Our school at a glance

Students
The students of Leppington Public School bring with them a richness and diversity in cultural heritage. We have almost 60% of students from language backgrounds other than English. With only five classes K-6 there is a strong emphasis on a whole school culture of learning together.

In 2011, Leppington Public School had a total enrolment of 108 students representing 72 families.

Staff
Our staff are committed to supporting students in experiencing achievement and success in all areas of learning. Both teaching and non-teaching staff work collaboratively for the benefit of the whole school community.

All teaching staff meet the professional requirements for teaching in NSW public schools and promote engagement in learning through quality teaching.

Messages

Principal’s message
Leppington Public School is a place where the staff and community share the goal of providing a safe and supportive learning environment for all students. The school’s a semi-rural setting and contemporary classrooms give students a pleasant learning environment inside and out.

In 2011 the teachers at Leppington PS engaged in a high level of professional development in both English and Mathematics, demonstrating their own commitment to life long learning. During the year the final stage of the Building Education Revolution was completed with the installation of interactive whiteboards in each classroom. This gave teachers and students the opportunity to further develop their skills in the area of technology.

I would like to take this opportunity to thank our parents and caregivers. Throughout 2011 they have shown strong support for our school’s initiatives. This has been seen in the hard work of the P & C members, the willingness of parents to support the various school activities, and the many positive and productive interactions that myself and other staff have had with our families.

I would also like to thank the students for all their efforts to make our school a place that is demonstrating the values of; being a learner, being positive, being safe and showing respect.

Finally I would like to thank our staff who have made the education of the whole child as their highest priority. Their dedication is to be commended.

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

P & C and/or School Council message
2011 saw the return of the P&C to Leppington Public School. It is made up of the Executive team and Members who are dedicated to improving our school for the benefit of all students. During the year the P&C continued to fundraise assisting with the purchase of reading books and classroom resources and a Donation to the Yr.6 Farewell along with providing them with individual plaques.

Some of the fundraising events included Easter Guessing Competition, Mothers/Fathers Day stalls and School Banking, which helped provide valuable resources to the school. The P&C welcomes our new Kindergarten families and any other new families who will join us in 2011.

Thank you also to the parents, grandparents and friends of the school who attended or donated to any of the school functions to support the school.

Natalia Arnautovic P & C Secretary

Student representative’s message
In 2011 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 to play on the oval and COLA. In Term 1, students from Year 4, 5 and 6 went to the Young Leaders 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:

- Crazy Hair Day, Mufti Day, Cupcake Day, Jersey Day and school discos in Terms 2 & 3 to raise money for the Year 6 formal
- Toys and Tucker for less fortunate children to have a happier Christmas
- Coles and Woolworths vouchers for more school resources for our students
- and a Teddy Bear’s Picnic Day to help children in Westmead Hospital.

This year was a big and tiring year for all of us but it was very worthwhile.

Daniella Leotta   School Captain / SRC member
Veronica Him     SRC member

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

<table>
<thead>
<tr>
<th></th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>67</td>
<td>69</td>
<td>62</td>
<td>72</td>
<td>61</td>
</tr>
<tr>
<td>Female</td>
<td>44</td>
<td>54</td>
<td>56</td>
<td>47</td>
<td>44</td>
</tr>
</tbody>
</table>

Management of non-attendance

The level of attendance has been consistently high at Leppington PS over recent years. The school and Home School Liaison Officer continue to work supportively with parents and carers to reduce patterns of partial absences.

Class sizes

Primary class sizes are included in the annual school report in order to provide parents with as much local information as possible. The following table shows our class sizes as reported at the 2011 Class Size Audit conducted on Monday 21 March 2011.

<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>KINDI</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

In 2011 there were five mixed ability classes. Apart from Kindergarten, the other classes were all multi-grade. Two were also cross-stage classes.

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>1.0</td>
</tr>
<tr>
<td>Deputy Principal(s)</td>
<td>0</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>0</td>
</tr>
<tr>
<td>Head Teachers</td>
<td>0</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>5.0</td>
</tr>
<tr>
<td>Teacher of Emotional Disabilities</td>
<td>0</td>
</tr>
<tr>
<td>Teacher of Mild Intellectual Disabilities</td>
<td>0</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>.5</td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
<td>.6</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>.2</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td>.2</td>
</tr>
<tr>
<td>Counsellor</td>
<td>.1</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>1.21</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>8.81</td>
</tr>
</tbody>
</table>

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

In 2011 Leppington Public School had one teacher with Aboriginal heritage.

Staff retention

Due to a temporary fall in student numbers in Term 1 the position of Assistant Principal at Leppington Public School was abolished and in Term 3 Mr Hawkins accepted a transfer to Campbellfield Public School. He will take up the position in 2012. In late Term 4 Mrs House accepted a transfer to Cobbitty Public School for 2012. The classroom teacher position will be filled by service transfer before the school term begins in 2012. During 2011 Mrs Hill gained permanency in the role of Student Learning Support Officer.

Teacher qualifications

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

During 2011 Mrs Mahoney successfully gained Accreditation at Professional Competence through the NSW Institute of Teachers. Two other teachers have completed their submission and are awaiting confirmation of accreditation.

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>Income</th>
<th>$</th>
</tr>
</thead>
<tbody>
<tr>
<td>Balance brought forward</td>
<td>126284.20</td>
</tr>
<tr>
<td>Global funds</td>
<td>103394.01</td>
</tr>
<tr>
<td>Tied funds</td>
<td>112849.33</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>39574.12</td>
</tr>
<tr>
<td>Interest</td>
<td>7318.24</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>5336.05</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td>394755.95</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Expenditure</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
<td></td>
</tr>
<tr>
<td>Key learning areas</td>
<td>7480.54</td>
</tr>
<tr>
<td>Excursions</td>
<td>4569.09</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td>24098.16</td>
</tr>
<tr>
<td>Library</td>
<td>2076.83</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>3973.50</td>
</tr>
<tr>
<td>Tied funds</td>
<td>107564.08</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>26991.70</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>33281.28</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Utilities</td>
<td>38720.34</td>
</tr>
<tr>
<td>Maintenance</td>
<td>11510.04</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>4858.21</td>
</tr>
<tr>
<td>Capital programs</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total expenditure</strong></td>
<td>265123.77</td>
</tr>
<tr>
<td><strong>Balance carried forward</strong></td>
<td>129632.18</td>
</tr>
</tbody>
</table>

A full copy of the school’s 2011 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 2011

Leppington PS provides opportunities for achievement in literacy, numeracy, the arts and sport.

Achievements

Arts

In 2011 students were supported in the area of the Arts through the following opportunities, experiences and programs:

- Class Creative and Practical Arts lessons in music, visual arts, dance and drama.
- Performing at fortnightly assemblies, Education Week’s Open Day and Presentation Day assemblies; reading stories, singing songs and delivering speeches for parents, carers and families.
- Participation in the Hoxton SEG Debating Competition.
- Lion Dance Troupe performances at Sydney’s August Moon Festival, Narellan Rhythms Festival, Cartwright PS Multicultural Assembly and Bunnings Narellan Community Day.
- Participation in the Footsteps dance program that developed their skills in rhythm, coordination and movement in a fun and supportive way.
- Showcasing their talent in dance, drama, comedy and singing at the ‘Have-A-Go’ show.
- Year 4, 5 and 6 students attending the performance and workshop for The Book of Everything play at Sydney Theatre Company.
- Performance by the school choir with students from Year 1 to Year 6 in the Cowpasture Community of Schools K-6 Gala Concert.
- The Jerry Goeschel award and trophy given on Presentation Day to a Year 6 student for outstanding achievement in Creative and Practical Arts.

Sport

Our school promotes regular physical activity as an essential ingredient for the development and maintenance of optimum health. All students participate in weekly sporting activities which develop individual and team skills. In 2011:

- School carnivals were held in swimming, cross country and athletics and students represented the school in zone carnivals for each of these. One student qualified for the regional athletics carnival in three events.
- Students from Year 1 to Year 6 participated in Swim Scheme at Camden Aquatic Centre.
- Students represented the school in PSSA sports playing netball, softball, soccer, touch football and newcomball.
- Students not in PSSA teams participated in the Cowpasture Community of Schools K-6 Gala days.
- Country Rugby League and Milo Cricket representatives ran skills sessions for all students and discussed healthy eating habits.
- Over 30% of students participated in the Active After School Communities program which is held two afternoons per week.
- Students were involved in the Premier’s Sporting Challenge to encourage an active lifestyle.

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**

There is an over representation of students in Bands 1 and 2. This will be addressed in 2012 by professional development through National Partnerships initiatives.

These results show over 70% of students achieving minimum standards in writing however there is still an under representation in the higher bands.

The number of students achieving minimum standards is above the school average for 2008-2001 however there is still under representation in the higher bands.

Over 60% of students achieved minimum standards however this is still well below the school expectation for students in this area. This need will be addressed through the Accelerated Literacy program in 2012.
71% of students achieved minimum standard in Numeracy and the % of students achieving Band 6 was above SSG.

**Literacy – NAPLAN Year 5**

91% of students achieved minimum standards with the % of students achieving Band 6 exceeding SGG and the School Average 2008-2011.

There is an over representation of students in Bands 3 and 4. This will be addressed through the Accelerated Literacy writing strategies in 2012.

The % of students achieving Band 8 is significantly higher than the State DEC. Spelling support is still needed for students in the lowest two bands.
83% of students achieved minimum standard or higher in this area.

**Numeracy – NAPLAN Year 5**

The % of students achieving Band 8 is well above SSG and almost equal to State DEC however over 30% of students were in the lowest two bands.

**Progress in literacy**

**Progress in numeracy**
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.

<table>
<thead>
<tr>
<th>Subject</th>
<th>Year 3 Percentage</th>
<th>Year 5 Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>84.6</td>
<td>87.5</td>
</tr>
<tr>
<td>Writing</td>
<td>92.3</td>
<td>81.3</td>
</tr>
<tr>
<td>Spelling</td>
<td>76.9</td>
<td>93.8</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
<td>84.6</td>
<td>87.5</td>
</tr>
<tr>
<td>Numeracy</td>
<td>61.5</td>
<td>80.0</td>
</tr>
</tbody>
</table>

Significant programs and initiatives
Aboriginal education
Aboriginal perspectives are integrated across all Key Learning Area activities at Leppington Public School. The school has an Indigenous representation of 1%.

Class programs in HSIE, CAPA and Literacy are designed to educate all students about Aboriginal history, culture and current Aboriginal Australia. 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 use of colour, symbols, texture and design. We had a visit from Aboriginal elder Steve Williams who came and worked with our Year 5 students who are our prospective leaders for 2012. Uncle Steve also visited each classroom and showed the students some of his artwork which our students enjoyed immensely.

Multicultural education
Leppington Public School has over 60% of students from Non English Speaking Backgrounds (NESB). Our school provides many opportunities for children to take part in Multicultural activities where all children gain positive cultural experiences and values. Children were involved in various aspects of multiculturalism which include Harmony Day, Chinese New Year, Education Week and Narellan Rhythms Festival. Various performances, traditional costumes and art work were displayed to the whole school community.

During Education week families were invited to join the school to view their children’s work and watch their children perform in their traditional costumes as well as viewing cultural works on display. Children had opportunities to sample Chinese food and watch our lion dance troupe perform for the school community.

All children K-6 take part in learning Italian as a Community Language. Children receive weekly two hour lessons in language and culture with a qualified language teacher.

Other programs
Low SES School Community National Partnership – Reform Extension 2
Leppington PS, Horsley Park PS and Badgerys Creek PS are part of a funding and staffing initiative within the National Partnerships Low SES Reform Extension 2 program. The three schools share a Highly Accomplished Teacher position, with the teacher being at Leppington PS for two days per week. This teacher’s role is to support professional learning and quality teaching. The funding component has been used to train seven teachers in Accelerated Literacy and to establish Multilit within the learning support program. Progress towards the targets of this program have been impacted by the long
The term illness of the Highly Accomplished Teacher and in Term 4 another teacher was appointed to the role. The program will continue until mid-2013. The grant for this program is $20,800 each year for two years.

**Priority Schools Program**

2011 was the final year of the PSP cycle of funding for the school. This year PSP funding facilitated the employment of a teacher one day a week for Term 4 to run the transition to school program known as Leppington Little Learners. This program gave 16 students regular opportunities to familiarize themselves with the school environment and routines. Parents gave very positive feedback about the program which will be extended in 2012 to Terms 3 and 4.

Funding also supported class teachers in professional development in the areas of data analysis and planning using SMART2 data, planning and assessment in Space and Measurement, and Working Mathematically. Three teachers were trained as the Positive Behaviour In School (PBIS) team and began working with staff to review discipline and welfare systems across the school. Funding also supported all 2011 student leaders attending the Young Leaders Day. A small portion of PSP funds supplemented school funding to purchase an interactive whiteboard for the Library to enable students to access interactive and current library learning.

The Partnership Project ceased operating during 2011. It was replaced by a new initiative, involving representatives from Camden Community Connections (CCC), Camden Council and Leppington Public School. A steering committee met to set up a Community House which was to be established in an unused classroom at the school.

**Leppington Community House**

Bunnings worked with Camden Council and CCC to refurbish the room ready for the official opening on 11 October. The House is now open on Wednesday afternoons from 2.00 – 4.00 pm staffed by a volunteer linked to CCC. Various special afternoons provide information to members of our school and wider community.

**Lion Dance Troupe**

Camden Council had secured funding from Festivals Australia for our school to establish and train a Lion Dance Troupe. Interested students were trained by a representative from White Crane Society - Pak Hok Pai, with classes held at school on Wednesday afternoons from 3.00 – 4.00 pm. The Troupe performed at the August Moon Festival in Sydney, Narellan Rhythms Festival, Bunnings Narellan Community Open Day and Presentation Day at school. The Troupe will be involved in future performances during 2012.

**Other Initiatives to assist our Chinese Community**

Interpreter-assisted parent/teacher interviews were held again in 2011. These are proving very successful with a significant increase in the number of parents taking 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 to be held at the school on Sunday mornings during 2011 with Tony Ha as the program coordinator.

**Partnership Project for Market Gardeners of Culturally and Linguistically Diverse Backgrounds**
In view of the future developments planned for the Leppington/Austral area, representatives from the Dept. of Planning and Infrastructure have addressed our school community at P&C meetings. One meeting included an interpreter.

In Term 4 a Cantonese speaking Community Information Officer assisted the school in parent information sessions, Community House programs and the Transition to School program for 2012 Kindergarten students. Her support is very much valued by our Chinese speaking parents.

**Student Welfare**

**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 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 wider community. Students attended the Young Leaders Day and over 70 students from the Cowpasture Community of Schools attended a Future Leaders Day for Year 5 students. All students participated in the Clean-Up Schools Day and Harmony Day. They organised out fundraising activities such as a Teddy Bear’s Picnic and Toys ‘n’ Tucker Christmas Appeal 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 and a peer reading program.

The staff at Leppington PS would like to set the students on a path towards success by demanding 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 as characteristics of good citizenship.

**Breakfast Club**

Throughout 2011 Leppington PS have continued their 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 families to enjoy a full, nutritious breakfast and ensure a healthy start to the school day.

Approximately 80% of Leppington Public School students attend the Wednesday breakfast of cereal, pancakes, fruit and juice, on a weekly basis and 30% of students access the self serve breakfast provided by the school four mornings per week. The initiative has enjoyed substantial staff involvement and some parent participation with a staff member from Camden Community Connections providing the fresh food and overseeing the setup.
Student Leadership

In 2011 senior students were given opportunities to develop their leadership understanding and skills through; participation in the Young Leaders Day at Sydney Convention Centre, the South Western Sydney Region School Ambassador program and the Cowpasture Community of Schools Future Leaders Day.

Interactive Technologies

2011 has marked many opportunities for development in Technology learning at Leppington PS. Staff have been given a variety of professional development opportunities and have used this knowledge to effectively integrate technology into programming. Student engagement has been high as new technology has been introduced into every classroom. These initiatives include:

- All students accessing computers and the internet in the computer lab, the library and classrooms throughout 2011
- Year 3-6 students using library computers for research tasks and accessing a variety of search engines to find suitable web sites for learning
- Teachers using the shared network drive to share and access resources created by other teachers
- Both staff and students utilize email communication effectively
- A fully networked school with a permanent internet connection through fibre optic cable
- One networked printer/photocopier with colour printing capability
- The school now has seven Interactive Whiteboards (IWBs) in classrooms which are being successfully used by class teachers and students in all Key Learning Areas
- Ongoing staff training continued in effective use of IWBs, including Multitouch Panaboard training and the sharing of resources and websites
- School purchase of six new computers for classroom use with IWBs, and a new computer for the school administration staff
- The Connected Classroom installation and usage by all staff, including online professional development, incursions and student research
- Installation of a new server in the school which is running parallel to the existing server
- A back-up license being purchased to ensure back-up of all data continued successfully.

Progress on 2011 targets

Target 1

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%.

Our achievements include:

- 85% Yr.3 and 88% Yr.5 students achieved at or above minimum national standards. All Yr.3 and Yr.5 students received focused small group sessions with NAPLAN style questioning.
- Best Start assessment data showed an increase from 38% in 2010 to 51% in 2011 Kindergarten students achieving grade expectation by the end of Term 4.
- Kindergarten students showed improvement from 16% in 2010 to 35% in 2011 at or above grade expectation in Writing. 86% of Yr.3 and 92% of Yr.3 achieved at or above minimum expectation in Writing in NAPLAN data.
**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 Kindergarten to Yr.6 achieving at or above grade expectation by at least 10%
- Increased % of students achieving grade expectation in Space and Measurement.

Our achievements include:

- 62% Yr.3 and 80% Yr.5 students achieved at or above minimum national standards. All Yr.3 and Yr.5 students received focused small group sessions with NAPLAN style questioning.
- Stage 1 achieved 11% increase in number of students at or above grade expectation in Numeracy.
- Kindergarten achieved an average of 66% students achieving grade expectation in Space and Measurement.

**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 2011 our school carried out evaluations of Literacy, Numeracy and Quality of School Life in preparation of our Low SES Communities National Partnerships Evaluation Report.

**Educational and management practice**

**Communication**

**Background**

The school surveyed students, staff and parents about various aspects of school communication. One survey focused on the changes to the Semester 1 reports and the other survey asked questions about different aspects of school life. Staff were also asked to give data about parent interviews around reports. Chinese speaking parents were asked about the inclusion of translated information in newsletters and other information sent home.

**Findings and conclusions**

Both parents and staff agreed that the new report format provided helpful information about student progress. In 2011 there were still only about 10 parent/teacher interviews conducted around reports, however the number of parent/teacher interviews with a Chinese interpreter doubled from 8 to 16.

The majority of students responded that their family read the newsletter to find out what is happening at school. A number of Chinese speaking parents responded that having sections of the newsletter and other notes translated made it easier for them to understand school activities. Office staff noticed that notes with translation were returned quicker than those previously without any translation.

Some staff and some parents responded that they did not know what decisions the P & C made. Teachers responded that the majority of their students can access the school website but over 50% of students responded that their family don’t access it from home.

**Future directions**

Since the school is changing from Easy School Reporting to Sentral Reporting in 2012 the executive will ensure that the current improvements to the report format are maintained. The new format may allow for further revision in this area. The school will continue to offer an interpreter for our Chinese speaking families around reports.

The P & C executive will ensure that a report/minutes of meetings are included in the newsletter so that the community are informed about decisions made by them. In 2012 the school newsletter will contain regular articles about the school website and what information is there. The school will continue to ensure that important information is sent home in both English and Chinese. The school will continue to work with our Chinese speaking Community Information Officer to ensure accuracy of the information sent home and report any concerns from parents to the school.
Curriculum
Literacy & Numeracy

Background
As part of the National Partnerships Low SES program students, staff and parents were surveyed about literacy and numeracy tasks. There was a specific focus on the aspects of explicit instructions, feedback for improvement and engagement.

Findings and conclusions
There was consistent agreement from each group that both literacy and numeracy tasks are on the whole interesting for the students and provide positive challenge. Most agreed that students are told why they are completing literacy or numeracy tasks and they receive appropriate feedback.

Future directions
One area for improvement was around assessment. Students, parents and teachers agreed that there is not a shared understanding about assessment strategies and expectations. In 2012 teachers will focus on increasing the visibility and understanding of assessment criteria. Some parents responded that they did not have a current understanding of how literacy or numeracy is now taught and as a result a series of parent workshops will be conducted in 2012 by the Highly Accomplished Teacher.

Parent, student, and teacher satisfaction
In 2011 the school sought the opinions of parents, students and teachers about the school. Their responses are presented below.

Homework

Background
To gauge the effectiveness of the current paper version of homework teachers and parents were asked to provide comments and data. Each of the five class teachers were asked to record the % of homework returned each week over the course of a term. They were also asked to report on the % of students participating in Home Reading. Parents were invited via the newsletter and P & C meetings to give their feedback to the principal. Students were asked if they have access to a computer and the internet at home and are allowed to use it for educational purposes.

Findings and conclusions
Teachers reported that considerably less than 50% of students consistently returned a paper version of home learning. Parents at a P & C meeting expressed strong support for home learning. Over 50% of students K-6, 75% of Yr. 5 and 6, responded that they are able to use the computer and internet at home for learning activities. A significant number of students responded that they have accessed websites at home that they are using in the classroom in literacy and numeracy.

Future directions
The school’s home learning policy and procedures will be revised in consultation with the school community. In 2012 the school is increasing the profile and expectation of all students to be regularly participating in Home Reading. The staff will also ensure that all students know how to access Study Ladder and other online learning. The school will investigate the purchase of online learning programs which allow students access at both school and home to support literacy and numeracy revision and consolidation of skills in an engaging way. The school will support students who do not have computer or internet access with other home learning resources.

Professional learning
All staff were involved in extensive professional learning throughout 2011 which was aligned to the school’s targets in literacy, numeracy, engagement and quality teaching.

The total school budget spent on professional learning was $30,000 which included tied professional learning funds, National Partnerships funding, Priority Schools funding and school funds.

Professional learning experiences included:
- Staff participating in four staff development days, aligned with school targets
- Staff participation in a Cowpasture Community of Schools (CCOS) combined staff development day in Term 3. Professional learning sessions were directly linked to the
CCOS targets with topics including; raising expectations, environmental awareness, and Aboriginal Education and Literacy.

- Eight teachers completing six days of training in Accelerated Literacy
- Three K-2 teachers being trained in Targeted Early Numeracy strategies at regional professional learning days and in classroom TEN mentor sessions. School funds allowed for other teachers to observe some of these lessons.
- Five class teachers participated in a series of planning and assessment days with a Numeracy consultant in the area of Space and Measurement across the four terms.
- Three teachers on the PBIS (Positive Behaviour In Schools) team attended the two day training course.
- One Kindergarten teacher and the Early Stage One supervising teacher participated in Best Start training and in-class support from the regional Best Start Literacy/Numeracy Consultant.
- Emergency Care and CPR
- Principal conferences, including attendance at the South Western Sydney Regional Conference and State Conference.
- In 2011 Leppington PS had two New Scheme Teachers working towards accreditation and one teacher maintaining accreditation

School planning 2012—2014

The school planning policy provides direction for the preparation and implementation of school plans including the identification of priority areas, intended outcomes and targets that are consistent with the NSW State Plan and the Department’s planning documents.

School priority 1

Outcome for 2012–2014

Increase Literacy skill of all students with a focus on writing

2012 Targets to achieve this outcome include:

- Increase % of Kindergarten students reaching grade expectation from 51% in 2011 to 65%
- 100% of students in Yr.3 and Yr.5 performing at or above minimum national standard in NAPLAN (2011: Yr.3 – 85%, Yr.5 – 88%)
- 70% of students achieving grade expectation based on pre and post tests using Accelerated Literacy writing assessment tool

Strategies to achieve these targets include:

- Continue Stage 3 Reading Buddies 4 days/week with Kindergarten and continue Best Start Literacy Leader support for Kindergarten teacher.
- Targeted students to be included in MULTILIT (Making Up Lost Time In Literacy) program and Highly Accomplished Teacher to work with class teachers to further develop understanding of SMART 2 data analysis for programming and teaching.
- Full implementation of Accelerated Literacy pedagogy across K-6 and Highly Accomplished Teacher to assist teachers in developing explicit criteria and rubrics for writing assessment.

School priority 2

Outcome for 2012–2014

Increase levels of overall numeracy achievement for all students

2012 Targets to achieve this outcome include:
- 80% Kindergarten students at Perceptual level on the Numeracy continuum by Term 4 (2011 – 75%)
- 80% Yr.3 and 100% Yr.5 students performing at or above minimum national standard in NAPLAN for Numeracy (2011: Yr.3 – 62%, Yr.5 – 80%)
- 100% Stage 1-3 students able to articulate at least three Language of Maths/Key Into Numeracy strategies.

**Strategies to achieve these targets include:**

- Implement maintenance year for Targeted Early Numeracy (TEN) and continue professional development of K-2 staff with collegial and regional support.
- Extend explicit teaching model of TEN strategies for targeted students in Stage 2 and 3.
- Teacher professional learning in Key Into Numeracy (KIN) with PSP Numeracy Leader and classrooms to display KIN strategy posters.

**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
Tony D’Amore     Highly Accomplished Teacher
John Hawkins     Assistant Principal
Jo-anne House    Teacher
Vera Valente-Spina Community Language Teacher – Italian
Margaret Freestone English Second Language Teacher
Angela Mahoney   Teacher
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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: