

# 2022 Annual Report

## Leppington Public School



*A place to gather, learn and grow.*



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# Introduction

The Annual Report for 2022 is provided to the community of Leppington Public School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the 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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## Message from the principal

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As I reflect on the end of our school year, I am so incredibly proud to share this annual school report, which articulates the innovative and dedicated approaches of our staff, the strength, empowerment and achievement of our students, and our genuine connection and love as a united school family.

We have had a huge year at Leppington Public School. Throughout this year, we welcomed over sixty new students, eight staff members and two support dogs. We farewell our much loved substantive principal Mrs Easter, welcomed two new assistant principals and a deputy principal. We've watched chickens hatch and grow feathers, contained and relocated four snakes, three goannas, multiple lizards and way too many massive, furry huntsman spiders.

In the creative arts world, we've stormed the stage at Wakakirri and the Cantable Festival, proving that even though we are a small school, we are strong, proud and loud!

We showed our Cowpasture Community of Schools exactly how brilliant we are at public speaking, walking away with two first places and one highly commended award.

In the sporting realm, we showed the zone, region and state that we are not only phenomenal athletes, but also humble and encouraging sportspeople.

As a community, we joined in the learning and celebration of Milad Al Nabi, Diwali and Christmas. Our shared feasts gave families, friends, students and staff a chance to meet and talk whilst sharing the most amazing dishes and sweets.

Together, we completed over ten surveys to collectively design our new school uniforms, logo and motto to modernise our look within the community.

And through all of this, we avoided another round of home-learning and managed to contain most COVID outbreaks. Although, we wouldn't be true Leppington without at least one dramatic event and did have four days at home during the floods.

As a school, we continue to strive for greatness and share each other's successes as one unified and connected community. As custodians of the land, we continue to care for our beautiful rural setting at Leppington and as learners, thrive in the innovative and engaging opportunities provided.

As teachers we continue to partner with parents as the important adults in our student's life to advocate, nurture and support them in reaching their personal goals. Together, we share their joy, comfort their tears and remind them everyday, how special they are and how much we care.

Our beautiful students continue to have a thirst for learning, compassion and love for each other and a willingness to try new things which are all qualities that will ensure their success. They continue to ask questions, consider different perspectives, and persist with new challenges. Our students are strong. Our students are clever. Our students are talented. I am so proud of you all.

Next year, we welcome over ninety kindergarten families, forty older students and their families and eight new teachers. We will have our very own before and after school care service and enjoy joint learning opportunities with our Camden Valley Way Growth Corridor community of schools. We can begin to wear our modern new uniforms, celebrate many more cultural events as a community, wait in anticipation for updates on our building upgrades and prepare for another successful year on the stage and sporting fields. We will celebrate our centenary birthday and will come together as past and present contributors of the proud history, culture and shape of our most beautiful school.

Congratulations Leppington Public School. 2022 was full of amazing achievements. I am one very proud principal.

Hayley Corvini

Acting Principal

## School vision

At Leppington Public School we believe that every student should be challenged to learn and continually improve in a respectful, inclusive and high expectation environment. Our vision is to be partners in learning, collaboratively empowering all students to become confident, resilient, self-directed and successful learners ready to take their place as engaged members of society.

**Leppington Public School... A place to gather, learn and grow.**

## School context

Leppington Public School is located in south-west Sydney and is a member of the Glenfield Network of Schools. The school was first established in 1923 and has a proud history within the local community. It is set in a semi-rural environment and includes students from surrounding residential areas including a number of new housing developments. Leppington Public School currently has twelve classes with a school population of two hundred and seventy students. The teaching staff is diverse ranging from new scheme teachers to more experienced teachers.

Leppington Public School serves a multicultural, socio-economically diverse community and has 70% Non-English Speaking Background (NESB) population, representing more than forty different nationalities. The majority of students come from India, Bangladesh, Nepal and Lebanon. To support the learning needs of our Non-English Speaking Background students the school has a full-time English as Additional Language/Dialect (EALD) Teacher and part-time teachers for three days per week. There is a small number of First Nations students who participate in a Koori Club each week where they are able to extend and broaden their knowledge of Aboriginal traditions and customs. Driven by our Aboriginal Education Committee, Aboriginal perspectives are included in all class units of learning and all students participate in National Aborigines and Islanders Day Observance Committee (NAIDOC) celebrations and Aboriginal learning workshops during the year. Our Stage Three First Nations students participated in a Junior Aboriginal Education Consultative Group (AECG) committee along with students from other schools.

There is a strong collaborative relationship with the parents of our students. Parents are very keen and interested in involving themselves in the many opportunities afforded them so as to be part of their child's learning journey and have strong aspirations for their child's learning and for the development of the school as a committed learning community. Our many school functions are always well supported and attended by parents, carers and grandparents.

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

Students with additional learning, emotional and behavioral needs are supported by the Learning Support Team in partnership with parents and carers to ensure their needs are addressed with specialised planning and tiered interventions, ensuring that the needs of all students are addressed and catered for.

The school has established a strong focus on continual improvement of student learning outcomes in Literacy and Numeracy to ensure our students are achieving expected stage outcomes. The planned continued focus through a cycle of improvement is based on the findings of the situational analysis and will enable the school to work towards the achievement of system set and school identified targets.

All students are afforded a variety of opportunities to participate in a wide range of extra-curricular activities including opportunities in sport, creative arts, science and technology. The school is a member of the Cowpasture Community of Schools and collaborates with the six neighbouring schools for many additional activities and opportunities. These include concerts, debating competitions, gala days and enrichment days.

The key initiatives of the school include developing all teachers through a continual process of high quality professional learning, future focused learning through sound pedagogical practices, differentiated mentoring and support, collegial discussions and collaborative planning.

Our aim is to ensure and foster a continual focus on the development of our students as life-long learners through developing a positive school culture of high expectations, collaboration in learning, critical thinking, creativity, communication and flexibility so as to become responsible global citizens.

## 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	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

## Strategic Direction 1: Student growth and attainment

### Purpose

To utilise evidence-based pedagogy to promote and sustain explicit teaching that is data driven, and aligned to individual student needs, building strong foundations for academic success.

### 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.

- Literacy and Numeracy Practices
- EAL/D Education Strategy
- Future Focused Learning

### Resources allocated to this strategic direction

**Low level adjustment for disability:** \$110,339.74

**Professional learning:** \$10,000.00

**English language proficiency:** \$206,857.80

### Summary of progress

#### Literacy and Numeracy Practices

The **Heggerty program** continued to be implemented across Early Stage 1, Stage 1 and in a reduced form for targeted Stages 2 and 3 students to support the explicit and ongoing teaching of phonological awareness. Initially students demonstrated limited growth, but over time and with consistency, skills were mastered. Data was gathered through the DoE Phonological awareness diagnostic and there was significant growth, particularly in the Stage 3 cohort which focused on EAL/D students. Teaching Staff will continue implementing the program in 2023 in line with new English syllabus implementation particularly the phonics and spelling component.

Utilising the phonics assessment that aligned with the Decodable Readers Australia (DRA), Stage 1 teachers created differentiated, targeted **daily phonics sessions**. After 3 five-week cycles, 76% of Stage 1 students achieved expected level of phonic knowledge against the Literacy and Numeracy Progressions. Close data analysis revealed reduced gaps in student understanding and improvement in reading and writing skills. This targeted intervention showed significant success and will be implemented again in 2023. It is hoped that this targeted intervention will be reflective of reading results in the 2023 Year 3 Check-in assessment and NAPLAN.

Teachers worked closely with the school's Assistant Principal, Curriculum & Instruction to strengthen **data informed practice**. Pre- and post- assessments were collaboratively implemented within the teaching and learning cycle in areas of Mathematics across all grades. Data trends informed differentiated Maths groups where levelled, explicit instruction was provided to all students ensuring learning tasks were at point of need. Conclusive data saw student growth across all grades, with regular data collection and analysis at the forefront of collaborative planning sessions and targeted student support. It is hoped that this will improve the school's numeracy results in the 2023 Check-in assessment and NAPLAN.

Stage 1 teachers trialled and implemented the **new K-2 English and Mathematics syllabus** and teaching units as part of the Accelerator Adopter program. This provided teachers with significant support in planning, delivering and reflecting on the new syllabus units, complemented by quality professional learning sessions provided by the Department. As a result, teachers are fully prepared for the expected implementation of the new curriculum in 2023.

#### English as Additional Language or Dialect (EAL/D) Education

Collaborative planning and assessment has improved teacher practice and student learning outcomes. The school's EAL/D and Learning and Support team's provide small group intervention based on whole school tracking system. A consistent Teaching Sprint cycle is followed with pre assessment, data collection and analysis, collaborative fortnightly planning and delivery of explicit teaching sessions and post assessment data analysis. Pre and post assessment drive planning of lessons and the direction of future EAL/D sprint cycles. **Intervention Teaching Sprint cycles** are collaboratively designed by the Assistant Principal, Classroom Teachers, EAL/D and Learning and Support teams as part of united Stage Hubs to connect to in class learning and support students once reintegrated into whole class

lessons. The Teaching Sprint practice is now established and will form part of the 'business as usual' process for EAL/D education as the school continues to grow in 2023. Delivery of a school-wide **Vocabulary Teaching Sprint** effectively improved the use of language skills when reading and writing for identified EAL/D students. Across all cohorts, students showed significant improvement in their variety and use of vocabulary. Data from the **EAL/D Grammar Teaching Sprint** indicated a need to continue revision of grammar concepts; adjectives, verbs, adverbs and to explicitly teach complex sentences as well as compound sentences across Stage 2 & 3 students. Stage 1 students who were part of this Teaching Sprint will continue targeted intervention in 2023. It is hoped that these targeted interventions will be reflective of reading and language convention results in the 2023 Check-in assessment and NAPLAN for our EAL/D students.

### Future Focused Learning

Through expert teaching, students engaged in a range of hands-on experiences that allowed for the development of block coding skills as an integrated aspect of the **school's Science, Technology, Engineering and Maths (STEM)** program. Students solved problems and simulated real world phenomena using Beebot robotic coding, Wedo kits and EV3 Mindstorm.

**Project Based Learning** continued its third year of implementation in Stage 2 & 3 classes, maintaining student engagement levels and integrating Key Learning Areas with hands-on, enriched learning. Students developed communication, collaboration and critical and creative thinking skills to research, design and present their own investigative research. Student achievement and engagement maintained high levels, and with such significant impact, Project Based Learning will continue in 2023.

Due to staff changes, the school's roll out of **staff professional learning** and share-the-skills in the use of technology as a tool to support teaching and learning, was not achieved. A future school goal is to seek external learning opportunities and establish a strong staff technology committee 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
Minimum of <b>30%</b> students in Years Three and Five achieve within the NAPLAN Top two skill bands in reading.	2022 NAPLAN data indicates 36.84% of students in the top two skill bands for reading indicating <b>the school exceeded</b> the system negotiated target.
Minimum of <b>30%</b> students in Years Three and Five achieve within the NAPLAN Top two skill bands in numeracy.	2022 NAPLAN data indicates 29.41% of students are in the top two skill bands for numeracy indicating the school <b>did not achieve</b> the system negotiated target, however progressed beyond the target baseline by 2.2%.
Minimum of <b>70%</b> of K-6 students have demonstrated growth in Literacy and Numeracy based student reports from Semester One and Semester Two.	In K-2, there is <b>an uplift</b> from 74.6% to 75.4% in English and 89.9% to 90.8% in Math, of students working at or above grade expectation from Semester One to Semester Two reports. This is due to the strong foundational skills, early interventions and programming that supports teachers across K-2.  In 3-6, there has been an increase from 62.2% to 68.9% in English and from 67.3% to 71.1% in Math, of student working at or above grade expectation from Semester One to Semester Two reports.
A minimum of <b>32%</b> students in Years 3-6 achieving at or above <b>67%</b> (top third of possible marks) in the Check in assessment.	Check in results revealed that 20% of all students achieved at or above the top third of scores for reading and 34% in numeracy, indicating <b>12% below</b> expected measure in reading but <b>2% above</b> in numeracy.
85% of targeted students demonstrating growth in the Literacy and/or Numeracy Teaching Sprint learning intention after 5-week intervention cycle.	95% of targeted students have achieved their individual learning goals aligned to the Literacy and EAL/D Teaching Sprint learning focus. 91% of targeted students have achieved their individual learning goals aligned to the Numeracy Teaching Sprint learning focus. This has resulted in an average <b>8% achievement above</b> the benchmark level for this school-based initiative.



## Strategic Direction 2: Inclusion, wellbeing and engagement

### Purpose

To ensure that all students feel a true sense of connection, value and aspiration. Students are supported to achieve and thrive in their learning, strengthen their self-confidence and contribute as an inclusive and valued members of the school community.

### 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.

- Inclusive and supportive learning
- Positive mindset and environment that supports learning
- Improved attendance to support engagement

### Resources allocated to this strategic direction

**Socio-economic background:** \$10,000.00

**Integration funding support:** \$1,000.00

**Flexible Funding for Wellbeing Services:** \$30,000.00

### Summary of progress

#### Inclusive and Supportive Learning

To best support the improvement of student learning outcomes, the school prioritised the importance of **developing the capacity and impact of our School Learning Support Officers (SLSO)**. Engagement in weekly professional learning sessions, data collection and analysis, five-week Teaching Sprints and partnered involvement and ownership in the creation, implementation and review of student Individual Education Plans, created the foundations for support staff and classroom teachers to have an open and consultative relationship that has improved students' participation and engagement. As a result, support staff feel they are valued and contributing members of staff, who develop strong rapport with their students. Classroom teacher survey results also aligned with this feedback, recognising the increased capacity and contribution of their SLSO's and support staff. Classroom teachers valued the cooperative relationships they formed with SLSO's and support staff recognising developed confidence, usefulness, additional effort, and initiative taken to drive student learning. Comparatively, the morale of SLSO's and their profile within the school has drastically improved. SLSO's feel valued and a vital part of supporting student learning outcomes. There is a strong sense of collegiality and collaboration and support staff have thrived on the opportunity to engage in new learning and Teaching Sprints. As a school, we will continue with Teaching Sprints and learning interventions as we have introduced in 2022. SLSO's will continue to engage in data collection and analysis, work with the Literacy and Numeracy Progressions to articulate student learning goals and draft learning activities that will support student achievement. Funding allocations will continue to be allotted to professional learning and development for our SLSO team, with regular mentor sessions with the Assistant Principal, Curriculum and Instruction and Deputy Principal. Performance Development Plans will continue as a priority for our SLSO's within the school context.

Whole school professional learning sessions on the Department's **High Potential and Gifted Education policy (HPGE)** allowed for staff to unpack the policy, recognise its relevance in their teaching practice and identify students who may present as high potential or gifted. A focus group has been created including students and teachers from all stages and factors in all domains of the High Potential and Gifted Education policy. In 2023, the focus group will trial goal setting and implementation strategies targeted to support their identified students. This will be shared to all staff as a pilot project.

#### Positive Mindset and environment that supports learning

Continuing from 2021, the **Friendology program** was implemented via explicit weekly lessons, with the focus being teaching and role-playing ways to solve friendship issues using consistent language and positive approaches. This was supported with several professional learning sessions for all staff which included an initial reflection and evaluation of current practices and sustainable delivery in all classes. At the completion of the unit, 95% of students surveyed indicated they felt confident to handle most / some situations of their friendships and 94% indicated they are somewhat confident to make a friendship healthy again. 'Friendship Helpers' were established by our Student Representative Council members who wear bright green vests at recess and lunch and support peers in solving friendship issues. This is further supported by our School Learning Support Officers. The Friendology program will be considered during the initial drafting of the school's 2023 Behaviour Support and Management Plan in accordance with the implementation of the



Ongoing **Positive Behaviour for Learning** implementation across the school provided weekly explicit lessons provided in every class. In term 2, staff engaged in a formalised evaluation and reflection session which revealed the school's over-arching approach and delivery of the positive behaviour for learning framework needed significant adjustment. Due to the Department's delivery of the Inclusive, Engaging and Respectful schools' package, the decision was made to put a pause on further changes and adjustments until staff had a more solid grasp on the new reform. All reflections have been documented, ready to drive the school's 2023 Behaviour Support and Management Plan. It is anticipated that this will see the school moving away from the Positive Behaviour for Learning framework, with a new approach to be driven by student voice and the changing needs of the school.

### Improved attendance to support engagement

This year, the Student Representative Council (SRC) has been pivotal in driving school attendance. During their fortnightly meetings, students reviewed attendance data, created attendance videos for the community and presented fortnightly student attendance data to their class, promoting the importance of >90% attendance. Driven by the school's strong attendance team, school attendance data was tracked, analysed and communicated every week to all staff members. Student explanations for absences continued to be tracked and monitored and patterns identified in terms of day, week and cohort trends. School attendance rates, rates of explanations and student engagement with attendance initiatives continues to improve even with the mandatory isolation and COVID guidelines that reduced attendance patterns in Terms 2 and 3. The school continues to strengthen practices in attendance monitoring and data analysis to plan for individual and student cohort interventions. The Attendance Matters initiative will continue into 2023 with a focus on improving explanations for absences and striving to reach the set target of 78.5% of students attending more than 90% of the time. There will also be a large focus on student voice on attendance matters and evaluating data trends to plan regular attendance initiatives.

### 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
<p>Improvements in the student Tell Them From Me data in the areas of:</p> <ul style="list-style-type: none"> <li>• participation in Post COVID extra-curricular activities increase to 48%</li> <li>• positive sense of belonging increase to at least 78%, specifically in the Year 6 cohort</li> <li>• advocacy at school increase to at least 7.8</li> <li>• students who are victims of bullying to continue to decrease to 21%</li> </ul>	<p>Tell Them From Me data revealed 28% of students indicate they participate in school extracurricular activities indicating declining progress toward this school-based progress measure. 79% of students indicate a positive sense of wellbeing (Expectations for Success, Advocacy, and Sense of Belonging at School) demonstrating <b>achievement of</b> this school-based progress measure. 18% of students indicate they have been victims of bullying demonstrating a <b>greater than expected decrease</b> of this school-based progress measure and a result 18% better than the NSW gov norm.</p> <p>In addition, the School Climate Survey indicated 80.4% of students Years 3-4 and 53% of students in Years 5-6 perceived themselves to be a valued part of the school community. 77.1% of students Years 3-4 and 65.2% of students in Years 5-6 have positive self-belief and feel confident in their ability to do well academically.</p>
<p>Maintain teacher TTFM data in the areas of:</p> <ul style="list-style-type: none"> <li>• "Inclusive school" of 8.4 despite the significant increase of students and new staff. (Gov norm 8.2)</li> <li>• "Parent involvement" of 7.0 (Gov norm 6.8)</li> </ul>	<p>Teacher Tell Them From Me data revealed an average scale of 8.4 in the driver of inclusive school demonstrating achievement of this school-based progress measure. An average scale of 7.2 in the driver of parent involvement demonstrating <b>achievement 0.2 over</b> the benchmarked level.</p> <p>In addition, the School Climate Survey indicated 94.8% of teachers felt that home-school relationships, close connection and effective communication between parents, teachers, support staff and the school are positive. 84.2% of teachers feel that they are encouraged to, and have, high expectations for the success of the students.</p>
<p>An Increase in the amount of students with a cognitive or social/emotional disability that have an Individual Education Plan (IEP) that is created, implemented and regularly reviewed with parent involvement. This should be</p>	<p>School records reveals 100% of students with a diagnosed disability, disorder or in Out of Home Care have an Individual Education Plan that has been planned, implemented and evaluated each term demonstrating <b>achievement of</b> this school-based progress measure. School records indicate 100% of students accessing Literacy and Numeracy targeted intervention through learning supports have individual Education Plans with</p>

100% of diagnosed students and 70% of identified support and high potential students have Individual Education Plan's.	learning goals and strategies specifically linked to the targeted intervention demonstrating complete <b>achievement of</b> this school-based progress measure.
Achieve at least the lower band target of the Premiers Priority target for Attendance.	Scout Attendance data reveals that 49% of students attend school more than 90% of the time. This is <b>29.5% below</b> the Premier's target for attendance, but 6.4% increase from 2021.

## Strategic Direction 3: Partners in learning

### Purpose

To encourage a welcoming and positive extended school community to further sustain partnerships with parents and the community to inform and support continuity of learning for all students.

### 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.

- Sustaining learning pathways
- Collaborating and connecting within the school and beyond

### Resources allocated to this strategic direction

**Flexible Funding for Wellbeing Services:** \$5,000.00

**Aboriginal background:** \$0.00

**Socio-economic background:** \$0.00

### Summary of progress

#### Sustaining learning pathways

Initiatives to facilitate and encourage student voice has been a prioritised focus this year, to authentically drive whole school improvement. **Student Representative Council (SRC)** meetings were held fortnightly with members delivering meeting minutes back to their classes. The student council provided valuable student perspective, input and feedback on whole-school cultural celebrations, Positive Behaviour for Learning procedures, student attendance procedures, new school uniform, logo and motto designs, selecting and purchasing playground equipment and overseeing its safe usage. They developed SRC playground Friendship Helper roles and a Clean Up Crew to support the playground social issues and initiated and continue to implement a whole school recycling program. Through student voice, there has been greater ownership, promotion and positive changes across the whole school setting, particularly the playground. The student body more regularly seeks support from, and provides feedback to, their council members to enact change at a school level. It has also strengthened the teacher/student trust and partnership to develop a strong school connection and improvement. The Student Representative Council will continue as a focus in 2023 with a vision to strengthen engagement with the community and continuing to launch initiatives driven from student feedback.

The school is an active member of the Cowpasture Community of School's group created to further enhance the growth and development of all students across local schools. Through the ongoing network of the **Junior Aboriginal Education Consultative Group (AECG)**, students enjoyed shared experiences in learning the Durag Language with First Nations students from other schools and immersed themselves in the authentic cultural events including participating in the Traditional Indigenous Games. In 2023, plans are in motion to establish a community of school's with our shared enrolment intake area known as the Camden Valley Way Growth Corridor. Led by staff, this community initiative is hoped to enhance student's connection, learning and culture as a junior AECG.

#### Collaborating and connecting within the school and beyond

Through the **Peek into Learning** events run each term, the school continues to make authentic connections with the school community. These events are for parents to join their child in class to witness and celebrate their learning. In addition to this, opportunities for parents to meet their child's teacher, engage in 3-way parent, teacher and student interviews and join their child in celebrating Education and Book Week were also offered to encourage involvement as partners in learning. As a result, there has been an increase in families attending and participating in school events and a clear sense of welcome and fostered connection with the school. In 2023, selected teachers will coordinate an established "Community Events Committee" to prioritise and further develop community involvement and partnership.

To facilitate a collaborative and partnered approach to the creation, implementation and evaluation of **Individual Education Plans (IEP)** and **Personal Learning Pathways (PLP)**, staff were provided with release from face-to-face teaching time to meet with the student, parents and any relevant support staff. Collective development of goals and articulation of strategies allowed for a shared vision, with ownership and clarity for all stakeholders. For First Nation students, the school's Koori club hosted a share the learning event to authentically consider student cultural and academic goals in collaboration with their families. With class teachers, SLSOs and Support teachers further considering student goals and seeking additional support strategies, all students ambitions, needs and goals were skilfully addressed. This collaborative approach will remain a focus in 2023, but with greater emphasis on promoting the importance of partnership and the value of parent contribution.

To embrace the school's multicultural community and enhance family and cultural connection, a **Cultural Collaboration Group** was established in 2022. This committee worked closely with school staff to discuss, plan and proactively drive recognition and celebration of cultural milestones in an authentic and appropriate way. It allowed members of the school community to share and celebrate their beliefs and celebrations with others, building a deeper sense of inclusion, belonging and respect for all. The school community held three celebrations in term 4 including Milad Al Nabi (Islamic faith), Diwali (Hindu celebration) and Christmas (Christian celebration). Students dressed up, created artworks (lanterns and diyas) and watched plays and dances of varying ethnic significance. Families enjoyed being with their children at school and appreciated the performances and student-led assemblies. Parents and friends happily contributed to, and thoroughly enjoyed the social share-plate feasts. The community acknowledged and appreciated the inclusion of all cultures and faiths and were grateful of the effort made by the school to maintain welcome and involvement. Events were very successful with students engaging in prior learning and hands-on activities in class that supported the understanding and significance of each celebration. Cultural Collaboration Group events will certainly continue into 2023, with plans to reach out to other community groups within our school to prepare 2023 events. This was a fabulous way to engage and connect with our school community.

### 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
<p>At least 40% of parents and community members <b>attend</b> school organised events, information sessions and special days throughout the year.</p> <p>Tell Them From Me Parent survey scores <b>parents feel welcome</b> at a measured level of at least 7.0 and above the government norm.</p>	<p>An average of 43% of families attended one of the schools Cultural Collaboration Group events, 3-way parent, teacher and student interviews or Peek into learning events demonstrating <b>achievement</b> of this school-based progress measure.</p> <p>Tell Them From Me Parent data revealed an average scale of 7.6 of parents feel welcome demonstrating a <b>0.6 growth above</b> the benchmarked expectation for this school-based progress measure. An area of strength is parents being well informed about school activities and information is clear, plain language. An area of development is scheduling parent activities at times when they can attend.</p> <p>In addition, the School Climate Survey indicated that 90.4% of parents feel welcomed at school and respected by staff who go out their way to help them.</p>
<p>Tell Them From Me Parent survey shows at least 60% of parents <b>talk to the teacher</b> at least 2 times per week.</p> <p>Tell Them From Me Parent survey measures at least 6.4 and above government norm in the area of <b>parents are informed</b>.</p> <p>Tell Them From Me Teacher survey measures at least 7.1 and above government norm in the area of <b>parent involvement</b>.</p> <p>At least 60% of student, parent and teacher partnerships were evident in the creation, implementation and review of <b>Individual Education Plans</b> and Personal Learning Pathways.</p>	<p>Tell Them From Me parent data indicated that 58% of parents talk to their child's teacher at least 2 times per week, this being <b>2% less than the expected</b> benchmark for this school-based progress measure. It also revealed that an average scale of 7.0 of parents feel well informed a <b>0.6 growth above</b> the benchmarked expectation for this school-based progress measure. An area of strength is their child's progress is written in terms they understand and teachers inform parents immediately about concerns with a child's behaviour. An area of development is informing parents about opportunities concerning child's future and information about the child's social and emotional development.</p> <p>Tell Them From Me teacher data indicated that an average scale of 7.2 have parent involvement in student learning and progress demonstrating <b>0.1 growth above</b> the benchmarked expectation for this school-based progress measure. An area of strength is teachers working with parents to help solve problems interfering with their child's progress. An area of development -is teachers asking parents to review and comment of students work.</p> <p>Incomplete data sets during the implementation of Individual Education Plan meetings means this progress measure <b>has not been captured</b>. A progress measure and data collection method has been determined for 2023.</p> <p>In addition, the School Climate Survey indicated that 85.7% of parents feel comfortable approaching staff members to discuss concerns or grievances and 80.9% believe that school staff communicate effectively with them.</p>

<p>Tell Them From Me Parent survey measures at least 7.2 and above government norm in the area of <b>school supports learning</b>.</p> <p>Tell Them From Me Parent survey measures at least 7.5 and above government norm in the area of <b>school supports positive behaviour</b>.</p> <p>Tell Them From Me Teacher survey measures at least 7.1 and above government norm in the area of <b>inclusive school</b>.</p>	<p>Tell Them From Me Parent Survey indicated that an average scale of 6.9 parents feel the school supports their child's learning demonstrating a <b>0.3 deficit in achieving</b> the benchmark for this school-based progress measure. An area of strength was that their child is encouraged to do his/her best work while an area of development was teachers' expectation of homework. However, the school has a no-homework policy. The survey also indicated an average scale of 7.5 parents believe the school supports positive behaviour demonstrating <b>achievement of</b> the benchmark for this school-based progress measure. An area of strength is that their child is clear about the rules for school behaviour and an area of development is teachers devoting their time to extra-curricular activities.</p> <p>Tell Them From Me teacher data revealed an average scale of 8.4 for inclusive school demonstrating a huge <b>1.3 achievement above</b> the benchmark for this school-based progress measure. An area of strength is that teachers establish clear expectations for classroom behaviour and an area of development is teachers helping low performing students plan their assignments.</p> <p>In addition, the School Climate survey indicated 68.3% of parents are satisfied with what the school does for their child including an appreciation for their academic, social and emotional qualities.</p>
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Funding sources	Impact achieved this year
<p>Refugee Student Support</p> <p>\$992.70</p>	<p>Refugee student support funding is provided to support students from refugee backgrounds who have been enrolled in an Australian school for less than three years.</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>• The funds were used to provide additional support for both refugee students in a small group situation using the expertise of the EAL/D teacher.</li> <li>• release time to engage staff in targeted professional learning</li> <li>• additional staffing for targeted interventions to support student learning</li> <li>• intensive English language and learning support to increase educational outcomes for students</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Refugee students enrolled in the school were provided with daily targeted assistance in the classroom to enable them to build a connection with school and to be provided with additional assistance in building greater proficiency in English. Both students showed minimal improvement in outcomes in both literacy and numeracy.</p> <p><b>After evaluation, the next steps to support our students will be:</b> The refugee students will need continued EAL/D support to successfully achieve stage appropriate outcomes. This will be managed through our school allocated funding in 2023.</p>
<p>Integration funding support</p> <p>\$116,636.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Leppington 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>• Inclusive and supportive learning</li> <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>• 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>• 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 (PLSP)</li> <li>• staffing release for targeted professional learning around [course]</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Support staff and School Learning Support Officers received weekly professional learning sessions developed partnered involvement and ownership in the creation, implementation and review of student Individual Education Plans. The profile of the support team has shifts with a strong collaborative culture developing between all stakeholders in order to best support the additional needs of students.</p> <p><b>After evaluation, the next steps to support our students will be:</b> The school will continue to facilitate collaborative planning sessions and professional learning opportunities to develop the capacity of staff and a unified approach to supporting all students in the accessing the curriculum and achieving their personal best.</p>



<p>Socio-economic background</p> <p>\$80,489.30</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Leppington 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>• Inclusive and supportive learning</li> <li>• Positive mindset and environment that supports learning</li> <li>• Sustaining learning pathways</li> <li>• Other funded activities</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 Friendology and Positive Behaviour for Learning to support student learning</li> <li>• employment of additional staff to support Friendology program implementation.</li> <li>• resourcing to increase equitability of resources and services</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> The school has utilised this funding to implement Friendology and Positive Behaviour for Learning to support social resilience and capacity. At the completion of the unit, students had gained the skills to confidently handle most / some situations of their friendships and make a friendship healthy again. 'Friendship Helpers' were established by our Student Representative Council members who wear bright green vests at recess and lunch and support peers in solving friendship issues.</p> <p><b>After evaluation, the next steps to support our students will be:</b> The school's Positive Behaviour for Learning and Friendology programs will be considered during the initial drafting of the school's 2023 Behaviour Support and Management Plan in accordance with the implementation of the Inclusive, Engaging and Respectful school's package.</p>
<p>Aboriginal background</p> <p>\$9,045.99</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Leppington 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>• Sustaining learning pathways</li> <li>• Other funded activities</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 deliver personalised support for Aboriginal students</li> <li>• staffing release to support development and implementation of Personalised Learning Plans</li> <li>• access to the subscription Wingaru to provide professional learning for staff and authentic learning resources and activities for all students</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Additional support for Aboriginal students was allocated with this funding source. The Wingaru lessons and resources were used in every classroom to ensure authentic cultural learning and understanding for all students. Koori club continued during the year as a means for students to come together, learn more about their culture and traditions and hosted parent yarning sessions to share learning, welcome the community and create partnered Personal Learning Pathways for First Nation students. Year 4-6 First Nation students met with the Cowpasture Community of School as part of a Junior Aboriginal Education Consolation Group. This was a very</p>



<p>Aboriginal background</p> <p>\$9,045.99</p>	<p>successful venture as it enabled our students to make connections with students from other schools and discuss topics of interest to them.</p> <p><b>After evaluation, the next steps to support our students will be:</b> The school will continue its subscription of Wingaru, and continue to boost student and family involvement in Koori Club and Junior Aboriginal Education Consultation Group. Going forward, collaborating with other schools in our community is seen as an effective and beneficial tool for students and enhancing their connection, learning and culture. In 2023 Leppington PS is hoping to establish a new Community of Schools connection with Denham Court PS and Edmonson Park PS as we see our future directions aligning closer with these two new schools.</p>
<p>English language proficiency</p> <p>\$267,041.49</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Leppington 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>• EAL/D Education Strategy</li> <li>• Other funded activities</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>• provision of additional EAL/D support in the classroom and as part of differentiation initiatives</li> <li>• employment of additional staff to support delivery of targeted initiatives</li> <li>• additional staffing to implement co-teaching programs to provide intensive support for all students from EAL/D backgrounds</li> <li>• additional staffing intensive support for students identified in beginning and emerging phase</li> <li>• withdrawal lessons for small group (developing) and individual (emerging) support</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Collaborative planning and assessment has improved teacher practice and student learning outcomes. The school's EAL/D and Learning and Support team's provide small group intervention based on whole school tracking system. A consistent Teaching Sprint cycle is followed with pre assessment, data collection and analysis, collaborative fortnightly planning and delivery of explicit teaching sessions and post assessment data analysis. Delivery of a school-wide Vocabulary Teaching Sprint effectively improved the use of language skills when reading and writing for identified EAL/D students. Across all cohorts, students showed significant improvement in their variety and use of vocabulary. Data from the EAL/D Grammar Teaching Sprint indicated a need to continue revision of grammar concepts; adjectives, verbs, adverbs and to explicitly teach complex sentences as well as compound sentences across Stage 2 &amp; 3 students. Stage 1 students who were part of this Teaching Sprint will continue targeted intervention in 2023.</p> <p><b>After evaluation, the next steps to support our students will be:</b> The Teaching Sprint practice is now established and will form part of the 'business as usual' process for EAL/D education as the school continues to grow in 2023. A greater focus on reporting student achievement against the EAL/D progressions will be a priority in 2023.</p>
<p>Low level adjustment for disability</p> <p>\$110,339.74</p>	<p>Low level adjustment for disability equity loading provides support for students at Leppington 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>• Literacy and Numeracy Practices</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p>

<p>Low level adjustment for disability</p> <p>\$110,339.74</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 Heggerty and Phonics groups to increase learning outcomes</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> The Heggerty program was implemented across Early Stage 1, Stage 1 and in a reduced form for targeted Stages 2 and 3 students to support the explicit and ongoing teaching of phonological awareness. Initially students demonstrated limited growth, but over time and with consistency, skills were mastered. Data was gathered through the Department of Education Phonological awareness diagnostic and there was significant growth, particularly in the Stage 3 cohort which focused on EAL/D students. Utilising the phonics assessment that aligned with the Decodable Readers Australia (DRA), Stage 1 teachers created differentiated, targeted daily phonics sessions. After 3 five-week cycles, 76% of Stage 1 students achieved expected level of phonic knowledge against the Literacy and Numeracy Progressions. Close data analysis revealed reduced gaps in student understanding and improvement in reading and writing skills.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Teaching staff will continue implementing the Heggerty program and phonics assessment that aligned with the Decodable Readers Australia (DRA) in 2023 in line with new English syllabus implementation particularly the phonics and spelling component.</p>
<p>Professional learning</p> <p>\$22,839.31</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 Leppington 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>• Literacy and Numeracy Practices</li> <li>• Other funded activities</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>• engage staff in professional learning opportunities and pilot project in the implementation of the High Potential and Gifted Education policy.</li> <li>• engaging a specialist teacher to unpack the new K-2 English and Mathematics syllabus and employing evidence-based approaches to teach reading, writing and mathematical strategies.</li> <li>• fortnightly collaboration sessions for Instructional teams supported by the Assistant Principal, Curriculum and Instruction.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Stage 1 teachers trialed and implemented the new K-2 English and Mathematics syllabus and teaching units as part of the Accelerator Adopter program. This provided teachers with significant support in planning, delivering and reflecting on the new syllabus units, complemented by quality professional learning sessions provided by the Department. Whole school professional learning sessions on the Department's High Potential and Gifted Education policy (HPGE) allowed for staff to unpack the policy, recognise its relevance in their teaching practice and identify students who may present as high potential or gifted. A focus group has been created including students and teachers from all stages and factors in all domains of the High Potential and Gifted Education policy.</p> <p><b>After evaluation, the next steps to support our students will be:</b> In 2023, teachers are fully prepared for the expected implementation of the new curriculum. The High Potential and Gifted Education focus group will trial goal setting and implementation strategies targeted to support their identified students. This will be shared to all staff as a pilot project.</p>
<p>QTSS release</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Leppington</p>

<p>\$85,386.30</p>	<p>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>• Other funded activities</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>• 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> The allocation and use of funds to provide off-class time allowed for intense fortnightly collaboration sessions for stage classroom teachers to meet together, analyse data, forward plan and review current practices with the guidance and support of the Assistant Principal, Curriculum and Instruction. For our support staff, these sessions allowed for professional learning opportunities around whole-school programs, explicit teaching strategies and data collection and analysis to inform planning. These teams were guided by the Deputy Principal and EAL/D teacher. Through these sessions, there was a significant increase on productivity, collaboration and sharing amongst staff, creating partnerships and cooperative planning at the forefront.</p> <p><b>After evaluation, the next steps to support our students will be:</b> This structure will be supported by funds to continue on the 3-week schedule in 2023.</p>
<p>COVID ILSP</p> <p>\$110,920.00</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 literacy/numeracy using the Teaching Sprints model.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> In the Quantifying number Sprint, all students showed significant improvement. Stage 1 in particular was able to achieve indicators at a rapid rate and moved onto the next sub element. The short, sharp daily intervention proved effective in supporting student retention of taught content and enhanced their number skills in an intimate small-group setting. Counting in intervals forward and backward, on or off the decade, is where student growth was most inconsistent. This data is indicative of observations and formative assessment and was not formalised with the use of the Interview for student reasoning (IfSR). In the Additive Sprint Across all cohorts, students showed significant improvement in the development of a range of efficient strategies to solve addition and subtraction problems. ES1 showed large growth in being to add number together without seeing or touching individual object. Stage 1 showed growth in students being able to count on and back from a number without the use of concrete materials. Stage 2 showed large growth in students using flexible strategies when adding single digit numbers together as well as using partitioning to assist with bridging for addition. Stage 3 had a large focus on subtraction strategies and had large growth in the use of bridging as an effective strategy. Interview for student reasoning style questions were used for pre, and post assessment and data recorded</p>

<p>COVID ILSP</p> <p>\$110,920.00</p>	<p>against the Literacy and Numeracy Progressions. The short, sharp daily intervention proved effective in supporting student retention of taught strategies. Across the cohorts the data indicates subtraction strategies still require development.</p> <p><b>After evaluation, the next steps to support our students will be:</b> The school will continue to provide explicit intervention to students using the Teaching Sprint model and develop its data-informed approach to targeted student support.</p>
<p>AP Curriculum &amp; Instruction</p> <p>\$150,571.00</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students at Leppington 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>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this Staffing - Other funding include:</b></p> <ul style="list-style-type: none"> <li>• class teacher mentoring sessions</li> <li>• Beginner teacher support</li> <li>• High Impact Professional Learning Sessions</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> All 2022 initiatives have been successfully implemented, evaluated and feedback to staff. Ongoing professional development, monitoring and demonstration has resulted in the successful attainment of teacher Professional Development Plans. 100% of stage 1 staff have implemented the new K-2 English and Mathematics curriculum and will continue this into 2023.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Continue the Professional Learning and collaborative planning model adopted this year into 2023. Continue the implementation and review of K-2 syllabus units and quality implementation of the new syllabus. Establish a beginner teacher network of support and an aspiring leader network within the school to support new teachers and potential leaders in their learning and development journey. There will also be a school wide focus on Formative Assessment which will be rolled out in 2023.</p>

## Student information

### Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	129	147	212	117
Girls	150	186	238	115

By the end of 2022, student enrolment numbers increased to 270.

### Student attendance profile

School				
Year	2019	2020	2021	2022
K	92.1	83.7	92.6	84.0
1	90.7	78.1	91.3	87.0
2	91.3	73.2	92.4	85.1
3	89.2	81.1	92.0	87.2
4	92.7	81.1	90.8	82.2
5	91.2	80.4	93.8	85.5
6	91.8	77.7	91.7	88.2
All Years	91.3	79.2	92.1	85.6
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

The school is continuing to drive the "attendance matters" initiative to ensure ongoing awareness, monitoring and intervention of student attendance rates is implemented.

### 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)	5
Classroom Teacher(s)	6.62
Learning and Support Teacher(s)	0.5
Teacher Librarian	0.6
Teacher ESL	1.8
School Administration and Support Staff	2.42

\*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 <b>Actual</b> (\$)
<b>Opening Balance</b>	222,175
<b>Revenue</b>	3,354,478
Appropriation	3,269,109
Sale of Goods and Services	32,642
Grants and contributions	50,449
Investment income	2,279
<b>Expenses</b>	-3,467,357
Employee related	-2,947,447
Operating expenses	-519,910
<b>Surplus / deficit for the year</b>	-112,879
<b>Closing Balance</b>	109,296

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>	117,629
<b>Equity Total</b>	466,917
Equity - Aboriginal	9,046
Equity - Socio-economic	80,489
Equity - Language	267,041
Equity - Disability	110,340
<b>Base Total</b>	1,986,823
Base - Per Capita	113,706
Base - Location	0
Base - Other	1,873,118
<b>Other Total</b>	318,619
<b>Grand Total</b>	2,889,988

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.

## Parents/Caregivers Reflection

The parent *Tell Them From Me* survey provided comprehensive data relating to parent perceptions of their children's experiences at home and school. For 2022, our greatest success was in the area of two-way communication identified in the measure of **"parents are informed"** with our results showing 70% average against the NSW government norm of 66%. Parents identified that reports on their child's progress are written in terms they understand, that teachers inform them immediately if there is a concern about their child's behaviour or if their child was not making adequate progress in school subjects.

Second to this, was in the area of the school supporting child behaviour identified in the measure of **"inclusive school"** with our results reflecting 70% average against the NSW government norm of 67%. Parents feedback that they believed teachers help students develop positive friendships, they take an active role in making sure all students are included in school activities and they understand the learning needs of students with special needs.

The data revealed an area for improvement for the school was **"school support learning"** with our average being 69% against the NSW government norm of 73%. Parents feedback that teachers do not expect homework to be complete, however our school has a no-homework policy. Within this measure, parents did not feel teachers always have high expectations for their child to succeed. This continues to be an ongoing goal for teaching staff and executive.

Alternate data collected after the establishment of our **Cultural Collaboration Group** and delivery of various cultural learning activities and celebrations revealed a 97% average of parents enjoying our celebration and community gathering, with 90% indicating they would attend further events. Over time, this has revealed a huge growth in the engagement and presence of parents in their child's learning as well as their partnership and connection with the school.

## Student Reflection

The student *Tell Them From Me* survey was gathered in two different times throughout the year. Comparing these two snapshots, our greatest successes were in the areas of **"positive behaviour at school"** (5% above NSW gov norm), **"explicit teaching practices and feedback"** (7% above NSW gov norm) and students who are **"victims of bullying"** (14% below NSW gov norm).

An area for improvement would be students participating in **"school sports"** (18% below NSW gov norm) and in **"extracurricular activities"** (27% below NSW gov norm). Whilst we provide many opportunities for sport and extracurricular, there is often not a huge student interest. This is something that we, as a school, will continue to address and encourage in 2023.

Student voice, as established through our Student Representative Council has provided ongoing feedback and involvement in school life and context. As a council, students have initiated many initiatives to drive school improvement and lifted the school experience for other students. Term 4 student representative council reflections indicated 90% of students felt a strong sense of service, achievement and empowerment.

## Teacher Reflection

The teacher *Tell Them From Me* survey provided comprehensive data aligned with the eight drivers of students learning. In 2022, our greatest successes were **"leadership"** showing 79% average against the NSW government norm of 71% and **"collaboration"** showing 84% average against the NSW government norm of 78%. Teachers indicated that school leaders create a safe and orderly school environment and supported them during stressful times. They also provide guidance for monitoring student progress and help to create new learning opportunities for students. Collaboratively, teachers discuss learning problems of particular students with other teachers and strategize ideas to increase student engagement. Teachers value the sharing of resources and lesson plans and collaborative planning sessions that are offered to instructional teams each fortnight.

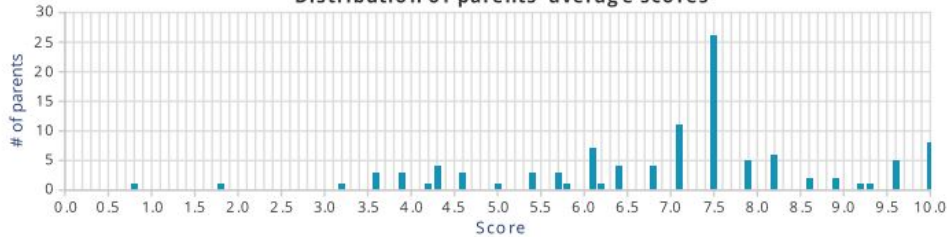
An area for development is student access and expertise in the use of **"technology"** showing 66% average against the NSW government norm of 67%. Teacher's revealing that students often can't/don't use computers or other interactive technology to track progress towards their goals. The survey results also showed that teachers often don't help students set goals for learning new technological skills. This area for improvement will be addressed in our 2023 initiatives, with a "future-focus technology committee" being established to drive innovation and change across the school setting.

## Two-way Communication with Parents

### Parents are informed

School Mean (NSW Govt Norm)	7.0 (6.6)
Reports on my child's progress are written in terms I understand.	7.7
If there were concerns with my child's behaviour at school, the teachers would inform me immediately.	7.6
I am informed about my child's behaviour at school, whether positive or negative.	6.7
The teachers would inform me if my child were not making adequate progress in school subjects.	7.0
I am well informed about my child's progress in school subjects.	6.6
I am informed about opportunities concerning my child's future.	6.4
I am informed about my child's social and emotional development.	6.4

Distribution of parents' average scores



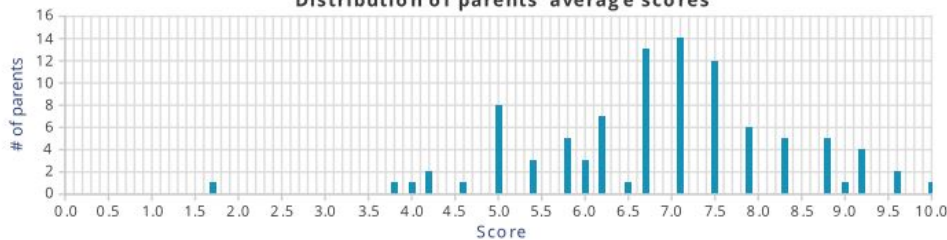
Parent Survey: greatest success

## School Supports Learning

### School supports learning

School Mean (NSW Govt Norm)	6.9 (7.3)
Teachers have high expectations for my child to succeed.	6.7
Teachers show an interest in my child's learning.	7.5
My child is encouraged to do his or her best work.	7.7
Teachers take account of my child's needs, abilities, and interests.	6.8
Teachers expect homework to be done on time.	5.9
Teachers expect my child to work hard.	6.8

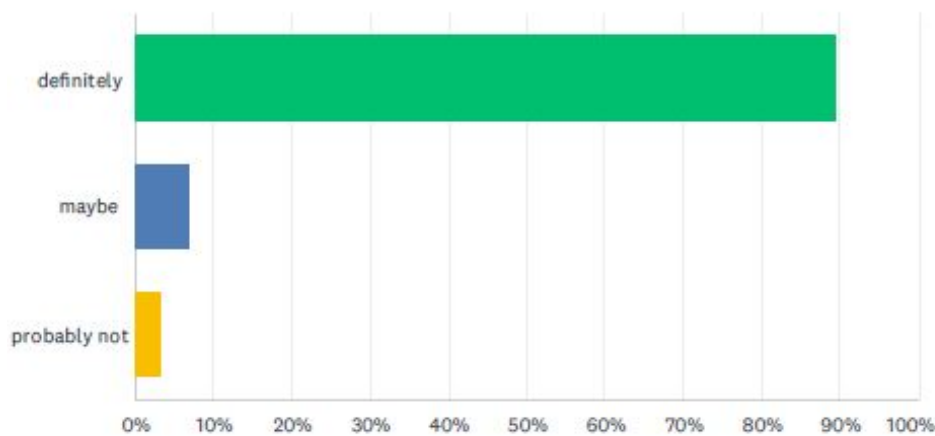
Distribution of parents' average scores



Parent Survey: area for improvement

Q3 I would attend another school celebration like this.

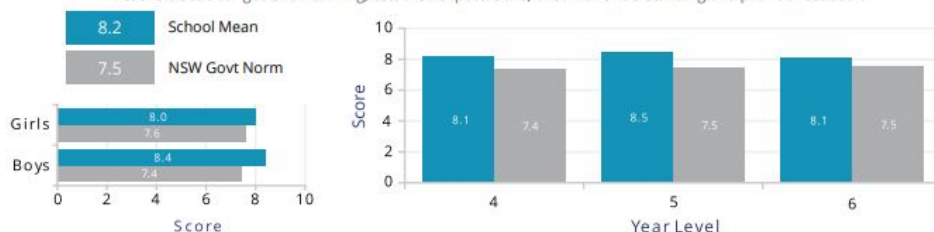
Answered: 29 Skipped: 1



Cultural Collaboration Group Survey

## Explicit Teaching Practices and Feedback

Teachers set clear goals for learning, establish expectations, check for understanding and provide feedback.

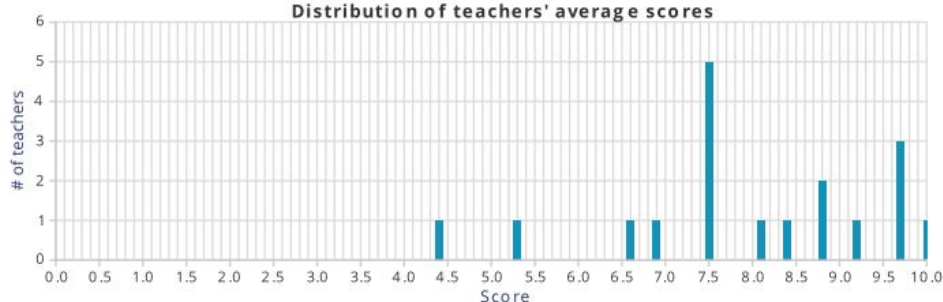


Student Survey: greatest success

### Leadership

School Mean (NSW Govt Norm)	7.9 (7.1)
School leaders have helped me establish challenging and visible learning goals for students.	7.8
School leaders have helped me create new learning opportunities for students.	7.9
School leaders have provided me with useful feedback about my teaching.	7.4
School leaders have helped me improve my teaching.	7.6
School leaders have provided guidance for monitoring student progress.	7.8
I work with school leaders to create a safe and orderly school environment.	8.8
School leaders have taken time to observe my teaching.	7.7
School leaders have supported me during stressful times.	8.5

Distribution of teachers' average scores

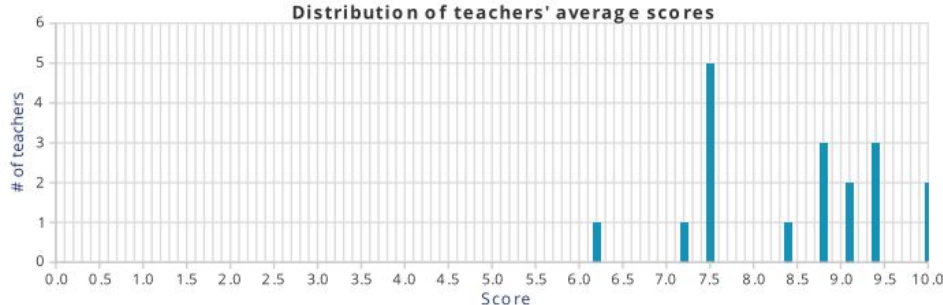


Teacher Survey: greatest success

### Collaboration

School Mean (NSW Govt Norm)	8.4 (7.8)
I work with other teachers in developing cross-curricular or common learning opportunities.	8.3
Teachers have given me helpful feedback about my teaching.	7.3
I talk with other teachers about strategies that increase student engagement.	9.0
Other teachers have shared their learning goals for students with me.	8.2
Teachers in our school share their lesson plans and other materials with me.	8.9
I discuss my assessment strategies with other teachers.	8.5
I discuss learning problems of particular students with other teachers.	9.0
I discuss my learning goals with other teachers.	8.2

Distribution of teachers' average scores



Teacher Survey: greatest success



# 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.

## Aboriginal Education - School statement

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Leppington Public School has an established Aboriginal Education Committee, who work cohesively to authenticate how Aboriginal Education is implemented across a K-6 setting. This is focused on moving away from tokenistic approaches and towards holistic learning for all students and families. The committee facilitates consistent opportunities to yarn with our First Nations community, tapping into their strengths and culture to broaden or access to authentic learning opportunities. The Aboriginal Education committee is represented by student Aboriginal Education Consultative Group member as well as a staff member who attends all Student Representative Council meetings, ensuring there is strong connection between the two school groups and authentic student voice.

## 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.

## Multicultural and anti-racism education - School Statement

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Leppington Public School has an established **Cultural Collaboration Group** who works cohesively together to embrace our multicultural community and enhance family and cultural connection with the school. The committee of parents and senior students works closely with school staff to discuss, plan and proactively drive recognition, education and celebration of cultural milestones in an authentic and appropriate way. It allows members of the school community to share and celebrate their beliefs and celebrations with others, building a deeper sense of inclusion, belonging and respect for all. It also provides authentic community input and involvement regarding NAIDOC and National Reconciliation week.