Our school at a glance

Students
Leppington PS students are motivated learners who share their learning journey with good friends in a well resourced and happy school. At the beginning of 2010 there were 105 students at Leppington Public School. Average daily attendance for the school in 2010 was 95.1%. In 2010 the school had 5 classes with Kindergarten being the only class which was not multi-grade.

Staff
The teachers and administration officers at Leppington PS are highly regarded professionals who work with parents and the community to offer the best education to our students. They have a range of talents and abilities that enable the students to have learning experiences that extend the standard curriculum.

All teaching staff meet the professional requirements for teaching in NSW public schools.

Significant programs and initiatives
Leppington Public School provides actively values and pursues an enrichment curriculum by providing additional focus in:
- Performing Arts
- Italian
- Technology
- Sport

Student achievement in 2010

In 2010, the National Assessment Program in Literacy and Numeracy (NAPLAN) was conducted for all schools across Australia.

Literacy and Numeracy – NAPLAN Year 3
In 2010, 14 students completed the Year 3 National Assessment Program in Literacy and Numeracy. See School Performance section of this report for further information.

Literacy and Numeracy – NAPLAN Year 5
In 2010, 11 students completed the Year 5 National Assessment Program in Literacy and Numeracy. See School Performance section of this report for further information.

Messages

Principal’s message
Leppington Public School is a place that offers students many rich opportunities for learning amidst a beautiful semi-rural setting. The staff are committed to ongoing training and development and value professional learning that builds their capacity as teachers. Students participate in quality learning and enjoy being involved in the many extracurricular activities that are offered. Whilst the core focus of teaching and learning at Leppington is literacy and numeracy, students are also able to develop their skills and knowledge in sport, technology and the performing arts.

A positive partnership between staff, parents and the broader community has been evident this year. The school was invited to perform at the inaugural Narellan Rhythms Festival and has enjoyed supportive links with the local council. Parents and carers have assisted the school in fundraising, supporting school events and in giving valuable feedback for the annual whole school evaluation.

The students of Leppington have proudly represented the school on the sporting field, at local cultural events and in the Cowpasture Community of Schools Concert with their vocal and dramatic talents. Throughout the year the Student Representative Council has given students a voice in the school and also shown their concern for the community by fundraising for charity.

The school underwent a number of staffing changes over the course of the year with the retirement of Mr Davis at the end of Term 2. He had given five years of service and dedication to the students of Leppington and was given a very warm farewell by students, staff and the community.
I would like to congratulate the staff and students on a successful year and thank the community for their ongoing support as the school continues to offer quality educational opportunities for all students.

I certify that the information in this report is the result of a rigorous school self-evaluation process and is a balanced and genuine account of the school’s achievements and areas for development.

Bronwyn York
Principal

P & C and/or School Council message

Leppington PS does not have an active P&C Association. In 2009 the members decided to put the association into recess as there were not enough interested parents to serve on the executive.

Student representative’s message

In 2010 the members of the Student Representative Council or otherwise known as the SRC have made an excellent example for all students being good role models, treating them with respect and the right way to play on the oval and COLA. In Term 1 eleven students from Year 5 and 6 went to the Young Leader’s Day to represent our school among thousands of students from other schools and learn how to be better leaders. Throughout the year we achieved our main goal- to help others who are needy. The variety of ways of achieving this goal included:

- Bad Taste Day as a school fundraiser.
- Bandana Day to help kids with cancer.
- School Disco to raise more money for the Year Six farewell.
- Toys and Tucker to help less fortunate children to have a happier Christmas.
- Collection of Coles vouchers for more sports equipment for our students.
- RSPCA to help care for animals.
- Bags of Hope to help Cambodian children.

It was a big and tiring year but very worthwhile.

Thomas Vo- SRC Member- 2010

School context

Student information

It is a requirement that the reporting of information for all students must be consistent with privacy and personal information policies.

Student enrolment profile

Student numbers at Leppington PS have remained constant around the 115 mark for some years. There have been times when numbers have grown slightly and other times when they have fallen below 115.
Student attendance profile

Student attendance rates remain constant (95.1%), This is higher than both State and Region.

<table>
<thead>
<tr>
<th>Year</th>
<th>School</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>K</td>
<td>93.4</td>
<td>95.3</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>92.0</td>
<td>94.7</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>92.7</td>
<td>93.8</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>95.4</td>
<td>94.9</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>94.7</td>
<td>93.0</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>5</td>
<td>95.9</td>
<td>96.6</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>6</td>
<td>96.4</td>
<td>98.1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>97.0</td>
<td>94.1</td>
<td>94.4</td>
<td>95.1</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Region</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>93.8</td>
<td>94.6</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>93.4</td>
<td>94.1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>93.9</td>
<td>94.7</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>94.2</td>
<td>94.8</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>94.2</td>
<td>95.0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>94.2</td>
<td>95.0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>94.1</td>
<td>94.7</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>94.0</td>
<td>94.3</td>
<td>92.4</td>
<td>94.7</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>State</th>
<th>DET</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>94.3</td>
<td>94.7</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>93.7</td>
<td>94.2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>94.0</td>
<td>94.4</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>94.1</td>
<td>94.5</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>94.0</td>
<td>94.5</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>94.0</td>
<td>94.4</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>93.6</td>
<td>94.0</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>94.0</td>
<td>94.1</td>
<td>92.1</td>
<td>94.4</td>
<td></td>
</tr>
</tbody>
</table>

Class sizes

In March 2003 the Government announced its commitment to publish primary class sizes in annual school reports in order to provide parents with as much local information as possible.

The following table shows our class sizes as reported at the 2010 class size audit conducted on Wednesday 17 March 2010.

<table>
<thead>
<tr>
<th>Roll Class</th>
<th>Year</th>
<th>Total per Year</th>
<th>Total in Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>K S</td>
<td>K</td>
<td>17</td>
<td>17</td>
</tr>
<tr>
<td>1/2 B</td>
<td>1</td>
<td>12</td>
<td>18</td>
</tr>
<tr>
<td>1/2 B</td>
<td>2</td>
<td>6</td>
<td>18</td>
</tr>
<tr>
<td>2/3 H</td>
<td>2</td>
<td>8</td>
<td>23</td>
</tr>
<tr>
<td>2/3 H</td>
<td>3</td>
<td>15</td>
<td>23</td>
</tr>
<tr>
<td>4/5 L</td>
<td>4</td>
<td>18</td>
<td>22</td>
</tr>
<tr>
<td>4/5 L</td>
<td>5</td>
<td>4</td>
<td>22</td>
</tr>
<tr>
<td>5/6 J</td>
<td>5</td>
<td>10</td>
<td>24</td>
</tr>
<tr>
<td>5/6 J</td>
<td>6</td>
<td>14</td>
<td>24</td>
</tr>
</tbody>
</table>

Structure of classes

Due to continued falling enrolments, we were only able to form 5 classes at the beginning of 2010. Four of these were formed as multi-grade classes, three being across stages. Kindergarten was the only single grade class. Class sizes ranged from 17 to 24 at the beginning of the year.

Staff information

It is a requirement that the reporting of information for all staff must be consistent with privacy and personal information policies.

Staff establishment

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Deputy Principal(s)</td>
<td>0</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>1</td>
</tr>
<tr>
<td>Part Time Teacher</td>
<td>0.2</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>3</td>
</tr>
<tr>
<td>Primary Priority School Funding Scheme</td>
<td>0.2</td>
</tr>
<tr>
<td>Community Language</td>
<td>1</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>0.21</td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
<td>0.6</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>0.2</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td>0.2</td>
</tr>
<tr>
<td>Primary Teacher RFF</td>
<td>0.21</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>1.81</td>
</tr>
<tr>
<td>Total</td>
<td>1.801</td>
</tr>
</tbody>
</table>

The National Education Agreement requires schools to report on Indigenous composition of their workforce.

Management of non-attendance

Non-attendance is a minor issue at Leppington PS. Teachers discuss any chronic non-attendance with their supervisor who passes the information on to the Principal. The Principal liaises with the Home School Liaison Officer and contacts parents in extreme cases.
At Leppington there is one Indigenous staff member who was appointed through merit selection during this year.

Teacher qualifications
All teaching staff meet the professional requirements for teaching in NSW public schools

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>80</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>20</td>
</tr>
</tbody>
</table>

Financial summary
This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.

<table>
<thead>
<tr>
<th>Date of financial summary:</th>
<th>30/11/2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>Income</td>
<td>$</td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>116917.63</td>
</tr>
<tr>
<td>Global funds</td>
<td>104519.29</td>
</tr>
<tr>
<td>Tied funds</td>
<td>70871.11</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>35425.07</td>
</tr>
<tr>
<td>Interest</td>
<td>6602.73</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>11908.20</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Total income</td>
<td>346244.03</td>
</tr>
</tbody>
</table>

Expenditure
<table>
<thead>
<tr>
<th>Teaching &amp; learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Key learning areas</td>
</tr>
<tr>
<td>Excursions</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
</tr>
<tr>
<td>Library</td>
</tr>
<tr>
<td>Training &amp; development</td>
</tr>
<tr>
<td>Tied funds</td>
</tr>
<tr>
<td>Casual relief teachers</td>
</tr>
<tr>
<td>Administration &amp; office</td>
</tr>
<tr>
<td>School-operated canteen</td>
</tr>
<tr>
<td>Utilities</td>
</tr>
<tr>
<td>Maintenance</td>
</tr>
<tr>
<td>Trust accounts</td>
</tr>
<tr>
<td>Capital programs</td>
</tr>
<tr>
<td>Total expenditure</td>
</tr>
<tr>
<td>Balance carried forward</td>
</tr>
</tbody>
</table>

A full copy of the school’s 2010 financial statement is tabled at the annual general meetings of the School Council and/or the parent body. Further details concerning the statement can be obtained by contacting the school.

School performance 2010
Students at Leppington PS are offered a wide range of educational opportunities through the committed efforts of our staff. Staff and parents are proud of the many achievements of our students.

Achievements
Performing Arts
Performing Arts provides students with opportunities to communicate their roles and imaginative ideas to others through voice, instrumental music and movement. Students enjoyed many opportunities to participate and showcase a variety of Performing Arts activities such as vocal and instrumental music performances, dance, drama, public speaking, and multicultural performance groups throughout the year.

- Students from Kindergarten to Year 6 took part in a significant number of Performing Art experiences throughout the year. This was often evident in the work displayed and performed at fortnightly assemblies. Students from all grades read stories, sang songs and delivered speeches on a variety of topics, for parents and friends during Education Week’s Open Day Assembly.
- Selected students also participated in the Hoxton SEG Public Speaking Competition.
- Cultural performances were held at local shopping centre during the Narellan Rhythms festival with Italian and Greek dancing, and the singing of some Chinese songs.
- A professional group of Dance educators came into the school on a weekly basis for one term. Through the Footsteps Dance Program, students participated in a quality dance program that developed their skills in rhythm, coordination and movement as well as providing lots of fun and enjoyment for all those who participated.
- The ‘Have- A-Go’ show provided an opportunity for students from all grades to showcase their talents through dance, drama, comedy, vocal and instrumental music performances.
- Students from Years 1 to 6, who chose to be in the choir and drama group, performed in
the Cowpasture Community of Schools with 7 other schools.
• The Jerry Goeschel award and trophy was awarded at Presentation Day to a member of Year 6 for outstanding achievement in the Creative and Practical Arts.

Bernadette Hughes- Classroom Teacher

Sport
Our school promotes regular physical activity as an essential ingredient for the development and maintenance of optimum health. All students participate in a daily ‘Crunch and Sip’ program to encourage healthy eating and drinking to maintain energy and focus for learning. All students from K-6 participated in a variety of weekly sporting activities which developed individual and team skills.

• School carnivals were held in swimming, cross country and athletics.
• Students throughout the school participated in the annual Swimming Scheme at Mount Annan Aquatic Centre.
• Participation in the Zone PSSA activities continued with students playing Netball, Basketball, Softball Touch Football and Aussie Rules.
• Students attended Green Valley Zone carnivals in Swimming, Cross Country and Athletics.
• The whole school participated in and thoroughly enjoyed the Bounce Sports Gymnastics program and the Footsteps Dance program.
• Year 6 students successfully held a sports fun afternoon to raise funds for the Year 6 Farewell.
• Students were given the chance to represent Green Valley PSSA in zone teams through attending trials.
• Country RL and Wests Tigers ran skills sessions for all students and discussed healthy eating habits.
• Two teams- one Boy and one Girl participated in Campbelltown District Milo Cup (Cricket)

• Students were selected in various Green Valley Zone PSSA representative teams.
• Students participated in the Active After School Communities program and were able to enjoy a variety of different sports and skills sessions.
• Students were involved in the Premiers Sporting Challenge which encouraged an active lifestyle both at school and at home.

Jo-Anne House- Classroom Teacher

Technology
In 2010, technology has continued to play an integral role in curriculum and learning for both teachers and students. Our staff and community are extremely proud of our school Technology Program.

• All students had access to computers and the internet in the library and computer lab throughout 2010.
• Children K-6 were shown how to access the internet using their DET username and password.
• Year 3-6 students used library computers for research tasks and were encouraged to use a variety of search engines to find suitable web sites for learning purposes.
• Students in Year 3-6 entered their own reading records online for the Premier’s Reading Challenge
• Teachers made use of the shared drive on the network to share and access resources created by other teachers.
• The sharing of information for both staff and students via Email was expanded again in 2010. More students received set tasks online.
• The school is fully networked and has a permanent connection to the internet through fibre optic cable.
• Our school also has one networked printer/photocopier with colour printing access.
Two Interactive Whiteboards (IWBs) were installed in classrooms and are being successfully used by class teachers and students.

Staff training began in the use of IWBs

A new allocation of T4L computers which allowed the office administration area to purchase a new computer and larger monitor.

Connected classroom planning and installation began. Completion should be in early 2011.

Jo-Anne House- Computer Coordinator and Classroom Teacher

Academic

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10.

The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

Yr 3: from Band 1 (lowest) to Band 6 (highest for Year 3)

Yr 5: from Band 3 (lowest) to Band 8 (highest for Year 5)

Literacy – NAPLAN Year 3

Of the 14 students who completed Literacy Assessment, 50% achieved results in Band 3 or above. An average of 1 student achieved Band 6.
Numeracy – NAPLAN Year 3

Of the 14 students who completed numeracy assessment, 50% achieved results in Band 3 or above. Three students achieved Band 5.
Literacy – NAPLAN Year 5

Of the 11 students who completed literacy assessment, 75% achieved results in Band 5 or above.
Numeracy – NAPLAN Year 5

Of the 11 students who completed numeracy assessment, 73% achieved results in Band 5 or above.

Progress in literacy

Year 5 students’ progress in literacy (119.8) was well above the state average (75.1). In particular progress in writing was outstanding (133.2) compared to the state average (66.8).

Minimum standards

The Commonwealth Government sets minimum standards for reading, writing, grammar and punctuation, spelling and numeracy for Years 3, 5, 7 and 9.

The performance of the students in our school in the National Assessment Program – Literacy and Numeracy is compared to these minimum standards. The percentages of our students achieving at or above these standards are reported below.

**Percentage of Year 3 students in our school achieving at or above the minimum standard in 2010**

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>School</td>
<td>SSG</td>
<td>State DET</td>
</tr>
<tr>
<td>Writing</td>
<td>71</td>
<td>86</td>
<td>71</td>
</tr>
<tr>
<td>Spelling</td>
<td>71</td>
<td>71</td>
<td>71</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
<td>71</td>
<td>71</td>
<td>71</td>
</tr>
<tr>
<td>Numeracy</td>
<td>71</td>
<td>71</td>
<td>71</td>
</tr>
</tbody>
</table>
**Percentage of Year 5 students in our school achieving at or above the minimum standard in 2010**

<table>
<thead>
<tr>
<th>Percentage of Year 5 students achieving at or above minimum standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
</tr>
<tr>
<td>Writing</td>
</tr>
<tr>
<td>Spelling</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
</tr>
<tr>
<td>Numeracy</td>
</tr>
</tbody>
</table>

**Significant programs and initiatives**

A number of programs and initiatives were implemented in 2010, each designed with the specific purpose of enhancing the learning experiences of students at Leppington PS and improving student outcomes.

**Aboriginal education**

Although the percentage of students with an Aboriginal background is low within the school, Aboriginal perspectives are integrated across all key learning area activities.

Class programs in HSIE, CAPA and Literacy are designed to educate all students about Aboriginal history, culture and current Aboriginal Australia.

All students celebrated National Aboriginal and Torres Strait Islander Week with a focus on Aboriginal art and Dreamtime stories.

Students were involved in HSIE units which explained the significance of the Aboriginal flag, the effect of British colonisation on indigenous Australians and the significance of Aboriginal Dreamtime stories.

Students participated in Aboriginal art activities; discussing the use of colour, texture and design.

**Multicultural education**

Multicultural Education is present at Leppington PS where over 65% or our students are from Non English Speaking Backgrounds (NESB).

Multicultural perspectives are evident in all key learning areas. Our school provides opportunities for children to gain positive cultural experiences and values by taking part in Multicultural Day, Gelato Day and Chinese New Year festivities where the whole school community is open to gaining awareness and understanding of other languages and cultures.

During Education Week, families were invited to join us in celebrating Multicultural Day by sharing an array of cultural foods, watching their children proudly perform in their traditional costumes and viewing cultural works on display.

Children from K-6 have the opportunity to learn, maintain and further develop the study of Italian as a Community Language of the Leppington area. Meaningful lessons are provided by a qualified language teacher, giving children skills in both the language and culture.

**Respect and responsibility**

Leppington Public School is respected by its community for providing students with a safe and caring learning environment. Students are taught to be successful learners and develop confidence, resilience, a love of learning and to respects others. This is encouraged by providing a secure, positive and stimulating learning environment which caters for each child’s abilities and promotes high expectations.

Multicultural education plays a significant part at Leppington PS resulting in students feeling valued and respected in the classroom and this in turn leads to a partnership in learning and enhanced student outcomes. Students are encouraged to develop a strong set of values and a range of skills that can help them to become more responsible members of their school and the wider community. Students attended the Young Leaders Day, took part in the Camden ANZAC Day March, and were participants in the Clean-Up Schools Day and Harmony Day. They organised and carried out fundraising activities for various charities and for school equipment. Year 6 students undertook responsibilities to assist in the general school organisation such as raising and lowering the flag, organising sports equipment, ringing the bell at appropriate times and preparing messages for the school sign. Senior students also took part in the Kindergarten Buddy system.

The staff at Leppington PS would like to set the students on a path towards success by expecting a high standard of work and behaviour at school.
Teachers promote high standards of self-discipline, manners and student achievement and recognise appropriate playground behaviour. Students are taught to respect each other, adults and property and are given every chance in life by being provided with opportunities to grow into good citizens with acceptable work and behaviour standards.

Priority School Funding Program
Leppington PS receives extra funding, regional support and staffing allocation through a tied grant called Priority School Funding Program (PSFP). During the past 12 months we have used this grant for:

- Teacher Professional Learning in literacy, numeracy and engagement.
- Developing teaching and learning programs, with the assistance of PSP Consultants, through analyzing NAPLAN and teacher assessment data.
- Purchasing specific ICT software program to enhance our NESB students developing their English skills.
- Installation of two IWB’s and providing teacher professional learning to use this engaging tool.
- Staffing supplement was used to subsidize a full time teacher working on Kindergarten.

Other programs

Partnership Project for Market Gardeners of Culturally and Linguistically Diverse Backgrounds

The Partnership Project has continued during 2010, seeking to address the needs of the Chinese market gardening community in the Leppington area. Representatives from the following groups were involved: The Benevolent Society, Camden Council, Leppington Public School, Camden Community Connections and Rossmore Pre-school. Meetings were held at Leppington Public School, initially every two months and then monthly during Term 4.

The Project Group was represented at a special meeting held at Camden Council rooms, Narellan on 5th March and organised by the Families NSW Project Management Group. At this meeting, issues relating to the needs of the local Chinese market gardening community were discussed and suggestions made to assist this particular community. Follow-up on suggestions from this meeting is ongoing.

Margaret O’Dea (The Benevolent Society/Camden Communities 4 Kids) applied for and secured a small grant from Camden Council to assist us in our work with the Chinese community. Money from this grant helped to fund a Celebrations Day on 1st December, 2010 at which our children performed a number of songs and dances representative of their diverse cultural backgrounds. The afternoon was well attended by parents and by representatives from Camden Council and DET.

The Project Group discussed the need for our local Chinese community to receive information, in their own language, about the proposed housing development and railway for Leppington. This community also needs to be given the opportunity to ask questions and discuss issues related to this development. A representative from the Department of Housing was contacted and asked to conduct a meeting for the Chinese community. He was not able to organise such a meeting for 2010 but has indicated that a meeting should be possible in 2011.

Myrtle Mooney (CCC) suggested the possibility of starting a breakfast program at Leppington P.S. Funding was secured from Macarthur Lions Club and the Breakfast Club commenced on Wednesday, 4th August, 2010, with Myrtle and members of staff preparing and serving the food. The provision of breakfast each Wednesday proved very popular with our students and the Club continued to operate weekly until the end of 2010. It is proposed to continue this service during 2011.
Leppington School students were invited by Camden Council to participate in the Narellan Rhythms Festival on 23rd October, 2010. Children performed a number of Chinese and other cultural items and their performance was well received. At this event contact was made with a local Mandarin and Cantonese speaker; Ingrid Zhou, who has begun to assist us at school by teaching Chinese songs and Chinese calligraphy and by acting as interpreter for us with some of our families. She has agreed to continue this valuable assistance during 2011.

Denise Pritchard (Camden Council) successfully secured funding for children from our school to be trained to perform a professional Chinese Lion Dance at next year’s Rhythms Festival. It is proposed that this troupe of performers will have the opportunity to showcase their talent at future events and venues as well.

Other Initiatives to Support our Chinese Families

Chinese New Year was celebrated at school on 17th February, 2010. Children learnt about traditional Chinese New Year celebrations and then engaged in a range of craft activities. Vera Valente was able to secure a great many Chinese artefacts for us, freely supplied by the Chinese Consulate. The day was very successful and the event will be celebrated again in 2011.

Interpreter-assisted parent/teacher interviews were held again in 2010. These are proving very successful as increasing numbers of parents take this opportunity to learn about their children’s progress and to discuss any concerns they may have. These interviews again helped to forge closer links with our Chinese families.

Mandarin classes continued at school on Sunday mornings during school terms. These classes have proved popular over a number of years. Tony Ha is now our contact person for the Chinese School and he is also able to link us to the wider Chinese community in his capacity as president of the local Chinese Growers’ Association.

Margaret Freestone, ESL Teacher and member of the Market Gardening Project Group

Other programs

Breakfast Club

Beginning Term 3, Leppington Public School have begun a weekly Breakfast Club, funded by The Camden Lions Club and facilitated through Camden Community Connections. This was introduced as a whole school initiative to promote parent involvement, allow students to understand the necessity for a healthy breakfast and to allow students from disadvantaged backgrounds to enjoy a full breakfast and ensure a healthy start to their school day.

Approximately 70% of Leppington school students attend the breakfasts on a weekly basis and are served a variety of fruits, cereals, juices and pancakes. The initiative has enjoyed substantial parent and staff participation as well as a member of staff from Camden Community Connections who brings the fresh food to the school each week. This outstanding program will continue until the end of Term 2, 2011.

Jo-Anne House- Classroom Teacher

Progress on 2010 targets

Our targets are established from annual evaluations and surveys of need completed by staff, parents and students.

Target 1

Literacy

To improve student outcomes in Literacy so that at least 90% of students reach National Benchmarks in language conventions and writing.

Our achievements include:

- Practical strategies developed to explicitly and systematically teach writing, including grammar, K-6.
- Further improvement of comprehension results in National Assessment Program for reading.
- Over 90% of students reach National Benchmarks in language conventions and writing.
**Target 2**

**Numeracy**
To improve student outcomes in Numeracy so that at least 90% of students reach National Benchmarks in Numeracy.

Our achievements include:
- A greater understanding by teachers, parents and students of the language of numeracy.
- Improved student outcomes in *Working Mathematically* as shown by change in assessment results from Semester 1 to Semester 2, K-6.
- Over 90% of students reach National Benchmarks in Numeracy.

**Key evaluations**
It is a requirement for all NSW public schools to conduct at least two annual evaluations—one related to educational and management practice and the other related to curriculum. In 2010 our school carried out evaluations of School Planning.

**Educational and management practice**

**School Planning**
In 2010, Leppington Public School undertook a school self-evaluation in the area of school planning.

**Background**
Teachers, parents and students were invited to respond to surveys. Almost 45% of the parents’ surveys were returned to school. 65 students from Years 2 -6 completed the survey facilitated by their class teachers and all 9 members of the teaching staff completed the survey.

**Findings and conclusions**
The teacher survey results indicated that the staff understood that the main purpose of school targets is to improve student learning outcomes. Teachers also indicated that the school planning documents were not developed as a whole staff. A significant proportion of parents did not feel that the school informed or included in the decision making processes of the school.

**Future directions**
The collected data indicates that all teachers would like to be involved in the planning of the school directions and parents would be told of the future directions of the school.

**Curriculum**

**Writing**
The sub strand area of writing from the key learning area of English was chosen for review in 2010. Survey results provide direction for future planning in this area of the curriculum.

Surveys were completed by parents, staff and students from Years 2 to 6.

**Background**
Teachers, parents and students were invited to respond to surveys. Almost 45% of the parents’ surveys were returned to school. 65 students from Years 2 -6 completed the survey facilitated by their class teachers and all 9 members of the teaching staff completed the survey.

**Findings and conclusions**
Parent surveys indicated that:
- They see writing is an important subject.
- Activities given by their child’s teacher help them become better at writing.
- They see progress in their child’s handwriting—neatness, fluency and formation.

Teachers surveys indicated that:
- Teachers plan specific learning experiences to help students with writing.
- Expectations on the students work samples are stated when they are completing writing tasks.
- Teachers provide explicit feedback to students to help them improve their writing.

Student surveys indicated that:
- They see writing as an important subject to learn.
- They see progress in spelling, grammar and neatness in handwriting.
- Teachers provide feedback to improve their writing.
**Future directions**

Survey results indicated that areas for development included:

- Informing parents through workshops on how writing is taught at school.
- Improvement in the quantity and quality of writing resources.
- Staff would like more professional learning on writing.

**Parent, student, and teacher satisfaction**

In 2010 the school sought the opinions of parents, students and teachers about the school. Their responses are presented below.

Common aspects identified by most parents surveyed included that they were very welcomed in the school and felt they could talk to their child’s teacher about his/her progress.

The student survey indicated that students overall felt satisfied with the school. They were particularly happy with the range of additional extra-curricular programs and opportunities which they were able to access. Parents suggested that they would like more ‘hands on’ activities for their children to promote a challenging learning environment. Student response data supported this.

**Professional learning**

In 2010 all teachers participated in a variety of professional learning activities, with a major focus on the school targets of literacy, numeracy and student engagement through technologies.

Funds expended to support professional learning totaled $5373. The average expenditure per teacher was $597.

**School development 2009 – 2011**

Our targets and school plan for the next triennium have been established from annual evaluations and surveys of need completed by staff, parents and students.

**Targets for 2011**

Our school has established target areas for 2011 with the aim of achieving excellence in education and training outcomes for all students, improving the transition through school, and providing the skills and values for personal growth and social cohesion. The following targets are ongoing.

**Literacy**

- 100% of Yr.3 and Yr.5 students performing at or above minimum national standard in NAPLAN for Literacy.
- Increase the % of students from Kindergarten to Yr.6 achieving at or above grade expectation by at least 10%.
- Increased % of students achieving grade expectation in Writing by at least 10%

**Strategies to achieve this target include:**

- Build capacity in teachers to improve students’ comprehension skills through quality teaching of explicit strategies.
- Teacher professional learning in benchmarking for all staff, incorporating comprehension and then benchmarking across grades 1-6. Incorporate grade expectations using the literacy continuum and consistent teacher judgement. Teachers to benchmark all students early in each term and track and record data across the school.

Our success will be measured by:

- Students achieving higher results in comprehension assessment tasks and through verbal questioning of text which has been read to them.
- Consistency of students’ reading levels across the whole school.

**Numeracy**

- 100% of Yr.3 and Yr.5 students performing at or above minimum national standard in NAPLAN for Numeracy.
- Increase the % of students from Kinder to Yr.6 achieving at or above grade expectation by at least 10%
- Increased % of students achieving grade expectation in Space and Measurement
Strategies to achieve this target include:

- Use of a PSFP Mathematics consultant to develop units of work on areas identified through NAPLAN analysis and teacher assessment tools.
- Develop rubrics for assessment to give students explicit feedback.

Our success will be measured by:

- Students achieving higher results in Mathematics assessment tasks and students in higher bands in NAPLAN.

**About this report**

In preparing this report, the self-evaluation committee has gathered information from evaluations conducted during the year and analysed other information about the school's practices and student learning outcomes. The self-evaluation committee and school planning committee have determined targets for the school's future development.

Bronwyn York- Principal
John Hawkins- Assistant Principal
Jo-Anne House- Classroom Teacher
Bernadette Hughes- Classroom Teacher
Margaret Freestone- ESL Teacher
Kathleen-Ann Sly- Classroom Teacher
Angela Mahoney- Classroom Teacher
Kerry Cannon- Senior Administration Manager

**School contact information**

Leppington Public School
Rickard Road, Leppington
Ph: 9606-5397
Fax: 9606-2017
Email: leppington-p.school@det.nsw.edu.au
Web: www.leppington-p.schools.nsw.edu.au
School Code: 2926

Parents can find out more information about Annual School Reports, how to interpret information in the reports and have the opportunity to provide feedback about these reports at: [http://www.schools.nsw.edu.au/asr](http://www.schools.nsw.edu.au/asr)