

Leumeah High School

Annual Report



2016



8532

Introduction

The Annual Report for **2016** is provided to the community of **Leumeah High School** as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

Paul Zielinski

Principal

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Message from the Principal

Leumeah High School provides quality learning for every student in a safe and supportive environment, demonstrated through our core values of preparation, respect, aiming to do one's best and co-operation.

Teachers and support staff, professional development and resources are allocated strategically to ensure a balanced and challenging educational experience. Students are happy to come to school because Leumeah High provides a supportive and safe environment where all students are encouraged to succeed.

In 2016, students were able to pursue either an academic or vocational pathway. The number of students accessing specialist vocational courses at TAFE continues to grow with over 20% of Year 12 students studying a vocational education course. In 2016, our commitment to student welfare remained strong with Leumeah High School continuing to provide an exemplary approach to pastoral care. Our Student Representative Council, our Positive Behavior for Learning welfare approach, our Peer Support Program, the Positive Bystander Anti-Bullying Workshops, Year 11 Crossroads, Links to Learning program, ABCN partnership, online cyberbullying programs, Careers Market workshops, work experience and transition programs, are all successful initiatives that support our students as they navigate the sometime rocky path that is the teenage years.

In 2016 our major initiatives included our Teacher Learning Weeks, a renewed focus on improving students' writing through our literacy strategies and our school funded Head Teacher –Teaching and Learning position that centres on developing the capacity of all teaching staff. Another successful initiative has been the continuation of our Community Liaison Officer. This position is focused strongly on improving communication with our parents and community.

We have worked and celebrated with the community key events such as ANZAC Day, Harmony Day, Remembrance Day and NAIDOC. Our school continues to work closely with our partner primary schools of Kentlyn, Ruse and Leumeah Public Schools. We work diligently to maintain highly supportive associations with local and government agencies, community groups, employment agencies, TAFE, and most importantly, our parents, to provide support for our students. Our Aboriginal students are supported through personalised learning plans that have resulted in improved learning outcomes in literacy and numeracy. Our relationship with Western Sydney University has provided our indigenous students opportunity to ready for a successful transition after school to either further study or the workforce.

This report highlights the educational progress and achievements of Leumeah High School throughout 2016. We look forward to further success and development in 2017 and hope that parents and other members of the community who read our Annual Report gain a clear insight in to the expertise of our staff, our thorough planning processes and the many successes of our student body.

School background

School vision statement

Leumeah High School provides quality learning for every student in a safe and supportive environment, demonstrated through our core values of preparation, respect, co-operation and aiming to achieve one's best. Leumeah High fosters positive community engagement that is inclusive of and responsive to our community needs. Our highly committed staff pursue excellence in teaching to ensure our students become successful learners and confident, creative and responsible global citizens.

School context

Leumeah High School is a large, co-educational, comprehensive school in South Western Sydney. Approximately 37% of students are from a non-English speaking background. Approx 8% of the students are Aboriginal or Torres Strait Islander. The school FOEI in 2016 was 124. HSC results indicate that some students are not achieving their academic potential and this continues to be a focus of the new school plan, with the aim of moving students from the lower and middle to the middle and high performance bands. Over the past 4 years the school has been recognised for its strong pastoral care with its best practice implementation of PBIS. The school possesses a strong, committed and dedicated staff who have worked hard to improve the quality of teaching with Focus on Reading, differentiated learning, the implementation of the Australian Curriculum and meaningful implementation of the Australian Professional Standards for Teachers being school priorities for professional learning.

There is a broad academic curriculum, a continuing focus on vocational education and the opportunity for students to participate in a wide range of extra-curricular programs. Students are encouraged to take personal responsibility for their learning. Each semester students reflect on their achievements and establish goals for the following semester. Student leadership is supported and encouraged through an active Student Representative Council and in the arts, sports and school service.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

This section of the Annual Report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework. The framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

In the domain of Learning, our efforts have primarily focused on curriculum, student well being and achievement. Expectations of behaviour are explicitly taught to students and relate to the variety of school settings such as classroom, playground, hallways, canteen and assemblies where positive, respectful relationships are evident among students and staff, promoting student well being and ensuring good conditions for student learning. Quality teaching and professional practice are evident in every learning environment, providing students with opportunities to connect, succeed and thrive and that are relevant to their stages of learning and development. Teachers involve students and parents in planning to support students as they progress through the stages of education. Leumeah High School has analysed school performance data and a range of other contextual information and is aware of trends in student achievement levels.

In the Teaching domain, our main focus has been on enhancing classroom practice and growing the professional capability of all staff. The school leadership team demonstrates instructional leadership, promoting and modelling effective, evidence-based practice. Data analysis informs the school's learning goals and monitors progress towards them with school analysis of student performance data provided to the community on a regular basis. Processes are in place to provide formal mentoring or coaching support to improve teaching and leadership practice and there is a particular focus on improved teaching methods in literacy and numeracy, with professional learning activities focused on building teachers' understandings of effective teaching strategies in these areas.

In the domain of Leading, our priorities have focused on fostering a culture of high expectations, developing methods of measuring student engagement and further developing our partnerships with external agencies. The school solicits and addresses feedback on school performance and the school has productive relationships with external agencies such as universities, business, industry and community organisations to improve educational opportunities for students. Planning and implementation includes processes for resource allocation, professional learning, performance monitoring and reporting. Systematic annual staff performance and development reviews are conducted and there are opportunities for

Our self-assessment process will assist the school to refine the strategic priorities in our School Plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<http://www.dec.nsw.gov.au/about-the-department/our-reforms/school-excellence-framework>

Strategic Direction 1

STUDENTS Students applying “PRAC” values as productive learners and responsible global citizens.

Purpose

To develop in students a passion for learning in a safe, caring and respectful school environment, resulting in life-long learners who actively invest in their own achievement to become contributing and engaged citizens.

Overall summary of progress

Student attendance rates for 2016 improved slightly from 2015. Whilst attendance data for Aboriginal students is still below attendance rates for Non-Aboriginal students by 3%, this continues to be an area that is significantly better than for similar schools (7%) and for Government schools (11%). Student Retention data for all students remains significantly higher than the baseline 2014 rate of 58% by 6%. It also remains higher than the retention rates for similar schools. Student retention for Aboriginal students is well above state and similar schools, and has continued to strengthen over the past 3 years.

The school continues to set high expectations for students to apply PRAC values as productive learners and responsible global citizens. The Student Citizenship Passport continues to be a method of acknowledging student success in this area, though it is yet to become embedded as part of the School Culture. Whilst data collected has not shown an overall reduction in inappropriate behaviours, there has been a reduction in the level of inappropriate behaviours requiring significant high-level intervention. Increasing student interest and motivation in learning continues to be addressed through the pillars of Formative Assessment, particularly through engagement in learning through teachers regularly eliciting evidence of student learning. Levels of student interest and motivation in learning continue to be reflective of the State norm.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Attendance rates improve by 2% (2014 baseline data 87.8%).	Attendance rates for all students were 87%. This is a 0.5% increase from last year. Attendance rates for Non-Aboriginal students were 3% lower than this, which is a small increase on 2015 attendance. Following the decrease in attendance rates from 2014 to 2015, this upward trend is promising.	
Retention rates to HSC completion increase by 6% for all students (2014 baseline Data 58%). Retention rates for Aboriginal students equal to school average by 2017.	Retention rates to HSC completion in 2016 are 64%. Whilst this is a 2% decrease on 2015, it remains on target for a 6% increase based on the 2014 baseline data of 58%. Retention for Aboriginal students is at 71%, which is 30% higher than the average for both the State and similar schools. This significantly exceeds the targets set in 2014.	Refer Key Initiatives: a) Aboriginal Background Loading – ARC b) Socio-Economic Funding – Senior Study Centre
15% of the student body attain the Student Citizenship Diploma each year by end 2017.	16 students attained the Student Citizenship Passport in 2016. An evaluation has been undertaken by the Student Leadership teams to increase engagement with this in 2017.	
PRAC data reflects a reduction in inappropriate behaviours by 15% (2014 Baseline Data – Negative Incidents).	Whilst the reduction in inappropriate behaviours has not met the 15% target, detailed analysis of PRAC data has reflected the need for the explicit teaching of Social Emotional Learning in the Junior school to target low-level inappropriate behaviours that require staff intervention, both in the classroom and on the playground. This has prompted the implementation of a Social Emotional Curriculum in 2017.	\$4500
Increased student interest and motivation in their learning by 6%	Initial data in the First Semester reflected that student interest and motivation was 2% higher than	

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
(2015 TTFM Baseline data 28%).	the State norm, and 5% higher than the data collected at the end of 2015 (25%). By the end of 2016, this data had realigned with the State norm at 28%, with our girls reporting interest and motivation 2% higher than the State norm for girls, and the boys 1% lower than the State norm for boys.	

Next Steps

Further work to empower the student body as owners of their own learning will be undertaken in 2017. The report reflections process will remain as a key focal point of reflection for students, but with plans to train approximately 10% of the student body in Growth Coaching and Goal Setting techniques so they can mentor their peers will further support the relevance of this process. Staff will focus heavily on providing feedback to move learning forward, whilst a Growth Mindset will be adopted as a key feature of the school's Learning Culture. The explicit teaching of the PEEEL and PEETEL paragraph structure will also be incorporated in 2017. The school will continue to set high expectations for student growth in their learning.

Strategic Direction 2

TEACHING & LEARNING Teachers leading and engaging in professional learning, resulting in innovative, reflective teaching practice.

Purpose

Teachers will develop, implement and share innovative and expert teaching, learning and leadership practices to promote engagement and inspire a love of learning.

Overall summary of progress

Professional Development in the areas of numeracy and literacy with a focus on PEEEL, PEETEL and Newman's Error Analysis will continue to be carried out in 2017 to support students' growth in NAPLAN and HSC results and meet the school's targets. Professional Development focussing on feedback will also be incorporated into the Professional Learning Calendar to further support staff in giving timely, effective and appropriate feedback to students about their achievement and learning goals. Coaching and mentoring will continue to be a focus ensuring that 100% of Executive staff are trained to assist them in adapting a Growth Mindset as part of the Learning Culture.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Value-added data shows an increase in the number of Year 9 students performing above National Minimum Standards in NAPLAN) Reading 10% increased) Writing 10% decrease) Numeracy 5% (2014 Baseline data – NAPLAN).	In reading, value added data indicated that there were increases in reading of 8% in 2015 and a further 4% increase in 2016. There was also growth in writing with a 5% increase in 2015 and 1% increase in 2016. Numeracy figure increased 11% over the 2014 base line measurement.	\$80,000
HSC Achievement data shows a decrease in number of Band 1's and 2's by 5% (2014 baseline data 18%).	There was a continued decrease in the number of Band 1s and 2s in the HSC. Base data indicated 9.7% of students obtained a Band 1 and 19.6% of students obtained a Band 2 in 2015. In 2016 a decrease was achieved with 6.6% of students obtained a Band 1 and 17.8% of students obtained a Band 2.	Refer Key Initiatives: Socio-Economic Funding – Senior Study Centre
HSC Achievement data shows an increase of 8% of students achieving 2 or more Band 5–6 (2014 baseline data: 16%).	Whilst there was not the anticipated 8% increase of students achieving 2 or more Band 5–6 in 2016, the school did achieve a good steady growth of 5% increase in this area with results indicating that there has been an increase in students achieving Bands 3, 4 and 5 compared to 2015. A contributing factor to this reduction is the success of the Senior Review Panel which will continue to be implemented with all Year 12 students in 2017 and beyond.	
100% of Executive staff participate in Professional Learning in coaching and mentoring.	The focus for this section of the School Plan in 2016 has been on coaching of executive staff to better lead a faculty. To date over 50% of Executive staff have completed professional learning in coaching.	\$11,000
During Teacher Learning Week 50% of teachers are observed incorporating the 7 Cs of 21st Century learning.	Whilst Teacher Learning Weeks continued to be a practice throughout 2016, data collection around the 7 Cs was not conducted.	
20% of assessment tasks in the junior school incorporate aspects	The school has strongly focused on professional learning for staff in the area of Formative	\$7,500

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
of assessment as and for learning.	Assessment. This will continue to be a focus in 2017.	

Next Steps

The focus for this 2017 will be on writing with ongoing professional learning in the use of PEEEL and PEETEL in the classroom. Analysis of recent NAPLAN results indicating this is an area of importance. Staff will develop writing proformas for students incorporating PEEEL and PEETEL techniques. Assessment tasks will incorporate the use of PEEEL and PEETEL and assessment criteria will reflect these also. These strategies will help support student improvement in writing. The Super Six Reading Strategies will also continue to be used to help support an increase in reading. Over the next 3 years, Newman's Error Analysis will continue to support our growth in literacy. Ongoing Professional Development for staff in Formative Assessment practices and the Growth Mindset will underpin the focus on writing. In addition, the school will continue to implement Senior Review Panels to support all Year 12 students to achieve stronger results in the HSC.

Strategic Direction 3

COMMUNITY Our community is inclusive, actively engaged, connected, and valued.

Purpose

Our school community will nurture meaningful relationships between students, staff, parents and citizens, organisations and cultures to provide opportunities for students to interact with the wider world.

Overall summary of progress

The CLO position has been extremely effective in growing, maintaining and updating communication for parents and community in a relevant and timely way via the school website, Facebook page and Skoolbag app. The school newsletter the LINK, was also re-formatted and is coordinated twice per term by the CLO providing an appealing visual narrative on a regular basis that provides school information and celebrates events. The increased communication with parents and the community has supported the improving completion rates of surveys such as Tell Them From Me, fostering partnerships and allowing parents to engage with and contribute to school life and improvement. The Community Portfolio initiated the first (for many years) and very successful Education Week Open Day in 2016 with 35 family groups being represented in the pleasing attendance of family and community members, and worked to ensure an increase in parent involvement at parent teacher night. Our ARC and SRC continued to develop their positive reputation through regular participation in community programs and ongoing fundraising and volunteering.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Numbers of parents attending parent teacher evenings, information evenings, school assemblies, celebrations and sporting carnivals increase by 20% (2014 Baseline data – PT Night Attendance: 26%).	Parent participation at the 2016 parent teacher evening remained consistent with 2015 attendance. Other celebrations across the school had increased parent attendance. As an example, the introduction of the Education Open Day was a success with 35 families represented and verbal feedback from those families was highly positive, while our NAIDOC assembly also had numerous family and community members attend.	Refer Key Initiatives: Socio-Economic Background – CLO
Numbers of website hits, Skoolbag app downloads and Facebook 'likes' increase by 20% (2014 Baseline data–195 Skoolbag Downloads).	Our CLO has continued to update the school website, Facebook and Skool Bag APP regularly, including key events while also including excursion information and assessment notifications. Website visits have increased by 53%, SkoolBag downloads have seen a 400% increase, and Facebook 'likes' average 1230 per month. A Community Noticeboard has been established and has been used at all school open events, with many parents utilising the board to acquire additional information.	\$1,200
Increased parent satisfaction with school communication and community consultation as measured by parent surveys by 15% (2014 Baseline data –58% – Parent Survey 2014).	Parent surveys indicate that 74% of parents are satisfied with school communication, an increase of 16% from 2014. Community consultation continues to be an area for improvement in the future.	\$1,000
Number of parents providing feedback to the school through activities such as surveys increased by 15% (2014 Baseline data – 14% – Family response to survey).	There has been a 4% increase in the number of parents providing feedback to the school, though this increase has not been consistent for all surveys conducted.	
20% of all students engage with community organisations and other groups. (2014 Baseline	Our SRC and ARC have continued to work with many community groups including fortnightly Beverley Park SSP and Passfield Park SSP visits	\$20,000

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
data 8%).	as an example. Selected student groups have engaged in targeted programs including Pathways to Dreaming, Dream to Success and the Fast Forward program, all conducted by Western Sydney University.	

Next Steps

Our CLO will continue to extend communication with parents and the community through Facebook, the school website and Skool Bag App. A review of content on the school website will continue in 2017 with each faculty providing updated information, resources and links related to their KLA. Sharing of information on all communication channels has improved in 2016 due to an increased return on permission to publish notes; a systematised approach will need to be developed in 2017 to ensure that this process continues with new students. While the inclusion of excursion notes and assessment notification via social media has supported an increase in website traffic, a systematised process for this is also required to be developed and refined in 2017. Broader student participation with community organisations will be a focus for 2017, with year advisors encouraging participation in the Citizenship Passport and coordinating specific year activities such as the Blood Bank and Clean Up Australia Day. LEAPS will return as a targeted program for 2017. Facilitation of parent involvement in formal assemblies, school carnivals and consultation processes and surveys will need to be a priority for related school teams and administration groups in 2017.

Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	<p>The investment in an ARC has continued to be beneficial for the programs conducted within the school and with our community partners. This has created many opportunities for students to engage in a variety of learning experiences and outcomes. The mentoring of our Aboriginal students by one of our two Aboriginal teachers has been beneficial for all students involved.</p> <p>Our ARC, now in its fifth year, has continued to see improvement in its representatives' attendance rates. ARC students are increasing their confidence and leadership abilities with more applying for other leadership roles in the school including SRC and prefecture. The maintenance of our Aboriginal Coordinator position of 0.2 has allowed these strategies to be effectively implemented for the benefit of our students.</p> <p>The growth of the Leumeah Aboriginal Representative Council (LARC) with CoS schools Kentlyn, Ruse and Leumeah Public Schools has developed a pathway for smoother transition and a new form of connectedness for our CoS. We have witnessed a steady increase in the number of Aboriginal students wishing to attend Leumeah HS or existing students identifying as Aboriginal or Torres Strait Islander.</p> <p>Attendance for Aboriginal and Torres Strait Islander students continues to be well above state averages.</p>	\$44,000
English language proficiency	<p>Staff received training in EAL/D support within their classrooms through workshops conducted during Professional Learning sessions. Identified students received direct support within the EAL/D program in a range of formats including direct instruction, assessment task support and collaboration with teachers to adjust content process or instruction and differentiate lessons.</p>	\$40,700
Low level adjustment for disability	<p>The LaST staff collected information and data from primary schools prior to Year 7 commencing to ensure all teachers are aware of the learning needs of new Year 7 students. The information was analysed and placed into a Learning and Support data base. Support was determined by the primary school information and school developed literacy and numeracy assessments. During class time the SLSOs supported and assisted students with organisation, time management, task completion and note taking. Student progress was monitored fortnightly during the LaST meetings. Regular meetings with parents ensured that the school was working in partnership with families and outside agencies. Specialist teachers eg: Itinerant support teacher hearing, Itinerant support teacher transition, Learning and Wellbeing</p>	\$226,000

Low level adjustment for disability	<p>Officers and APLAs were utilize for their knowledge and skills to enhance the students' access and best practice for inclusion of students with additional needs. Separate exam areas were regularly allocated during exam times to allow full access and demonstration of students learning for students with recognised learning disabilities. Learning was personalised and support was given to reflect individual students' needs. LaST's have worked both in up-skilling staff and team teaching to differentiate curriculum, learning activities and assessment activities as well as leading the collaborative development of Individual Learning Plans(ILP) for students with diagnosed and identified disabilities. Both students and parents set student academic and career goals and were consulted on adjustments made in class. The collaborative planning increased their success, self-efficacy and engagement which has had an overall positive effect on learning by including students in the ILP process students have taken ownership of their learning. In our collaboration time the class room teachers are up skilled in areas such as Autism Spectrum Disorder, learning and language difficulties, mental health conditions, cognitive disabilities.</p>	<p>\$226,000</p>
Socio-economic background	<p>The creation of the Head Teacher Teaching and Learning position established in 2015 has enabled Leumeah High to provide additional support for teachers in the first years of teaching and those teachers with greater experience. The school has continued to build upon our quality teaching practices in order to improve learning outcomes for students.</p> <p>The continued investment in the Senior Study Centre (now in its third year) continues to assist in preparing Year 12 students for their HSC. There has been a marked reduction in the lowest two bands of the HSC with Leumeah High in 2016 receiving the highest level of band 6's for the past several years.</p> <p>The continued employment of our Community Liaison Officer has led to increased communication and connection with our school community. Survey data from Tell Them From Me and our own regular school generated surveys indicate a significant improvement in parent satisfaction with school communication and news. Web site traffic has increased in excess of 27% over the course of 2016.</p>	<p>Head Teacher Teaching & Learning – \$45000</p> <p>Year 12 Study Centre – \$90000</p> <p>Community Liaison Officer – \$61000</p>
Support for beginning teachers	<p>Beginning teachers were well supported by their teacher mentor, their head teacher and the HT Teaching and Learning through observations and feedback sessions regarding lesson and unit planning, observations of lessons and evaluation. These teachers engaged in reflective dialogue in an effort to improve student</p>	<p>\$27000</p>

Support for beginning teachers	<p>learning outcomes.</p> <p>Workshops were conducted each fortnight by the HT Teaching and Learning on areas such as maintaining accreditation, examining the Australian Professional Standards for Teachers, collecting, collating and annotating evidence for accreditation. Staff also investigated areas of the quality Teaching Framework and individual PDP's.</p>	\$27000
Head Teacher Observations	<p>All Head Teachers were provided time to spend observing each of their faculty members in a teaching lesson on a cyclic basis each week. They would utilise the time to observe and offer valuable feedback or relieve a teacher by taking their class so they are able to observe a colleague teaching. Head Teachers' have been able to mentor teachers and engage in rich discussion and dialogue around teaching practices and improvement.</p>	\$40,000
Learning Spaces and Initiatives Grants	<p>Grants were created for staff to improve student outcomes through enhancing a learning space or developing an innovative program. Four teachers were successful in attaining a grant in 2016.</p>	\$5000
LaST 2 day increase	<p>The employment of additional Learning and Support Teachers (LaSTs) and extra days of School Learning and Support Officers (SLSO) to provide additional support for students with identified disabilities and/or learning difficulties. Our LaSTs collaborate with teachers and student's families to identify additional needs of our students that may assist with achieving more or higher outcomes.</p> <p>Our LaSTs also assist in collecting and disseminating data from the primary schools of our incoming year 7 students to best prepare both the students and our staff for a successful transition to high school.</p>	\$40,000
Action Learning for Innovation	<p>This project involved Action Research cycles to explore aspects of Student Engagement. Teachers analysed video recordings of their lessons and used photo elicitation to compare student self-ratings of levels of engagement with the types of activities the teacher had directed across each lesson. Additionally, the teachers leading the program engaged in professional learning around leading and implementing Action Research projects to enhance school improvement. Work on both areas will continue into 2017.</p>	\$5,600

Student information

Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	402	386	377	381
Girls	415	401	413	397

In February 2016, student enrolment was 778.

Student attendance profile

School				
Year	2013	2014	2015	2016
7	92.5	91.5	89	91.1
8	90.2	89.4	87.7	87.5
9	88	89.3	87.6	86.1
10	86.8	85.9	84.5	84.5
11	83.3	86.8	85.9	86
12	84.5	89.1	92.3	89.1
All Years	87.5	88.6	87.7	87.4
State DoE				
Year	2013	2014	2015	2016
7	93.2	93.3	92.7	92.8
8	90.9	91.1	90.6	90.5
9	89.4	89.7	89.3	89.1
10	87.7	88.1	87.7	87.6
11	88.3	88.8	88.2	88.2
12	90.1	90.3	89.9	90.1
All Years	89.9	90.2	89.7	89.7

Management of non-attendance

The overall student attendance rate of 87.4% continued to be below the state average of 94.3%. The student welfare team works closely with the Home School Liaison Officer to support those students whose attendance drops below acceptable levels. The HT Administration regularly monitors student attendance, conducting interviews with students and their parents as necessary.

Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10%	Year 11%	Year 12%
Seeking Employment	0	0	2
Employment	1	18	35
TAFE entry	1	2	15
University Entry	0	0	39
Other	1	1	4
Unknown	0	1	5

Of the 91 students who completed Yr 12 in 2016, post school destinations were ascertained for the majority of them. As per the Post-School Pathways Survey Record Sheet, thirty five per cent (35%) are engaged in some form of paid employment. Thirty nine per cent (39%) of students are attending university, while fifteen per cent (15%) of respondents surveyed are attending TAFE or Private College.

Year 12 students undertaking vocational or trade training

There was one Year 12 student undertaking a school-based traineeship in Automotive.

Year 12 students attaining HSC or equivalent vocational education qualification

Seventeen (17) students completed their HSC Vocational Education & Training courses at TAFE. These courses included Construction, Tourism and Travel, and Financial Services while 4 students completed Sports Coaching at school.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	2
Head Teacher(s)	10
Classroom Teacher(s)	40.3
Learning and Support Teacher(s)	1.6
Teacher Librarian	1
Teacher of ESL	0
School Counsellor	1
School Administration & Support Staff	13.68
Other Positions	6.9

*Full Time Equivalent

The Australian Education Regulation, 2014 requires schools to report on the Aboriginal composition of their workforce. Leumeah High School has two Aboriginal teachers on our teaching staff, one permanent and one temporary, who lead our ARC and assist our Aboriginal programs.

Workforce retention

Leumeah High School's workforce has remained very stable with 2 teachers of our 65 teaching staff departing during 2016.

Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools.

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	29

Professional learning and teacher accreditation

In 2016, eleven Early Career Teachers were working towards accreditation at proficient, representing 17% of staff. Of the total number, one teacher was permanently appointed to Leumeah High School and ten teachers were temporarily appointed to teaching blocks.

Teachers maintaining accreditation at Leumeah High School in 2016 numbered twenty in total (31%) of staff. Of this number, eighteen teachers were permanently

appointed to the school and two teachers were employed in a temporary capacity. In addition, five teachers from this group were required to submit their five year maintenance of accreditation report, which was successfully completed at the proficient level.

In 2016, one teacher was working at accreditation at the Highly Accomplished or Lead level.

In 2016, \$57,979.41 was spent on teacher professional learning at an average of \$890 per teacher. The majority of the teacher professional learning budget was spent on supporting quality teaching practices within the school.

Financial information (for schools using OASIS for the whole year)

Financial information

This summary financial information covers funds for operating costs from December 1, 2015 to November 30, 2016 and does not involve expenditure areas such as permanent salaries, building and major maintenance.

Income	\$
Balance brought forward	1 185 043.00
Global funds	461 883.00
Tied funds	807 711.00
School & community sources	307 083.00
Interest	25 732.00
Trust receipts	137 029.00
Canteen	146 524.00
Total income	3 071 005.00
Expenditure	
Teaching & learning	
Key learning areas	85 472.00
Excursions	123 112.00
Extracurricular dissections	208 898.00
Library	5 983.00
Training & development	437.00
Tied funds	874 223.00
Short term relief	23 878.00
Administration & office	219 055.00
School-operated canteen	149 551.00
Utilities	113 851.00
Maintenance	41 091.00
Trust accounts	238 780.00
Capital programs	0.00
Total expenditure	2 084 331.00
Balance carried forward	986 674.00

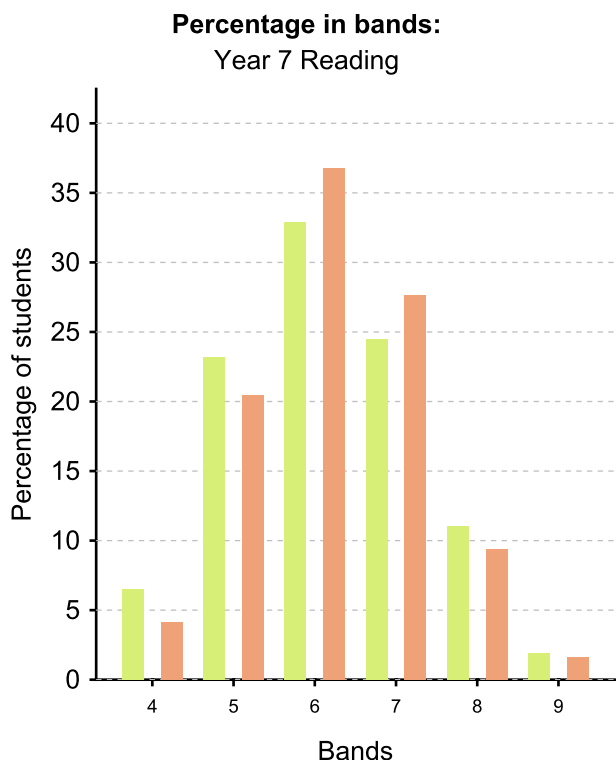
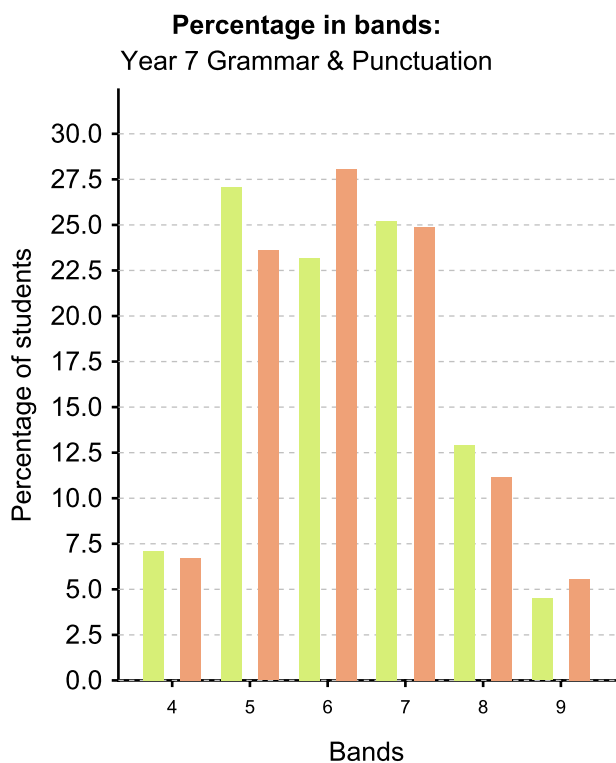
A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

School performance

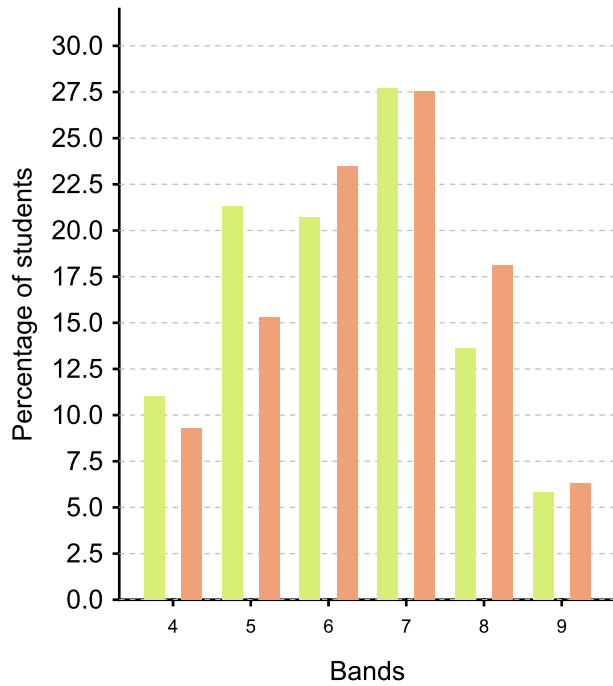
NAPLAN

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.

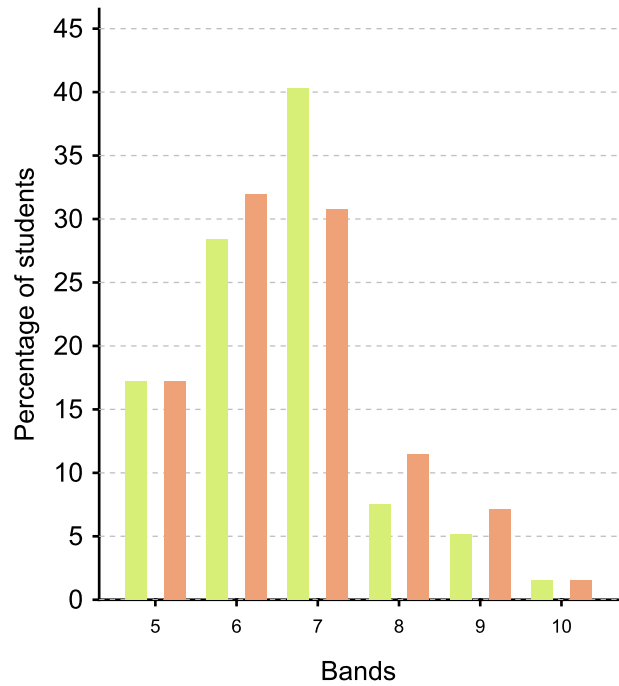
Year 9 students have shown above state average growth in reading and spelling scores in 2016. Reading scores for Year 7 were above state average in 2016.



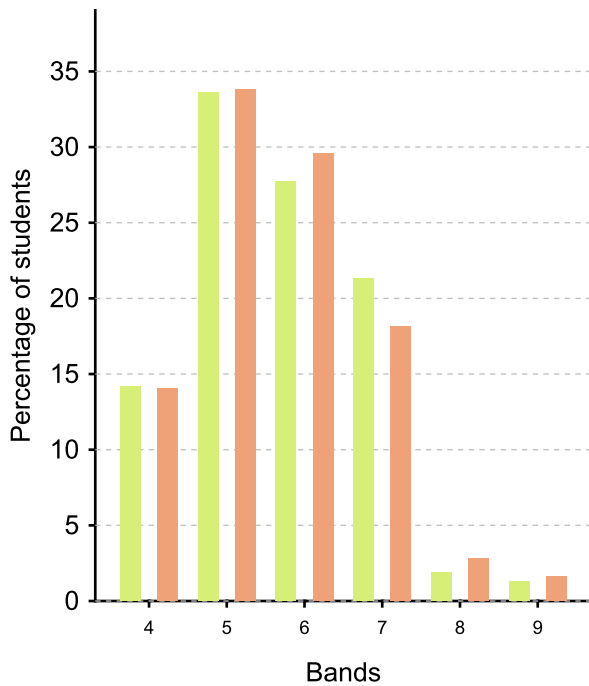
Percentage in bands:
Year 7 Spelling



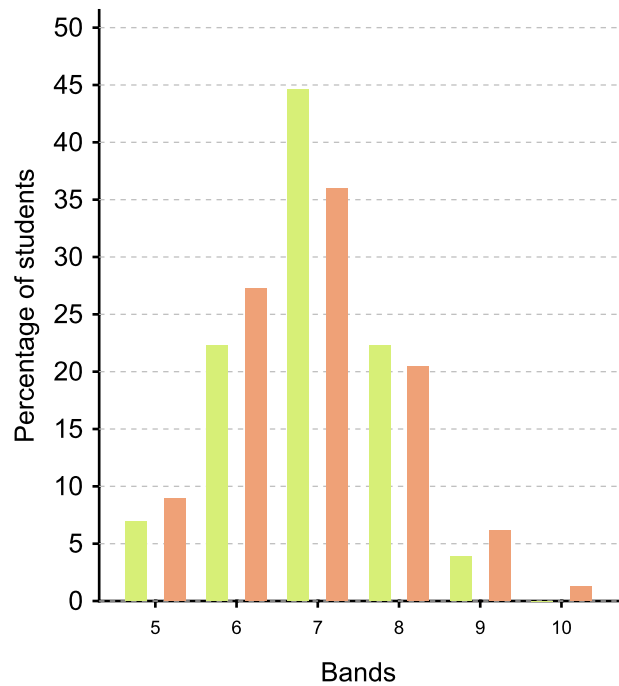
Percentage in bands:
Year 9 Grammar & Punctuation



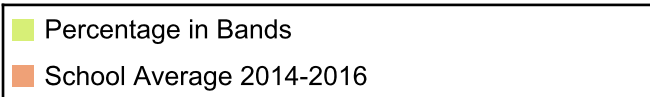
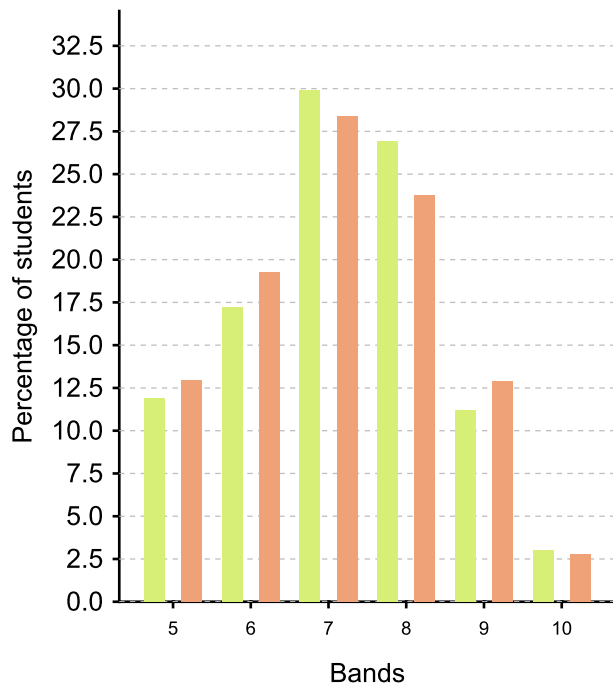
Percentage in bands:
Year 7 Writing



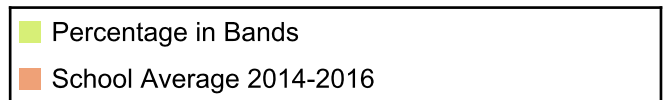
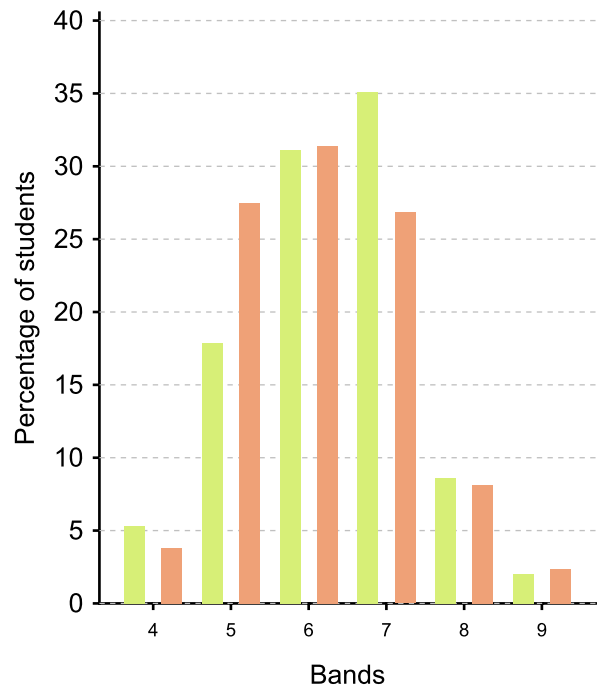
Percentage in bands:
Year 9 Reading



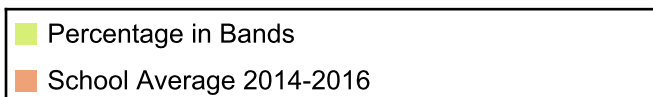
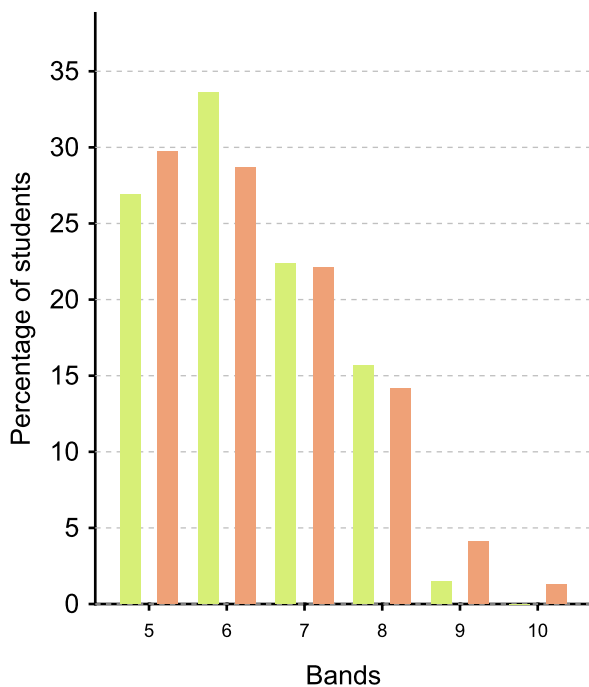
Percentage in bands:
Year 9 Spelling



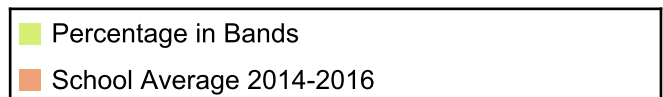
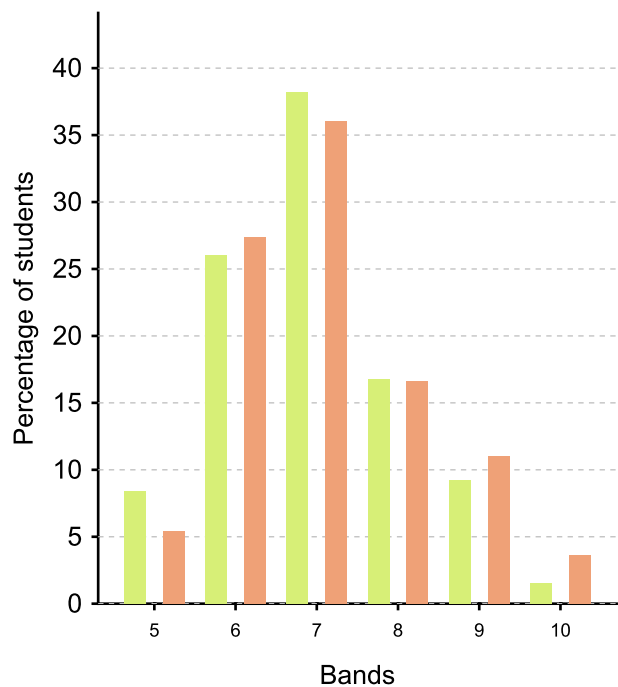
Percentage in bands:
Year 7 Numeracy



Percentage in bands:
Year 9 Writing



Percentage in bands:
Year 9 Numeracy



The NAPLAN results show above state average improvement in average Numeracy scores for Year 9 students over each of the last 5 years.

The My School website provides detailed information and data for national literacy and numeracy testing. Click on the link <http://www.myschool.edu.au> and insert the school name in the Find a school and select GO to access the school data.>

In accordance with the *Premier's Priorities: Improving Education Results* schools are required to report their student performance for the top two NAPLAN bands in reading and numeracy.

The percentage of Year 7 students who placed in the top two bands for reading was 17.3% with 10.6% of Year 7 students placing in the top two bands for numeracy.

The percentage of Year 9 students who placed in the top two bands for reading was 3.8% with 10.7% of Year 9 students placing in the top two bands for numeracy.

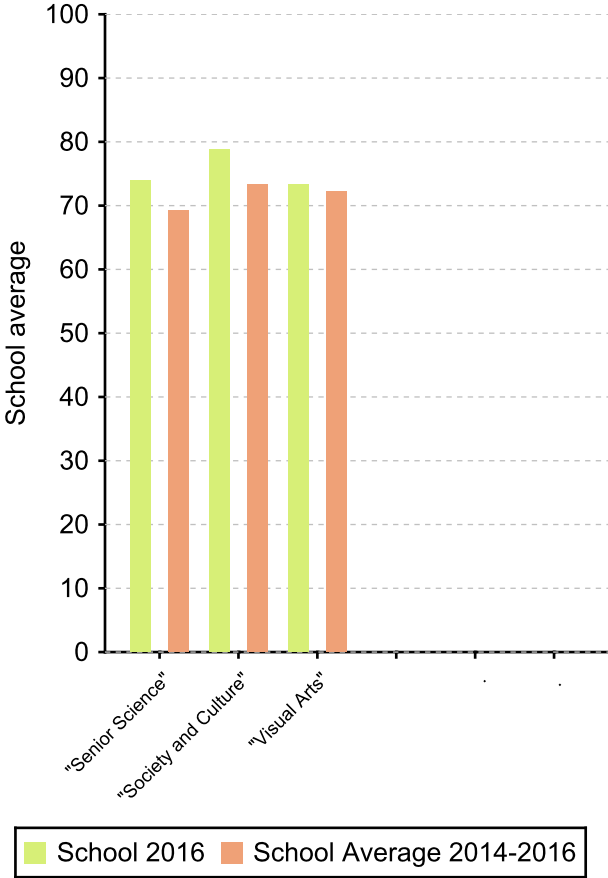
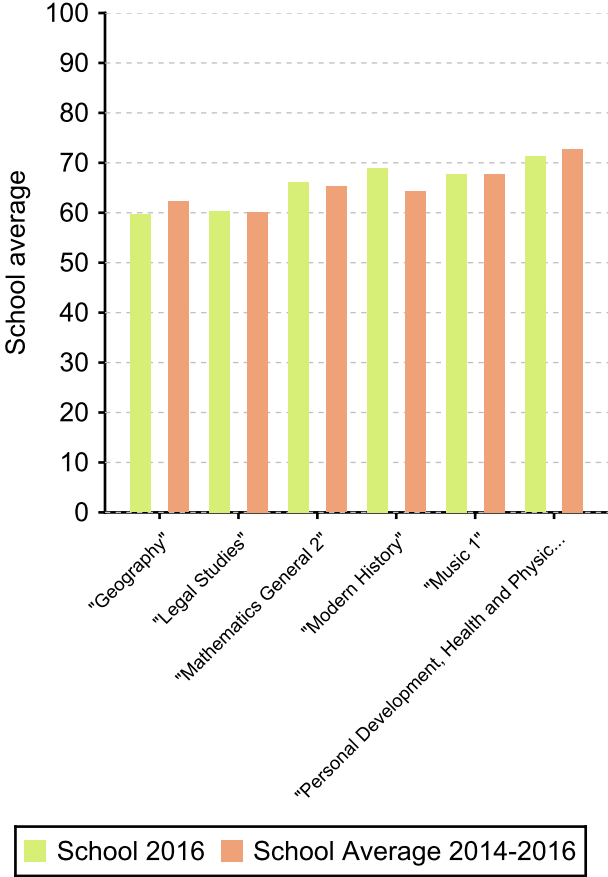
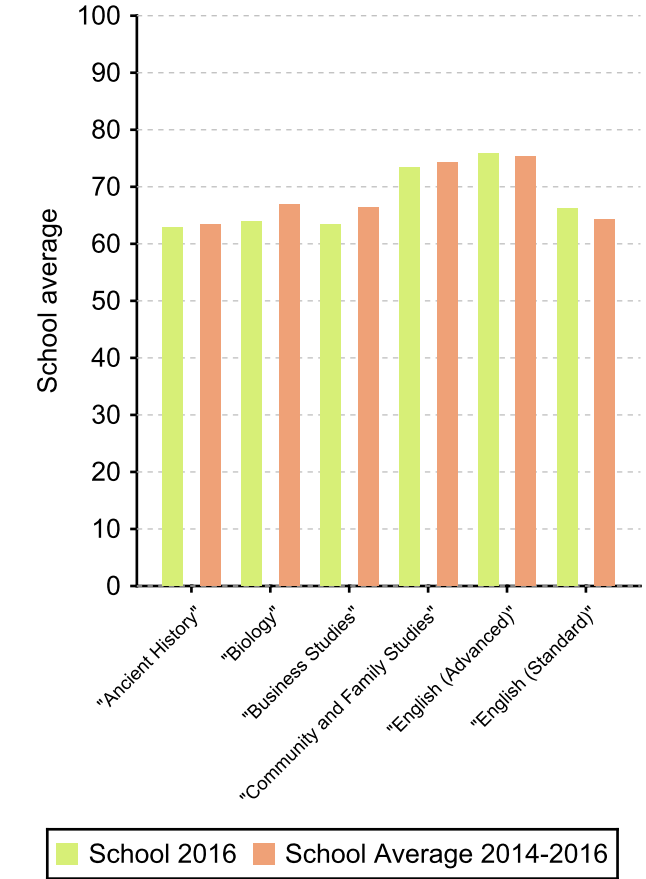
Another reporting requirement from the *State priorities: Better services – Improving Aboriginal education outcomes* is for schools with significant numbers of Aboriginal students to report the percentage of Aboriginal students in the top two NAPLAN bands.

Eight percent of Year 7 Aboriginal students were in the top two bands for reading with 18% in the top two bands for spelling. There were no Year 7 Aboriginal students in the top two bands for numeracy.

The percentage of Year 9 Aboriginal students in the top two NAPLAN bands was 5.3% for spelling. There were no year 9 Aboriginal students in the top two bands for reading or numeracy.

Higher School Certificate (HSC)

The performance of students in the HSC is reported in bands ranging from Band 1 (lowest) to Band 6 (highest).



English

In Standard English there was a 17% improvement of students from Band 2 into Band 3 with a corresponding 11% improvement in achievement of Band 4. Overall, 80% of students achieved a Band 3 or higher. In Advanced English there was an 11% increase in achievement of Band 4s while overall 83% of students

achieved a Band 4. This was the strongest results for Advanced English since 2012.

Mathematics

Forty seven students completed the Mathematics General 2 course, with the school's average scaled score being 66.1%, which was 1.3% above state average. Leumeah had 47.6% of its students score in the top 3 bands, compared to the state average of 39.9% . The average growth for students who completed General 2 was -0.11, a substantial improvement from the -3.18 growth of 2015. There were 6 students who completed the Mathematics (2 Unit) course in 2016. All students received a band 3 or higher, with the average scaled score being 65.5%.

Science

Results in Biology saw 22% of students score in the top three bands, well below the state average of 68%. Senior Science proved popular with 19 students completing their HSC. 58% of students scored in the top three bands, just below the state average of 63%.

Human Society and Its Environment

In 2016 Band 6 results were awarded in Ancient History, Legal Studies and Society and Culture. Society and Culture was the best performing of the HSIE subjects, with the 2016 cohort awarded a higher percentage of Band 6s compared with the state average and no students achieving lower than a Band 3; one Personal Interest Project attracted full marks and the course overall performed at 1.1% above state average. Modern History was the second best performing HSIE subject, in terms of variation from state average with a high proportion of students in Bands 3 and 4 and no students attaining a Band 1. Geography was over-represented in the lower bands with a significant proportion of students attaining a Band 2 or 3.

Technological And Applied Studies

HSC courses included Community and Family Studies, Food Technology and Industrial Technology (Timber Products and Furniture Technologies). A Band 6 was obtained in Community and Family Studies with several band 5 and performance was on par with the state mean. Food Technology achieved a mix of Bands 4, 3 and 2 and was 0.6 below the state mean.

PDHPE

Pleasingly, 4.16% of students who completed the HSC PDHPE course achieved a Band 6. A further 20.83% achieved Band 5 while 41.66%, 12.5% and 12.7% of students achieved Bands 4, 3 and 2 respectively. One student received a Band 1 result for the PDHPE course in 2016. This equated to 66% of Leumeah High HSC PDHPE students recording achievement in the top 3 bands in comparison to 62% of the entire state. Furthermore, over the past three years 30.9% of students have achieved Band 5 or above compared to 21.1% of students in the 3 years prior.

Creative and Performing Arts

Eighteen students completed Visual Arts with 78% scoring at Band 4 or above and no students scoring Band 1. Thirteen students completed Music with 61% scoring Band 4 or above with only one score in the bottom two bands. For both subjects this was a significant improvement over 2015 results.

Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school.

Their responses are presented below.

In 2016, the school sought the opinions of students, parents and staff using a variety of sources including the Tell Them From Me (TTFM) student survey, parent survey and teacher survey, school developed surveys for parents and students, as well as regular student leadership forums and P&C meetings. Their responses are presented below:

With over twenty percent of all families participating in this year's school satisfaction survey, we are pleased to report that the feedback provided by parents continues to be overwhelmingly supportive of Leumeah High School. Eighty two percent of parents report that the school understands the community it serves, with eighty four percent of respondents believing that the school consistently provides clear information about student achievement on a regular basis. More than seventy five percent of parents indicated they feel they can talk about various aspects of their child's progress with teachers (an increase of five percent from the 2015 survey, and ninety two percent of parents provided positive feedback about the school's reporting processes, particularly with regard to the report reflections process. Eighty nine percent of parents agreed that the school sets high expectations for students to always do their best and that seventy five percent of parents agreed that the school usually communicates effectively with parents. Eighty one percent of parents believed that Leumeah High School is continually searching for ways to improve its performance.

Student surveys continue to indicate that students feel accepted and valued by their peers within our school, with student data comparing favourably with all NSW state schools data. A significant number of students (seventy five percent) reported that student behaviour was positive while the majority of students tried hard to succeed in their learning. Eighty two percent of students expressed high or medium levels of optimism which was equal to the state average with seventy seven percent of students indicating they are mostly happy with their life which was also equivalent to the state average. A score of 6.4 from 10 was recorded for students who felt that important concepts were taught well and that class time was used efficiently which

compared favourably to the statewide score of 6.3. Finally, students reported a positive teacher–student relation score of 5.8 from 10 which was slightly above the state score of 5.7 from 10.

Eighty two percent of teachers indicate that they set challenging learning goals and that they regularly discuss with students ways of seeking help that will increase learning. Three quarters of teachers provide regular opportunities to use technology to assist learning, particularly in the areas of research and presenting subject matter. Over eighty percent of teachers establish clear expectations for classroom behaviour and regularly create opportunities that assist students who may sometimes learn at a slower pace. Teachers strongly indicated their desire to work closely with parents and would like to have opportunities to engage with parents more regularly. Sixty eight percent of teachers feel that school leaders regularly help them to improve their teaching and that school leaders regularly provide useful feedback about



Policy requirements

Aboriginal education

2016 was an exceptional year for Aboriginal students at Leumeah High School. Our students have been involved in a number of community and cultural events and have taken a lead role across the school. Students were offered many opportunities and initiatives, which have formed an important part of our school.

The school has continued our partnership with Western Sydney University, with students from Year 8–11 participating in the “Pathways to Dreaming program”. A number of students have also utilised the tutoring sessions offered in the “Partnerships for Success” program. For students who are not in this program, tutoring sessions were available through the Norta Norta program. We had a student this year who was successful in obtaining a position in the “Tuwiga” project for talented students, the end result of which was the design of an ‘Amazing Race’ activity around Taronga Zoo. Other students from our school were given the opportunity to visit the Zoo and participate in this activity. The Aboriginal Representative Council (ARC) has grown in student participation and the amount of activities that they perform. They have displayed leadership across the school and in the local community. The ARC has been involved in various projects such as weekly visits to Passfield Park School, singing and presenting the national anthem in Dharawal language at community events, combined activities with

the COS LAC, visits to a local nursing home and fundraising for a toy drive for students in the local area. All members of the school community have undertaken activities to gain in their knowledge of Aboriginal Culture. This included Reconciliation Week activities that are undertaken in classes across the school and the annual NAIDOC Assembly, which is run by the students. Teacher training in Aboriginal Education was undertaken for all staff, with a session run by members of the Aboriginal Education Portfolio, who had received training in a number of different Professional Development days. Selected staff have received training in the “Brospeak” and “Sista Speak” programs.

Overall 2016 has been a very successful year for our Aboriginal students and the entire school community. Plans are in place for further developing student leadership skills and the inclusion of Aboriginal perspectives across all KLA's.

Multicultural and anti-racism education

In 2016, Multicultural Education was addressed in the annual Harmony Day Activities. The day was largely successful, with many cultures being presented in a number of performances and activities. All students of the school participated in cultural activities from around the world, followed by student performances representing several cultures within the school community. Highlights of the day included performances by students of various Polynesian backgrounds, as well as activities including Indian henna, Japanese and Arabic language, Dreaming Stories presented by community elders and traditional Dharawal dance and song.

Multicultural Education is promoted across various KLAs through curriculum and learning activities that are inclusive of all cultures. A number of languages are being taught in the school and various subjects such as ‘International studies’ and ‘Society and Culture’ teach with a specific cross-cultural focus.

The school continues to utilise the Anti-Racism Contact Officer (ARCO) in order to educate and intervene in matters that are racially based. All staff have been provided with ARCO referral forms in order to use this important resource. In 2016 the ARCO has reported 12 incidents and referrals for the year. All incidents were able to be resolved through discussion and mediation with all involved parties.

Other school programs

STUDENT REPRESENTATIVE COUNCIL

The Student Representative Council (SRC) had a very successful year in 2016. The Breakfast Club continued its success catering to around 40 students each morning, providing free cereal, toast, fruit and juice. The senior leadership team of the SRC volunteered each morning to assist with the Breakfast Club.

In 2016 there were a range of leadership opportunities for students to develop their leadership capacity. This included a leadership workshop at NSW Parliament House which the 2016 leadership team attended. During the day the students were given a tour of parliament house and attended a session of question time. Students had the opportunity to meet with local MP Greg Warren and discuss with him the qualities that make good leaders.

Students attended three leadership workshops conducted at school which focused on developing leadership and communication skills. The school captains also attended a workshop at NSW Parliament House where the students were able to hear first hand Members of Parliament discuss their role in the community and what they see as important qualities in a leader. The students also attended a function at Government House and met with the NSW Governor General.

Throughout the year the SRC ran a series of fundraisers for a variety of different charities including Australia's Biggest Morning Tea where the SRC sold a variety of cakes and slices to the staff and students, raising \$567 for the Cancer Council. The Winter Sleep Out was another fundraiser held by the SRC. During August 50 students from Years 7–12 braved the cold conditions to sleep at school on a Friday night. The Winter Sleep Out was part of Mission Australia's national campaign to raise awareness of homelessness. In October the SRC led the annual Dogtober fundraiser which raised money for support dogs. The students sold a number of food items including hotdogs, pupcakes (cupcakes to you and me), and snow cones. In August the SRC ran a fundraiser for an orphanage in Thailand raising \$400 which Mrs Mahoney donated when she visited the orphanage in September.

Also in August students from the Sustainability Committee of the SRC attended the Youth Environment Forum hosted by Campbelltown City Council. This forum was a great opportunity for students to learn about programs and initiatives that can be put in place at Leumeah High to help reduce the schools impact on the environment. At the forum students developed a plan to install a water refill station at Leumeah High School. Following the forum students completed a grant application and were successful in receiving \$1000 from the Campbelltown City Council. The SRC approached the P&C and received \$2000 to be donated towards the program. After a number of fundraisers such as cake stalls and spider days the SRC had raised enough money to have the water refill station installed in early 2017.

2016 was a very successful year for the SRC at Leumeah High School led by a strong senior leadership group. We look forward to another successful year in 2017 with the newly elected student leaders.

BEVERLEY PARK SSP PARTNERSHIP

During 2016, the SRC continued our much valued partnership with Beverley Park School. Students from

years 8–10 attended Beverley Park School each Friday to assist them with their sports program. The students were awarded a Community Service Award for their commitment and dedication to this program. A highlight of this partnership was the Community of Schools Olympics hosted by Beverley Park School. Students from both the SRC and the ARC assisted students from Beverley Park School and Mary Brooksbank School in a number of races and novelty events. The students also attended Beverley Park School's 75th Birthday celebrations where they hosted a stall and assisted students moving around other stalls. The students also supported Beverley Park School with their ANZAC Ceremony and their Annual Presentation.

WELFARE AND LEARNING AND SUPPORT

In 2016, the Welfare team continued to initiate and implement programs that worked to ensure the wellbeing of students at Leumeah High School. We did this by developing new strategies and reviewing existing policies and programs. The Year Advisors and Assistant Year Advisors across all grades spent time assessing and strengthening the School's Anti-Bullying policy, while the annual Welfare Conference refined existing programs and set the scope and sequence of our pastoral care programs. 2016 saw Year Advisors from 7, 8 and 9 receive training in SEL (Social and Emotional Learning) with a view to the implementation of SEL classes across these three grades in 2017. A number of opportunities have been offered to students across the grades via external agencies, such as MTC with 'Links to Learning' for Year 9, the Western Sydney Universities 'Fast Forward Program' and the 'Leaps' program.

2016 saw the introduction of the Chaplaincy Program and later in the year the introduction of two days per week Student Support Officer. The addition of both positions in the school has provided our school with significant extra capability to support those students who, at times, need a little extra help in charting the rocky waters known as the teenage years.

The welfare team continued to build on the collection of data through the Nationally Consistent Collection of Data (NCCD) Model in order to collate evidence on students with additional needs. All staff have been trained in how to document any planning, teaching, assessment and reporting adjustments made for individual students.

The diverse range of needs represented by the students of Leumeah High School have been reported to all staff via the *Additional Needs Database*, as well as continuing L&ST Meeting Minutes and ILPs. SLSOs and LaSTs have been utilised to support students with additional needs. The improvement of student literacy skills has been addressed through targeted programs such as:

- LEXIA: An ICT based reading program designed to cater for different ability levels in literacy.
- Peer Tutor Reading: Senior students are trained in the mentoring of younger students in order to lead them through a systematic program to improve reading and comprehension.

CREATIVE AND PERFORMING ARTS

2016 has been another brilliant and busy year with many new adventures and opportunities for our students. New staff, Mrs Christophers and Ms Turnbull, joined Mrs Coggans and Mr Tsoupis in delivering a challenging and expressive curriculum to the students of our school.

Along with our largest numbers in elective courses, the opportunities for our students have grown this year with students taking part in a senior student excursion to the Art Gallery of NSW to experience Art Express and the Archibald Prize portrait competition. Our 9/10 Elective Photography, Visual Art and Visual design classes took part in an adventure to Luna Park and Sculpture by the Sea.

Opportunities in the Creative Arts have never been more prolific with lunch time concerts, National Anthem performances at weekly assemblies, musical acts at formal assemblies/presentation night/24 Hour Walk Against Cancer and more including our annual Musical and M.A.D.D festival.

Leumeah High's annual Music Art Dance Drama festival was again a success with this year's theme being "Hollywood". On the night over 20 entertaining acts, audio visual and light show, along with a showcase exhibition of our Visual Art and Photography talent was on display. Over 120 students participated in the MADD show, and over the two daytime performances and one Night show for the parents and community to enjoy!

SPORT

In 2016 Leumeah High School students continued to excel during their sporting pursuits. Without doubt the highlight of the year was the unstoppable Under 13's rugby league team who were elected as Leumeah High School's 'Team of the Year' at the annual sports assembly, following their victory in the West's Cup and commendable 9th place at the state all schools tournament. The Open's girls' cricket team also finished as regional finalists and the girls' softball team also qualified for the CHS rounds for the second consecutive year. As well as significant team success some individual students thrived in their respective sporting endeavours throughout the year and were acknowledged for their achievements at the annual sports presentation.

Individual Award Recipients:

SPORTS PARTICIPATION OF THE YEAR AWARD:
Sarah Abdulwahab.

OUTSTANDING ACHIEVEMENT IN COMMUNITY SPORT AWARD : Jack Butcher.

OUTSTANDING ACHIEVEMENT IN SCHOOL SPORT AWARD: Jackson Mannix.

JUNIOR SPORTSPERSON OF THE YEAR: Nicolas Dunshea.

FEMALE SPORTSPERSON OF THE YEAR: Jasmyn Crockett.

MALE SPORTSPERSON OF THE YEAR: Michael Pita.

The House Cup was awarded to Beachley.