

2023 Annual Report

Leonay Public School



4475

Introduction

The Annual Report for 2023 is provided to the community of Leonay 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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Message from the principal

I am pleased to provide each family with a copy of the 2023 Annual Report which is a snapshot of the school's achievements this year. During the past year, the Leonay Public School community has participated in many programs and events throughout the year.

Students have achieved success in not only academic areas but also in some sporting and creative and performing arts fields. This report serves to highlight some of their achievements, both individually and in small groups. The school's strategic focus areas for this year have been:

- *student growth and achievement- reading and numeracy
- *consistent whole school wellbeing practices to develop resilient and self-directed learners
- *reflective and responsive classroom environments

Throughout 2023 the staff have developed and implemented teaching and learning programs in the six key learning areas that allow for differentiation and challenge as students work towards achieving the appropriate outcomes. These programs, in line with syllabus documents, ensure students gain the information and skills required for their future lifelong learning.

It is my pleasure to share Leonay Public School's achievements with you as well as to recognise the value of public education within the community. I would like to thank the members of our community who have supported the school in so many ways including members of the P&C Association, canteen volunteers, parent helpers and scripture teachers. Your support is invaluable to our school and provides significant development opportunities for the students. The school completed a number of self-evaluative practices with staff, students, and the community, which will continue to drive the Strategic Improvement Plan in 2024. As a result of rigorous school self-evaluation, this Annual Report is a balanced and genuine account of the school's achievements and areas for development.

Miss Christine Payne
Principal 2023

Message from the school community

2023 certainty was a great year for the P&C!

We started the year knowing that we were able to get back in the full swing of fundraising and lots of new ideas were popping up everywhere. We held two discos throughout the year which saw a revival of the Nutbush, lots of games,

some amazing spooky costumes, and lots of laughs. We were able to hold our annual Mothers' Day and Fathers' Day stall and raffle. We got our oven mitts out and with the help of our community, baked cakes, cookies, and scones for the Election Day Bake Sale. We made snack packs for the Athletics Carnival to keep those hungry bellies full and those legs ready for the 100m races. Our canteen continued to be online, and we saw new products come and go as we engaged with the community and what everyone wanted to see on the menu. Our second-hand uniform continued to run throughout the year, and we welcomed our Kindergarten families with an afternoon spread.

While we did not make any big purchases in 2023, we invested in new appliances for the canteen and supported the school in various endeavours. We had hoped to add to the existing play equipment however this has and is continuing to prove difficult. But we will keep trying! With 2024 now upon us, the team is looking forward to coming together once again to continue to support the school and school community. The P&C would like to thank our community for continuing to support us and look forward to working with you in 2024!

Renee Slapp

Leonay Public School P&C President 2023

School vision

Leonay Public School community are working together to develop students who are resilient and demonstrate kindness and bravery in their daily lives. Creativity, curiosity and challenging thinking allow all students to strive to do their best. We are an inclusive school where high levels of engagement, mutual respect and supportive learning environments create happy and healthy, self-motivated learners.

School context

Leonay Public School is part of a small close knit community situated at the base of the Blue Mountains. Current enrolment is 192, 9 classes and 7% Aboriginal student population. The school actively participates in a number of extra curricular activities in creative and performing arts across the Penrith Network and Western Sydney Region. Sporting representation across a variety of areas is significant and students have the opportunity to participate in a range of in-school and inter-school sporting events.

Leonay Public School is part of the Nepean Learning Community, developing close ties with its feeder high school and other local primary schools to ensure consistent and effective practices. The Leonay school community strongly promotes the teaching and learning opportunities that are provided for the diverse needs of all students. Not only learning across the six key learning areas as set out by the Department of Education but also as part of social and emotional wellbeing aspects. The school is currently reviewing welfare and wellbeing policies and procedures to ensure consistency, equity and fairness for all students. Each fortnight students work on demonstrating a selected area known as our Leonay Values.

Our school is focused on developing sustainable practices to better the environment. The school strongly focuses on developing literacy and numeracy skills across all areas of learning. Through extensive community consultation and the development of the Situational Analysis, our future directions will focus on collecting and analysing authentic data through scheduled assessments in reading, writing and mathematics to drive the teaching practices and maximise learning outcomes for all students at a given point in time.

Learning intentions, success criteria and effective feedback provide a scaffold for building reflective and responsive classroom environments. Technology is integrated into all learning experiences and enhances teaching practices across the school.

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 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	Sustaining and Growing

Purpose

In order for students to reach their full potential, all staff will engage in evidence informed professional learning to build their teaching capabilities. Ongoing data collection and analysis, collaborative planning and explicit teaching practices will drive teaching and learning throughout the duration of this plan.

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.

- Reading
- Numeracy

Resources allocated to this strategic direction

Socio-economic background
English language proficiency
Low level adjustment for disability

Summary of progress

Reading

In 2023 Reading initiatives involved: the implementation of Daily 5 and the reading fluency assessment 3-6 accompanying Professional Learning

- K-2 collaborative discussions regarding unit contextualization, reading fluency results
- 3-6 collaborative teaching of Term 4 Poetry unit and some uptake of on-demand reading assessments

Evidence to support our progress includes:

NAPLAN (Years 3 and 5) produced strong results in reading for students. Check in data (years 3-6) showed that all years 3-6 cohorts were above state average in reading. Reading fluency assessment results showed growth throughout the year as tracked in PLAN2. Progressive Achievement Tests (PAT) demonstrated a strong trend of positive growth across years 1-6. Teaching Programs demonstrated the inclusion of Daily 5 and assessment schedules for all classrooms was compiled. Fun Maths Friday rated highly with the years 3-6 students who indicated that strong progress was made in the areas of co-ordinates and mass. Staff also rated this highly and felt strong progress had been made in co-ordinates, perimeter, area and time.

The impact of these activities is:

- K-2 teachers consistently teaching and contextualising the English and mathematics syllabus via the new units of work.
- K-2 teachers embedding formative assessment as evidenced in their observation books.
- 3-6 teachers are using Daily 5, however some refinements still required.
- All teachers are using the Reading Fluency assessment and entering this data into PLAN2.

Implications for future teaching and learning include:

- Assistant Principal, Curriculum and Instruction and Stage 2 teacher undertook reading fluency Professional Learning.
- Review of Daily 5 across the Stage 2 and 3 classrooms.
- K-2 staff shared their observation books on Staff Development Day.
- Continuation of practice in K-2 to embed the new curriculum.
- 3-6 refinement of Daily 5, initiation of observation books and formative assessment practices, consistent use of on-demand reading assessments.

In 2024, years 3-6 teachers will begin the enact phase of new curriculum implementation in English and mathematics.

Numeracy

In 2023 Numeracy initiatives involved:

- K-2 teaching, evaluating and assessing the new syllabus via the units of work.
- 3-6 implementation of Fun Maths Friday across all classes with a focus on measurement and geometry.

Evidence to support our progress includes:

K-2 teaching programs, Kindergarten observation books, 1-2 assessment snapshots as part of formative assessment and collection of data. NAPLAN (Years 3 and 5) produced strong results in numeracy for students. Check in data (years 3-6) showed that all years 3-6 cohorts were significantly above state average in numeracy. Progressive Achievement Tests (PAT) demonstrated a strong trend of positive growth across years 1-6. Teacher created assessments were utilised. Observation as part of Instructional rounds were completed to monitor learning. Fortnightly mentoring sessions for all teaching staff with Assistant Principal, Curriculum and Instruction on mathematics teaching and assessment.

The impact of these activities is:

- K-2 consistent teaching and assessment practices, including regular formative assessment
- Years 3-6 saw sustained growth in numeracy
- Fun Maths Friday activities led to increased achievement across a range of summative assessments

Implications for future teaching and learning include:

- Continuation of fortnightly mentoring sessions for all teaching staff with Assistant Principal, Curriculum and Instruction on mathematics teaching and assessment
- K-2 continue to refine the teaching of mathematics units, embedding them in our practice
- Compilation of resource boxes for K-2 units

In 2024, years 3-6 will continue with implementation of Fun Maths Friday based around targeted measurement and geometry topics.

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
An increase in Check-in Assessment mean scaled score for reading in Year 3 and 5 for 2023 compared with Year 3 and 5 in 2022.	<p>The Check-in Assessment mean scaled score indicates the percentage of students in Year 3 achieving growth in reading has decreased by 0.6%</p> <p>The Check-in Assessment mean scaled score indicates the percentage of students in Year 5 achieving growth in reading has decreased by 0.3%</p>
An increase in Check-in Assessment mean scaled score for numeracy in Year 3 and 5 for 2023 compared with Year 3 and 5 in 2022.	<p>The Check-in Assessment mean scaled score indicates the percentage of students in Year 3 achieving growth in numeracy has decreased by 0.6%</p> <p>The Check-in Assessment mean scaled score indicates the percentage of students in Year 5 achieving growth in numeracy has increased by 1.6%</p>
School self-assessment of the School Excellence Framework (SEF) elements 'Data skills and Use' and 'Assessment' indicates improvement from Delivering to Sustaining and Growing.	Completion of the School Excellence Framework indicates that in the theme of formative assessment as a whole school, some progress has been made but the school is still working in the delivering phase. In the element Data Skills and Use all themes are now Sustaining and Growing.

Strategic Direction 2: Consistent whole school wellbeing practices to develop resilient and self-directed learners

Purpose

To develop students who demonstrate resilience and are self-directed learners. Leonay School community will conduct a rigorous audit of all existing welfare and wellbeing practices across the school. Then a review of researched and evidence informed wellbeing programs will be conducted and the appropriate program/s chosen for implementation.

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.

- Implementation of a school-driven wellbeing strategy
- Wellbeing and Engagement-Review of current practices
- Evidenced informed practices in wellbeing

Resources allocated to this strategic direction

Summary of progress

During 2023, attendance continues to be a school priority, with regular monitoring in place. A new Wellbeing strategy to promote positive choices in the playground was implemented. Other strategies implemented required modifications based on student, staff, and community feedback.

Attendance

Attendance at Leonay PS is closely monitored by the Assistant Principal overseeing this responsibility. Attendance alerts are sent out daily at 11am for any unexplained absences. The school closely follows the Student Attendance in Government Schools- Procedures to follow up any unexplained absences. Attendance concerns are discussed regularly at Executive, Learning and Support and Stage Meetings. In 2023 overall school attendance rates across K-6 increased. In 2024 regular attendance will remain a focus and shared responsibility for all staff to monitor.

Leo Legends- Positive Playground Rewards

The school implemented Leo Legend tokens as a positive reward system for the playground. Students place awarded tokens in a barrel and then on the next assembly afternoon 4 names are drawn out for a bonus reward. These were collected and a final big reward was selected from all earned tokens within the term. The Leonay Value Awards for each fortnight support this by connecting to our Whole School Expectations. These were then built upon for students to work towards specific values with set criteria to receive a Principal's Medal. Two students per class receive a medal each term.

The Leo Legend tokens has been a success with positive talk and excitement from the students about receiving a token. Overall, this has been implemented effectively with a broad range of students receiving a token throughout the term. Each staff member has only 5 to hand out over the two weeks. Reducing the number of tokens enabled staff to have greater thought into who received a token. A barrier that arose was some students took initiative to do something positive on the playground and then appeal to a staff member to receive a token. This ceased when students were given a token after their appeal. Using a barrel to draw out students for the additional rewards in assembly has built the excitement and drive to receive a token. In 2023, 864 tokens were handed out.

The impact of these activities is:

- To build connections between teachers and students across the school to broaden the teacher's recognition and engagement with students beyond their own classroom.
- The community sees a reward of positive behaviours and a focus on values education.
- There has been an increase in positive choices directly linked to positive behaviours from our expectations.
- A reduction in minor playground incidents as reported by staff and reinforced by data.

In 2024, this incentive will continue for Leonay PS students.

Leonay PS Behaviour Consequences Flowchart

The Behaviour Consequence Flow Chart has consistently been implemented in Terms 1 to 3 with Compass entries recording behaviour incidents. Students, teachers, and parents can clearly state where inappropriate behaviours fall on

our chart and the consequences that result from the behaviour. Compass entries provide timely records of where students are accountable for their behaviours and when these lead to behaviour cards or a higher level of consequences. Teachers consult with their Assistant Principal to ensure that the processes are followed, and concerns are clarified. Consistency of teacher judgement and the application of applying the chart is enabling a positive message to the community about our school expectations.

The impact of these activities is:

- Tracking compass entries are easily located for both students and classes. Trends can be easily identified.
- Students can clearly state where inappropriate behaviours fall on our chart and the appropriate consequences.
- The community understands that a consistent process is being followed to hold students accountable for their behaviour.

In 2024, some additional modifications will be made following further feedback. This will then be presented to the Leonay PS community.

Rock and Water

The school has continued to implement Rock and Water lessons for each class once a fortnight. Teachers supported these lessons through participation whilst the school Chaplain ran the lessons. These were planned collaboratively with an executive member of staff in response to behavioural trends. Rock and Water lessons have built on the Leonay Expectations. In Term 2 the value of STAND was the focus for these lessons. The consistency of the same lesson across the school, for each aspect of STAND, enabled students to receive the same experience and message. Rock and Water sessions were delivered to parents in each semester and information presented in the school newsletter.

The impact of these activities are:

- Many students able to articulate aspects covered during Rock and Water sessions and implement strategies as required.
- Feedback from school camps reported that our students demonstrated resilience, teamwork, and supportive communication to participate in activities successfully.
- Parents had the opportunity to learn the ethos of the Rock and Water program and examine how this is being incorporated into Leonay PS.

In 2024, Rock and Water will continue to be delivered by the school Chaplain to all classes. The areas selected will continue to be derived from school data and specific areas of need.

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
Improve Tell Them From Me Wellbeing data in advocacy, belonging and expectations to meet the lower bound system-negotiated target.	Tell Them From Me data shows 87.82% of students reporting positive wellbeing outcomes has increased by 1% across the positive wellbeing measures, including an average 4.55% increase in advocacy at school, sense of belonging and expectations of success.
Achieve an increase of 1.10% in the attendance rate, from 92.96% in 2023 to 94.1% in 2027	The number of students attending greater than 90% of the time or more has increased by 7.01%.
Improve Social and Emotional Wellbeing data (PAT) in the target areas of emotional awareness, resilience and self-directed learners by 2% from Term 1 to Term 4.	Three indicators were targeted from Social and Emotional Wellbeing data and baseline data was determined from Term 1 results. Decrease by 14.5% the number of students that feel they "could do alot better in my schoolwork" Increase by 2.8% the number of students that indicate "it's hard for me to describe how I feel" Increase by 5.5% the number of students that "when I do not understand something, I give up easily"
School self-assessment of the School Excellence Framework (SEF) demonstrates the element of 'Wellbeing' to improve from Sustaining	Completion of the School Excellence Framework indicates that Leonay PS have shown some growth in the area of a planned approach to wellbeing but are still operating as sustaining and growing.

and Growing to Excelling.

Strategic Direction 3: Reflective and responsive classroom environments

Purpose

Our purpose is to ensure students grow in their learning through explicit, consistent and evidence-informed teaching practices. The teachers will evaluate their effectiveness and reflectively adapt their practice through quality, targeted professional learning and the use of whole school consistent data practices.

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.

- Explicit and Reflective Teaching Practices
- Consistent data collection and analysis to drive future teaching and learning

Resources allocated to this strategic direction

Professional learning

Summary of progress

Explicit and reflective teaching practices

In 2023, Professional Learning sessions on learning intentions and success criteria and feedback were delivered to all staff via Zoom sessions. However, due to the delivery schedule changing to online, it was not as effective as anticipated. School-based teaching and executive teams did not have opportunity to collaborate as per original plan. Classroom practices demonstrate evidence of learning intentions and success criteria in use in classrooms.

The impact of these activities is:

- 100% teacher observations indicate that Learning Intentions and Success Criteria are being used in reading, writing and mathematics.

Results from Mindframes survey conducted indicate:

- an increase of staff stating that they understand the progress of their students.
- an increase of staff stating that they talk about student learning rather than teaching.
- an increase of staff stating it is their role to seek evidence about their impact on students.
- staff still recognise the high importance of using student data to inform practice.

In 2024, staff will explore explicit teaching practices, including feedback in the classroom.

Consistent data collection and analysis to drive future teaching and learning

In 2023, staff used a variety of credible sources in English and mathematics to triangulate students data. These included PAT, Check-In, Interview for Student Reasoning-multiplicative strategies, Department of Education Reading Fluency, Department of Education spelling diagnostic assessment, K-2 school designed mathematics snapshots, K-6 Writing assessment aligned to new English syllabus. Data has been evaluated and uploaded into PLAN 2 as required.

The impact of these activities is:

- Consistent practice across the school in teaching, assessing and reporting to parents.
- A clear understanding of student progress as measured against the syllabus and literacy and numeracy progressions.
- The creation of comprehensive class assessment boxes, enabling a thorough sharing of data and handover of students.

In 2024, continued professional learning aligned to assessment and evaluation of data in light of the new syllabus documents will be completed.

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
Through ongoing monitoring and review of their Performance and Development Plan (PDP), all teachers evaluate how adjustments in their teaching practice, following professional learning, impact on student progress and achievement.	All K-2 staff included a PDP goal focused on teaching, assessing and evaluating the new English and Mathematics curriculum. Adjustments to teaching practice include teaching and assessment of reading fluency and comprehension, spelling and mathematics. Each of these areas are now assessed using the diagnostic tools released by the DoE and tracked on the applicable tracking sheets. Data is then added into PLAN2. In mathematics school based formative assessments have been devised in response to teachers evaluation of the new units. This allows for ongoing monitoring of students progress according to syllabus outcomes and content points. This data is also entered into PLAN2.
School self-assessment of the School Excellence Framework (SEF) demonstrates the focus themes of 'Data analysis' at Sustaining and Growing.	Completion of the School Excellence Framework indicates that in the theme of data analysis the school is currently performing at sustaining and growing.
100% of teacher observations demonstrate explicit Visible Learning teaching practices being implemented in reading, writing and numeracy.	100% teachers are utilising learning intentions and success criteria consistently in their classroom practice. They are derived from syllabus documents and drive the creation of assessment tasks and accompanying rubrics. All teachers are utilising feedback within their classroom however to varying degrees. Some classes have incorporated peer assessment as a tool for reflection and future learning.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$84,320.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Leonay 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"> • Other funded activities <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 <p>The allocation of this funding has resulted in the following impact: All eligible students demonstrating progress towards their personalised learning goals. All Individual Education Plans (IEP's) were regularly updated in response to student learning needs. All eligible students receive personalised learning and support within the classroom and on the playground.</p> <p>After evaluation, the next steps to support our students will be: In 2024 to provide additional support for targeted students. To continue to incorporate integration funding decision making into learning and support team meetings to ensure funding use is regularly reviewed. The use of integration funding will be adjusted throughout the year in response to students IEP's and to specifically address each student's support needs.</p>
<p>Socio-economic background</p> <p>\$22,899.54</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Leonay Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Reading <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 the implementation of targeted literacy programs. <p>The allocation of this funding has resulted in the following impact: Through data collection and tracking, targeted students in MiniLit made growth in the program. This was reinforced with information collected on PAT testing where 4 students exceeded the number of levels from Semester 1 to Semester 2 with 2 students making 10 levels of growth.</p> <p>After evaluation, the next steps to support our students will be: In 2024 review current students and timetabling in regard to the implementation of the MiniLit program.</p>
<p>Aboriginal background</p> <p>\$20,120.32</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Leonay 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"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading</p>

<p>Aboriginal background</p> <p>\$20,120.32</p>	<p>include:</p> <ul style="list-style-type: none"> • employment of additional staff to deliver personalised support for Aboriginal students • community consultation and engagement to support the development of cultural competency • creation of school literacy resources embedding local language • employment of additional staff to support literacy and numeracy programs <p>The allocation of this funding has resulted in the following impact: Continued support for Aboriginal students to achieve their determined goals and in turn improve student outcomes. All Aboriginal students collaboratively developed Personalised Learning Pathways and achieved goals for 2023. Engagement of the Dalmarri team to run art, bush tucker and cultural activities on NAIDOC day saw increased parent participation and engagement at NAIDOC week. Other school events included a Reconciliation Assembly led by the school's Aboriginal students, the introduction of Dharug language across the school and Community Art session to illustrate the book written by the Aboriginal students.</p> <p>After evaluation, the next steps to support our students will be: In 2024, continue to employ a teacher in an identified Aboriginal position to deliver differentiated and personalised literacy and numeracy support to Aboriginal students. Provide more learning opportunities for staff and students to develop their knowledge of Aboriginal histories and cultures. Continue to work with community members and partners to deeper aboriginal knowledge for the whole school community.</p>
<p>English language proficiency</p> <p>\$2,729.78</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Leonay 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"> • Reading <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 <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.</p> <p>After evaluation, the next steps to support our students will be: in 2024 continue to employ additional staff to support EAL/D students.</p>
<p>Low level adjustment for disability</p> <p>\$94,441.85</p>	<p>Low level adjustment for disability equity loading provides support for students at Leonay 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"> • Reading • Numeracy • Other funded activities <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 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: Implementation of smaller groupings of students in mathematics seeing a shift of students into higher band areas in years 3 and 5 NAPLAN results. Students with additional learning and support needs in Stage 1 completing</p>

<p>Low level adjustment for disability</p> <p>\$94,441.85</p>	<p>the MiniLit program. resulting in an increase of levels achieved throughout the year..</p> <p>After evaluation, the next steps to support our students will be: To monitor students who received additional support and where possible implement additional programs.</p>
<p>Professional learning</p> <p>\$15,422.23</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 Leonay 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"> • Explicit and Reflective Teaching Practices <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • course costs for staff undertaking recognised courses • professional learning sessions in Visible Learning focus areas implemented throughout the year <p>The allocation of this funding has resulted in the following impact: an increased capacity of all teachers to embed effective Visible Learning practices (Learning Intentions and Success Criteria) in explicit teaching, resulting in improved internal student results.</p> <p>After evaluation, the next steps to support our students will be: in 2024 Leonay Public School will continue to develop the notion of effective feedback within the classroom setting. Programs to develop this will be investigated.</p>
<p>QTSS release</p> <p>\$41,547.17</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Leonay 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"> • Other funded activities <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 • additional release 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 as a result of mentoring and coaching sessions. Teachers using Learning Intentions and Success Criteria more effectively and have a stronger focus on formative assessment. Teachers have now embedded evidence-based, high impact teaching strategies within their classroom practice.</p> <p>After evaluation, the next steps to support our students will be: in 2024 provide additional release to classroom teachers to further develop explicit teaching practices and implement new curriculums in English and mathematics.</p>
<p>COVID ILSP</p> <p>\$56,639.95</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</p>

COVID ILSP

\$56,639.95

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

The allocation of this funding has resulted in the following impact:

implementation of targeted small group sessions in literacy across Kindergarten to 5 and in numeracy across years 1-4. Progress was tracked using PLAN 2 data. In each group, all students made progress on their focus areas for learning. This was reinforced through internal school data including PAT and external school data including Check In Assessment.

After evaluation, the next steps to support our students will be:

continue with targeted small group sessions in Semester 1 in literacy and numeracy under Small Group Tuition Funding

Student information

Student enrolment profile

Students	Enrolments			
	2020	2021	2022	2023
Boys	139	124	114	119
Girls	113	102	94	93

Student attendance profile

School				
Year	2020	2021	2022	2023
K	97.3	94.8	90.8	93.9
1	95.9	93.9	90.5	93.0
2	96.6	93.2	91.3	92.0
3	95.3	94.0	90.2	95.7
4	96.7	94.3	92.4	92.2
5	95.6	94.1	91.5	92.1
6	95.5	94.1	89.2	92.5
All Years	96.1	94.0	91.0	93.0
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)	2.8
Classroom Teacher(s)	6.99
Learning and Support Teacher(s)	0.6
Teacher Librarian	0.4
School Administration and Support Staff	2.42

*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	176,216.43
Revenue	2,408,532.41
Appropriation	2,287,352.05
Sale of Goods and Services	4,250.87
Grants and contributions	112,602.68
Investment income	4,326.81
Expenses	-2,412,588.84
Employee related	-2,117,271.67
Operating expenses	-295,317.17
Surplus / deficit for the year	-4,056.43
Closing Balance	172,160.00

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	71,555
Equity Total	140,191
Equity - Aboriginal	20,120
Equity - Socio-economic	22,900
Equity - Language	2,730
Equity - Disability	94,442
Base Total	1,686,431
Base - Per Capita	54,134
Base - Location	0
Base - Other	1,632,297
Other Total	222,887
Grand Total	2,121,064

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

In 2023, the school sought the opinions of parents, students and teachers across a range of areas. Parents, students and teachers participated in events throughout the year, working together to achieve a positive and supportive learning environment. Along with an active P and C association, parents offered support and assistance where possible. The school participated in Harmony Day, NAIDOC week, Education Week, School Discos and Presentation Assembly.

In order to determine how the school was progressing with the improvement measures outlined in the Strategic Improvement Plan, the school sort feedback to gauge student, parent and teacher perspectives. As part of the review of the school Wellbeing policy, opinions were sort on the Behaviour Consequences Flowchart. After changes are made in response to the feedback given, this will be communicated to the community in 2024.

69% of parents attended the Goal Setting conferences held in person in Term 1. These were repeated in Term 3 with 66% attendance. Feedback from parents and teachers regarding these events was extremely positive and supportive. The school will continue to hold these in 2024.

Leonay Public School participated in the Tell Them From Me (TTFM) survey about school satisfaction and student engagement in 2023 with year 4, 5 and 6 students. Students completed the survey at the beginning and end of the year.

Students reported that positive relationships with friends was highly rated and increased throughout the year to exceed the State Norm. 89% students value their schooling. Results for positive behaviour at school were on average 3% above state norm for both surveys. Students feel they have someone at school who can help them when they need advice. Students' sense of belonging decreased slightly throughout the year. Students who experience some form of bullying was 10% lower than the State norm.

Many parents indicated that they feel welcome and could easily speak to their child's teacher. This was consistent with the State norm. Reports on their child's progress are written in terms they understand. The school newsletter and email communication were the highest two forms of communication. In 2023 the Leonay Public School Facebook site continued to be used to showcase school achievements and learning. Parents appreciated this form of communication.

Teacher results demonstrated high levels of support for the school leadership team across a range of situations. There is collaboration taking place amongst colleagues and the use of learning goals for lessons in a large number of classes, rated higher than the State norm. Formal assessment data informs teaching practice across a range of learning areas, with results exceeding State norms. Teachers strongly reported using feedback with students and regular parent contact was above State norm. Teachers identified greater use of technology in teaching eg research, track learning goals as an area for further development.

Leonay Public School will participate in all three aspects of the Tell Them From Me survey again in 2024.

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.