

2023 Annual Report

Leichhardt Public School



7423

Introduction

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

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

School contact details

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School vision

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

School context

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

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

Strategic Direction 1: Student growth and attainment

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

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

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

Strategic Direction 3: Explicit systems for school wellbeing

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

Self-assessment and school achievement

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

This year, our school undertook self-assessment using the School Excellence Framework and participated in an external validation. 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. Every four years, our school undergoes an external validation process.

During the external validation process, an independent panel consisting of a Principal, School Leadership and a peer principal considered our evidence and assessment of our school's progress against the School Excellence Framework.

Our self-assessment and the external validation 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/school-excellence>

Self-assessment using the School Excellence Framework

Elements	2023 School Assessment
LEARNING: Learning Culture	Excelling
LEARNING: Wellbeing	Excelling
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Excelling

Strategic Direction 1: Student growth and attainment

Purpose

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

Initiatives

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

- Personalised learning and support
- Data informed classroom practices

Resources allocated to this strategic direction

Professional learning
Aboriginal background
New Arrivals Program
Integration funding support
Socio-economic background
English language proficiency
Low level adjustment for disability

Summary of progress

Staff engaged in *High Potential Gifted Education Curriculum planning for every student in every classroom* professional learning to strengthen teacher capacity for curriculum planning, programming and assessment to meet the learning needs of their HPGE students. Staff reported having a deeper understanding of how to cater for differing needs and the four domains of potential. The HPGE team will continue to collect student achievement data and analyse programs and practices in place across the school to support HPGE students to ensure we are catering to the four domains of potential. Staff expressed their interest in the creative domains however further professional learning was postponed due to External Validation time constraints with the school professional learning schedule.

Continued focus on the effective promotion of belonging and success for First Nations students inspired a revision of the Personalised Learning Pathway template to ensure a student-centred approach and completion in collaboration with the parent/carer community. Regular opportunities were scheduled across the year for teachers, parents/carers and network contact engagement to build connections and create and reflect on academic, social and cultural student PLP goals. The Aboriginal Education team motivated authentically embedding First Nations perspectives, cultures and histories into teaching and learning programs through the introduction of the Wingaru Kids resource platform.

Staff engaged in rich professional learning opportunities across the year including Department of Education's Staff Development Day on Aboriginal Education gave scope for staff to engage in professional learning modules on Anti-Racism module, the Strong Strides Together evidence paper, and *Curriculum planning for every student in every classroom Aboriginal and Torres Strait Islander students* and a Learning On Country experience with a local Aboriginal community member to a local culturally significant site learning of the importance of connection to Country, the history of the local Country and sacred sites. The Aboriginal Education team will continue to create a program checklist, for staff to identify areas of programming to embed authentic links to Aboriginal ways of being, doing and knowing in line with the schools Reconciliation Action Plan.

Work throughout 2023 in relation to Learning Support and Intervention focused on the maintenance of existing personalised learning and support programs and structures. Evidence-based reading intervention programs (MiniLit, MacqLit, Reading Tutor program and Learning Enhancement) were successfully delivered to approximately 150 students from Stage 1 to Stage 3 as well as provision of in class support to identified students (including IFS) from ES1 to Stage 3.

A representative data team was formed to strategically plan for the use of data (school wide, mandated, stage and class based) more effectively when planning for teaching and track student growth. Understanding the analysis and use of data to inform teaching and learning will inform future directions for school planning. Teachers continued the effective use of the diagnostic spelling assessment data and the K-6 spelling scope and sequence to plan for the differentiated teaching of spelling and to track student growth with the schools Assistant principal Curriculum and instruction providing target in class support for planning and implementation of differentiated spelling tasks.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
<p>Improvement measure - Expected Growth (2023 system negotiated target)</p> <p>An increase in the percentage of students per grade performing above the mean in Reading Check In Assessment for Year 4, 5 and 6 for 2023 compared to Year 3, 4 and 5 in 2022.</p>	<p>Data indicates an achievement gap of -0.6 for Years 3 to 4, -0.5 for Years 4 to 5, and -1.3 for Years 5-6 comparative between 2022 and 2023 mean for Reading Check-In Assessment, indicating achievement has yet to be met against the annual progress measure.</p>
<p>Improvement measure - Expected Growth (2023 system negotiated target)</p> <p>An increase in the percentage of students per grade performing above the mean in Numeracy Check In Assessment for Year 4, 5 and 6 for 2023 compared to Year 3, 4 and 5 in 2022.</p>	<p>Data indicates an achievement gap of 1.3 for Years 3 to 4, -0.2 for Years 4 to 5, and -1.3 for Years 5-6 comparative between 2022 and 2023 mean for Numeracy Check-In Assessment, indicating some achievement has been made against the annual progress measure.</p>
<p>Increase and sustain achievement gap between school median and year norm from 4.74 (baseline) to 5.9 (or more) in PAT-M</p>	<p>Data indicates that the overall achievement gap between school median (7.62) and year norm (7.32) in PAT-M is -0.3. While progress has not been made, achievement indicates the school baseline was beyond the progress measure to begin.</p>
<p>Increase and sustain achievement gap between school median and year norm from 8.16 (baseline) to 9.44 (or more) in PAT-R</p>	<p>Data indicates that the overall achievement gap between school median (8.34.) and year norm (7.80) in PAT-R is 0.54. While progress has been made, achievement has yet to be met against the annual progress measure.</p>
<p>Shift any aspects not identified as excelling in 2022 external validation to excelling in 2023 self-assessment.</p>	<p>Self-assessment against the School Excellence framework demonstrates that the elements Learning Culture, Wellbeing and Management practices and processes have been validated at Excelling. All other elements have been validated as Sustaining and Growing.</p>

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

Purpose

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

Initiatives

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

- Leadership Development and Instructional Leadership
- Quality Teaching

Resources allocated to this strategic direction

QTSS release

Professional learning

Summary of progress

Across Term 1 2023, Assistant principal Curriculum and Instruction worked with members of the Numeracy focus team to plan and team teach lessons based on professional learning engaged in with Department Lead Numeracy Specialists. Whole school professional learning sessions were delivered on the model and differentiated staff professional learning was delivered on authentic Number Talks, and choosing quality maths tasks using the department's Task Analysis Guide.

Focus group members then continued to support stage teams across the year when programming and teaching mathematics in line with the evidence based strategies suggested by Lead Numeracy. A parent information session was delivered to support parents' understanding of updated pedagogy and how maths is taught at Leichhardt Public School. Moving into 2024, staff changes need to be monitored to ensure support for new staff in regards to best practice and using evidence based strategies in maths is ongoing.

Implementation of the new English and Mathematics continued through and engage, enact and embed model. Strategic staff joined the Curriculum Reform Community and Leading Effective Curriculum Implementation teams and staff engaged in microlearning modules and K-2 English planning days to contextualise component B English units. Staff initially found the English units overwhelming however found the planning days and contextualising the units very helpful and support will continue for staff teams in this area. 3-6 Curriculum reform professional learning modules were scheduled for staff to engage in during curriculum reform RFF time developing teacher understanding and confidence across the school.

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
Student expectations for success Increase the school mean for the number of students who believe that school staff emphasise academic skills and hold high expectations for student success to 9.2 (as measured in TTFM)	Data indicates the school mean for the number of students who believe that school staff emphasise academic skills and hold high expectations for student success is 7.8 (as measured in TTFM) indicating progress is yet to be made.
Teachers report growing confidence and efficacy (from 2021 data) in implementing and evaluating the teaching strategies highlighted in the What Works Best: 2020 Update	Assistant Principal Curriculum and Instruction observations indicate that teacher confidence and efficacy has grown in implementing What Works Best Teaching strategies, however work will continue in 2024 to measure teacher confidence and efficacy in implementing and evaluating the strategies used in classroom practice.

<p>Student value added</p> <p>Student value added Best Start K to NAPLAN 3 moves from Working towards delivering to delivering (or higher)</p>	<p>Value added K-3 data was not available for 2021 due to changes to the Best Start Kindergarten assessment in 2018 and as a result there is no comparable data against 2023 thus, progress is unable to be seen toward the annual progress measure</p>
<p>Shift any aspects not identified as excelling in 2022 external validation to excelling in 2023 self-assessment</p>	<p>Self-assessment against the School Excellence framework demonstrates that the elements Learning Culture, Wellbeing and Management practices and processes have been validated at Excelling. All other elements have been validated as Sustaining and Growing.</p>

Strategic Direction 3: Explicit systems for school wellbeing

Purpose

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

Initiatives

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

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

Resources allocated to this strategic direction

Professional learning

Summary of progress

The Wellbeing Strategic Direction team continued to review school practices and processes across 2023. Staff, student and community feedback collated suggested that while the LifeskillsGo platform for collecting student wellbeing data was a valuable resource and had been integrated with our Sentral student record system, engagement and motivation in the face-to-face facilitated Lifeskills sessions had decreased and so investigation began to explore other programs that that may support student wellbeing needs. After consultation and initial professional learning, the Wellbeing team in consultation with School Executive staff, engaged The Resilience Project's School Partnership program to begin in 2024 with a view to improve student's understanding of emotional literacy and build capacity in the areas of gratitude, empathy and mindfulness.

Utilising Deputy Principal and school Learning and Support Teacher expertise, staff professional learning was delivered to build teacher capacity in the area of *Supporting our Students' Mental Health* resulting in the building of capacity to implement practical skills to support students in the classroom. Additional professional learning on *Trauma Sensitive Practice* delivered by the Senior Psychologist Education specialist continued to support teacher confidence in this field.

School staff continued to work with a resident staff coach across 2023 in workshop style professional learning sessions with the goal of improving staff culture to foster positive wellbeing amongst the staff and a sense of belonging, creating unity and providing staff members with strategies to manage challenging collegial conversations, through radical candour and respectful relationships.

School-wide Positive Behaviour for Learning (PB4L) expectations and processes continue to be implemented across the school to support student wellbeing. Sentral behaviour data indicated a need for positive behaviour entries to be submitted to Sentral student recording system more regularly and processes continue to be developed to support this. Staff also began the review of school safe, responsible, respectful behaviours and minor and major behaviours with a view to update the school matrix to support students and staff with consistent understanding of expected behaviours into 2024.

Work undertaken by the Wellbeing team in 2023 has contributed to positive collaborations for identifying the future direction of wellbeing priorities at Leichhardt Public School moving into the 2024-27 school improvement planning cycle.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
Wellbeing (2022 system negotiated target) Increase the percentage of students reporting positive wellbeing in the	Data indicates that the percentage of students reporting positive well-being in the TTFM survey has increased by 3.6% to 85.9% indicating the school has met the system negotiated target.

TTFM survey by 3.6% (at least)	
Increase the percentage of students reporting positive wellbeing in the TTFM survey by 6.1% (at least) from baseline	Data indicates that the percentage of students reporting positive well-being in the TTFM survey has increased by 3..6% to 85..9% indicating that some progress has been made towards this target.
Attendance (2022 system negotiated target) Increase the percentage of students attending school more than 90% of the time by 4% (at least)	Attendance report data indicates that the percentage of students attending school more than 90% of the time has increased by 4% to 93.6%, indicating that the school has met this system negotiated target.
Shift any aspects not identified as excelling in 2022 external validation to excelling in 2023 self-assessment.	Self-assessment against the School Excellence framework demonstrates that the elements Learning Culture, Wellbeing and Management practices and processes have been validated at Excelling. All other elements have been validated as Sustaining and Growing.
Teachers express an increase (on 2021 data) in confidence and awareness in implementing positive education strategies to support student mental health and wellbeing.	Teacher survey data indicates an increase increase from 52% to 94% of teachers high awareness of strategies to support student mental health and wellbeing, and an increase from 32% to 82% of teachers who are highly confident in implementing strategies to support student mental health and wellbeing.

Funding sources	Impact achieved this year
<p>New Arrivals Program</p> <p>\$4,123.00</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 Leichhardt 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"> • Personalised learning and support <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employing a specialist teacher to provide intensive English language support focusing on language development to participate successfully in schooling <p>The allocation of this funding has resulted in the following impact: Key impacts achieved in 2022 to support New Arrival students included the increase in teacher allocation to best meet the needs of students. Additional staffing allowed the program to increase targeted support to be delivered to identified students.</p> <p>After evaluation, the next steps to support our students will be: Continued point of need evaluation of New Arrival student data and utilisation of funding to support the ongoing employment of specialist teachers to support identified students.</p>
<p>Integration funding support</p> <p>\$78,684.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Leichhardt 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"> • Personalised learning and support <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: Key progress made in 2023 included the deployment of 4 School Learning Support Officers across the wider school to support identified students via in-class support through individual, paired or small group interventions and support. Support provided to students was based on personalised learning plans created in collaboration between learning support team, teachers and parents/carers.</p> <p>After evaluation, the next steps to support our students will be: The continued evaluation and review of existing School Learning Support Officer support and programs to ensure that support programs and mechanisms are maximised to contribute to improved outcomes for identified students.</p>
<p>Socio-economic background</p> <p>\$17,306.75</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Leichhardt Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</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"> • Personalised learning and support <p>Overview of activities partially or fully funded with this equity loading</p>

<p>Socio-economic background</p> <p>\$17,306.75</p>	<p>include:</p> <ul style="list-style-type: none"> • professional development of staff through to support in-class student learning. <p>The allocation of this funding has resulted in the following impact: The employment of School Learning Support Officers for the provision of in-class and small group support to targeted students. Students, families and teachers value this support and report that the support provided encourages students to better engage, participate and succeed in their learning.</p> <p>After evaluation, the next steps to support our students will be: Continued revision of school funding to inform workforce planning to provide targeted classroom support to identified students via employment and deployment of School Learning Support Officers.</p>
<p>Aboriginal background</p> <p>\$17,661.84</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Leichhardt Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</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"> • Personalised learning and support <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of specialist additional staff (SLSO) to support Aboriginal students • staffing release to support development and implementation of First Nations initiatives. <p>The allocation of this funding has resulted in the following impact: Support provided to students as part of learning and support team allocation based on personalised learning pathways created in collaboration between learning support team and parents and carers.</p> <p>After evaluation, the next steps to support our students will be: Continued evaluation and review of existing school support programs to ensure that support mechanisms are maximised to contribute to improved outcomes for Aboriginal students.</p>
<p>English language proficiency</p> <p>\$89,484.84</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Leichhardt 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"> • Personalised learning and support <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 • additional staffing intensive support for students identified in beginning and emerging phases <p>The allocation of this funding has resulted in the following impact: Key impacts achieved in 2023 to support EAL/D students included the increase in teacher allocation to best meet the needs of students. Additional staffing allowed the program to increase targeted support to be delivered to identified students.</p> <p>After evaluation, the next steps to support our students will be: Continued needs-based evaluation of EAL/D students data and utilisation of funding to support the ongoing employment of specialist teachers to support identified students.</p>

<p>Low level adjustment for disability</p> <p>\$169,786.10</p>	<p>Low level adjustment for disability equity loading provides support for students at Leichhardt Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</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"> • Personalised learning and support <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • 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 Mini-Lit and Mac-Lit to increase learning outcomes <p>The allocation of this funding has resulted in the following impact: Key progress made in 2023 included the continued coordination of the school learning support team resulting in an increased number of students being provisioned with support. Over 47 students benefit from collaboratively created personalised learning and support plans focusing on goals planned in authentic consultation with families.</p> <p>After evaluation, the next steps to support our students will be: Continuation of the current model of consistent learning and support coordination and delivery across the school and the building and maintenance of authentic relationships and consultation with families.</p>
<p>Professional learning</p> <p>\$46,867.29</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 Leichhardt 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"> • Personalised learning and support • Quality Teaching • Positive Education & staff and community professional partnerships <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • staffing release to support development and implementation of key initiatives informed by the School Improvement Plan. • presentations by suitable and qualified facilitators <p>The allocation of this funding has resulted in the following impact: The upskilling of staff in leadership and implementation roles for key School Improvement Plan initiatives.</p> <p>After evaluation, the next steps to support our students will be: Review and continued coordination of school professional learning programs.</p>
<p>QTSS release</p> <p>\$145,592.64</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Leichhardt 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"> • Quality Teaching <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • additional staffing to support staff collaboration in the implementation of high-quality curriculum

<p>QTSS release</p> <p>\$145,592.64</p>	<ul style="list-style-type: none"> • assistant principals provided with additional release time to support classroom programs <p>The allocation of this funding has resulted in the following impact: School Leaders and focus teams engaged with the Assistant Principal Curriculum and Instruction, engaged in professional learning from the NSW maths strategy to enact the school's School Strategic Support: Numeracy sustainability plan.</p> <p>After evaluation, the next steps to support our students will be: Review and continued coordination of school Learning Enhancement programs.</p>
<p>COVID ILSP</p> <p>\$29,203.90</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> <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of teachers/educators to deliver small group tuition • releasing staff to analyse school and student data to identify students for small group tuition groups and monitor progress of student groups <p>The allocation of this funding has resulted in the following impact: Professional learning for staff on evidence-based literacy support programs and the consistent delivery of small group tuition to students identified as needing additional support in literacy in the formative years. Coordination of the learning support programs including a team of School Learning Support Officers, delivery of Minilit, modification and implementation of the modified programs, creation and implementation of a school-wide student well-being monitoring programs.</p> <p>After evaluation, the next steps to support our students will be: Continued implementation of small group tuition, identifying students based on target data across all year groups.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2020	2021	2022	2023
Boys	368	382	351	301
Girls	355	327	318	301

Student attendance profile

School				
Year	2020	2021	2022	2023
K	96.5	96.0	91.5	94.2
1	96.1	95.5	88.9	93.9
2	96.0	96.4	88.6	92.7
3	95.8	95.7	91.4	92.1
4	95.3	95.0	89.0	93.5
5	95.0	94.4	89.3	90.4
6	95.4	94.0	89.3	92.6
All Years	95.7	95.2	89.6	92.7
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
Deputy Principal(s)	2
Assistant Principal(s)	6
Classroom Teacher(s)	24.62
Learning and Support Teacher(s)	1
Teacher Librarian	1.2
Teacher EAL/D	0.2
School Counsellor	1
School Administration and Support Staff	7.06
Other Positions	1

*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	334,907.71
Revenue	7,228,867.72
Appropriation	6,799,692.46
Sale of Goods and Services	-195.00
Grants and contributions	421,574.35
Investment income	5,920.91
Other revenue	1,875.00
Expenses	-7,107,257.59
Employee related	-6,352,897.04
Operating expenses	-754,360.55
Surplus / deficit for the year	121,610.13
Closing Balance	456,517.84

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	68,487
Equity Total	294,240
Equity - Aboriginal	17,662
Equity - Socio-economic	17,307
Equity - Language	89,485
Equity - Disability	169,786
Base Total	5,266,046
Base - Per Capita	180,157
Base - Location	0
Base - Other	5,085,889
Other Total	772,390
Grand Total	6,401,163

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

A strong partnership between the P&C and school staff continued across 2023 and contributions made by the P&C to school/community partnerships ensured all stakeholders worked towards the best possible outcomes for students in the areas of fundraising, staff support, continued operation of school and extra-curricular programs, and student and community well-being initiatives.

Parent engagement survey data indicated that:

66% of parents strongly believe the school is open and inviting to parents/carers and community members.

62% of parents strongly believe that they feel a sense of belonging at the school.

In response to parent/carer feedback regarding a perceived lack of transparency about school processes and practices post-covid, key specialist staff across the school were identified to collaboratively establish and deliver a series of 'Parent Information sessions' to acknowledge and celebrate the work we may not see in our school. Sessions were planned in consultation with the school P&C to maximise collaboration and engagement. Key focus areas included: Reading: How we teach reading & how you can assist your child at home, Maths: How we teach maths & how you can assist your child at home, Wellbeing: PB4L & check-ins, Syllabus change and implementation

Students' participation in the 2023 Tell Them From Me Survey indicated the Social Emotional Outcomes for our students across Years 4 to 6 of Positive behaviour at school and Positive relationships, were both above the NSW Government Norm. While below the NSW Government Norm, areas of growth included Interest and Motivation and Effort. Sense of belonging has been identified as an area of focus. Drivers of Student Outcomes via the TTFM student survey highlighted growth in Relevance (students find instruction relevant to their everyday lives).

Teacher data indicated that there had been an increased school focus to develop the knowledge, skills and innovative practices of teachers to implement effective classroom practice, including explicit teaching, feedback and data informed practice. Teacher data also indicated that there is a strong culture of collaborative practice and additional teacher support. The school continues to develop effective processes to develop and monitor staff Personal Development Plans to identify expertise and build capabilities.

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

Policy requirements

Aboriginal Education Policy

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

Evidence of effective implementation of the policy included:

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

Anti-Racism Policy

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

Multicultural Education Policy

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