2008 Annual School Report
Leeville Public School

NSW Public Schools – Leading the way
Principal's message

This report affirms the belief that worthwhile school experiences remain important to the future of the families of the area and their wishes for their children's future.

This report outlines the progress made towards the targets in key areas.

This report also sets out clearly the

- feature achievements and
- events of the year
with respect to
- the arts and
- sporting activities.

The Leeville community continues to support special events and special efforts for the children. This indicates clear messages of encouragement for the children.

Leeville School was supported in the Priority Schools Program in the funding period concluding at the end of this year. This program is detailed in a special section.

Leeville School will not continue in this program in the coming four year funding period.

The schools approach to the development of the

- Arts,
- Citizenship and
- Sporting activities
is shown in the account of school events and items across the year.

Continued wide support and encouragement for the school and the children's pursuits, present as highlights throughout this report.

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 for the community and the local area. Leeville School has developed from a long history as a one teacher rural school to a vibrant, local entity nurturing the potential of the local children.

The Report includes sections reflecting the

- perceptions,
- conclusions and
- messages
from staff, students and community.

A diverse and committed community and school team have provided a wide-ranging and detailed collection of reviews and projections flowing from this years school life.

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

The Leeville School - Parents and Citizens Association especially supported performance opportunities for children at Leeville Public School in 2008.

A continuing feature was the subsidising of bus travel to gain further skills and experience, and to rehearse at formal venues. This happened for swimming and for performance events.

This year’s special fundraising efforts and events included:

• Easter Egg raffle
• Christmas hamper raffle
• Street stall - home cooked goodies – sold out
• Big Term 2 Sock Drive
• Trial run of Cookies drive – very well received
• End of Year - Christmas Concert – The Year of the Life Saver

Our annual Christmas Concert, The Year of the Life Saver involved all children at Leeville Public School.

Grandparent’s Day in March this year was a great success with well over ninety people well entertained and who returned very positive comments and reports.

These occasions demonstrate the
• quality,
• talent and
• contributions
of the school and community in time and expertise.

Mrs Helen Gray in particular must be thanked for
• the time and effort invested in
• preparation and production
of all our School performances.

Charleyne Battistuzzi

Student representative’s message

Students participated in the following activities, which emphasised respect for yourself and regard for others:

• National Schools Clean Up Day
• School Tree Planting program
• International Study – Mexico
• Life Education unit and studies
• Local milk bottle tops collection, raising funds for student sports & games
• Jump Rope for Heart
• Multi Day fundraising with the “Noisy Bucket”:
  Stewart House; Cerebral Palsy; Rural Fire Service; State Emergency Service; Asthma Foundation

Year 6 students have performed leadership roles. These include:

• conducting weekly assemblies
• formal occasions,
• organising tabloid activities for the daily fitness program
• adopting formal roles on solemn days
• delivering votes of thanks
• acting as student guides with visiting dignitaries.

Ellenor McLeod and Ben Pitman
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

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

The following table shows our class sizes, as reported at the 2008 class-size audit that was conducted on Wednesday, 31 March 2008.

<table>
<thead>
<tr>
<th>Roll Class</th>
<th>Year</th>
<th>Total in Year</th>
<th>Total in Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>K.1</td>
<td>K</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>K.1</td>
<td>1</td>
<td>9</td>
<td>15</td>
</tr>
<tr>
<td>2.3.4</td>
<td>2</td>
<td>13</td>
<td></td>
</tr>
<tr>
<td>2.3.4</td>
<td>3</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>2.3.4</td>
<td>4</td>
<td>3</td>
<td>20</td>
</tr>
<tr>
<td>4.5.6</td>
<td>4</td>
<td>11</td>
<td></td>
</tr>
<tr>
<td>4.5.6</td>
<td>5</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>4.5.6</td>
<td>6</td>
<td>7</td>
<td>23</td>
</tr>
</tbody>
</table>

Classes were formed to provide the best available combination of educational and social circumstances.

Class sizes changed through the year to accommodate enrolments in the Year groups.

Family Involvement and Participation
Parents and family generously provided support for the school community.

Roles commonly involved:
- Care and development of the school environs, by encouragement and support for fundraising for improvements.
- Reading tutors, group leaders and swimming supervisors.
- Many people demonstrate an encouraging involvement in school activities.
- Increasing numbers of family and community members again enjoyed school events throughout the year.
- Many local families and school community people supported annual performances and concert and continued community use of the tennis court.
- Many special endeavours have seen the school precinct enhanced and beautified.
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 (Teaching)</td>
<td>1</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>2</td>
</tr>
<tr>
<td>Support Teacher</td>
<td>5dpw</td>
</tr>
<tr>
<td>Administrative Manager</td>
<td>1</td>
</tr>
<tr>
<td>General Assistant</td>
<td>9.5hpw</td>
</tr>
<tr>
<td>Cleaner</td>
<td>1</td>
</tr>
</tbody>
</table>

Staff retention

Staff appointments have all remained unchanged, from 2007 during 2008.

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>30/11/2008</th>
</tr>
</thead>
<tbody>
<tr>
<td>Income</td>
<td>$</td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>70 765.70</td>
</tr>
<tr>
<td>Global funds</td>
<td>51 838.28</td>
</tr>
<tr>
<td>Tied funds</td>
<td>70 827.40</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>13 984.79</td>
</tr>
<tr>
<td>Interest</td>
<td>5 424.07</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>5 616.00</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Total income</td>
<td>218 456.24</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>3 628.91</td>
</tr>
<tr>
<td>Excursions</td>
<td>4 160.31</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td>4 982.01</td>
</tr>
<tr>
<td>Library</td>
<td>1 276.11</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>4 672.63</td>
</tr>
<tr>
<td>Tied funds</td>
<td>90 010.31</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>6 055.30</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>27 864.55</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Utilities</td>
<td>7 383.81</td>
</tr>
<tr>
<td>Maintenance</td>
<td>5 842.76</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>5 616.35</td>
</tr>
<tr>
<td>Capital programs</td>
<td>3 408.70</td>
</tr>
<tr>
<td>Total expenditure</td>
<td>164 901.75</td>
</tr>
</tbody>
</table>

Balance carried forward | 53 554.49

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

The amount agreed for annual voluntary school contributions for families is

- 1 child $35
- 2 children $42 and
- 3 or more children $48

A full copy of the school's 2008 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 2008

Achievements

Arts

Especially planned performance opportunities, continued successfully at Leeville Public School in 2008. Enthusiasm and support was evident from all the families and the community.

Special events and Items included:

- Grandparents Day
- ‘Sing C’est La Vie’ – Year 6
- Bush Band session - Class 4.5.6
- Casino–Kyogle Festival Concert
- End of Year - Christmas Concert

Our annual end of year - Christmas Concert, ‘The Year of the Life Saver’

... written, developed and devised production which involved all the children at Leeville Public School.

Grandparent’s Day in March proved a great success with well over ninety people very well entertained and treated to a very rousing entertainment session.

Class 4.5.6 featured in an impressive colour and movement expressive item, to music:

‘Everybody Makes Mistakes’,
in the Casino-Kyogle Schools Performing Arts Concert in September.

- Performance items display the fine quality, talent and contributions of the school and community in time and expertise.
- Special acknowledgement should be made of Mrs Helen Gray and others amongst the school staff and families of the school community.

Stages 2 & 3 participated in Newspapers In Education. The production of a special feature entitled ‘The Leeville Light’ involved children in writing, photography, preparation of articles, captions, layout and presentation.

Sport

Cross Country

Eleven 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 Caniaba

Shantanna Berry shone out through the Cross Country season in 2008. Shantanna managed to gain 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.

Casino Small Schools District Athletics

The Athletics Carnival Age Champion Awards for 2008 were presented to:

- 11 Years Girl Champion – Sara Smith
- Senior Boy Champion – Ben Pitman

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

Swimming Activities

Leeville Public School children progressively participated in:

- weekly swimming activities in Terms 1 and 4
- intensive swimming program of special lessons in November, Term 4.

The school community invests a great deal in these efforts to improve water safety skills development.

Special Events and Activities

- During Term 1 students participated in and learned a great deal about ways to: respect our environment and look after our world and its endangered and threatened animals during our Dreamworld Excursion.
- On National Tree Day special trees were planted within the school grounds, by each class. These plantings were tended carefully to encourage their settling.
- Students and staff actively involved themselves in the school's overall restoration and re-planting program.
- During Term 2 students were advised of safety procedures during the Rural Fire Service visit. All students enjoyed inspecting the fire trucks whilst learning about fire safety.
Academic

In the National Assessment Program, the results across Years 3 and 5, literacy and numeracy assessments are reported on a scale from Band 1 to Band 8.

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

Year 3: from Band 1 (lowest) to Band 6 (highest for Year 3)
Year 5: from Band 3 (lowest) to Band 8 (highest for Year 5)

Literacy – NAPLAN Year 3

Children performed at the system level when connecting information and graphics in text.

Students continued to experience some level of difficulty with inferring meanings and deeper meaning in texts.

Children experienced difficulty in identifying and correcting punctuation accurately.

Employing correct text structure in formal writing was found to be somewhat difficult.

Some results indicated understanding of formal text over creative form.

Students were often able to recognise correct tense in a text.

Numeracy – NAPLAN Year 3

Students scored a little better in measurement, space and data than in other arithmetic examples.

Children performed well, in items focussing on known shapes and geometry items.

Questions dealing with involved cross-sections and nets proved quite concerning.

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

Inferring meaning in text has emerged as a growth point for our students.
Locating information both directly and indirectly stated within factual texts proved difficult for some students as did identifying the purpose of a text.
Recognition of some text conventions and layout features proved concerning for students.

Students rated at or above the state level with some items dealing with tense and plurals a in writing examples.
Correct structure and text type in writing seemed quite difficult for students, with paragraph function returned few positive results. Students require further support and exposure.

Numeracy – NAPLAN Year 5

Year 5 students returned sound scores with space and geometry, however other aspects proved more difficult.
More complex operations such as division and subtraction were difficult across the test group.
Fractions and decimals continued to be items which some students experienced concern.
Progress profiles

Information here indicates the relative progress across the years testing has been conducted for the student grouping.

Progress in literacy

Average progress in reading between Year 3 and Year 5

Progress in numeracy

Average progress in numeracy between Year 3 and Year 5

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 2008

<table>
<thead>
<tr>
<th>Year 3 Students</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>100</td>
</tr>
<tr>
<td>Writing</td>
<td>100</td>
</tr>
<tr>
<td>Spelling</td>
<td>100</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
<td>100</td>
</tr>
<tr>
<td>Numeracy</td>
<td>100</td>
</tr>
</tbody>
</table>

Percentage of Year 5 students in our school achieving at or above the minimum standard in 2008

<table>
<thead>
<tr>
<th>Year 5 Students</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>80</td>
</tr>
<tr>
<td>Writing</td>
<td>100</td>
</tr>
<tr>
<td>Spelling</td>
<td>60</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
<td>100</td>
</tr>
<tr>
<td>Numeracy</td>
<td>100</td>
</tr>
</tbody>
</table>
Significant programs and initiatives

Aboriginal education

Aboriginal Education is included in curriculum units of work relating to

- Human Society and Its Environment.

Aboriginal culture and values is celebrated in the following ways:

- Preceding and during NAIDOC week students are involved in specific studies linked to cultural features including Aboriginal history,
- Aboriginal culture and Present-day Aboriginal Australia.
- Aboriginal Education will be maintained as 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 Mexico, which examined
  - cultural differences
  - global influences
  - 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.
Key evaluations

Educational and management practice

NAPLAN implementation

Background

- NAPLAN introduction in 2008 presented changes to be thoroughly considered and accommodated by staff and community at Leeville.
- NAPLAN procedures were produced and distributed through the New South Wales Department of Education and Training.
- Increased testing days and special conditions for individual student need to be processed sensitively.

Findings and conclusions

- The review included teachers and parents responses regarding aspects of the new format.
- Staff and parents felt the new system was valid as it produced nation wide results.
- Parents and students felt some heightened pre-test anticipation due to the first time effect.
- Monitoring of multiple year groups and special conditions for individual students required definite re-allocation of staff during testing day sessions.
- Provision of multiple staff during testing sessions improved supervision coverage.

Future directions

- Future testing programs be supported by multiple staff to enhance testing conditions and set familiar supervision for students.
- Wider and earlier system provision of parent information on interpreting test results and reports.

Curriculum

Physical Education: Sports Achievement and Development

Background

- The periodic need to analyse school performance in sporting achievement and development prompted this evaluation.
- Staff recognised this physical learning aspect and sought review.
- The process involved staff and students.
- Responses and discussion of planning and activities in sporting achievement from the school and the community.

Findings and conclusions

- Review showed support for and recognition of sporting achievement activities within the school, particularly with students given the opportunities to participate in events.
- The team teaching with all staff working together was identified as a feature.
- Student confidence developing in sporting pursuits is an important indicator.
- Community support for key events and development phases builds student team identity and morale.

Future directions

- Investigate further K–6 physical and sporting activities to possibly supplement current events and opportunities
- Continue to pursue events and activities for students to attend outside the school arena.
- Continue the fine quality approach and encouragement for student engagement and achievement in sporting development.
2008 targets

Target 1 - Continued technology links in teaching and learning
Our achievements include:
• Staff progression with linked teaching and learning
• increased use of technology in mathematics.
• learning goals emphasis in technology-learning activities and development.
• Staff training in technology expertise and skills upgrading involvement in digital imaging
• Student use of technology in:
  – research tasks and a learning tool
  – enhanced techniques in documents

Target 2 - Directed engagement - literacy and numeracy outcomes
Our achievements include:
• Literacy and Numeracy approaches to respond to target areas
• Trend growth patterns in system based results.
• Skills acquisition in identified items through directed teaching support
• Literacy and numeracy progress supported by group work with Support Teacher approach for student learning.
• Student learning performance trends promote encouraging community responses

Target 3 - Developing School Planning
Our achievements include:
• Development of individual and group roles in the operation of school action groups
• Continued team approach to tasks and responsibilities.
• Quality activity and commitment to the school through successful fundraising ventures via the Parents and Citizens.
• Awareness of the curriculum components and knowledge tested in the Naplan Program.

Parent, student, and teacher satisfaction
In 2008 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,
• student population and
• locality
- provides a great variety of sporting activities and pursuits for the children at Leeville School.

Activities catered for and engaged in include:
• swimming (weekly in Terms 1 &4)
• intensive swimming (the special scheme)
• cross country
• football (soccer)
• cricket
• volleyball
• tennis
• athletics (including field events)

The school through the PSSA (Primary Schools Sports Association) and through sporting codes attracts -
• workshops and
• clinic opportunities
for the children to participate in and to encourage further physical activities outside the school environment.

Parents and students remarked on the variety across the school year, which maintained a good level of interest for ongoing participation and enjoyment. An emphasis on
• team skills and
• team support
- through the colour group format was seen as promoting healthy outlook and positive peer interaction.
Professional learning

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

This follows the available system wide school development days in terms 1, 2 & 3.

Leeville staff, with other schools, form 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:

• Priorities schools program
• Web supported teaching materials
• Principals’ conferences
• CPR and Emergency Care update
• Student Reporting processes
• Administrative staff engaged in professional learning activities including:
• CPR and Emergency care update
• Library stocktake - collection review

School development 2009 – 2011

Priorities for development over this period include:

• Literacy,
• Numeracy,
• Student Engagement and
• Technology in Learning

These have been developed to effect school growth and change over the period 2009- 2011. Annual emphasis will be reflected in the prime target in each year.

Target for 2009

Literacy and Numeracy have been afforded the emphasis in 2009.

Target

Literacy and Numeracy

Focus on student literacy learning enhancements

Strategies to achieve this target include:

• Data examination to inform teaching and learning.
• Peer collaboration for improved analysis of performance.
• Professional learning emphasis in literacy techniques.

Our success will be measured by:

• Effective management of data and assessed information
• Evident peer interaction and performance analysis
• Impact of professional learning opportunities and activities
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.

Melanie Pitman
Parent Representative

Charleyne Battistuzzi
P&C Representative

Robyn Cahill
Teacher Representative

Wendy Chapman
School Administration

Stephen Ellem
Principal

School contact information

Leeville Public School
9375 Summerland Way
Leeville via Casino
NSW 2470

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:
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