p> <ul style="list-style-type: none"> <li>• Collaborative Improvement Culture</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• employment of additional staff to support delivery of targeted initiatives</li> <li>• provision of additional English as an Additional Language or Dialect support in the classroom and as part of differentiation initiatives</li> <li>• additional staffing intensive support for students identified in beginning and emerging phase</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b></p> <ul style="list-style-type: none"> <li>- student progress shows steady growth on the English as an Additional Language or Dialect learning progressions</li> <li>- the employment of a School Learning Support Officer to support student learning in small groups</li> </ul> <p><b>After evaluation, the next steps to support our students will be:</b></p> <ul style="list-style-type: none"> <li>- ongoing collaboration with the Assistant Principal Learning and Support and classroom teachers in differentiating learning programs for any student from a Language Background other than English that requires support in learning English</li> <li>- targeted students will continue to receive small group or individual English as an Additional Language or Dialect support.</li> </ul>
<p>Low level adjustment for disability</p> <p>\$162,460.07</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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Effective Classroom Practice</li> <li>• Collaborative Improvement Culture</li> <li>• Aspirational Learning Culture</li> <li>• Wellbeing and Engagement</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• providing support for targeted students within the classroom through the employment of School Learning and Support Officers</li> <li>• targeted students are provided with an evidence-based intervention Multilit Program to increase learning outcomes</li> <li>• employment of an Assistant Principal Learning and Support</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b></p> <ul style="list-style-type: none"> <li>- individualised support for identified students has allowed teachers to focus on differentiated support for the remainder of the class cohort</li> <li>- created a positive impact on attendance and engagement as students experience success within the school setting</li> <li>- a consistent approach to student learning support and interventions has been achieved, with an increased number of learning support referrals and subsequent collaborative learning support activities for students</li> </ul> <p><b>After evaluation, the next steps to support our students will be:</b></p> <ul style="list-style-type: none"> <li>- ongoing monitoring and review of individualised student needs will continue to drive strategic use of low level adjustment for disability funds</li> <li>- 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 the implementation of a designated Intervention Hub within the school</li> </ul>
<p>Location</p> <p>\$48,110.34</p>	<p>The location funding allocation is provided to Leeton Public School to address school needs associated with remoteness and/or isolation.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan</b></p>

<p>Location</p> <p>\$48,110.34</p>	<p><b>including:</b></p> <ul style="list-style-type: none"> <li>• Effective Classroom Practice</li> <li>• Data Skills and Use</li> <li>• Collaborative Improvement Culture</li> <li>• Aspirational Learning Culture</li> <li>• Wellbeing and Engagement</li> </ul> <p><b>Overview of activities partially or fully funded with this operational funding include:</b></p> <ul style="list-style-type: none"> <li>• subsidising student excursions to enable all students to participate</li> <li>• incursion expenses</li> <li>• student assistance to support excursions</li> <li>• technology resources to increase student engagement</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b></p> <ul style="list-style-type: none"> <li>- increased opportunities for all students to participate in school activities such as in-school enrichment activities and external excursions</li> <li>- subsidising the funding of extra-curricular activities to enable equity of opportunity for student participation</li> </ul> <p><b>After evaluation, the next steps to support our students will be:</b></p> <ul style="list-style-type: none"> <li>- a continued focus on quality teacher instruction and technology to support equitable access to learning opportunities</li> <li>- to continue purchasing technology resources</li> <li>- to continue to subsidise extra-curricular activities to provide equal opportunity for participation regardless of location</li> </ul>
<p>Professional learning</p> <p>\$27,452.96</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Leeton Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Effective Classroom Practice</li> <li>• Data Skills and Use</li> <li>• Collaborative Improvement Culture</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• providing time and staffing to develop understanding and implementation of evidence-based approaches to teaching reading and mathematics</li> <li>• engaging all teachers and executive in professional learning to build skills in the analysis, interpretation and use of student progress and achievement data</li> <li>• the use of Department of Education and external professional learning providers to provide professional learning to improve students academic, social and emotional outcomes</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b></p> <ul style="list-style-type: none"> <li>- increased confidence to teach contemporary, evidence-based teaching and learning strategies</li> <li>- the implementation of a consistent approach to teaching phonics K-2 and spelling Years K to 6</li> <li>- all mandatory training requirements met</li> </ul> <p><b>After evaluation, the next steps to support our students will be:</b></p> <ul style="list-style-type: none"> <li>- professional learning needs will be aligned with the strategic improvement plan and an explicit system for collaboration and feedback to sustain quality teaching practice will be implemented</li> <li>- a focus on numeracy in 2023 and mentoring and coaching support to ensure the ongoing development and improvement of all teachers</li> <li>- embedding the new K-2 syllabus and planning the implementation of the new 3-6 syllabus in 2024</li> </ul>
<p>QTSS release</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Leeton Public</p>

<p>\$63,781.16</p>	<p>School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Effective Classroom Practice</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• assistant principals provided with additional release time to support classroom programs</li> <li>• additional staffing to support staff collaboration in the implementation of high-quality curriculum</li> <li>• staffing release to align professional learning to the strategic improvement plan and develop the capacity of staff</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b></p> <ul style="list-style-type: none"> <li>- assistant principals have supported teachers within classrooms and professional learning activities to embed evidence-based, high impact teaching strategies into their classroom practice</li> </ul> <p><b>After evaluation, the next steps to support our students will be:</b></p> <ul style="list-style-type: none"> <li>- to continue to provide opportunities for the collaboration and sharing of professional practice</li> <li>- to support student learning and staff development by including the provision for teachers to engage in supported observation of teacher practices and feedback aligned to specific student and professional development goals</li> <li>- to extend our professional learning communities to other educational settings and further develop a community of practice</li> </ul>
<p>COVID ILSP</p> <p>\$119,966.00</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 2022.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of teachers/educators to deliver small group tuition</li> <li>• providing targeted, explicit instruction for student groups in reading and numeracy</li> <li>• providing professional learning for COVID educators</li> <li>• development of resources and planning of small group tuition</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b></p> <ul style="list-style-type: none"> <li>- 30% of students in Year 3 who received COVID ILSP small group tuition moved from a predicted middle two bands to top two bands</li> <li>- 22% of students in Year 5 who received COVID ILSP small group tuition moved from a predicted middle two bands to top two bands</li> </ul> <p><b>After evaluation, the next steps to support our students will be:</b></p> <ul style="list-style-type: none"> <li>- to continue to employ additional staff to work alongside the Assistant Principal Curriculum and Instruction to assess and analyse data to identify students working towards proficiency and provide targeted interventions and tuition to boost student growth in reading and numeracy</li> </ul>



# Student information

## Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	197	190	183	165
Girls	163	148	147	153

## Student attendance profile

School				
Year	2019	2020	2021	2022
K	92.8	95.3	92.5	89.9
1	93.6	92.9	92.4	90.1
2	94.9	94.8	89.6	90.5
3	92.9	94.0	91.5	87.4
4	93.8	93.7	92.1	87.2
5	94.2	94.9	91.5	89.9
6	91.3	95.1	91.9	88.1
All Years	93.3	94.3	91.6	89.0
State DoE				
Year	2019	2020	2021	2022
K	93.1	92.4	92.8	87.9
1	92.7	91.7	92.7	87.4
2	93.0	92.0	92.6	87.8
3	93.0	92.1	92.7	87.6
4	92.9	92.0	92.5	87.4
5	92.8	92.0	92.1	87.2
6	92.1	91.8	91.5	86.3
All Years	92.8	92.0	92.4	87.4

## 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 from 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 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.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2022, student attendance was impacted by a range of factors:

- Families evacuating and relocating due to NSW floods
- Sick students staying at home until a negative COVID-19 test was returned
- Household members testing positive to COVID-19
- The easing of COVID-19 border controls at the beginning of 2022 which allowed families to travel inter-state and overseas.

## Management of non-attendance

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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)	4
Classroom Teacher(s)	12.74
Learning and Support Teacher(s)	1
Teacher Librarian	0.8
School Administration and Support Staff	2.98

\*Full Time Equivalent

## Workforce composition statement

From 2022 onwards, the new Assistant Principal Curriculum and Instruction (APCI) roles form part of entitlement. The FTE of these roles are counted as per entitlement in line with other non-deputy principal/head teacher executive positions as there is no off-set requirement from the teaching allocation. The APCI is included under the assistant principal(s) position grouping.

## 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 2022, 4.6% of the department's overall workforce identify as Aboriginal and/or Torres Strait Islander Peoples.

## Aboriginal and Torres Strait Islander school workforce composition

Staff type	Benchmark <sup>1</sup>	2022 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
School Support	3.00%	4.10%
Teachers	3.00%	3.30%

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 2022 to 31 December 2022. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2022 Actual (\$)
<b>Opening Balance</b>	426,455
<b>Revenue</b>	3,993,070
Appropriation	3,882,028
Sale of Goods and Services	10,894
Grants and contributions	96,439
Investment income	2,379
Other revenue	1,330
<b>Expenses</b>	-3,985,817
Employee related	-3,373,810
Operating expenses	-612,007
<b>Surplus / deficit for the year</b>	7,253
<b>Closing Balance</b>	433,708

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

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

	2022 <b>SBAR Adjustments</b> (\$)
<b>Targeted Total</b>	199,649
<b>Equity Total</b>	356,297
Equity - Aboriginal	21,890
Equity - Socio-economic	124,117
Equity - Language	47,831
Equity - Disability	162,460
<b>Base Total</b>	2,675,506
Base - Per Capita	83,384
Base - Location	48,110
Base - Other	2,544,012
<b>Other Total</b>	361,678
<b>Grand Total</b>	3,593,130

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](https://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 the Tell Them From Me surveys and they are provided to students in Years 4-6, parents/carers and teachers. The feedback provides information about areas of our school for further development and highlights areas where our school is performing highly.

### Parents

The 'Partners in Learning' Parent Survey is based on a comprehensive questionnaire which measures satisfaction of respondents in a variety of areas of school effectiveness. The parent survey included the responses of 24 participants.

Survey responses from parents/carers showed positive responses higher than those across the NSW Government average in the area of meeting and talking with teachers, with 80% of parents indicating they talked with or attended meetings and interviews with teachers exceeding 2-3 times per year. An area for improvement is informing and welcoming parents, which was below the state norm.

### Students

Students were surveyed once in the 2022 school year. Student opinions captured throughout the survey included students in Years 4, 5 and 6 (109).

Student surveys showed positive trends above the state average in the areas of setting challenging goals for themselves in their schoolwork and aiming to do their best (82%), and feeling they have someone at school who consistently provides encouragement and can be turned to for advice (79%). They reported relevance between classroom instruction and everyday life, with a strong response that teachers set clear learning goals and expectations for them and provide feedback (78%).

The outcomes for the three Tell Them From Me survey measures for reporting positive outcomes were mixed. Advocacy at School (79%) increased slightly and is above the NSW Government Schools Norm. Sense of belonging increased 3% from 2021 results, but still remains 6% below the NSW Government Schools Norm. Expectations for success at school dropped slightly from 2021 results, but, significantly, the girls measure at 89% was above the NSW Government Schools Norm, while the boys measure of 78% was well below the NSW Government Schools Norm of 87%.

### Staff

In 2022 school staff participated in the Tell Them From Me 'Focus on Learning' teacher survey. The questions in the survey assess drivers of student learning, and classroom and school practices. Teachers assessed the school at being equal to or above the state average in 58% of the drivers. Teacher responses acknowledged the important role of school leaders (71%), technology resources and their use (75%), the school's practices for providing planned opportunities for learning (78%) and collaboration (77%), in supporting teacher development. They also recognised the importance of inclusive strategies and productive parent/carer relationships to support learning for all students.

# Policy requirements

## Aboriginal Education Policy

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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

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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

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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.