Messages

Principal’s message

Leonay Public School is a dynamic small school located at the base of the Blue Mountains with 220 students enrolled in 9 classes. The school has beautiful grounds, modern classrooms and is well resourced. Our staff are very experienced and provide a caring environment where our students achieve strong academic, sport and performing arts outcomes. Our students strive to do their personal best.

I am pleased to provide each family with a copy of the 2011 Annual Report which is a snapshot of the school’s achievements in 2011. During the past year the Leonay Public School community has participated in a variety of programs. Students have achieved success in many endeavours and this report serves to highlight some of these.

Our focus areas this year have included Literacy, Numeracy, Technology and Positive Behaviour for Learning. Throughout 2011 the staff have developed and implemented teaching and learning programs in the six key learning areas that challenge and develop the students as they work steadily to achieve the appropriate outcomes. These programs, in line with the Board of Studies syllabus, ensure that students gain the information and skills required for their future lifelong learning. I would like to thank the staff for their tireless efforts throughout 2011.

It is my pleasure to share our achievements with you as well as to recognise the value of public education within our community.

I would like to thank all the members of our community who have assisted us in numerous voluntary ways – members of our P & C Association, scripture teachers and the many volunteers who have helped in the classroom, at sporting carnivals and at performing arts festivals.

In closing I would like to mention that 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.

Mr. Mark Gill
Principal

P & C and/or School Council message

2011 proved to be another busy and successful year for the Leonay Public P & C Committee. Our returning members thoroughly enjoyed working together once again in our efforts to help create a school environment for all of our students with optimum learning conditions as well as a supportive, engaged and friendly community of parents and friends.

The year saw out a very busy calendar of events which included our regular annual Mother’s / Father’s Day stalls, School Disco’s, and our much loved Xmas concert. We also introduced a new tradition of hosting a ”Welcome to Leonay” Kindy BBQ for all of our new Kindergarten students and their families which we look forward to repeating each year. The P & C hosted two main events for 2011 which firstly included the Trivia Night held at Emu Sport and Recreation club. The night not only raised substantial funds for the school but was also a great social occasion for the community. The highlight of the year, however, was our School Water Fun day which provided the students with their very own water fun park complete with water slides and a dunking machine. A fantastic day was had by all as well as providing another great fundraising opportunity.

Our fundraising efforts this year have enabled us to continue to provide the staff & students with the latest and best learning resources, not the least of which was the purchase of 15 Ipads to be used in the classrooms making our school a leader and one of the first schools in the wider community to introduce this kind of technology. The P & C also contributed funds for the purchase of new library books with many great new titles added to the catalogue. We also took great pride in being able to financially contribute to the representative costs for some of our talented sporting students in the school as well as purchasing a new School BBQ which is well used throughout the school year! In 2012 we will continue in our aims to fundraise for the school, our first goal will be to fund a new awning for outside of our Kindergarten classroom as well as update the canteen with new equipment.

We encourage all in our school community to come and join in on our monthly P & C meetings where you will be given the chance to hear the latest school news, help make decisions on P & C leadership and contribute your views as we all work together to maintain the wonderful schooling experience Leonay Public strives to provide.

Many thanks for your continued support.

Shane Simpson - P & C President
**Student representative’s message**

At the beginning of 2011 all classes elected two representatives from their class to be members of Leonay Public Schools SRC. This is considered an important role within our school as it gives the students the chance to voice their opinion on behalf of the students at LPS on different aspects happening at Leonay Public School. All SRC members were very proud and happy to be selected to represent their peers in this role.

The 18 students from K-6 who are part of the SRC met regularly with Mrs. Walker to discuss ways the SRC could improve our school, how the money raised at school events like our school walkathon should be spent, and to organise fund raising events for community organisations.

Some of the activities the SRC were involved in were:

- School Clean Up Australia Day
- Stewart House Clothing Collection
- Jeans for Genes Day
- Footy Colours Day
- Bandana Day

All class representatives found it very rewarding and enjoyed being on the SRC for this year.

**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](image)

**Student attendance profile**

![Student attendance rates](image)

**Management of non-attendance**

Student non-attendance is managed through the monitoring of daily roll attendance by classroom teachers. Reports are made to the school executive of patterns of non-attendance (without written explanation) which may lead to follow up by the Regional Home School Liaison Officer.

**Class sizes**

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

<table>
<thead>
<tr>
<th>Roll class</th>
<th>Year</th>
<th>Total per year</th>
<th>Total In class</th>
</tr>
</thead>
<tbody>
<tr>
<td>K/1W</td>
<td>K</td>
<td>11</td>
<td>20</td>
</tr>
<tr>
<td>KW</td>
<td>K</td>
<td>19</td>
<td>19</td>
</tr>
<tr>
<td>1/2B</td>
<td>1</td>
<td>15</td>
<td>23</td>
</tr>
<tr>
<td>K/1W</td>
<td>1</td>
<td>9</td>
<td>20</td>
</tr>
<tr>
<td>1/2B</td>
<td>2</td>
<td>8</td>
<td>23</td>
</tr>
<tr>
<td>2P</td>
<td>2</td>
<td>27</td>
<td>27</td>
</tr>
<tr>
<td>3/4B</td>
<td>3</td>
<td>15</td>
<td>25</td>
</tr>
<tr>
<td>3/4F</td>
<td>3</td>
<td>17</td>
<td>25</td>
</tr>
<tr>
<td>3/4B</td>
<td>4</td>
<td>10</td>
<td>25</td>
</tr>
<tr>
<td>3/4F</td>
<td>4</td>
<td>8</td>
<td>25</td>
</tr>
<tr>
<td>4/5MC</td>
<td>4</td>
<td>12</td>
<td>25</td>
</tr>
<tr>
<td>4/5MC</td>
<td>5</td>
<td>13</td>
<td>25</td>
</tr>
<tr>
<td>5/6E</td>
<td>5</td>
<td>9</td>
<td>26</td>
</tr>
<tr>
<td>5/6G</td>
<td>5</td>
<td>9</td>
<td>26</td>
</tr>
<tr>
<td>5/6E</td>
<td>6</td>
<td>17</td>
<td>26</td>
</tr>
<tr>
<td>5/6G</td>
<td>6</td>
<td>17</td>
<td>26</td>
</tr>
</tbody>
</table>
Structure of classes
Nine classes were formed this year with numbers being as consistent as possible with the Government’s average class size guidelines. Students in each year work towards achieving the same learning outcomes. All classes at Leonay PS are parallel.

Staff information
It is a requirement that the reporting of information for all staff must be consistent with privacy and personal information policies. All teaching staff meet the professional requirements for teaching in NSW public schools.

Staff establishment

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1.0</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>2.0</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>7.0</td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
<td>0.6</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>0.6</td>
</tr>
<tr>
<td>Counselor</td>
<td>0.2</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>2.0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>13.4</strong></td>
</tr>
</tbody>
</table>

The National Education Agreement requires schools to report on Indigenous composition of their workforce. We have no indigenous members on staff.

Staff retention
Throughout 2011 the staff remained relatively stable with only a change to our librarian at the end of the year.

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>85</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>15</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.

Date of financial summary: 30/11/2011

<table>
<thead>
<tr>
<th>Income</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Balance brought forward</td>
<td>89 534</td>
</tr>
<tr>
<td>Global funds</td>
<td>116 812</td>
</tr>
<tr>
<td>Tied funds</td>
<td>60 442</td>
</tr>
<tr>
<td>School &amp; Community sources</td>
<td>92 645</td>
</tr>
<tr>
<td>Interest</td>
<td>4 293</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>9 812</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td><strong>373 538</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Expenditure</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
<td></td>
</tr>
<tr>
<td>-Key learning areas</td>
<td>14 437</td>
</tr>
<tr>
<td>-Excursions</td>
<td>31 963</td>
</tr>
<tr>
<td>-Extracurricular dissections</td>
<td>33 346</td>
</tr>
<tr>
<td>-Professional Learning</td>
<td>6759</td>
</tr>
<tr>
<td>Library</td>
<td>8 238</td>
</tr>
<tr>
<td>Tied funds</td>
<td>51 360</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>29 527</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>40 990</td>
</tr>
<tr>
<td>Utilities</td>
<td>27 325</td>
</tr>
<tr>
<td>Maintenance</td>
<td>37 684</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>8 631</td>
</tr>
<tr>
<td>Capital programs</td>
<td>13 622</td>
</tr>
<tr>
<td><strong>Total expenditure</strong></td>
<td><strong>303 882</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Balance carried forward</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>69 656</td>
</tr>
</tbody>
</table>

A full copy of the school’s 2011 financial statement is tabled at the annual general meetings of the School Council and/or the parent body. Further details concerning the statement can be obtained by contacting the school.

School performance 2011

Achievements

Arts
Dance
Three dance groups were formed comprising students from Year One, a junior and senior boys and girls. All groups performed at the Blue Mountains / Nepean Dance Festival which was held at the Joan Sutherland centre and at the Spring Fair held at Nepean High school.
Drama Ensemble

Thirty Stage 3 students devised and presented a drama piece titled “Who Me?” on the theme of taking responsibility, personally, locally and globally. The ensemble successfully auditioned for the prestigious Sydney West Drama Festival and performed at the Q Theatre, Penrith.

Sport

Students at Leonay Public School are offered a wide range of specialist sporting and physical education activities throughout the year.

- All classes were actively involved in Dance and Gymnastics programs instructed by professional teachers. These programs increased co-ordination, flexibility and agility at each Stages capabilities whilst being extremely enjoyable.
- K-2 students participated in a once a week gross motor and fundamental movement program that encompassed rotating through a number of specific activities to develop their skills.
  - 89% of our students participated in our athletics carnival K-6
  - 92% in the cross country, and
  - 90% in the swimming carnival. This low level of participation was because the competitors only were allowed to enter the water.

Full teams were sent to all the district carnivals. At each carnival our team’s behaviour and competitiveness was of a very high standard, even if unplaced in the event. Our most successful students were Mitchell W, Bailey K, Tom W, Adam V, Chelsea F, Jack T, Ella W, Shelby F, Sophie D and Genevieve S in Athletics. Mitch went on to represent our State at Nationals in Long Jump.

Swimming had Genevieve S and Mitchell C went on to the Regional Carnival.


- Mrs Walker entered three teams in the Penrith Gala Day with two teams making the semi-finals and the Junior ‘Gold’ being Runners-up. The teams showed great teamwork, supported each other and displayed great sportsmanship.
- Mrs Wallace had two Rugby League teams. The Greg Alexander Shield team won the Lower Mountains competition whilst the Open Panther Trophy team won and progressed to the All Schools Competition and came 10th in the State. They showed great teamwork and had fantastic community support through their coaches.
- On a personal basis Ethan H, Mitch W, Mitch X, Matthew R, Ben R, Jack T, Jessie W, Tom W and Byron N have all excelled at their personal sports and been successful at very high levels.
- The ‘Crunch and Sip’ program continues to be used in a majority of classes, encouraging healthy eating habits

Public Speaking, Oral Reading and Debating.

- All primary students from stages 2 and 3 participated in Oral Reading and Public Speaking Competitions during the year. The students who won each school stage were then given the opportunity to represent Leonay PS in The Blue Mountains and Penrith Valley Public Speaking and Oral Reading Competitions.

- All interested Stage 3 students were invited to be part of the 2010 Leonay Debating Competition. Four teams were organised and debated through six rounds of competition. The two most successful teams participated in the school debating Grand Final. Throughout the competition all primary classes provided the audience for each debate familiarising these students as well with the debating process and organisation.

Academic

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10.

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

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

**NAPLAN Year 3 Literacy**

69% of Year 3 students were placed in the top three bands for reading. The overall reading mean for Year 3 was slightly below the state mean but above the regional mean.

81% of our Year 3 students were placed in the top three bands for grammar and punctuation. The overall mean was above the state mean.

**Numeracy – NAPLAN Year 3**

59% of our Year 3 students were placed in the top three bands for numeracy. The overall mean for Year 3 was slightly below the state mean but above the regional mean.

**Literacy – NAPLAN Year 5**

61% of Year 5 students achieved in the top three bands for reading. The school mean was slightly below the state mean but above the regional mean.

78% of our Year 3 students were placed in the top three bands for spelling. The overall writing mean was substantially above the state mean.

94% of our Year 3 students were placed in the top three bands for writing. The overall writing mean was substantially above the state mean.

% of students were placed in the top three bands for spelling. The overall writing mean was substantially above the state mean.
67% of Year 5 students achieved in the top three bands for writing. The school mean was above the state mean.

61% of Year 5 students achieved in the top three bands for spelling. The school mean was slightly below the state mean but above the regional mean.

**Numeracy – NAPLAN Year 5**

61% of Year 5 students achieved in the top three bands for numeracy. The school mean was well below the state mean but above the regional mean.

**Progress in literacy**

The average progress in reading for matched students was significantly above the state average.

The average progress in spelling for matched students was slightly below the state average.

The average progress in grammar & punctuation for matched students was above the state average.

**Progress in numeracy**
The average progress in numeracy for matched students was significantly below the state average.

**Minimum standards**

The Commonwealth Government sets minimum standards for reading, writing, grammar and punctuation, spelling and numeracy for Years 3, 5, 7 and 9.

The performance of the students in our school in the National Assessment Program – Literacy and Numeracy is compared to these minimum standards. The percentages of our students achieving at or above these standards are reported below.

<table>
<thead>
<tr>
<th>Percentage of Year 3 students achieving at or above minimum standard (exempt students included)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
</tr>
<tr>
<td>Writing</td>
</tr>
<tr>
<td>Spelling</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
</tr>
<tr>
<td>Numeracy</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Percentage of Year 5 students achieving at or above minimum standard (exempt students included)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
</tr>
<tr>
<td>Writing</td>
</tr>
<tr>
<td>Spelling</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
</tr>
<tr>
<td>Numeracy</td>
</tr>
</tbody>
</table>

**Significant programs and initiatives**

**Aboriginal Education**

Leonay School has no aboriginal children attending but the children and wider community are given the opportunity to develop more awareness and understanding of the aboriginal history and culture. The school incorporates aspects of aboriginal education into teaching and learning programs across all Key Learning areas. All formal assemblies at Leonay School start with the Acknowledgement to Country. The Aboriginal Education and Training Policy has been included in the school management plan.

**Multicultural education**

Our school has no English as a Second Language (ESL) funded program. Our students with a multicultural heritage are performing at a sound level in literacy and numeracy. All Leonay students participate in integrated units to develop understandings, attitudes, values and knowledge of multiculturalism. All classes participate in weekly music lessons that integrate the ‘Music a Viva’ program with all students being exposed to music from many cultures.

The schools programs and policies reflect the:-

* Promotion of practices which develop an understanding of cultural, linguistic and religious differences;

* Students identify as Australians within a democratic multicultural society;

* Inclusive teaching practices which recognise and value the backgrounds and cultures of all students; and

* Encouragement of community members from diverse cultural and language backgrounds to participate in the life of the school.

**Peer Support**

Leonay's Peer Support Program is an integral part of our student welfare structures and provides an opportunity for the development of student leadership skills. In Term 3, all students in Years 5 and 6 attended a Leadership Training Day at Nepean High School. Year 11 student leaders from NHS devised and presented a range of activities throughout the day in various venues around the school. The activities were aimed at demonstrating and developing student leadership skills with the support of our local high school.

In Term 4, all students in Years 5 and 6 were involved in leading small groups of students Kinder to Year 4 in a series of activities over five weeks. The activities had a focus on friendship, communication and cooperation and were well received by students and staff alike.

**Respect and responsibility**

Respect and responsibility are part of the policy ‘Values in NSW School’ and are an integral component of our student welfare and discipline policy.
Our school rules reflect the values that we incorporate into our daily school life: Be safe; Be a learner; Be respectful. Our school rules apply in class and out of the classroom. All students have ongoing discussions with their class teachers as to how our school rules impact on everything that we do and say.

Progress on 2011 targets

Target 1 - Literacy
To reduce the percentage of Year 3 students in Band 4 by 8% (from 32% to 24%) and increase, by 4%, the percentage of Year 3 students in Bands 5 (from 19% to 23%) and 6 (from 19% to 23%), with a particular focus on boys.

From 2010 to 2011 there was a 4% reduction in the number of Year 3 students in Band 4. This was offset by a 6% increase in the number of students in Band 6. Overall our progress was slight less than expected but still pleasing as we managed to move our students into the higher bands.

Target 2 - Literacy
To reduce the percentage of Year 5 students in Band 6 by 8% (from 33% to 25%) and increase the percentage of Year 5 students in Band 7 by 8% (from 10% to 18%).

From 2010 to 2011 there was a 2% reduction in the number of students in Band 6, this was a disappointing result. In 2011 there was a 15% increase in the number of students in Band 7, this was an excellent result. Whilst our middle achievers maintained the same level of achievement our higher achievers made significant improvements.

Target 3 – Numeracy
To improve the NAPLAN number and working mathematically means for Year 3 and Year 5 to the state level.

In 2011 our Year 3 mean was 3.7 points below the state mean. Our Year 5 mean was 6.3 points below the state. These were disappointing results for our school. This data has provided a focus for our school for 2012.

Target 4 – Numeracy
To increase the number of students in the top two bands by 5%.

In 2011 we recorded a 5.2% increase in the number of Year 3 students in the top two bands. In Year 5 we had a 6.5% increase in the top band but overall a 3.8% drop in the top two bands. For 2012 Number will remain a focus area despite pleasing progress being made in this area.

Key evaluations

It is a requirement for all NSW public schools to conduct at least two annual evaluations – one related to educational and management practice and the other related to curriculum. In 2011 our school carried out evaluations of [Enter text here.]

Educational and management practice

School Leadership

Background
The school map survey which is a comprehensive data gathering and analysis package developed by the DET was utilised this year to assist with the ongoing assessment of the effectiveness of current school learning practices.

In Term 3 2010 parents, teachers and students were surveyed to gather the school’s community perception of learning at Leonay Public school. Surveys were distributed to each family, students in K-6 completed the survey in class and all staff members completed the survey.

Findings and conclusions

Staff
Approximately 60% of staff returned their survey. Of this group, 84% of staff indicated that the following aspect of school leadership were almost always or usually demonstrated:-

* school leaders improved the school through an understanding of the school’s strengths and weaknesses

* school leaders built effect relationships based upon trust, collegiality and respect

* leadership practices effectively supported teaching and learning

* staff are encouraged to take on leadership roles

Parents / Carers
Approximately 15% of the Leonay School Community returned their survey. Of this group, 78% of the community indicated that the following aspect of school leadership were almost always or usually demonstrated:-

* school leaders accepted responsibility for the quality of student learning and always looked for ways to improve learning
leadership is actively encouraged across the school
* school leaders discussed ways to improve student learning
* student leadership is actively encouraged

Future directions
The leadership strategies in place at Leonay appear to be meeting the needs of the community. The focus for the school should now be on strengthening the current strategies and exploring ways to expand leadership opportunities at all levels.

Curriculum
Mathematics

Background
The school map survey which is a comprehensive data gathering and analysis package developed by the DET was utilised this year to assist with the ongoing assessment of the effectiveness of current school learning practices.

In Term 4 2011 parents, teachers and students were surveyed to gather the school’s community perception of learning at Leonay Public school. Surveys were distributed to each family, students in K-6 completed the survey in class and staff members completed the survey.

Findings and conclusions
Students
81% of our students indicated that they enjoyed mathematics and felt what they were learning was important. 83% of students felt that their teacher planned class activities that were interesting and helped them to learn. 44% of students said they used computers in mathematics to help them learn. 82% indicated that during mathematics they were required to solve problems. 93% of students felt that their teacher knew what they could do and what they needed to learn. 45% said they worked together in groups.

Parents / Carers
A very small percentage of surveys were returned by parents/carers. This may have had something to do with the timing of surveys – mid Term 4. Survey findings indicated that mathematics was an important subject that their child usually enjoyed. It was felt that the school's programs, resources and reporting procedures adequately supported student learning. Findings indicated that parents/carers were unaware of a) how and what their children learnt in mathematics, and b) how to support their child’s learning.

Staff
Findings indicated that the staff had a solid understanding of the mathematics syllabus and were confident at teaching it. It was felt that the school had adequate resources to support teaching/learning process. The school reporting system communicated appropriate information about student achievement. Students were expected to apply concepts and work mathematically to solve problems but generally struggled with this aspect. Additional professional learning opportunities would assist staff to improve their teaching and student performance in to the higher bands.

Future directions
Increase opportunities for students to use computer technology in their learning and to work in groups. Implement strategies to inform parents/carers of what and how students learn in mathematics. Provide additional professional learning opportunities for staff. Focus on developing teaching strategies to improve working mathematically.

Parent, student, and teacher satisfaction
In 2011 the school sought the opinions of parents, students and teachers about the school.

Parents, students and teachers participated in many events throughout the year working together to achieve a positive and supportive environment.

Many parents assisted in classrooms supporting learning programs, on excursions, and helping out at the various sport carnivals, attending Musica Viva, Open Day during Education Week and the Book Fair. Feedback from these events has been extremely positive and supportive.

Professional learning
Professional learning supports teaching staff to competently and confidently plan and teach the curriculum within their classrooms. School development days at the beginning of Term 1, Term 2 and Term 3 along with regular staff meetings provide the basis for all staff professional learning. At times staff participate in activities run by the Department of Education and Training and these are generally held at district or regional centres.

Professional learning is divided into three broad areas and seven categories.
Curriculum, professional development, career development and student welfare.

Throughout 2010 our staff participated in a wide range of professional learning activities and hosted a district course. Below are some of these activities:

Literacy, numeracy, writing, music, assessing student progress, computer technology and use of interactive whiteboards, Positive Behaviour for Learning, Best Start and a range of student welfare / health programs.

School planning 2012—2014

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

School priority - Literacy

Outcome for 2012–2014

2012 Targets include:

Literacy Target 1: In Reading, to reduce the percentage of Year 3 students in Bands 3 and 4 by 7% (from 47% to 40%) and increase, the percentage of Year 3 students in Band 5 by 4% (from 16% to 20%) and Band 6 by 4% (from 25% to 29%), with a particular focus on boys.

Literacy Target 2: In reading, to reduce the percentage of Year 5 students in Bands 5 and 6 by 8% (from 58% to 50%) and increase the percentage of Year 5 students in Band 7 by 8% (from 8% to 16).

Strategies to achieve these targets include:

- Use performance tool to analyse NAPLAN data with particular focus on areas for further development and incorporate the suggested strategies into teacher planning and programming
- Provide teacher professional learning in the areas of:
  - comprehension,
  - effective use of data for best classroom practices in reading,
  - using quality teaching in effective classroom practice,
  - integration of technology (iPads, IWB) into effective classroom practice.
- Implement English from Australian Curriculum.
- Provide resources (texts and interactive resources) for students and teachers
- Perform ongoing assessment of all students and track student achievement
- Provide support for students not progressing towards stage outcomes
- Provide support for students not progressing towards stage outcomes or not achieving at expected level, particularly gifted students.
- Raise the profile of Literacy in the school, through activities such as Book Buddies, Book Reviews in school newsletter, presenting examples of quality reading and writing in school assembly etc
- Implement Scope and Sequence for text types in writing, integrating NAPLAN preparation

Our success will be measured by:

- NAPLAN results provide data for:-
  - teaching focus and strategies, teaching programs reflect this
  - target setting, data findings supports target
- All staff are involved in professional learning to enhance classroom practices and student learning outcomes, incorporating the Quality Teaching Framework
- All staff are involved in implementation of the Australian Curriculum
- Assessment practices will be implemented providing quality data for tracking of student progress on K-10 Literacy Continuum:
  - Students and teachers are provided with adequate support to enhance student learning outcomes.
  - Students in Stage 1 are identified to be involved in MultiLit program.
  - Student engagement in Literacy learning
  - Teachers are using the Scope and Sequence for planning and assessment

School priority - Numeracy

Outcome for 2012–2014

2012 Targets include:

Numeracy Target 1: To improve the NAPLAN number, Working Mathematically and Patterns & Algebra means for Year 3 and Year 5 to above the state level.
Numeracy Target 2: To extend the middle band students to higher bands by 4%

Strategies to achieve these targets include:

- Use performance tool to analyse NAPLAN data with particular focus on areas for further development.
- Students in Stages 1, 2 and 3 to be given extension work in upper bands of NAPLAN.
- Improve teaching/learning practice in:
  - Stage 1 NS 2.3; 2.4 and 2.5
  - Stage 2 NS 2.3; 2.4 and 2.5
  - Stage 3 NS 2.2; 2.3 and 2.5
- Teachers utilise all school resources.
- Focus on the following areas in ES1:
  - Count on and back with numbers to 30.
  - Create a pattern of repeated unit of a specific size.
  - Identify, counts to 30 and gives the number before and after with numbers to 30.
- Focus on the following areas in ES1:
  - Count on and back with numbers in 100s.
  - Create and recognise arrays using multiplication tables 2X, 3X, 5X and 10X.
  - Identifies and counts to numbers to 1000 and gives the numbers before and after in ones, tens and hundreds.
- View individual needs in relation to teaching strategies to complement teacher methodology.
- Increase teaching time on Number and Working Mathematically.
- Continued involvement in our Local Learning Committee.
- Use diagnostic tool to benchmark K-6 students on number continuum.
- Use continuum data to inform programming and TPL.

Our success will be measured by:

- Improved knowledge and understanding of stage appropriate concepts and their understanding.
- Hands on knowledge.
- Staff Development 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.

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