



Leichhardt Public School, NSW

About us

We are a mid-sized, metropolitan, co-educational, K–6 public primary school located in Sydney, NSW.

Our approach

Our success in reading is founded upon a balanced classroom approach to the teaching of reading, strong formative and summative assessment, high-quality instructional leadership and targeted early intervention programs.

Reading instruction is prioritised before our students formally enter school. Reading data gained via *Best Start* testing is collaboratively analysed by teachers to identify gaps and strengths and form flexible and targeted differentiated groupings across the incoming cohort.

Explicit phonics instruction in the early years is balanced with engendering a love of literature via an immersive library program which continues as our students move through the year levels. Students in the primary years consolidate specific and differentiated skills of reading with a strong focus on the *Super Six* reading strategies.

Classroom instruction is guided by rigorous assessment and data analysis. Progress is ensured via reading records and the gaps and strengths of each student noted and recorded. Student data is used to inform groupings and ensure appropriate texts are provided to engage and challenge students. The information gained throughout the year is also used to create detailed hand-over data that supports continuity of learning for our students as they progress to the next year level.

Classroom reading instruction is heavily supported via a structured instructional leadership program. Teachers work shoulder to shoulder with instructional leaders focused on classroom pedagogy. Lessons are collaboratively planned, delivered and reviewed with student feedback at the core of the evaluation. Early career teachers are supported by a rigorous program focused on classroom practice, particularly formative assessment and differentiated instruction.

Early intervention and targeted reading support help students work towards and meet progress benchmarks. Struggling students are prioritised to access both the *Mini-lit* and *Multi-lit* reading programs, with strong results evident since the program has been implemented. Students accessing this intervention have, for the most part, achieved significant growth results in NAPLAN reading. Additionally, our English and additional language or dialect (EAL/D) students receive regular and targeted support with reading from the EAL/D teacher who provides specific strategies to support them.

Our profile

ENROLMENTS **736** LBOTE **30%** INDIGENOUS **3%** ICSEA **1127**