Messages

Principal's message

Leeville Public School supports the idea that valuable school experiences remain important to the fabric of all the families of the local district and their desires for their children's future.

This report outlines the progress made towards targets in key areas. This report also describes the special achievements and notable events of the year, particularly in the arts and sporting pursuits.

Strong community support for the school and the children’s efforts, engenders encouragement for the collective endeavours.

Leeville School strives to assist children:
- develop attitudes, skills and knowledge
- to realise their individual potential
- to aim towards their learning boundaries
- to care for others and share with others.

Leeville School promotes a ‘learning together’ atmosphere:
- of wholesome security and self-discipline,
- so each child may feel important and accepted as a person.

Leeville School emphasises an abiding theme on caring activity both personal and environmental.

Established in 1888, Leeville School remains an identity focus in the local area. Leeville School has grown from one teacher rural school to a small school nurturing the potential of the local children.

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.

Stephen Ellem

Parents and Citizens message


A key example was the part subsidising on several occasions, bus transport costs to obtain skills and experience, and to prepare items at formal venues. This happened for swimming, intensive and for performing arts events.

In 2009 successful fundraising efforts and events included:
- The Great Easter Egg raffle
- Christmas hamper raffle
- The Big Street Stall – delicious home cooked goodies – always sold out
- The Sock Drive
- Our first All-out Cookie drive – sold out
- The Christmas Tree & BBQ

Grandparent’s Day, this year in March, was a big success with around eighty people entertained by their grandchildren.

These occasions show the quality, talent and contributions from the school and the community to encourage all our children.

Charleyne Battistuzzi

P&C President

Student representative's message

Students took part in activities, which showed respect for yourself and for all others: National Schools Clean Up Day; School Tree Planting program; International Study – Egypt & Life Education; Raising funds for student sports and games by milk bottle tops collection and Mufti Day fundraising with the “Noisy Bucket”: Stewart House; Cerebral Palsy; Rural Fire Service; State Emergency Service; Asthma Foundation

All Year 6 students in 2009 performed leadership roles. These included: conducting weekly assemblies and on formal occasions; leading tabloid skills activities for the daily fitness program; carrying out very formal roles on solemn days; making votes of thanks and becoming student guides with visitors.

Sara Smith

For Year Six Student Representatives
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

![Enrolments graph]

Management of non-attendance
Student attendance at Leeville is usually very good. On the occasions when concerns arise parents are contacted to explain, and to arrange for improved attendance patterns.

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 tables shows our class sizes as reported at the 2009 class size audit conducted on Wednesday 18 March 2009.

<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/1</td>
<td>1</td>
<td>9</td>
<td>18</td>
</tr>
<tr>
<td>K/1</td>
<td>K</td>
<td>9</td>
<td>18</td>
</tr>
</tbody>
</table>

<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>2/3/4</td>
<td>2</td>
<td>6</td>
<td>24</td>
</tr>
<tr>
<td>2/3/4</td>
<td>3</td>
<td>15</td>
<td>24</td>
</tr>
<tr>
<td>2/3/4</td>
<td>4</td>
<td>3</td>
<td>24</td>
</tr>
</tbody>
</table>

<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>4/5/6</td>
<td>4</td>
<td>3</td>
<td>22</td>
</tr>
<tr>
<td>4/5/6</td>
<td>5</td>
<td>14</td>
<td>22</td>
</tr>
<tr>
<td>4/5/6</td>
<td>6</td>
<td>5</td>
<td>22</td>
</tr>
</tbody>
</table>
Staff information

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

Staff appointments have all remained unchanged from 2008 during 2009.

Staff establishment

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching Principal</td>
<td>1</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>2</td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
<td>2 dpw</td>
</tr>
<tr>
<td>Support Teacher Librarian</td>
<td>2 dpw</td>
</tr>
<tr>
<td>Administrative Manager</td>
<td>1</td>
</tr>
<tr>
<td>General Assistant (part-time position)</td>
<td>9.5 hpw</td>
</tr>
<tr>
<td>Cleaner</td>
<td>1</td>
</tr>
</tbody>
</table>

Indigenous composition

The National Education Agreement requires schools to report on Indigenous composition of their workforce. Leeville School has at present, no Indigenous members of staff.

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>100</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>40</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>$</th>
</tr>
</thead>
<tbody>
<tr>
<td>Balance brought forward</td>
<td>0.00</td>
</tr>
<tr>
<td>Global funds</td>
<td>0.00</td>
</tr>
<tr>
<td>Tied funds</td>
<td>0.00</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>0.00</td>
</tr>
<tr>
<td>Interest</td>
<td>0.00</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>0.00</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td><strong>0.00</strong></td>
</tr>
</tbody>
</table>

Expenditure

<table>
<thead>
<tr>
<th>Teaching &amp; learning</th>
<th>$</th>
</tr>
</thead>
<tbody>
<tr>
<td>Key learning areas</td>
<td>0.00</td>
</tr>
<tr>
<td>Excursions</td>
<td>0.00</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td>0.00</td>
</tr>
<tr>
<td>Library</td>
<td>0.00</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>0.00</td>
</tr>
<tr>
<td>Tied funds</td>
<td>0.00</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>0.00</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>0.00</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Utilities</td>
<td>0.00</td>
</tr>
<tr>
<td>Maintenance</td>
<td>0.00</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>0.00</td>
</tr>
<tr>
<td>Capital programs</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total expenditure</strong></td>
<td><strong>0.00</strong></td>
</tr>
<tr>
<td><strong>Balance carried forward</strong></td>
<td><strong>0.00</strong></td>
</tr>
</tbody>
</table>

Balance brought forward covers: tied grants, capital equipment replacement, committed funds and budget items accounted for later in the academic calendar year.

The amounts agreed for voluntary contributions for families in 2009 are:

- 1 child $30
- 2 children $35 and
- 3 children $40

A full copy of the school's 2009 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 2009

Achievements

Arts
Selected performance opportunities, operated successfully at Leeville Public School in 2009. These events enjoyed much support.

Special events and Items included:
- Term 1 - Grandparents Day
- Term 3 - Casino–Kyogle Festival Concert
- Term 4 - End of Year – Christmas Tree

Grandparent’s Day in March continued to enthusiastic audiences with all children delighting their families and friends.

Class 4.5.6 featured in an intense percussion and movement item:
- ‘Lightning Rods’
for the Casino-Kyogle Schools Performing Arts Concert in September.

Performance items reflected the
- energy and
- quality,
- talent and
- contributions
of the school and community.

During Term 4 students enjoyed a much-awaited special event with performance dimensions. The trip to Movie World and viewing and experiencing all the entertainment industry displays provided a great insight to performances.

Sport

Cross Country
Twelve students from Leeville School won selection to represent Leeville School and the Casino Small Schools District and compete at the Zone Cross Country Trials at Yamba.

Shantarna Berry excelled through the Cross Country season in 2009. Shantarna gained selection through school, district, zone and regional levels to become a finalist at the New South Wales State Cross Country held at the Olympic precinct in Sydney. In her second consecutive year with this level of distinction Shantarna improved her overall result immensely.

Mitchell Pitman, an athlete with disabilities (AWD) classification, successfully competed through all the Cross Country levels (district, zone and region) to compete at the State Finals. Mitchell returned home with a place medal. A very special and creditable achievement.

Casino Small Schools District Athletics
The Athletics Carnival Age Champion Awards for 2009 were presented in the following divisions to:
- Juvenile Boy - Justin Baker
- Junior Girl - Shantarna Berry
- Junior Boy - Jacob Warne

The Small Schools District Athletics Relay Shield went to Leeville this year.

Swimming Activities
Leeville Public School children progressively participated in:
- School weekly swimming activities in Terms 1 and 4
and also in a further
- Department of Education and Training intensive swimming two week program of special lessons in October-November, Term 4.

The school community invests a great deal in these efforts to improve water safety skills development.
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 the 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)
- Yr 7: from Band 4 (lowest) to Band 9 (highest for Year 7)
- Yr 9: from Band 5 (lowest) to Band 10 (highest for Year 9)

Literacy – NAPLAN Year 3

Children performed quite well when connecting messages and graphics in combined visual and written text.

Students experienced a level of difficulty dealing with inferred and deeper meanings embedded in texts.

Some children demonstrated some difficulty identifying and correcting punctuation items.

Numeracy – NAPLAN Year 3

Students returned better scores in measurement, space and data than in other examples.

Children showed recognition within items focussing on known shapes and geometry items.

Questions dealing with involved cross-sections and nets remained rather difficult.

Students seemed to deal with number operations overall more soundly.
Literacy – NAPLAN Year 5

Inferring meaning in text has proved to be a developing point for our students.

Locating information directly within factual texts proved difficult for students. Students found task difficulties identifying the purpose of a text.

Text conventions and layout features remained challenging for students.

Students returned successful items at or above the state level dealing with tense and plurals in some writing examples.

Correct formal structure and text type in writing seemed difficult for many students, dealing with paragraph function demonstrated only some successful results.

Numeracy – NAPLAN Year 5

Year 5 students returned sound scores within space and geometry. Other mathematical fields seemed more difficult.

Complex operations in division and subtraction were difficult across the majority of the group.

Fractions and decimals remained items which students experienced misunderstanding.
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 2009

<table>
<thead>
<tr>
<th>Subject</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>100</td>
</tr>
<tr>
<td>Writing</td>
<td>93</td>
</tr>
<tr>
<td>Spelling</td>
<td>100</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
<td>93</td>
</tr>
<tr>
<td>Numeracy</td>
<td>93</td>
</tr>
</tbody>
</table>

Percentage of Year 5 students in our school achieving at or above the minimum standard in 2009

<table>
<thead>
<tr>
<th>Subject</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>92</td>
</tr>
<tr>
<td>Writing</td>
<td>100</td>
</tr>
<tr>
<td>Spelling</td>
<td>92</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
<td>92</td>
</tr>
<tr>
<td>Numeracy</td>
<td>92</td>
</tr>
</tbody>
</table>
Significant programs and initiatives

Aboriginal education

Aboriginal Education is included in curriculum especially in units of work relating to Human Society and Its Environment.

Aboriginal culture and values are recognised in the following ways:
- Surrounding NAIDOC week students become concerned with study items highlighting cultural features including Aboriginal history,
- Aboriginal culture and contemporary Aboriginal Australia.

Aboriginal Education remains clearly an emphasis for both students and teaching practice.

Multicultural education

The Multicultural Education program at Leeville involves the whole school promoting positive relationships between all members of the community leading to a stronger understanding and respect for all cultures.

This year students participated well in an International Project competition developing projects on Egypt, which examined:
- cultural differences
- global influences and
- children’s perspectives.

Multicultural Education will remain an essential theme for students learning and teaching practice.

Respect and responsibility

Leeville Public School gives high priority to promoting respect and responsibility by building and improving positive relationships.

Staff and students target the building of positive relationships for enhanced student interactions and progress.

Students participated in a wide variety of programs centred on respect for self and others including:
- Life Education,
- National Clean Up Day and
- raising money for charities both in Australia and overseas.

Respect and responsibility is a focus area for teaching approaches at Leeville School.

Progress on 2009 target

Target - literacy and numeracy

- Focus on student literacy learning enhancements

Our achievements include:
- Literacy and Numeracy approaches to respond to target areas particularly literacy as targeted.
- Trend growth patterns identified in analysis of system based results.
- Skills development and acquisition in items through directed teaching support.
- Literacy and numeracy progress supported by group work approaches with Support Teacher program for student learning.
- Student learning progress performance trends prompted encouraging family and community responses.

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 2009 our school carried out evaluations of Reporting Student Achievement and Creative Arts Activities and Development

Educational and management practice

Reporting Student Achievement

Background

- Developments and revisions in reporting formats for 2009 presented changes to be thoroughly considered and accommodated by staff and community at Leeville.
- Updated options and procedures were produced through the New South Wales Department of Education and Training.
- Consistent and informative reporting measures for all students, and for individual students needed to be implemented sensitively.

Findings and conclusions
The review included teachers and parents views and reflections regarding aspects of the revised format and options.

Staff and parents felt the options were well resourced and could reflect student performance profiles.

Monitoring of multiple year groups and special conditions for individual students required definite re-allocation of staff during testing day sessions.

Provision of multiple option proposals improved quality of final formats.

Future directions

Future reporting measures be supported by staff discussion to enhance family understanding and support for reporting for individual students.

Provision of parent information for interpreting and understanding data presented be reinforced through the community.

Curriculum

Creative Arts Activities and Development

Background

The periodic need to analyse school performance in creative arts activities and development prompted this evaluation.

Staff recognised this skill and cultural aspect and sought review.

The processes involved staff and students.

Responses and discussions supporting developing activities and opportunities in creative arts performances from the school and across the community.

Findings and conclusions

Review showed support for and appreciation of creative art and performance activities within the school, particularly with all students given maximum opportunities to participate.

The team approaches with all staff working together was identified as a feature.

Student confidence developing in performance skills is a vital and important indicator.

Community support for special events and developmental items builds student body identity and production energy.

Future directions

Investigate further occasions to possibly augment current events and opportunities

Continue to seek events and activities for students to attend outside the school and local region.

Continue the successful approach and encouragement for student participation and cultural and creative arts performance development.

Parent, student, and teacher satisfaction

In 2009 the school sought the opinions of parents, students and teachers about the school.

Their responses are presented below.

Student, parents and staff expressed the view that the school given its -

- size,
- staff,
- student population and
- locality

- provides a creditable variety of creative and performing arts activities and opportunities for the children at Leeville School.

Activities catered for and engaged in include:

- Weekly assemblies and items
- Special events such as Grandparents Day in term 1
- Creative Arts festival across Casino and Kyogle schools in Term 3
- The annual Christmas festive evening and performances
- Special and ceremonial occasions with visitors and families present
- Exposure to professional examples of performance events through visiting performances hosted at Leeville School for the local schools

Parents and students remarked on the activities across the school year, which maintained a noticeable level of interest for ongoing participation and enjoyment.

An emphasis on

- Creative and performance skills and
Professional learning

Professional learning activities in the main have been conducted on site.

This follows the available system wide school development days in all school terms. Further development days made available in Term 4 enabled many focussed activities with forward-looking planning elements.

Leeville staff, with other local schools, formed a sizable group to engage presenters and instructors.

Other, diverse activities have required staff attendance in other venues.

Teachers and all school staff successfully participated in professional learning activities including:

- Schools group development
- Web supported teaching materials
- Principals' conferences
- Developmental training meetings
- Annual updates in safety and care
- CPR and Emergency Care update
- Student assessment processes

Administrative and ancillary staff engaged in professional learning activities including:

- CPR and Emergency care update
- Library stocktake - collection review
- Safety awareness and OHS updates

School development 2010 – 2011

System wide priorities for development over this period include:

- Literacy,
- Numeracy,
- Student Engagement and
- Technology in Learning
**Targets for 2010**

**Target 1  Literacy**

Focus on student literacy learning in writing with structure and sequence.

Strategies to achieve this target include:
- Data analysis to inform teaching and learning.
- Teacher focus on item analysis for enhanced student performance.
- Professional learning focus in literacy and writing analysis.

Our success will be measured by:
- Development of data and assessment of information
- Development of teacher item and performance analysis
- Quality professional learning opportunities and activities

**Target 1  Numeracy**

Focus on student understanding of item question and required process

Strategies to achieve this target include:
- Data analysis to inform teaching and learning.
- Identification of student need areas in item understanding.
- Professional learning focus in numeracy question analysis.

Our success will be measured by:
- Development of data and assessment of information
- Teacher analysis enhanced and focussed on student process and understanding
- Focussed professional learning opportunities

**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.

Robyn Cahill  
Teacher Representative

Charleyene Battistuzzi  
P&C Representative

Wendy Chapman  
School Administration

Melanie Pitman  
Parent Representative

Stephen Ellem  
Principal

**School contact information**

Leeville Public School  
9375 Summerland Way  
Leeville via Casino NSW 2470  
Ph: 02 6664 1280  
Fax: 02 6664 1353  
Email: Leeville-p.schools@det.nsw.edu.au  
School Code: 1740

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: