2022 Annual Report

Leichhardt Public School

7423

Introduction

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

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the Strategic Improvement Plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

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School vision

At Leichhardt Public School we have high expectations for all students to achieve academic and personal excellence, become a lifelong learner and a responsible citizen of the world. Students, teachers and parents foster this in an engaged and collaborative learning community where every student is known, valued and cared for and their learning is meaningful and engaging, meeting the highest educational and ethical standards.

School context

Leichhardt Public School is located in the centre of the suburb Leichhardt. It has had a long and distinguished history dating back to 1862. The school continues to be at the core of the Leichhardt community and caters for the enrolment of over 730 students across 29 mainstream and 3 support unit classes who are supported by a full time equivalent teaching staff of 44 plus 12 additional administrative and support staff. Leichhardt Public School has a long history of academic and extracurricular success built upon high expectations for all students and a commitment to engendering a genuine love of learning. Leichhardt Public School provides a variety of programs to enhance and extend student's learning and is supported by an enthusiastic and engaged parent body and an active P&C and its subcommittees.

To inform the creation of this Strategic Improvement Plan the school community completed a situational analysis to identify areas of focus and initiatives that will support ongoing growth and improvement for students, staff and community. Most of these areas build on the work undertaken in the 2018-2020 planning cycle with a sharper focus on the evaluation of the impact of each initiative at all stages of the improvement plan.

Strategic Direction 1: Student growth and attainment

When reviewing the student outcome measures for the school over the previous five year period it is evident that the school has historically achieved high student achievement results in both internal and external assessments. Student achievement has been recognised at network level (writing achievement) and at national level (high progress achievement in reading). A review of NAPLAN data indicates that areas of focus for growth include: Reading - Viewing, responding to and composing texts, and Numeracy - number (patterns), measurement (mass and distance) and statistics and probability (interpreting graphs). Additionally, it was identified that a large number of students achieved results just below the top 2 bands in reading and numeracy and an ongoing focus should be placed on ensuring student growth in reading and numeracy exceeds a year of growth for each year of learning. Additionally, all teachers will focus on embedding quality teaching strategies that are informed by student data. Finally, as the purpose statement outlines, the school will focus on developing and sustaining processes for collecting and analysing student data to inform quality teaching in all classrooms.

Strategic Direction 2: High expectations and a culture of continuous improvement

When undertaking the analysis of school achievement data and school excellence self-assessment information it was evident there is a disconnect between student achievement and the aspirations for excellence reported by students, teachers and parents in Tell them from me and internal survey data. It was also noted that whilst collaboration in planning of learning remains strong, formal collaborative practices in the classroom such as observations and collaborative reflection had dropped off in recent years. To support continued student growth we will focus on proven activities that promote educational aspiration, support teacher growth and development and strengthen the culture of collaboration and continuous improvement.

Strategic Direction 3: Explicit systems for school wellbeing

Since initiating the bi-annual Tell them from me surveys in 2019, it has remained clear that student sense of belonging is an area of ongoing focus. Wellbeing literature and research points that a holistic approach to wellbeing, in partnership with our students, staff, families and broader educational community is critical to creating a learning community that encourages individuals to thrive as well as feel that belong. Whilst the school began its positive behaviour for learning (PB4L) implementation during the last plan, it was highlighted throughout the consultation period that a holistic model of school wellbeing, encompassing student, teacher and community wellbeing (including mental health) was required. A school focus on research based activities and initiatives, proven across a range of settings will underpin the explicit systems for school wellbeing as we progress through this planning cycle.

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	Excelling
LEARNING: Wellbeing	Excelling
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Sustaining and Growing
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	Excelling

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Strategic Direction 1: Student growth and attainment

Purpose

In order to improve student learning outcomes in reading and numeracy we will develop, embed and sustain school wide systems for collecting and analysing data to ensure the implementation of curriculum provision that meets the needs of every student and is underpinned by evidence informed practice and evaluation.

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.

- Personalised learning and support
- Data informed classroom practices

Resources allocated to this strategic direction

Literacy and numeracy: $108,968.00
English language proficiency: $63,349.00
Low level adjustment for disability: $47,291.00
Aboriginal background: $13,402.00
Integration funding support: $74,068.00
Socio-economic background: $13,482.00
Professional learning: $8,000.00
Literacy and numeracy intervention: $48,276.00
QTSS release: $144,915.00

Summary of progress

Work throughout 2022 in relation to Learning Support and Intervention focused on the maintenance of existing personalised learning and support programs and structures. Evidence-based reading intervention programs (MiniLit, MacqLit and the Reading Tutor program) were successfully delivered to approximately 42 students from Stage 1 to Stage 3 as well as provision of in class support to identified students (including IFS) from ES1 to Stage 3. Internal school measures indicate 93% of parents reported being satisfied with the school's learning and support processes.

All staff completed professional learning on Personalised Learning Pathways for our First Nations students and authentic discussion with First Nations families as part of the process. The Aboriginal Education Team led our school First Nations Club with great success, collaborating with a parent representative to review the Wingaru platform as a useful tool to authentically support knowledge and skill development of all students. Teachers were invited to express interest in utilising the platform and all have been given access to learning plans, resources, and professional learning. Attendance Data of our LPS First Nations students continues to be collected, monitored, and actioned upon regularly.

The High Potential Gifted Education team analysed teacher survey data in relation to HPGE policy understanding, as well as student data collection to identify our school's area of need. New staff were up-skilled in regards to the policy and research and HPGE leaders completed professional learning to lead and map future planning. All staff were provided professional learning opportunities on the HPGE policy and the CESE research base. HPGE leaders ensured the use of the 'learn, reflect do model' to initiate High Impact Professional Learning (HIPL) and staff demonstrating positive feedback and high engagement.

The Data Informed Practice Team delivered professional learning for all staff on the use of data and the K-6 Spelling Scope and Sequence to plan for differentiated spelling in the classroom with additional professional learning provided on using evidence based strategies to support the teaching of spelling. This practice was evidenced in classroom programs.

The development and implementation of an authentic Learning Enhancement strategy for 2022 empowered school leaders with expertise in the areas of teaching Numeracy, Reading, and Writing to analyse school data sources to identify students who had achieved just under the top 20% in the specific focus areas. School Leaders engaged students in small group focus learning enhancement sessions, employing the What Works Best evidence-based pedagogies: explicit teaching, assessment, effective feedback strategies. Learning Enhancement provided an opportunity for students performing well to work with others with similar skills in a small group setting to reflect upon their current skills and work on specific criteria to enhance and improve. Improved student learning outcomes is evidenced through multiple data sources including school 2022 NAPLAN data.

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
Improvement measure - Top 2 bands (2022 system negotiated target) Increase top 2 band achievement in NAPLAN reading by 6% (or more)	2022 NAPLAN data indicates 74.5% of students in the top two skill bands for reading, an increase of 18.4% indicating the school exceeded the system negotiated target.
Improvement measure - Top 2 bands (2022 system negotiated target) Increase top 2 band achievement in NAPLAN numeracy by 6.8% (or more)	2022 NAPLAN data indicates 50% of students in the top two skill bands for numeracy, an increase of 5.9%, indicating progress yet to be seen against the system negotiated target.
Increase percentage of students achieving expected growth in NAPLAN reading by 1% (or more)	Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.
Increase percentage of students achieving expected growth in NAPLAN numeracy by 1.3% (or more)	Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.
Increase and sustain achievement gap between school median and year norm from 4.74 (baseline) to 5.9 (or more) in PAT-M	Data indicates that the overall achievement gap between school median (7.44)) and year norm (6.896) in PAT-M is 0.544, indicating achievement has yet to be met against the annual progress measure.
Increase and sustain achievement gap between school median and year norm from 8.16 (baseline) to 9.44 (or more) in PAT-R	Data indicates that the overall achievement gap between school median (8.02) and year norm (7.512) in PAT-R is 0.508, indicating achievement has yet to be met against the annual progress measure.
Improvement measure - SEF Growth Curriculum - excelling, assessment - excelling, Student performance measures - excelling, Data skills and use - excelling	Self-assessment against the School Excellence framework demonstrates that the elements Curriculum, Assessment, Student performance measures, Data skills and use have been validated at Sustaining and Growing.

Strategic Direction 2: High Expectations and a culture of continuous improvement

Purpose

In order to foster a culture of high expectations and continuous improvement we will develop, embed and sustain high quality instructional leadership that highlights and targets quality teaching practices based on research and data, evidence based strategies and evaluative thinking.

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.

- Leadership Development and Instructional Leadership
- Quality Teaching

Resources allocated to this strategic direction

Professional learning: $2,000.00

Summary of progress

Identified as a Strategic School Support (SSS) candidate for targeted system support in Numeracy, a collaborative partnership team comprised of staff at all career stages across and beyond the school was developed to support a school-wide, integrated approach to quality teaching, curriculum planning, delivery, and assessment. The team co-diagnosed the improvement focus and created a Theory of Action informed by analysis of the school's Guided Data package, Contributing Factors Tool, and Situational Analysis summary. Using the Logic Model school needs, resources, and long, medium, and short-term outcomes and activities in the areas of: knowledge of syllabus documents, use of evidence-based teaching practice, programming and lesson planning, and use of assessment and data in 'number sense' were planned. Capacity was built for all teaching staff: mainstream, Support Unit, subject specialists, and school leaders through ongoing professional learning from SSS Numeracy Specialists, developing a collaborative culture of support at 3 levels: Whole School professional learning, Team Leadership mentoring, and targeted focus group upskilling (Year 2 Team/Focus coalition of willing teachers interested in leading stage team support). Skills and strategies were collaboratively grown through SSS and will be embedded in planning and delivery into 2023 and an explicit plan for mentoring and support for teachers at all stages will be led by the Assistant Principal Curriculum and Instruction.

The ES1 and S1 leaders began preparing for the new K-2 syllabus implementation by familiarising themselves with the new K-2 syllabus by completing the modules and reflecting on team current knowledge. Staff were made aware of the syllabus and support materials. Leaders completed the Network professional learning and developed a Syllabus Implementation plan and map for English and Maths and teams were provided with the department scope and sequence and units of learning to sample and trial.

Due to our school receiving School Strategic Support for numeracy consuming majority of whole school PL and stage meetings time for Semester 2, further Instructional leadership work on the 'Teaching Sprints' model was postponed.

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
Maintain the school mean for the number of students who believe that school staff emphasise academic skills and hold high expectations for student success at 8.8 (as measured in TTFM)	Data indicates the school mean for the number of students who believe that school staff emphasise academic skills and hold high expectations for student success is 7.8 (as measured in TTFM) indicating a decrease of 1.0 and indicating progress is yet to be made.
Teachers report growing confidence and efficacy (from 2021 data) in implementing and evaluating the teaching strategies highlighted in the What Works Best: 2020 Update	Instructional Leader observations indicate that teacher confidence and efficacy has grown in implementing What Works Best Teaching strategies, however work will continue in 2023 to measure teacher confidence and efficacy in implementing and evaluating the strategies used in classroom practice.

Student value added Student value added Best Start K to NAPLAN 3 moves from Working towards delivering to delivering (or higher)	Value added K-3 data was not available for 2021 due to changes to the Best Start Kindergarten assessment in 2018 and as a result there is no comparable data against 2022 thus progress is yet to be seen toward the annual progress measure
SEF Growth Learning culture - excelling (maintain), Professional standards - excelling, Learning and development - excelling, Educational leadership - excelling, School planning, implementation and reporting - excelling	Self-assessment against the School Excellence framework demonstrates that the element Learning culture has been validated at excelling, while Professional standards, Learning and development, Educational leadership, School planning, implementation and reporting have been validated at Sustaining and Growing.

Strategic Direction 3: Explicit systems for school wellbeing

Purpose

In order to improve school wellbeing explicit systems that promote holistic wellbeing will be initiated, embedded and sustained to ensure our school community experiences positive wellbeing outcomes and fulfil their potential and flourish as learners and people.

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.

- Positive Education & staff and community professional partnerships
- Positive behaviour for learning (PB4L)
- Positive education and staff and community professional partnerships

Resources allocated to this strategic direction

Professional learning: $35,148.90

Summary of progress

The Wellbeing and Positive Schools Team met to reflect on school processes and practices. It was agreed that Life Skills Go has been a solid stepping stone towards a more deeply embedded, sustainable Positive Education approach where the practices are embedded within the culture of the school. Whole school programs such as PB4L and LifeSkills will aid in supporting the overarching Positive Schools Philosophy. The Life Skills daily emotion check ins and face-to-face lessons supported students to feel connected to their school, to feel known, valued and cared for. They also supported students to "be ready" for learning and provided strategies for students who were feeling cognitively oveloaded or emotionally overwhelmed and not ready for learning. These school wide practices aimed to foster belonging and promote student wellbeing. Feedback from survey data suggested that K-2 reported higher levels of engagement and were more receptive to the face-to-face program. Feedback from 3-6 suggested lower levels of engagement. Based on the feedback from the school staff, students and community, K-2 will continue to partake in the Life Skills face to face program where as 3-6 will not longer partake in face to face lessons but continue with the in class lessons and daily check ins with their teacher.

After engaging in professional dialogue, team members saw value and were able to identify how elements of the Positive Education Philosophy could fit into school context. An initial survey of staff and an action plan will need to be delivered to gain further information on which aspects of the Positive Schools philosophy will best address the needs at LPS.

The process of implementing Stage Coordinators for Wellbeing worked very well as each coordinator had been up skilled in the area of wellbeing and PDHPE and was able to support their teams with PDHPE outcomes, content, assessment etc and also with any technical issues related to the online wellbeing programs. The team was able to support each other and work collaboratively to deliver these programs effectively. Stage coordinators created and implemented a scope and sequence for the PDHPE syllabus as well as units of work for each stage. Units of work were implemented and survey data indicated staff were feeling confident and supported in the delivery of the PDHPE syllabus.

School staff continued to work with a resident staff coach twice a term across 2022 for workshop style professional learning sessions with the goal of improving staff culture by empowering the staff at Leichhardt PS to work towards becoming the most professional and aware staff they can be. Staff survey data overwhelmingly indicated some key areas for future focus included: * Collaboration * Culture * Developing norms * Professionalism * Team building * Radical Candor * Accountability

School-wide Positive Behaviour for Learning (PB4L) expectations and processes continue to be implemented across the school to support student wellbeing. Sentral behaviour data was collated, graphed and analysed with trends identified to prevent future incidences. A weekly focus was implemented and data continued to be analysed in 5 week cycles to identify trends and tier 1 students requiring additional behavioural support. PB4L lessons were re-designed/ re-written in response to staff feedback and post re-design data indicated that lessons were more engaging. The PB4L team continue to meet to review, reflect and modify lesson plans, resources and review/collate Sentral data. LPS PB4L signage was revisited by executive to be made more uniform and a graphics quote is underway.

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
Wellbeing (2022 system negotiated target) Increase the percentage of students reporting positive wellbeing in the TTFM survey by 3.6% (at least)	Data indicates that the percentage of students reporting positive well-being in the TTFM survey has increased by 3.85% to 85..9% indicating the school exceeded the system negotiated target.
Attendance (2022 system negotiated target) Increase the percentage of students attending school more than 90% of the time by 4% (at least)	Attendance report data indicates that the percentage of students attending school more than 90% of the time has decreased by 4.9% to 89.6%, indicating progress yet to be seen against the system negotiated target.
SEF Growth Learning culture - excelling (maintain), Wellbeing - excelling, Data skills and use - excelling, Learning and development - excelling, School resources - excelling	Self-assessment against the School Excellence framework demonstrates that the elements Learning culture and Wellbeing have been validated at Excelling, while Data skills and use, Learning and development, and School resources were validated at Sustaining and Growing.
Teachers express an increase (on 2022 data) in confidence and awareness in implementing positive education strategies to support student mental health and wellbeing.	While staff were able to identify how elements of the Positive Education Philosophy could fit into the school context, a staff survey has yet to be delivered to gain further information on staff confidence and awareness in implementing positive education strategies.

Funding sources	Impact achieved this year
Integration funding support $74,068.00	Integration funding support (IFS) allocations support eligible students at Leichhardt Public School in mainstream classes who require moderate to high levels of adjustment. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Personalised learning and support **Overview of activities partially or fully funded with this targeted funding include:** • additional staffing to assist students with additional learning needs **The allocation of this funding has resulted in the following impact:** Key progress made in 2022 included the deployment of 4 School Learning Support Officers across the wider school to support identified students via in-class support through individual, paired or small group interventions and support. Support provided to students was based on personalised learning plans created in collaboration between learning support team, teachers and parents/carers. **After evaluation, the next steps to support our students will be:** Continued evaluation and review of existing School Learning Support Officer support and programs to ensure that support programs and mechanisms are maximised to contribute to improved outcomes for identified students.
Socio-economic background $13,482.00	Socio-economic background equity loading is used to meet the additional learning needs of students at Leichhardt Public School who may be experiencing educational disadvantage as a result of their socio-economic background. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Personalised learning and support **Overview of activities partially or fully funded with this equity loading include:** • employment of additional staff to support [name] program implementation. **The allocation of this funding has resulted in the following impact:** The employment of School Learning Support Officers for the provision of in-class and small group support to targeted students. Students, families and teachers value this support and report that the support provided encourages students to better engage, participate and succeed in their learning. **After evaluation, the next steps to support our students will be:** Continued revision of school funding to inform workforce planning to provide targeted classroom support to identified students via employment and deployment of School Learning Support Officers .
Aboriginal background $13,402.00	Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Leichhardt 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. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Personalised learning and support **Overview of activities partially or fully funded with this equity loading include:**

Aboriginal background $13,402.00	• employment of specialist additional staff (SLSO) to support Aboriginal students • staffing release to support development and implementation of First Nations initiatives. **The allocation of this funding has resulted in the following impact:** Support provided to students as part of learning and support team allocation based on personalised learning pathways created in collaboration between learning support team and parents and carers. **After evaluation, the next steps to support our students will be:** Continued evaluation and review of existing school support programs to ensure that support mechanisms are maximised to contribute to improved outcomes for Aboriginal students.
English language proficiency $63,349.00	English language proficiency equity loading provides support for students at all four phases of English language learning at Leichhardt Public School. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Personalised learning and support **Overview of activities partially or fully funded with this equity loading include:** • employment of additional staff to support delivery of targeted initiatives **The allocation of this funding has resulted in the following impact:** Key impacts achieved in 2021 to support EAL/D students included the increase in teacher allocation to best meet the needs of students. Additional staffing allowed the program to increase targeted support to be delivered to identified students. **After evaluation, the next steps to support our students will be:** Continued needs-based evaluation of EAL/D students data and utilisation of funding to support the ongoing employment of specialist teachers to support identified students.
Low level adjustment for disability $47,291.00	Low level adjustment for disability equity loading provides support for students at Leichhardt Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Personalised learning and support **Overview of activities partially or fully funded with this equity loading include:** • engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting **The allocation of this funding has resulted in the following impact:** Key progress made in 2021 included the continued coordination of the school learning support team resulting in an increased number of students being provisioned with support. Over 42 students benefit from collaboratively created personalised learning and support plans focusing on goals planned in authentic consultation with families. **After evaluation, the next steps to support our students will be:** Continuation of the current model of consistent learning and support coordination and delivery across the school and the building and maintenance of authentic relationships and consultation with families.
Professional learning $45,148.90	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 Leichhardt

Professional learning $45,148.90	Public School. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Personalised learning and support • Leadership Development and Instructional Leadership • Positive Education & staff and community professional partnerships **Overview of activities partially or fully funded with this initiative funding include:** • staffing release to support development and implementation of key initiatives informed by the School Improvement Plan. **The allocation of this funding has resulted in the following impact:** The upskilling of staff in leadership and implementation roles for key School Improvement Plan initiatives. **After evaluation, the next steps to support our students will be:** Review and continued coordination of school professional learning programs.
Literacy and numeracy $108,968.00	The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Leichhardt Public School from Kindergarten to Year 6. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Personalised learning and support **Overview of activities partially or fully funded with this initiative funding include:** • employment of an additional Learning and Support intervention teacher • updating reading resources to meet the needs of students **The allocation of this funding has resulted in the following impact:** Coordination of the learning support programs including a team of 5 School Learning Support Officers, delivery of Minilit, modification and implementation of the modified programs, creation and implementation of a school-wide student well-being monitoring programs. **After evaluation, the next steps to support our students will be:** Review and continued coordination of school learning support programs.
QTSS release $144,915.00	The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Leichhardt Public School. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Data informed classroom practices **Overview of activities partially or fully funded with this initiative funding include:** • assistant principals provided with additional release time to support classroom programs **The allocation of this funding has resulted in the following impact:** School Leaders engaged students in small group focus learning enhancement sessions, employing the What Works Best evidence-based pedagogies: explicit teaching, assessment, effective feedback strategies. Learning Enhancement provided an opportunity for students performing well to work with others with similar skills in a small group setting to reflect upon their current skills and work on specific criteria to enhance and improve. Improved student learning outcomes is evidenced through multiple data sources including school 2022 NAPLAN data.

QTSS release $144,915.00	**After evaluation, the next steps to support our students will be:** Review and continued coordination of school Learning Enhancement programs.
Literacy and numeracy intervention $48,276.00	The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Leichhardt Public School who may be at risk of not meeting minimum standards. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Personalised learning and support **Overview of activities partially or fully funded with this initiative funding include:** • employment of interventionist to support the delivery of evidence-based literacy and numeracy programs and data driven practices • implementation of literacy and numeracy strategies to support targeted intervention for students at point of need, in line with identified targets outlined in the Strategic Improvement Plan **The allocation of this funding has resulted in the following impact:** Minilit and MacLit evidence-based reading intervention programs were successfully delivered to identified students. **After evaluation, the next steps to support our students will be:** Review and continued implementation of evidence-based reading intervention programs with gains measured using relevant assessment tools.
COVID ILSP $38,940.00	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. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Other funded activities **Overview of activities partially or fully funded with this targeted funding include:** • employment of teachers/educators to deliver small group tuition • releasing staff to analyse school and student data to [identify students for small group tuition groups/monitor progress of student groups] • employment of teachers/educators to deliver small group tuition **The allocation of this funding has resulted in the following impact:** Professional learning for staff on evidence-based literacy support programs and the consistent delivery of small group tuition to students identified as needing additional support in literacy in the formative years. **After evaluation, the next steps to support our students will be:** Continued implementation of small group tuition, identifying students based on target data across all year groups.

Student information

Student enrolment profile

Students	Enrolments			
	2019	**2020**	**2021**	**2022**
Boys	365	368	382	351
Girls	371	355	327	318

Student attendance profile

School				
Year	**2019**	**2020**	**2021**	**2022**
K	96.0	96.5	96.0	91.5
1	96.0	96.1	95.5	88.9
2	94.5	96.0	96.4	88.6
3	95.9	95.8	95.7	91.4
4	95.7	95.3	95.0	89.0
5	95.3	95.0	94.4	89.3
6	95.6	95.4	94.0	89.3
All Years	95.5	95.7	95.2	89.6
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

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

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
Deputy Principal(s)	2
Assistant Principal(s)	5
Classroom Teacher(s)	27.87
Literacy and Numeracy Intervent	0.42
Learning and Support Teacher(s)	0.5
Teacher Librarian	1.2
Teacher ESL	0.2
School Counsellor	1
School Administration and Support Staff	7.47
Other Positions	1

*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[1]	2022 Aboriginal and/or Torres Strait Islander representation[2]
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** ($)
Opening Balance	284,736
Revenue	7,327,970
Appropriation	6,868,699
Sale of Goods and Services	-250
Grants and contributions	454,411
Investment income	3,873
Other revenue	1,238
Expenses	-7,197,294
Employee related	-6,384,023
Operating expenses	-813,271
Surplus / deficit for the year	130,676
Closing Balance	415,412

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

Financial summary - Equity loadings

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

	2022 **SBAR Adjustments** ($)
Targeted Total	73,969
Equity Total	222,147
Equity - Aboriginal	13,437
Equity - Socio-economic	13,482
Equity - Language	86,333
Equity - Disability	108,895
Base Total	5,609,899
Base - Per Capita	184,148
Base - Location	0
Base - Other	5,425,751
Other Total	675,362
Grand Total	6,581,377

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

School performance - NAPLAN

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data.

Parent/caregiver, student, teacher satisfaction

Since 2019 students and staff have participated in the Tell them from me (TTFM) school surveys. These surveys provide detailed insights into school life from the perspective of our Year 4 to 6 students and their teachers. In 2020 participation in these surveys was extended to the school community via the Tell them from me partners in learning survey. The surveys include a range of separate measures, which are scored on a ten-point scale. The scores for the like-format questions (i.e., strongly agree to strongly disagree) have been converted to a 10-point scale, then averaged and reported by question and by topic. A score of 0 indicates strong disagreement; 10 indicates strong agreement; 5 is a neutral position (neither agree nor disagree). Aspects of high neutrality or disagreement form part of the school's ongoing improvement efforts.

2022 Parent TTFM survey data indicated areas of strength as:

Parents feel welcome - 7.1 - An area of strength highlights the quality of our office staff and the ease of access and communication with teachers.

Safety at School - 7.4 - Area of strength highlights that students feel safe travelling to and from and while at school.

School supports positive behaviour - 7.4. Area of strength highlights that students have a clear understanding of school expectations for behaviour.

2022 Parent TTFM survey data indicated an area growth as:

Parents are informed - 5.9 - While parent data indicated that they are well informed of matters concerning their child's behaviour, a key area of growth centres on informing parents about their child's progress at school. This data contributed as a catalyst for the nurturing of productive partnerships to engage the whole school community in a review of school assessment reporting systems to improve progress reporting.

A strong partnership between the P&C and school staff continued across 2022 and contributions made by the P&C to school/community partnerships ensured all stakeholders worked towards the best possible outcomes for students in the areas of fundraising, staff support, continued operation of school and extra-curricular programs, and student and community well-being initiatives.

Students' participation in the 2022 Tell Them From Me Survey indicated a Social Emotional Outcomes area of growth for our students across Years 4 to 6 was Positive Relationships, which was above the NSW Government Norm. Homework behaviours and Participation in Extra-Curricular Activities have been identified as an area of focus.

Drivers of Student Outcomes via the TTFM student survey highlighted growth in Explicit Teaching Practices and Feedback which was above the NSW Government Norm, and Positive Teacher-Student Relations.

Teacher TTFM data related to School Context indicated that an area of strength included Inclusive School process of addressing and responding to the diversity of needs of all learners through increasing participation in learning. Teacher TTFM data related to classroom context indicated that an area of strength included Learning culture, comprising learning environment - its physical features, its culture, and teachers' practices.

Areas of growth and strength will be used to inform ongoing strategic improvement plans.

Policy requirements

Aboriginal Education Policy

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

Evidence of effective implementation of the policy included:

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

Anti-Racism Policy

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

Multicultural Education Policy

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