Leeville Public School
Annual School Report 2014
School context statement
Leeville Public School, established in 1888, is a dynamic P5, rural small school approximately 10 kilometres from Casino. Enrolments for the school are drawn from the surrounding rural areas through to residents in the Casino area. As the school is drawing from a wide area, it is serviced by three bus runs. The school offers extended hours from 8.15am - 4pm to cater to the needs of the families accessing these services. The school has a stable and committed teaching staff who are dedicated to the learning needs of all students. As a small school, staff have a great understanding of all the students as individuals and cater for their complex and diverse needs. Leeville PS has strong ties to the community and is involved in a very active Community of Schools (CLASS). Opportunities are regularly given to engage the students with their peers across this wider area.

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

Student enrolment profile

<table>
<thead>
<tr>
<th>Gender</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>36</td>
<td>32</td>
<td>37</td>
<td>26</td>
<td>27</td>
<td>25</td>
<td>22</td>
</tr>
<tr>
<td>Female</td>
<td>29</td>
<td>31</td>
<td>34</td>
<td>27</td>
<td>28</td>
<td>27</td>
<td>28</td>
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</table>

Student attendance profile

<table>
<thead>
<tr>
<th>Year</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>92.4</td>
<td>87.6</td>
<td>95.2</td>
<td>92.4</td>
<td>87.9</td>
<td>78.1</td>
</tr>
<tr>
<td>1</td>
<td>93.1</td>
<td>90.8</td>
<td>94.2</td>
<td>92.9</td>
<td>86.5</td>
<td>95.9</td>
</tr>
<tr>
<td>2</td>
<td>86.6</td>
<td>92.6</td>
<td>92.2</td>
<td>93.3</td>
<td>97.7</td>
<td>87.2</td>
</tr>
<tr>
<td>3</td>
<td>92.3</td>
<td>75.1</td>
<td>97.0</td>
<td>86.0</td>
<td>94.0</td>
<td>96.0</td>
</tr>
<tr>
<td>4</td>
<td>91.8</td>
<td>89.1</td>
<td>84.1</td>
<td>92.1</td>
<td>91.1</td>
<td>84.1</td>
</tr>
<tr>
<td>5</td>
<td>94.1</td>
<td>79.8</td>
<td>92.1</td>
<td>82.6</td>
<td>90.9</td>
<td>94.4</td>
</tr>
<tr>
<td>6</td>
<td>90.6</td>
<td>92.3</td>
<td>87.8</td>
<td>91.7</td>
<td>88.1</td>
<td>92.4</td>
</tr>
</tbody>
</table>

The school has a program in place to reward attendance. Term certificates are given out and an end of year reward is given for students with low absences.

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

Workforce composition

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Classroom Teacher(s)</td>
<td>2</td>
</tr>
<tr>
<td>Learning and Support Teacher(s)</td>
<td>.2</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>.1</td>
</tr>
<tr>
<td>School Counsellor</td>
<td>As needed</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>1.4</td>
</tr>
<tr>
<td>Total</td>
<td>4.7</td>
</tr>
</tbody>
</table>

The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce.

Leeville Public School has a 0% Aboriginal Composition on our workforce.

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></td>
</tr>
</tbody>
</table>
Professional learning and teacher accreditation

During 2014 staff engaged in a wide range of professional learning activities. These included –

**L3 training** – 12 x half day training sessions

4 x in school visits

**Focus on Reading** – 2 x full day sessions, modules 3 and 4

**Small School Network Days** –

Classroom teachers released one day per term to meet with collegial group of schools COLOURSS and CLASS to engage in professional dialogue and program planning across all KLA’s. Major focus for 2014 was on the implementation of the new English curriculum.

**Road Safety Workshop**

**Level C Coaching – athletics**

**Ipads for Learning Conference**

**Principals Conference –** Knock, Bang, Thump

**Live Life Well at School**

**CPR/ Anaphylaxis training**

All teaching staff were involved in one or more major PL opportunities throughout the year.

Total expenditure for Teacher Professional Learning exceeded the amount allocated to the school as TPL. Total budget allocated by the school, including funding from tied grants and general budget for the year was approximately $10000, averaging to approximately $2500 per teaching staff member.

### 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>30/11/2014</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
<td></td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>52720.58</td>
</tr>
<tr>
<td>Global funds</td>
<td>61632.87</td>
</tr>
<tr>
<td>Tied funds</td>
<td>70933.21</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>20704.96</td>
</tr>
<tr>
<td>Interest</td>
<td>1915.75</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>3864.75</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td>211772.12</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Expenditure</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
<td></td>
</tr>
<tr>
<td>Key learning areas</td>
<td>9015.22</td>
</tr>
<tr>
<td>Excursions</td>
<td>18926.90</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td>5483.33</td>
</tr>
<tr>
<td>Library</td>
<td>1355.87</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>1364.87</td>
</tr>
<tr>
<td>Tied funds</td>
<td>55955.54</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>5387.75</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>12586.70</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Utilities</td>
<td>10718.71</td>
</tr>
<tr>
<td>Maintenance</td>
<td>14680.02</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>3864.75</td>
</tr>
<tr>
<td>Capital programs</td>
<td>3813.43</td>
</tr>
<tr>
<td><strong>Total expenditure</strong></td>
<td>143153.09</td>
</tr>
<tr>
<td><strong>Balance carried forward</strong></td>
<td>68619.03</td>
</tr>
</tbody>
</table>

A full copy of the school’s 2014 financial statement is tabled at the annual general meetings of the parent body. Further details concerning the statement can be obtained by contacting the school.
School performance 2014

Arts

At Leeville Public School we foster the development of the creative arts to enhance the development of values, understanding, skills and knowledge across all key learning areas. The arts program gives students the opportunity to engage, create, participate and perform.

This year we had a major focus on performances as part of Beef Week. The school had the opportunity to present to parents and judges in the “School and Care Providers” category of the window and dress up competition.

The theme for the competition was “Heroes and Villains”. The students and staff put a magnificent effort into transforming the school assembly area into a set for “The Lion King”, which then provided the backdrop for a fabulous performance of The Lion King, incorporating singing, recorders, dancing and drama. The judges were so impressed that they came to the school a second time and requested a second performance! Needless to say the school won the competition!

A variation of this performance was then given by all students at the Casino and Kyogle Performing Arts Concert later in the year, where it was highly regarded by the audience.

The end of year concert was a musical “The Wise Bird of Oz”. Students in the senior class were involved with the script writing. Students performed singing, dancing drama and used recorders and glockenspiels to present a wonderful show to parents and the community.

As in previous years, Leeville students excelled in their ability to provide quality performances to an audience. In addition to the performances above, students were involved in performing for Harmony Day, Grandparents Day, Music Count us in, Combined Small Schools choir and more.

Sport

The swimming program at Leeville School continued to provide students with a weekly learn to swim program that developed water confidence and provided students with basic skills in water safety and survival. All students during term 1 and term 4 participate in this program with students constantly being assessed and extended according to their individual needs and abilities. In addition to the weekly lessons, all students participated in the two week intensive swimming program in term 4 – with a 45 minute lesson every day for 10 days.

The results of this program were evident during our second annual Small School swimming carnival, with great results for all students.

Students participated in a wide range of sports during weekly lessons including cricket, softball, oztag, soccer and NRL to name a few.

Students participated in the local NRL Goodwill Challenge for touch football, against other public and private schools from Casino and Kyogle. There were separate competitions for stage 2 and stage 3 – with the Leeville teams winning both competitions!

Students from Leeville represented the school at zone, regional and state levels for athletics, swimming and softball. Fantastic achievements!
Excursions

Outback Spectacular/ Dreamworld Excursion

The major excursion for 2014 was an overnight trip for all students K-6 to the Gold Coast. Students stayed overnight at the Sports Super Centre in Runaway Bay. Student’s explored the complex and had first-hand experience using the world class sporting facilities.

An afternoon at the complex was followed by a performance of The Outback Spectacular. Before the show we participated in a 3 hour tour of the facility – with students gaining invaluable knowledge and experience regarding the animals, the running of the show, costuming, food preparation and much more. Students were also chosen to participate in the night time performance.

On day two of the excursion, students, staff and parents spent a day at Dreamworld. We participated in an extremely informative Dreamworld Corroboree tour, with students being praised by tour guides for their exceptional manners and their interesting questions.

Lion King Stage Show

Students K-6 also attended a one day excursion to Brisbane to attend the Lion King stage show. This was very relevant to our Creative Arts Program as students also performed the Lion King at school. A highlight for staff and parents was seeing the pure enjoyment on the students faces – while they sang along to all the songs they had performed at school.

CLASS

Leeville Public School continues to be a proud member of the CLASS small schools Community of Learning – involving Rappville, Mummulgum, Stratheden, Doubtful Creek, Manifold and Leeville. This community of schools group meets regularly to provide educational opportunities for students and staff. Some of these events include the annual swimming carnival, cross country, athletics, combined stage CAPA days, Performing Arts Concert, NAIDOC window display and Beef Week Parade.

Teaching staff from these schools, along with teaching staff from the Kyogle small schools network, meet on a regular basis to develop their skills and knowledge. This year Leeville participated in stage teacher network meetings once a term for all classroom teachers – with a major focus on the implementation of the new English syllabus.

Interest Groups

During term 2, parents and teaching staff worked with small groups of students one afternoon a week to provide “interest groups” teaching students a range of life skills including cooking, gardening, craft, beading and visits to a local working cattle farm.

Premiers Spelling Bee

Students in years 3-6 had the opportunity to participate in the Premiers Spelling Bee. The Spelling Bee is a fun and educational way for primary schools to engage in spelling. Students prepared for the challenge during class lessons with two students from years 3-4 and two students from years 5-6 being selected for the regional qualifying round held at Wyrallah Rd Public School.
Academic achievements

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.

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)

The My School website provides detailed information and data for national literacy and numeracy testing (NAPLAN).

Click on the link [http://www.myschool.edu.au](http://www.myschool.edu.au) and enter the school name in the Find a school and select GO to access the school data.

Below are tables that represent the average progress in the areas tested in NAPLAN.

Significant programs and initiatives – policy

Aboriginal education

All students participated in learning activities that were included in classroom units of work. Students attended a workshop as part of their overnight excursion to the Gold Coast. The students were taken on a journey by indigenous presenters showcasing the world’s oldest living culture, Australia’s Indigenous people and their connection with the land and animals.
Multicultural education and anti-racism

Through classroom activities, students at Leeville Public School are provided with a range of opportunities to foster a sense of tolerance and respect towards all people.

Students participated in lessons and activities as part of Harmony Day – including interactive apps. The Filipino community were invited to the school to present information regarding their culture. This was a wonderful celebration and included students learning about the history of the Philippines, watching and participating in traditional dance items, and preparing and eating traditional Filipino food. Students in stage 3 also completed the unit of work Study of a culture – The Philippines.

Significant programs and initiatives – equity funding

Aboriginal background

Funding for students with an aboriginal background totaled $2994 in 2014. These funds were allocated – with additional school funds to employment of an SLSO (Student Learning Support Officer), to support the students within the classroom.

Socio-economic background

Total funds received for 2014 for Socio- Economic Background was $33,528.

Due to a reduced number of students at the school, Leeville had reduced funding available to sustain a third class. A large proportion of the socio economic background funds were used to maintain this class, therefore reducing class sizes.

Funds were also used to purchase 8 new laptops. These laptops allowed the senior students to be able to become more connected with the outside community. The installation of a wireless internet network meant that delivery of technology was more reliable and flexible.

School planning and evaluation 2012—2014

School evaluation processes

NSW public schools conduct evaluations to support the effective implementation of the school plan. The processes used include:

- Surveys of students, parents and teachers
- Formal planning meetings with staff and parents
- Informal discussions

School planning 2012-2014:

School priority 1

All students to achieve their maximum potential in literacy

Outcomes from 2012–2014

Students can produce an expanding range of written texts, moving from the more familiar narratives, descriptions and recounts to more formally structured and technical texts.

Evidence of achievement of outcomes in 2014:

- Student assessment using strategies from Focus on Reading training, showed that students were more engaged in their reading and subsequently were producing written texts that were more detailed and informative.
- Staff reported a more confident approach to the teaching of writing through the completion and implementation of “Focus on Reading” strategies within the classroom.
- Student engagement in writing tasks was greater through the use of digital texts within the classroom. Students reported a better understanding of the writing process, and teachers reported student work samples were of a greater standard.
School priority 2

Outcomes from 2012–2014

To develop a school culture that supports ecological sustainability.

Evidence of achievement of outcomes in 2014:

- Students, staff and parents were involved in sustaining the vegetable garden. During the second half of the year, the produce from the garden was being used in the canteen for tuckshop days as well as providing families with a range of fresh produce.

School priority 3

Outcomes from 2012–2014

Literacy - improved outcomes for reading and writing for students in Kindergarten and year 1.

Evidence of achievement of outcomes in 2014:

- 66% of students in Kindergarten are reading beyond stage expectations.
- 55% of students, according to the literacy continuum are performing above stage expectation for writing.
- 60% of students are comprehending texts at a level above that expected for their stage.

Parent/caregiver, student, and teacher satisfaction

In 2014, the school sought the opinions of parents, students and teachers about the school.

Their responses are presented below.

Parents, students and teachers were surveyed regarding the culture of the school. Parents were also invited to attend a planning meeting to discuss future directions of the school and have input into the school plan.

On the survey, responses were a combination of giving an answer using a scale, yes-no answers and written responses.

Approximately 50% of the school community responded to the survey.

Overall

- parents felt that the school provides them with useful information about their child’s education and that they felt welcomed in the school.

- the majority of people felt that the amount of homework given to students was appropriate.

When asked what the school did well – written responses included variations of the following -

- Fosters good relationships amongst the children from Kindy to year 6/ caring environment
- Involving all students in activities
- Teaching respect for others
- One on one interaction
- Well organised
- Promotes positivity
- Encouraging parent/ carer contributions
- Community participation
- Good communication skills
- Supportive learning environment
- School appearance is fantastic
- Teaching excellence

When asked what the school could do differently – written responses included

- Communicate student progress more regularly
- Base homework on what students are learning in class
- Male role models
- Encourage uniform more
- Less out of class time
- Set the bar high

Future Directions

2015-2017 School Plan

NSW DEC is implementing a new school planning process for 2015-17. The new plan will be published on the school’s website from the beginning of Term 2 2015.
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.

Annette Clarke  Principal
Gillian Mortimer  Classroom teacher

School contact information

Leeville Public School
9375 Summerland Way
Casino
Ph: 66641280
Fax: 66641353
Email: leeville-p.school@det.nsw.edu.au
Web: http://www.leeville-p.schools.nsw.edu.au
School Code: 1740

Parents can find more information about Annual School Reports, how to interpret information in the report and have the opportunity to provide feedback about the report at: