

2023 Annual Report

Leeton Public School



2386

Introduction

The Annual Report for 2023 is provided to the community of Leeton Public School as an account of the school's operations and achievements throughout the year.

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

School contact details

Leeton Public School

Mallee St

Leeton, 2705

<https://leeton-p.schools.nsw.gov.au>

leeton-p.school@det.nsw.edu.au

6953 3488

School vision

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

School context

Leeton Public School is located on Wiradjuri land in the Riverina area of NSW. Enrolment has remained steady over the previous five years with an average enrolment of 320 students, including 8% Aboriginal students and 15% English as an Additional Language or Dialect students. The school is well-resourced with excellent facilities and set on attractive grounds. We offer a broad curriculum to meet the needs of all our students to prepare them for a productive and successful future.

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

Leeton Public School has a school leadership team comprising of the Principal, one Assistant Principal Curriculum and Instruction and three Assistant Principals. There is approximately 30 full-time and part-time staff, working collaboratively in the best interests of all students. The school values collaborative partnerships with the local network of schools and is a proud member of the Leeton Community of Public Schools.

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

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

Self-assessment and school achievement

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

This year, our school undertook self-assessment using the School Excellence Framework. The Framework is a statement of what is valued as excellence for NSW public schools, both now and into the future. The Framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

Each year, we assess our practice against the Framework to inform our Strategic Improvement Plan and annual report.

Our self-assessment process will assist the school to refine our Strategic Improvement Plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework: <https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability>

Self-assessment using the School Excellence Framework

Elements	2023 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 growth and performance	Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Delivering
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Delivering
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1: Student growth and attainment

Purpose

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

Initiatives

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

- Effective Classroom Practice
- Responsive Curriculum

Resources allocated to this strategic direction

Professional learning

Per capita

Integration funding support

Low level adjustment for disability

New Arrivals Program

English language proficiency

AP Curriculum & Instruction

Summary of progress

Effective Classroom Practice and Responsive Curriculum

The focus for 2023 was on the identification and consistent implementation of effective evidence-based teaching methods, to optimise learning progress for all students. Data analysis was used to support the effective delivery and differentiation of an evidence-based, responsive curriculum. This involved the development and implementation of a professional learning cycle with stage teams provided with additional release for professional learning with the Assistant Principal Curriculum and Instruction (APC&I). This was achieved through five-weekly cycles each term with a focus on a whole school specific learning intention. Student performance data in reading was also analysed to identify students for tiered interventions, with Tier 2 targeted students provided with small group intervention using MultiLit Programs and utilising School Learning Support Officers.

The school also planned the effective implementation and embedding of the K-2 English and Mathematics syllabuses, with teachers in Year 3-6 engaging with new curriculum. Initially, teachers trialled the new syllabus through the use of the NSW Department of Education English and Mathematics units of work. Evaluations indicated that teaching to the units, limited teachers' exposure to the new syllabus documents. Teachers also indicated that the units were too content dense, which limited contextual teaching opportunities and the capacity to differentiate at point of need, for individual students. An area that was identified for further improvement was teachers requiring further professional development on using both internal and external data sources to drive explicit teaching and learning at a granular level.

The focus on professional development for all teachers resulted in consistent delivery of professional learning that was valued, with minimal interruptions to the professional development schedule throughout the year. All teachers valued the sessions and engaged with the APC&I on a regular basis. All teachers had the opportunity to work shoulder to shoulder with the APC&I in all classroom settings, with a focus on team teaching, modelled and explicit instruction, with written and verbal feedback provided to all educators. This improved teaching practice at point of need. The vast majority of early career teachers were in the K-2 classrooms. This enabled the APC&I and other executive to better support these educators, to further develop explicit teaching strategies and enhance effective classroom practice on a regular basis. This coaching and mentoring strategy supported the enhancement of professional growth for all teachers in curriculum implementation. The implementation of small group, Tier 2 interventions in reading resulted in 87% of targeted Year 4 students demonstrating significant improvement in reading Check-In assessment data.

In 2024 the focus will be on reviewing and implementing new Leeton Public School student reports that are aligned to all K-6 syllabus documents and departmental policy. There will be an additional focus on the teaching of high quality numeracy strategies with support from the Collaborative Support Unique Settings (CSUS) team, which is a Narrandera Principal Network initiative. These strategies will support further improvement towards the consistent implementation of effective evidence-based teaching methods, optimising learning progress for all students. All teachers will be supported to develop skills in the explicit and sequential teaching of numeracy. Student assessment data will be regularly used school wide to identify student achievement and progress and differentiation of an evidence based, responsive curriculum.

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
Increase the percentage of Years 3 and 5 students achieving or exceeding expected growth using the PAT Reading assessment.	PAT testing indicates the percentage of students achieving growth in reading has increased by an average of 9.8% per percentile.
Increase the percentage of Years 3 and 5 students achieving or exceeding expected growth using the PAT Maths assessment.	PAT testing indicates the percentage of students achieving growth in numeracy has increased by an average of 4.6% per percentile.

Strategic Direction 2: Continuous Improvement Culture

Purpose

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

Initiatives

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

- Data Skills and Use
- Collaborative Improvement Culture

Resources allocated to this strategic direction

Professional learning

AP Curriculum & Instruction

Location

Socio-economic background

Per capita

Aboriginal background

QTSS release

Beginning teacher support

Summary of progress

Data Skills and Use within a Collaborative Improvement Culture

The focus for 2023 was on implementing school systems and structures that supported regular, consistent school-wide use of data to identify student achievement and progress. School-based processes were implemented to facilitate teacher collaboration and reflective practice to achieve a common goal.

This involved developing a professional learning structure around stage teams and aligned the professional learning to the Strategic Improvement Plan. The executive underwent professional development in coaching with an external provider using a solutions-focused coaching model which provided executive staff with effective tools to utilise with teams. The school also facilitated collaboration and effective use of resources through the development of a designated professional learning space to support the use of visual data walls and analysis of internal and external data sources. Staff roles and responsibilities were reviewed and aligned to departmental policies resulting in the development of a Leeton Public School Staff Handbook and Staff Roles and Responsibilities documents, which created clear guidelines for supervision and which communicated expectations for specific roles within the school.

Internal systems such as the Leeton Public School Staff Handbook and Staff Roles and Responsibilities were well received and better facilitated new staff induction processes within Leeton Public School. The external coach facilitated improvements within executive and school systems which resulted in time effective communications within the school. This included all staff meeting each semester with the principal, to identify areas for improvement for Leeton Public School and how each could contribute to the school's goals.

Teacher feedback indicated that the development of the designated professional learning space (called The Cottage) was a welcome addition, as it allowed teachers to focus on their professional development in a space conducive to learning. Teachers also reported feeling valued with improved levels of wellbeing as result a result of this initiative. Not all professional learning was undertaken as planned due to staffing complexities throughout the year, also resulting in the planned peer teacher observations being deferred. Solutions for 2024 will be discussed for successful implementation.

In 2024 the focus will be evaluating and reviewing the whole school assessment schedule and aligning it with the use of data to inform teaching practices. The Collaborative Support Unique Settings (CSUS) team will provide additional support through the effective use of PLAN2 data and the Numeracy progressions to drive teaching and learning. The school will continue to build on the current professional learning cycle by implementing peer teacher observations within each cycle. Teachers will work within teams to co-design and develop teaching programs and lessons to ensure consistency in high-quality and effective evidence-based teaching practices. These initiatives will support further improvement towards regular consistent school-wide use of data to identify student achievement and progress, with provision of regular feedback on teaching effectiveness, leading to improved teacher quality and positively impacting student learning outcomes.

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
There will be an uplift in collaborative and data informed practice as measured by the teacher Tell Them from Me survey.	There has been a 0.4% decrease in 'Data Informs Practice' against 2022 data as measured by the Teacher Tell Them From Me survey. There has been a 0.1% decrease in 'Collaboration' against 2022 data as measured by the Teacher Tell Them From Me survey.
Increase the mean scaled score of Years 3 and 5 students from 2022 to 2023 in the Reading Check-in assessment.	The Check-in Assessment mean scale score indicates the percentage of students achieving growth in reading has increased by 0.43%.
Increase the mean scaled score of Years 3 and 5 students from 2022 to 2023 in the Numeracy Check-in assessment.	The Check-in Assessment mean scale score indicates the percentage of students achieving growth in numeracy has increased by 1.5%.

Purpose

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

Initiatives

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

- Aspirational Learning Culture
- Wellbeing and Engagement

Resources allocated to this strategic direction

Socio-economic background

Low level adjustment for disability

Aboriginal background

Per capita

Location

Summary of progress

Aspirational Learning Culture and Wellbeing and Engagement

The focus for 2023 was on embedding a whole-school evidence based approach to student wellbeing and engagement with a collective responsibility for student success, shared by parents, students and the school community. There was an additional focus on improving student attendance by implementing strategic processes to achieve improvements to student attendance levels and ensuring teachers held high expectations of all students, using evidence-based strategies to understand how to support their learning.

This involved reviewing current attendance procedures by acknowledging improved student attendance in new Merit Awards, implementing a class attendance reward each term and developing a culture of shared responsibility for attendance by staff and students. In Semester Two, each staff member identified a student demonstrating 80-90% attendance to build a positive relationship with the student, and increase the students' sense of belonging, advocacy at school and expectations for success.

The new Merit Awards and Class Attendance Awards were promoted in the school newsletter and highly supported by the community. As a result the whole school attendance rate increased by 3% and the percentage of students attending school more than 90% of the time increased by over 15% from 2022 attendance data.

The school aligned its behaviour processes, policies and documentation with the Inclusive Education Reform (IER) to ensure compliance with NSW Department of Education policies.

A school-based early learning playgroup was established on a weekly basis to develop stronger community partnerships, engagement and transition to school. The 'Learn, Play, Shine' Program was well received by the community with growing enrolments throughout the year. Feedback from participating families was very positive in relation to the implementation of the program and the opportunity for parents/carers to interact in a social setting while their children were being exposed to a more formal learning environment within the school grounds.

The school's student leadership processes were reviewed and draft procedures were distributed for community consultation, outlining clear guidelines of student leadership qualities and expectations, and their nomination and election procedures. These were then implemented at the end of 2023. Feedback will be sought in 2024 to review the new policy. Planned activities such as the Reading Champions and the Leeton Public School Alumni Hall of Fame were postponed to 2024 due to time constraints.

In 2024 the focus will be on continuing to develop, refine and embed attendance improvement initiatives and include the monitoring of student attendance as part of new Learning Support Team processes, which will support further improvement towards developing a collective responsibility for student engagement and success, shared by parents, students and the school community. A reading initiative will be developed with the use of community members becoming reading champions, to promote the importance of reading to enhance aspirational school culture that is strongly focused on learning and supported by the whole school community and to challenge all students to continually improve.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
The proportion of students attending school for greater than 90% or above of the time increases by 4%.	The number of students attending greater than 90% of the time or more has increased by 15.7%
The proportion of students reporting expectations for success, advocacy a sense of belonging in the Tell Them From Me survey increases by 5%.	Tell Them From Me data shows a 1% increase in positive wellbeing, including a 7% increase in advocacy at school, 3% increase in expectations of success and a 5% decrease in sense of belonging from 2019.
There will be an uplift in learning culture and inclusive school drivers as measured by the teacher Tell Them from Me survey.	There has been a 2% decrease in learning culture and a 7% increase in inclusive school drivers above 2020 levels as measured by the Teacher Tell Them From Me survey.

Funding sources	Impact achieved this year
<p>New Arrivals Program</p> <p>\$21,497.00</p>	<p>The New Arrivals Program funding provides on arrival, intensive English tuition for eligible, newly arrived English as an additional language or dialect (EAL/D) students at the beginning and emerging phases of English language proficiency at Leeton Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Effective Classroom Practice <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employing additional staff to provide English language support focusing on language development to participate successfully in schooling <p>The allocation of this funding has resulted in the following impact: In the EAL/D Learning Progression Phases: - 100% of students moved from 'Beginning' to 'Emerging' - 90% moved from 'Emerging' to 'Developing' - 56% moved from 'Developing' to 'Consolidating' or 'No Longer Requiring Support' Students in Years 3, 4 and 5 Check-In assessment mean scaled scores in reading were below statistically similar schools.</p> <p>After evaluation, the next steps to support our students will be: Professional learning for staff to enhance teaching and learning programs through language scaffolding to ensure classroom content is accessible.</p>
<p>Integration funding support</p> <p>\$455,194.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Leeton Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Effective Classroom Practice <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing to assist students with additional learning needs • employment of staff to provide additional support for students who have high-level learning needs • intensive learning and behaviour support for funded students • implementation of targeted programs to differentiate teaching and learning programs • staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs) <p>The allocation of this funding has resulted in the following impact: All eligible students demonstrating progress towards their personalised learning goals. All PLSPs were updated and responsive to student learning needs and progress ensuring eligible students receive personalised learning and support within their own classrooms.</p> <p>After evaluation, the next steps to support our students will be: To formally incorporate integration funding decision making into the learning and support team meeting agenda to ensure funding use is regularly reviewed. The use of integration funding will be adjusted throughout the year in response to student PLSPs reviews to ensure funding is used to specifically address each student's support needs.</p>
<p>Socio-economic background</p> <p>\$132,935.08</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Leeton Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p>

<p>Socio-economic background</p> <p>\$132,935.08</p>	<p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Data Skills and Use • Aspirational Learning Culture • Wellbeing and Engagement <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to support MultiLit Program implementation within small group tuition. • professional development of staff through MultiLit to support student learning • resourcing to increase equitability of resources and services • providing students without economic support for educational materials, uniform, equipment and other items • proving additional release for teaching staff to participate in collaborative professional learning <p>The allocation of this funding has resulted in the following impact: 84% of Year 4 students participating in small group, targeted tuition utilising the MultiLit Program demonstrated significant growth in reading check-in assessment data.</p> <p>After evaluation, the next steps to support our students will be: Utilise funding to support the development and implementation of Personalised Learning and Support Plans (PLaSPs) for every student attending Leeton Public School.</p>
<p>Aboriginal background</p> <p>\$20,306.47</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Leeton Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Data Skills and Use • Aspirational Learning Culture • Wellbeing and Engagement <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to deliver personalised support for Aboriginal students • employment of specialist additional staff (SLSO) to support Aboriginal students • staffing release to support development and implementation of Personalised Learning Plans • community consultation and engagement to support the development of cultural competency <p>The allocation of this funding has resulted in the following impact: Aboriginal students in Year 4 and Year 6 Check-In assessment mean scaled scores in reading were above statistically similar schools. Aboriginal student attendance was 89.9% and above the state, network and statistically similar schools Aboriginal student attendance. All male Aboriginal students in Years 5/6 were able to attend the AECG Wiradjuri Language and Culture Camp at Lake Burrendong.</p> <p>After evaluation, the next steps to support our students will be: Continue to actively seek opportunities for students to connect with their culture within the wider community to promote and celebrate Aboriginal and Torres Strait culture and identity.</p>

<p>English language proficiency</p> <p>\$37,759.69</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Leeton Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Effective Classroom Practice <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to support delivery of targeted initiatives • provision of additional EAL/D support in the classroom and as part of differentiation initiatives • additional staffing support for students identified in beginning and emerging phases <p>The allocation of this funding has resulted in the following impact: EAL/D students are more confident and prepared to take risks with their language use, as noted in teacher observations and work samples. Evaluation of EAL/D Learning Progression Phase data demonstrates consistent development of English language skills, with 56% of students moving from 'Developing' to 'Consolidating' or 'No Longer Requiring Support'.</p> <p>After evaluation, the next steps to support our students will be: Ongoing collaboration with the Assistant Principal Learning and Support and classroom teachers in differentiating learning programs for any student from a Language Background other than English (LBOTE) that requires support in learning English. Targeted students will continue to receive small group or individual English as an Additional Language or Dialect support. To continue to employ SLSOs to support EAL/D students in the classroom.</p>
<p>Low level adjustment for disability</p> <p>\$162,460.07</p>	<p>Low level adjustment for disability equity loading provides support for students at Leeton Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Effective Classroom Practice • Aspirational Learning Culture • Wellbeing and Engagement <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting • providing support for targeted students within the classroom through the employment of School Learning and Support Officers • targeted students are provided with an evidence-based intervention (MultiLit) to increase learning outcomes • employment of additional staff to support teachers to differentiate the curriculum and develop resources and classroom activities resulting in improvement for students with additional learning needs <p>The allocation of this funding has resulted in the following impact: The school achieved a more consistent approach to student learning support and interventions with an increased number of learning support referrals and subsequent collaborative learning support activities.</p> <p>After evaluation, the next steps to support our students will be: To expand the impact of the Learning Support Team by evaluating, developing and implementing new Learning Support Team processes. Provide additional support for identified students through the employment of trained SLSOs.</p>

<p>Location</p> <p>\$47,858.69</p>	<p>The location funding allocation is provided to Leeton Public School to address school needs associated with remoteness and/or isolation.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Data Skills and Use • Aspirational Learning Culture • Wellbeing and Engagement <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • subsidising student excursions to enable all students to participate • incursion expenses • student assistance to support excursions • technology resources to increase student engagement <p>The allocation of this funding has resulted in the following impact: Increased opportunities for all students to participate in school activities such as in-school enrichment activities and external excursions. Subsidising the funding of extra-curricular activities to enable equity of opportunity for student participation.</p> <p>After evaluation, the next steps to support our students will be: A continued focus on quality teacher instruction and technology to support equitable access to learning opportunities. To investigate the viability of purchasing or leasing a school bus to better support student access to transport for school activities.</p>
<p>Professional learning</p> <p>\$28,232.77</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Leeton Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Effective Classroom Practice • Data Skills and Use <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • teacher relief for staff engaging in professional learning • course costs for staff undertaking recognised courses <p>The allocation of this funding has resulted in the following impact: The implementation of a consistent approach to teaching reading in Years K to 6, with a focus on reading fluency. Team coaching and mentoring of the leadership team, leading to improving school processes.</p> <p>After evaluation, the next steps to support our students will be: Personalised and targeted professional learning aligned to the Collaborative Support Unique Settings (CSUS) numeracy project in 2024.</p>
<p>QTSS release</p> <p>\$61,788.10</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Leeton Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Data Skills and Use <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • assistant principals provided with additional release time to support classroom programs

<p>QTSS release</p> <p>\$61,788.10</p>	<ul style="list-style-type: none"> • additional staffing to support staff collaboration in the implementation of high-quality curriculum <p>The allocation of this funding has resulted in the following impact: Improved staff confidence and teaching practice, with teachers using whole school learning intentions. Teachers also have increased confidence in using evidence-based, high impact teaching strategies within their classroom practice.</p> <p>After evaluation, the next steps to support our students will be: Employing additional staff to continue to release executive staff to support teachers and provide professional learning..</p>
<p>COVID ILSP</p> <p>\$89,963.46</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 2023.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of SLSOs to deliver small group tuition • providing targeted, explicit instruction for student groups in literacy using MultiLit • releasing staff to analyse school and student data to identify students for small group tuition groups and monitoring the progress of student groups <p>The allocation of this funding has resulted in the following impact: The implementation of small group, Tier 2 interventions in reading resulted in 87% of Year 4 students demonstrating significant improvement in reading check-in assessment data.</p> <p>After evaluation, the next steps to support our students will be: Targeting SLSOs to be formally trained in the MultiLit Program to support targeted interventions and tuition to boost student growth in reading.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2020	2021	2022	2023
Boys	190	183	165	160
Girls	148	147	153	143

Student attendance profile

School				
Year	2020	2021	2022	2023
K	95.3	92.5	89.9	91.2
1	92.9	92.4	90.1	91.0
2	94.8	89.6	90.5	92.5
3	94.0	91.5	87.4	91.8
4	93.7	92.1	87.2	91.9
5	94.9	91.5	89.9	89.7
6	95.1	91.9	88.1	92.2
All Years	94.3	91.6	89.0	91.5
State DoE				
Year	2020	2021	2022	2023
K	92.4	92.8	87.9	91.1
1	91.7	92.7	87.4	90.5
2	92.0	92.6	87.8	90.8
3	92.1	92.7	87.6	90.9
4	92.0	92.5	87.4	90.6
5	92.0	92.1	87.2	90.3
6	91.8	91.5	86.3	89.8
All Years	92.0	92.4	87.4	90.6

Attendance

NSW student attendance data in 2020 is not comparable to other 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.

While there were no lockdowns or learning from home periods in Semester 1 2023, there was still a high prevalence of sick attendance codes as students were encouraged to stay home if they were even slightly unwell. Advice for families were still in place, recommending students and staff to stay home when sick and only returning to school when they were symptom free. (See <https://education.nsw.gov.au/schooling/covid-19/advice-for-families> for advice).

Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	4
Classroom Teacher(s)	12.71
Learning and Support Teacher(s)	1
Teacher Librarian	0.8
School Administration and Support Staff	2.98

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2023, 2.5% 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	2023 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.00%	3.60%
Teachers	3.00%	3.40%

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 2023 to 31 December 2023. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2023 Actual (\$)
Opening Balance	331,940.55
Revenue	4,284,440.84
Appropriation	4,220,284.09
Sale of Goods and Services	5,467.36
Grants and contributions	50,943.18
Investment income	7,196.21
Other revenue	550.00
Expenses	-4,280,061.87
Employee related	-3,723,428.48
Operating expenses	-556,633.39
Surplus / deficit for the year	4,378.97
Closing Balance	336,319.52

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.

	2023 SBAR Adjustments (\$)
Targeted Total	340,399
Equity Total	353,461
Equity - Aboriginal	20,306
Equity - Socio-economic	132,935
Equity - Language	37,760
Equity - Disability	162,460
Base Total	2,752,354
Base - Per Capita	82,763
Base - Location	47,859
Base - Other	2,621,732
Other Total	337,810
Grand Total	3,784,024

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

The National Assessment Program - Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9.

From 2023, student achievement in NAPLAN is reported against 4 levels of proficiency (<https://www.nap.edu.au/naplan/results-and-reports/proficiency-level-descriptions>). These measure student progress against challenging yet reasonable expectations based on the Australian curriculum. They replace the previous numerical NAPLAN bands and national minimum standards.

In addition to the shift to proficiency standards, the NAPLAN testing window moved up from May to March and the scale was reset. As such, NAPLAN scaled scores from 2023 and onwards cannot be compared to NAPLAN results prior to 2023.

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

Parent/caregiver, student, teacher satisfaction

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

The feedback provides information about areas of our school for further development and highlights areas where our school is performing highly. In 2023 parents and carers, students and teachers participated in the Tell Them From Me surveys.

Parents

The Tell Them From Me 'Partners in Learning' Parent Survey is based on a comprehensive questionnaire which measures satisfaction of respondents in a variety of areas of school effectiveness. Unfortunately, in 2023 there were not enough responses to the 'Partners in Learning' Parent Survey to obtain reliable survey data and less than the minimum number required to protect the privacy of the participants.

Alternatively, a focus group discussion and survey was undertaken with the Leeton Public School P&C Association. Feedback from the questions indicated that over 80% of parents and carers feel welcomed by the school and believed that their child is given adequate assistance for learning when required. All of parents and carers agreed or strongly agreed that the school has a safe and secure environment.

Areas identified for improvement included communication and reporting on student outcomes. Only half of the parents and carers believe the school takes their concerns seriously, while 10% neither agreed or disagreed. In regards to the curriculum, only half of the parents and carers indicated that the school kept them well-informed about the teaching of English and Mathematics, while a third of parents and carers did not believe that the school provided them with useful reports about their child's progress in English and Mathematics.

In response to the open question *How do you think we could make Leeton Public School even better?* suggestions included advising parents and carers when their child is being presented with an award at assembly and improved communication methods, and lessening the reliance on the school Facebook page. Concerns with the limited availability of the School Counsellor and the length of delays to School Counsellor requests were also identified.

In 2024 we will focus on developing and implementing new student reports aligned to the new syllabus and investigate systems to inform parents and carers of when Merit Awards are being presented.

Students

Students were surveyed once in the 2023 school year. Student opinions captured throughout the survey included students in Years 4, 5 and 6 (133).

Student surveys showed positive trends compared to the state average in the areas of positive relationships, with 87% of students agreeing they have friends at school they can trust and who encourage them to make positive choices, above the NSW Government Schools Norm of 85%. Within students valuing schooling, the survey data was equal to that of the NSW Government Schools Norm of 96%, while positive student behaviour at school also remained stable, with the result equal to 2022 at 81%, being only 2% below the NSW Government Schools Norm of 85%.

Students reported relevance between classroom instruction and everyday life, with a strong response that teachers set clear learning goals and expectations for them and provide feedback of 75%. This was also equal to the NSW Government Schools Norm.

The outcomes for the three Tell Them From Me measures for reporting positive outcomes were mixed. 'Advocacy at School', which includes students feeling they have someone at school who consistently provides encouragement and can be turned to for advice decreased slightly from 2022 responses, down 1% to 78%, but this still remains above the NSW Government Schools Norm of 77%. 'Expectations for Success' at school remained stable at 83%, 0.4% below the NSW Government Schools Norm. Significantly, the gap in expectation for success between girls and boys narrowed in 2023, with boys' expectations increasing to 81%, just below girls' expectations of success at 86%. Of concern is the result that Sense of Belonging decreased 6% from 2022 results and remains 12% below the NSW Government Schools Norm, and this is an area identified for improvement.

In 2024 we will implement all students having a Personalised Learning and Support Plan (PLaSP), including a section on 'student voice' and all students having academic, social and emotional goals.

Staff

In 2023 school staff participated in the Tell Them From Me 'Focus on Learning' Teacher Survey. The questions in the

survey assess the eight drivers of student learning, and classroom and school practices. Teachers assessed the school at being equal to or above the state average in 38% of the drivers.

Teacher responses acknowledged the important role of data informing practice (74%), technology resources and their use (67%), and being an inclusive school (81%). They also recognised the importance of inclusive strategies and productive parent/carer relationships to support learning for all students, with an increase of 6% from the 2022 survey result in their responses regarding parent involvement.

In 2024 we will continue providing additional release for targeted professional learning with the Assistant Principal Curriculum and Instruction (APC&I), with the support of the Collaborative Support Unique Settings (CSUS) team and a focus on numeracy.

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.