

Leichhardt Public School

2019 Annual Report



7423

Introduction

The Annual Report for 2019 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 school 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

Leichhardt Public School
Marion St
LEICHHARDT, 2040
www.leichhardt-p.schools.nsw.edu.au
leichhardt-p.school@det.nsw.edu.au
9560 9440

Message from the principal

The 2019 school year has been a year of evolution and change at Leichhardt Public School. Throughout the school year, all members of staff have worked in partnership with the wider school community to ensure that the students at Leichhardt Public School achieve academic and personal excellence whilst being supported to become lifelong learners and responsible citizens of an ever changing world.

I am proud of the achievements of our students across a range of academic and extracurricular fields and am thrilled by the ongoing success of the quality teaching and learning programs and strategies implemented by our teaching staff. Our success as a learning community is only possible due to the positive relationships that exist at all levels of the school. Students, staff and parents work together to foster a culture of shared responsibility for student learning. This culture of learning is underpinned by three elements that enable the school to grow and sustain teaching, learning and extracurricular programs that are deeply valued by all members of the school community.

Firstly, our students are passionate learners who actively seek opportunities to be active participants in their own learning journeys. Secondly, we have a highly collaborative and dedicated team of teachers who are committed to creating a learning culture that nurtures students and encourages them to do their best. Finally, we enjoy incredible support from the parent body and wider school community that allows us to continue to grow as learners and thrive as a central part of the Leichhardt community.

Chris Buenen – Principal



School background

School vision statement

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. This will be fostered in a caring and collaborative environment where learning is always 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 has experienced significant fluctuations in enrolments and changes in demographic over the past 150 years. In the 1920s the school experienced an enrolment peak of 2250 students whilst for some parts of the 1990s the school was relatively small. The community diversified in the second half of the twentieth century and the school now benefits from the rich cultural heritage of our current and former students.

Its historic buildings and leafy playground provide an inviting backdrop for the many programs the school offers.

Our school places a strong emphasis on developing the whole student in academic as well as social, sporting and cultural pursuits. Our school values and nurtures the unique qualities and academic talents of each student. We have 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. These include philosophy, string groups, bands and orchestras, chess, dance, public speaking & debating, music and PSSA sport. The school is supported by an enthusiastic and engaged parent body and an active P&C and its subcommittees.

Self-assessment and school achievement

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

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

Each year, we assess our practice against the Framework to inform our school plan and annual report.

Our self-assessment process will assist the school to refine our school 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	2019 School Assessment
LEARNING: Learning Culture	Excelling
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Excelling
TEACHING: Effective classroom practice	Excelling
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

TEACHING

Purpose

To provide a learning culture based on high expectations and quality teaching and learning which adds value to all students' literacy and numeracy levels. Students will be productive and ethical users of technology equipped with skills of the future focused learner. Meaningful learning opportunities will support creative and critical thinking, team work, problem solving and reflective, independent and resilient learners.

Improvement Measures

Increase in teacher efficacy delivering explicit and quality feedback to improve student growth in literacy and numeracy.

Teachers utilising high impact, high quality visible learning and formative assessment strategies in literacy and numeracy sessions.

Teacher consistency in the use teaching strategies, planning guidelines and language in terms of instruction and feedback as outlined in the school policy, Planning, Assessing and Reporting.

Teachers will continue to formulate and reflect upon personal and professional teaching goals and collect evidence to demonstrate the achievement of these goals.

Overall summary of progress

Key projects and opportunities for school improvement in 2019 continued to contribute to the teaching quality and student growth in targeted learning areas. Key project teams focused on capacity building and explicit teaching continued to work with staff to build knowledge and skills in the utilisation of the literacy and numeracy progressions and associated tools to assist in the collection and use of targeted data. The school was recognised for its outstanding results in external writing assessments and has been asked to share the journey that supported this success with school teams from across the Iron Cove Network of schools.

Professional learning delivered by these teams targeted explicit classroom practice in formative assessment, learning intentions and success criteria and data triangulation to promote an evidence based approach to the planning and delivery of high quality, feedback driven, differentiated learning for all students. A high quality professional learning program was supported by shoulder to shoulder professional support centered on classroom pedagogy, specifically the delivery of literacy and numeracy education. This collaborative practice saw teachers at all career stages work with instructional leaders to plan, deliver and evaluate literacy and numeracy programs.

Finally, aspiring leaders were provided with opportunities to lead professional learning and project team planning and evaluation meetings throughout the year, fostering an authentic culture of distributed leadership and evaluative practice.

Progress towards achieving improvement measures

Process 1: Implement a whole school approach to learning intentions/success criteria, assessment and feedback

Evaluation	Funds Expended (Resources)
Work throughout 2019 supported the consolidation of a school wide approach to the implementation of learning intentions and success criteria (LISC). Teachers were well resourced and supported to embed LISC based on school implementation documents prepared by project team leaders. Professional learning in 2019 focused on complementing the use of LISC with high quality assessment and feedback strategies based on high impact, evidence based education. Teacher feedback on professional learning was positive and the use of LISC, feedback and formative assessment was evident in teaching and learning programs, lesson observations and teacher feedback.	Targeted professional learning opportunities as part of an overall spend of \$77584 on professional learning including aspiring leader participation in the Leadership Development Institute program.

Progress towards achieving improvement measures

Process 2: Develop high quality pedagogical practices to lift targeted literacy and numeracy outcomes

Evaluation	Funds Expended (Resources)
<p>The instructional leader program primarily delivered shoulder to shoulder support to all staff across K–2. Structured programs of support targeted negotiated areas of classroom practice, lesson observations and feedback, the modelling of in class strategies, review of work samples, analysis of assessment data and student and teacher feedback on program effectiveness via survey. All data gathered was able to demonstrate student growth and impact on teaching practice as a result of participation in the instructional leader program of support.</p>	<p>QTSS funding for release of Assistant Principal Instructional Leader: \$136170</p>

Process 3: Build leadership capacity and capability across the school to ensure an effective leadership pipeline exists

Evaluation	Funds Expended (Resources)
<p>All staff participated in the PDP process successfully in 2019 with supervisor feedback coupled with data from the review of their team's PDP goals showing professional growth and development in line with professional standards each team member identified. Staff feedback regarding the PDP process was positive with most agreeing they had set challenging and realistic personal goals that linked to stage and school priorities. Aspiring leaders were identified and supported to participate in leadership development opportunities throughout the year. Two Assistant Principals were provided with the opportunity to design and deliver a targeted beginning teacher support program in the second half of 2019.</p>	<p>Targeted professional learning opportunities as part of an overall spend of \$77584 on professional learning.</p> <p>Non-teaching leadership support for beginning teachers totaled \$59068</p>

Process 4:

Evaluation	Funds Expended (Resources)
<p>N/A – Processes consolidated as part of 2019 review of school plan</p>	<p>N/A</p>

Process 5:

Evaluation	Funds Expended (Resources)
<p>N/A – Processes consolidated as part of 2019 review of school plan</p>	<p>N/A</p>

Strategic Direction 2

LEARNING

Purpose

To ensure whole school teaching practices enable all students to be highly engaged in learning. Teachers will demonstrate through a shared and systematic approach, deep knowledge and understanding of curriculum content, quality teaching and leadership capabilities that inspire learning. Learning programs will reflect strategies that require students to think deeply, creatively and critically and develop resilient, independent and reflective learners.

To develop a culture of shared leadership where teachers collaborate to share knowledge and reflect on practice to improve the educational outcomes for students.

Improvement Measures

Increase the percentage of students demonstrating and exceeding expected growth in literacy.

Increase the percentage of students demonstrating and exceeding expected growth in numeracy.

Increase in student problem solving and computational thinking skills across a range of key learning areas via the effective delivery of a school wide approach to ICT.

Overall summary of progress

A key focus for the leadership team in early 2019 was to consolidate and refine the processes linked to this strategic direction allowing for clearer objectives and milestones to be established that are directly linked to literacy and numeracy learning outcomes for students and ICT pedagogical practices. Improvement measures relating specifically to literacy and numeracy outcomes were developed allowing teams in this strategic direction to better define their projects and outline strong evaluation measures at the beginning of the school year.

Additionally, teams centered their focus on high quality, collaborative teaching, curriculum planning and delivery and assessment practices including embedding formative assessment in literacy and numeracy. Strong planning in English and the embedding of high quality mathematical pedagogies allowed teachers to better see the progress their students were making as well as identify areas of learning deficit. Work on planning and programming also encouraged assessment opportunities to be embedded from the initial stages of planning.

Work within the ICT team focused on building teacher and student efficacy in the use of ICT during high quality, creation based learning opportunities to add value and depth to the learning undertaken across all key learning areas as well as support the development of problem solving skills via coding and design activities.

Progress towards achieving improvement measures

Process 1: Implement a whole school approach to develop student skills in literacy

Evaluation	Funds Expended (Resources)
The development of a school wide approach to the development of literacy skills blended a strong focus on the teaching of writing with teacher learning in the effective implementation of the learning progressions. Staff were provided with the opportunities to participate in and provide feedback on both face to face and online modules of professional learning in the use of the learning progressions. Areas of potential growth were identified via diagnostic assessment and targeted by teachers as part of their balanced literacy sessions. Additionally, updated K–6 English units were published and made accessible to all staff along with updated curriculum scope and sequence documents that embed opportunities for assessment and monitoring as core aspects of the units. Student results and engagement remained high as evidenced via survey. Teachers also provided positive feedback on the units of work and the tools available to support student learning.	Targeted professional learning and collaborative planning as part of overall professional learning spend of \$77584.

Progress towards achieving improvement measures

Process 2: Implement a whole school approach to develop student skills in numeracy

Evaluation	Funds Expended (Resources)
<p>The whole school approach to the development of numeracy skills combined a focus on student engagement in explicit skills development and the teacher use of the learning progressions to track student progress in targeted areas of numeracy. Teachers evaluated the use of PLAN 2 tracking looking at pros, cons and next steps to support the use and meaningful embedding of the numeracy continuum and the software package. Feedback on professional learning covering data use and explicit classroom strategies was excellent. The use of data to inform classroom practice, shape assessment and inform feedback was evident across all teaching and learning programs. Three teachers were recognised as experts in explicit classroom strategies and shared this knowledge and expertise with teams from other schools.</p>	<p>Targeted professional learning as part of overall professional learning spend of \$77584.</p>

Process 3: Implement a whole school approach to ICT learning that support students to develop computational thinking and problem solving skills

Evaluation	Funds Expended (Resources)
<p>All students across the school engaged in high quality ICT learning that promoted deep engagement and higher order thinking to complete creation based activities i.e. film making, coding and design and make activities. Digital technologies were embedded via library lessons and in classroom projects ensuring that student efficacy in the use of technology including applications such as IMovie and coding software increased. Survey feedback indicated that our students and parents believe that the school is well resourced and provides adequate access to learning technologies to extend and enrich learning.</p>	<p>Technology expenditure in 2019 totaled \$84,888.45</p>

Process 4:

Evaluation	Funds Expended (Resources)
<p>N/A – Processes consolidated as part of 2019 review of school plan</p>	<p>N/A</p>

Process 5:

Evaluation	Funds Expended (Resources)
<p>N/A – Processes consolidated as part of 2019 review of school plan</p>	<p>N/A</p>

Strategic Direction 3

STUDENT WELLBEING

Purpose

To provide students with the knowledge, skills and understandings to develop social and emotional skills to become successful learners who achieve personal goals and manage their wellbeing.

Improvement Measures

All students participate in targeted resilience and values education programs.

Positive behaviour for learning implementation successful with frameworks for managing behaviour and PB4L language used across all school settings.

Increased teacher and student engagement with the personal and social capabilities via the delivery of a whole school Philosophy program

Overall summary of progress

The positive behaviour for learning (PB4L) team continued the roll out of PB4L across the school in 2019 with a particular focus on the launch of a matrix for all external non-classrooms settings highlighting expectations and rules following consultation by staff, students and community. Professional learning undertaken by staff supported the consolidation of a minor/major behaviour framework, behaviour reporting/recording and monitoring and embedded the use of flow charts to support teachers in implementing behaviour management expectations. The team worked collaboratively to build staff efficacy in the collaborative creation of high quality teaching and learning programs that focus on the learning of expected behaviours and reflect the consistent teaching of rules and expectations for non-classroom settings.

The philosophy team continued to ensure all new staff were trained in the program and opportunities for continued professional support were made available to all staff. Key members of the philosophy team were selected to participate in Catalyst Lab Innovation Program to support their concept for a large scale philosophy in schools event and excitingly, have been offered ongoing Department of Education support to establish and hold this event. The success of the philosophy program in building a sustainable culture of improvement and evaluation allows the school based program to progress into a maintenance and evaluation model with no major changes to the structures anticipated in future plans.

Finally, all students in K-6 participated in targeted resilience and values programs delivered in partnership with the LikeSkills Group. Student and teacher feedback on these programs was overwhelmingly positive and these programs will continue to run in 2020.

Progress towards achieving improvement measures

Process 1: Implement Positive Behaviour for Learning (PB4L) as the overarching school approach to welfare and wellbeing

Evaluation	Funds Expended (Resources)
The PB4L team launched the behaviour matrix for all external non-classroom settings and made progress on delivering the classroom setting matrix. The PB4L team led the redesign of the behaviour reporting templates on SENTRAL ensuring reporting was matching the minor/major behaviour framework developed in 2019. Feedback on staff professional learning highlighted a strong understanding and connection to the PB4L framework and behaviour expectations of the school community.	Targeted professional learning as part of overall professional learning spend of \$77584. Signage budget of \$20000 supported for future signage works.

Process 2: Embed philosophy in the classroom as a core school-wide program

Evaluation	Funds Expended (Resources)
All students engaged in philosophy programs as a core aspect of the teaching and learning cycle. New staff participated in endorsed philosophy	Targeted professional learning as part of overall professional learning spend

Progress towards achieving improvement measures

training and professional support was made available to all staff. Staff feedback demonstrated strong student and staff engagement with the personal and social capabilities identified within the philosophy program.

of \$77584

Resources and support materials totaling approximately \$5000

Process 3: Deliver targeted resilience and values education programs to all students

Evaluation	Funds Expended (Resources)
All students from Kindergarten to Year 6 participated in a structured 10 week program delivered by specialist staff from an external provider. Feedback regarding engagement, usefulness and connection to program was sought from students and staff with the majority of this feedback being overwhelmingly positive. Teacher evaluations of the program and associated resources demonstrated strong student engagement and a solid connection to the syllabus content and PDHPE scope and sequence.	School Community Funded program

Process 4:

Evaluation	Funds Expended (Resources)
N/A – Processes consolidated as part of 2019 review of school plan	N/A

Process 5:

Evaluation	Funds Expended (Resources)
N/A – Processes consolidated as part of 2019 review of school plan	N/A

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	<p>Funding Sources:</p> <ul style="list-style-type: none"> Aboriginal background loading (\$16 542.00) 	Targeted learning and social support was provided to Aboriginal students by school learning support officers.
English language proficiency	<p>0.2 FTE EAL/D Educator and flexible funding to support the ongoing employment of school learning support officers.</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> English language proficiency (\$40 413.00) 	Key progress made in 2019 to support EAL/D students included the employment of an additional teacher to deliver targeted support to students. A shift in program structure saw students access intensive support over a shorter time frame. Improvements were also made to reporting processes with reports providing information strongly linked to the EAL/D progressions with next steps in English language learning clearly identified and communicated to parents.
Low level adjustment for disability	<p>0.5 FTE Learning and Support Teacher: \$55358 and flexible funding</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> Low level adjustment for disability (\$41 646.00) 	The employment of a 0.5FTE learning and support teacher resulted in the implementation of reading intervention (MiniLit) and numeracy support programs being implemented in 2019. Over 50 students benefit from personalised learning plans focusing on goals collaboratively planned with parents.
Quality Teaching, Successful Students (QTSS)	<p>1.0 FTE Executive release for Assistant Principal Instructional Leader</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> Quality Teaching, Successful Students (QTSS) (\$136 170.00) 	A review of the instructional leader program found that teachers and leaders believe that the model of support offered via the IL program promoted high quality teaching practices, particularly in the area of English. Improvements were noted in collaborative practice. The program promoted and supported effective classroom practice and contributed to learning and development and the overall learning culture.
Socio-economic background	<p>Funding Sources:</p> <ul style="list-style-type: none"> Socio-economic background (\$13 456.00) 	Equity funding received as socio-economic background loading was used in the employment of a school learning support officer (SLSO) who provided additional support to targeted students. Teachers value this support and reported that effective support was provided..
Support for beginning teachers	<p>2019 allocation for beginning teacher support totaled \$56520. Actual spend in 2019 (including funds adjustments for 2018) totaled \$81439</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> Support for beginning teachers (\$56 520.00) 	Eligible staff participated in a targeted early career support program during the second half of 2019. The program was delivered by two Assistant Principals who returned from leave during semester two. Activities undertaken included observations of practice, program reviews, accreditation support and coaching. The program was underpinned by shoulder to shoulder instructional leadership and was valued by all involved.

Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	344	361	364	365
Girls	361	374	383	371

Student attendance profile

School				
Year	2016	2017	2018	2019
K	97.5	97.2	95.6	96
1	95.7	96	96.1	96
2	96.5	96.5	96	94.5
3	96.2	95.9	95.8	95.9
4	96	96.6	94.2	95.7
5	96.1	95.7	95.7	95.3
6	95.4	95.5	94.2	95.6
All Years	96.2	96.2	95.4	95.5
State DoE				
Year	2016	2017	2018	2019
K	94.4	94.4	93.8	93.1
1	93.9	93.8	93.4	92.7
2	94.1	94	93.5	93
3	94.2	94.1	93.6	93
4	93.9	93.9	93.4	92.9
5	93.9	93.8	93.2	92.8
6	93.4	93.3	92.5	92.1
All Years	94	93.9	93.4	92.8

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)	5
Classroom Teacher(s)	30.07
Teacher of Reading Recovery	0.42
Learning and Support Teacher(s)	0.5
Teacher Librarian	1.2
School Counsellor	1
School Administration and Support Staff	7.67
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, scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2019, 3.9% of the Department's workforce identify as Aboriginal people.

Workforce ATSI

Staff type	Benchmark ¹	2019 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	7.20%
Teachers	3.30%	2.90%

Note 1 – The NSW Public Sector Aboriginal Employment Strategy 2014–17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

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 2019 to 31 December 2019. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2019 Actual (\$)
Opening Balance	287,862
Revenue	7,172,836
Appropriation	6,536,661
Sale of Goods and Services	-223
Grants and contributions	632,496
Investment income	1,677
Other revenue	2,225
Expenses	-6,730,079
Employee related	-5,879,439
Operating expenses	-850,640
Surplus / deficit for the year	442,757

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.

	2019 Approved SBA (\$)
Targeted Total	582,727
Equity Total	165,415
Equity - Aboriginal	16,542
Equity - Socio-economic	13,456
Equity - Language	40,413
Equity - Disability	95,004
Base Total	4,964,322
Base - Per Capita	179,714
Base - Location	0
Base - Other	4,784,608
Other Total	608,434
Grand Total	6,320,897

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

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.

From 2018 to 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in NAPLAN on paper and others online. Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should be treated with care.

NAPLAN Online

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. As schools transition to NAPLAN online, the band distribution of results is not directly comparable to band averages from previous years. While the 10 band distribution available to schools who completed NAPLAN online is a more accurate reflection of student performance, caution should be taken when considering results relative to what was formerly a six band distribution. As the full transition of NAPLAN online continues, the most appropriate way to communicate results for NAPLAN online is by scaled scores and scaled growth. This is the reporting format agreed by state and territory education ministers, and is reflected on the [myschool](https://myschool.edu.au) website.

Parent/caregiver, student, teacher satisfaction

Schools are required to regularly seek the opinions of the community about various aspects of school life. The school sought the opinions of students, staff and parents via a range of methods. Responses from the community across areas of school operations are presented below including neutral and negative responses where appropriate. Aspects of high neutrality or disagreement form part of the school's ongoing improvement efforts. (Please note figures have been rounded and may not equal 100% or include all response options if below a certain percentage)

85% of respondents feel welcomed when they visit the school

64% believe students achieve high academic standards – 34% neutral

90% believe the school has a strong commitment to the students – 10% neutral

89% agree or strongly agree the school is connected to its community – 7% neutral

68% agree or strongly agree that students present well in school uniform – 22% responded neutral

80% agree or strongly agree that students are tolerant and understanding of difference – 17% neutral

94% agree or strongly agree the school has a positive reputation in the community – 6% neutral

72% agree or strongly agree that it is easy to contact the school to discuss concerns – 17% neutral

49% agree or strongly agree that there are effective programs across gifted and talented, language backgrounds other than English, learning support – 42% neutral

61% feel they can access support for their child when it is required – 11% disagree

87% believe there is a positive and happy school atmosphere – 10% neutral

71% feel that fair discipline exists in the school – 22% neutral

56% believe teachers provide effective extra support to students who need it – 33% neutral – 11% disagree

84% believe that teachers are friendly and approachable – 14% neutral

86% believe the school promotes a positive sense of wellbeing – 12% neutral

76% feel the school is successful in teaching literacy and numeracy – 20% neutral

80% believe there are a wide range of extra-curricular activities available to students – 15% neutral

85% feel that the school provides a courteous welcome to visitors – 15% neutral

63% believe the school provides regular, easy-to-understand information about student progress 21% neutral – 16% disagree

87% feel the school helps develop good values in students – 12% neutral

84% believe the school is attractive and well-maintained – 12% neutral

91% believe Leichhardt Public is a good school – 9% neutral

70% feel that the school distributes an adequate number of awards to students throughout the year – 25% neutral – 5% disagree

81% believe communication across available channels is adequate – 12% neutral – 7% disagree

81% believe children are encouraged to achieve their personal best – 14% neutral – 5% disagree

Key areas for growth identified via student surveys include sense of belonging, self-identified homework behaviours and motivation in learning.

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

Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are 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.