

Leeton High School

Annual Report



2017



8156

Introduction

The Annual Report for **2017** is provided to the community of **Leeton 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.

School contact details

Leeton High School
Mallee & Myrtle Sts
Leeton, 2705
www.leeton-h.schools.nsw.edu.au
leeton-h.school@det.nsw.edu.au
6953 2122

Message from the Principal

2017 has been a very successful year for Leeton High School. Our achievements have been the products of collaborative efforts between staff, students, parents/carers and the wider community. There were many noteworthy examples of individual and collective excellence attributed to the students and staff at Leeton High School and I congratulate all those who contributed in some way to our success over the year.

Our core business is and always has been teaching and learning and we have made significant inroads in improving how we do that during 2017. We have maintained a constant focus on improving the literacy outcomes of our students in keeping with the demands of the current educational climate. The Premier's Priorities agenda to increase the number of students in the top two NAPLAN bands in Reading and Numeracy and the demands of the HSC Minimum Standards mean that we must be far more responsive in recognising what our students need to succeed. We maintained a clear agenda for improvement referencing NAPLAN data, the Literacy Continuum and the Secondary Learning Strategies or 2LS to advance our students Reading, Comprehension, Vocabulary and Writing skills. Consequently, our 2017 NAPLAN results have shown excellent growth especially in our Year 9 cohort across all NAPLAN areas, our Year 7 Aboriginal students in Reading and Numeracy and Year 9 Aboriginal students in Writing.

We have worked consistently over the course of the year to collect, understand and react to available student performance information to effect change in how we teach and what we teach to help our students meet these benchmarks. We acknowledged that our students have different end goals and not all are driven by academic outcomes.

With this in mind, we offered an outstanding Careers program to cater for students wanting to prepare for the workforce. The success of Careers Central with the Western Riverina Expo, WIN program, Get Set mentoring program and You Go Girl! initiative (especially designed for our Year 9 and 10 girls), has put Leeton High School in the spotlight in a very favourable way and testifies to the strong relationships and support we have fostered within the community, across the Riverina and in some cases across NSW.

Likewise, 2017 proved to be a very successful year for our stellar Creative and Performing Arts team who continue to lift the bar at every turn. The unbelievable energy and effort this crew puts into our students, in conjunction with the families who support us in return, has produced many outstanding performances over the course of the year with Legally Blonde Jnr and MADD Night at the forefront of our achievements here.

I thank the P&C for their ongoing support throughout 2017, their honest feedback, fundraising effort and generous donations. Their financial support this year has included an investment in the new sprinkler system on our oval and a significant contribution towards the installation of a covered walkway linking the old building to the main block, with work scheduled to commence in 2018.

2017 was also the year to commence planning for our aspirational new School Plan for 2018–2020. We have named our strategic directions for the next three-year cycle as Excellence in Learning, Excellence in Teaching and Excellence in Leading. We believe these to be a true reflection of what we would like to collectively achieve over the next three-year period and beyond. With reference to current evidence, we have identified the following themes as key targets: improving

attendance and engagement, establishing a planned approach to wellbeing, effective lesson planning focusing on improved literacy and numeracy and the creation of a high expectation culture to drive continuous improvement.

I look forward to working with our staff, students and the wider community to continue to build on the successes of 2017 in the future.

Meagan Crelley

Principal

Message from the school community

The P&C provides a platform for parents and citizens of the community to contribute to the school and enrich the school environment in any way they can. It provides an opportunity to discuss ideas, concerns and find out what is happening. It is a great place to meet others involved in the school and to develop relationships that last beyond the school gate.

The P&C consists of a dedicated group of members. Some form the committee whilst others support during various P&C activities. All contributors are valued. I would like to extend an invitation to anyone who would like to join us in 2018.

This year's activities have included the IGA docket collection, catering at special events such as Legally Blonde Jnr and running the popular LHS Fest. In addition, the P&C run the very successful canteen used by staff, students and visitors. The success of the canteen is due to the dedicated staff and student helpers. I thank all involved for their efforts.

The funds raised by the P&C have been used in many ways including:

- A new watering system for the school oval
- Microphone headsets
- Contribution to a new covered walkway to be built
- Purchase of the Accelerated Reader program
- Hats for every Year 7 student
- School Captain's flights
- Support to various individuals and teams competing at a high level
- And contributing to tonight's awards.

This represents a contribution to the school of over \$35,000 this year.

Finally I would like to offer a very sincere thank you to everyone who contributes to the success of Leeton High School. These include the executive, teachers, staff, students, parents and members of the community. We should all be justifiably proud of the school and any part we play in its success. We have an incredible school with some very talented students who have been supported and encouraged by a dedicated and caring staff.

I look forward to supporting Leeton High School in 2018

Jo Pianca

Leeton High School P&C President 2017

School background

School vision statement

Vision:

Leeton High School will inspire, engage and challenge all students to succeed.

Mission:

Educating young people for active and responsible citizenship.

School context

Leeton High School is a well-resourced comprehensive high school (450 students with 14% being Aboriginal students).

The school is set in attractive grounds and has excellent facilities. It is characterised by a broad curriculum focusing on developing 21st Century teaching and learning, a strong learning and support team and an experienced and committed staff.

Leeton High School prides itself on providing excellent academic, sporting and cultural experiences for all students. The school enjoys outstanding community support.

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.

Mapping our progress against the School Excellence Framework has provided an exceptionally useful insight into our achievements and areas for improvement. In the domain of Learning we aimed to establish a strong learning culture with an emphasis on ensuring that all students make progress. We have maintained partnerships with parents for improvement in learning and we have collaboratively supported students' for successful transitions into Year 7 and the workforce. We have improved our monitoring of attendance by accessing data regularly to inform planning for the management of whole school and personalised attendance approaches.

In 2017 we undertook the Tell Them From Me Surveys I and II recognising that student wellbeing and engagement are important conditions for learning. Our data suggested that a whole school approach to student wellbeing and engagement was in order providing the impetus to include fortnightly wellbeing meeting times and a commitment to become a Positive Behaviour for Learning school.

To support student achievement we used internal as well as external assessments (such as PLAN, NAPLAN and HSC) to assess student progress and achievement supported by professional learning delivered in the school. Our NAPLAN value-add position is noted as delivering for Years 7–9. Year 9 had near equal and in many cases greater than state growth in all areas of NAPLAN and our Year 7 Aboriginal students had outstanding growth in Reading and Numeracy.

In the domain of Teaching we continued to strengthen our professional development processes with teacher Professional Development Plans directly reflecting the Australian Professional Standards for Teachers. The school provided/facilitated professional learning to build teachers' understanding of effective strategies to teach literacy and numeracy evidenced through our whole-school Writing focus and use of the Secondary Learning Strategy or 2LS to support Reading and Comprehension skill development in our students.

In the domain of Leading we improved our processes to encourage parents and community members to engage in a range of school-related activities such as the WIN program and the You Go Girl! project to help build the school as a cohesive educational community. We also sought feedback via online surveys when restructuring our timetable for 2018 and for the School Planning process and make best use our popular Facebook page for improved communication.

Our self-assessment process will assist the school to refine our school plan, leading to further improvements in the

delivery of education to our students. For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/sef-evidence-guide>

Strategic Direction 1

Teaching and Learning

Purpose

Teaching and learning is the 'core business' of our school. We aim to develop our capacity to improve student's literacy and numeracy outcomes and to develop our understanding of the links between wellbeing, achievement and success to both engage and challenge all students.

Overall summary of progress

Teaching and learning is the 'core business' of our school. We worked to develop our capacity to improve student's literacy and numeracy outcomes and to develop our understanding of the links between wellbeing, achievement and success to both engage and challenge all students. Stage 4 students were collectively mapped to the Literacy Continuum in keeping with the Premier's Priorities and Stronger HSC Standards. From this, a Literacy Team was formed to drive the Literacy focus of the school and to streamline Literacy Continuum mapping processes. An ongoing professional learning agenda was delivered by staff to support our whole school literacy focus 2017. Professional learning sessions allowed for teachers to access available SMART and Continuum data to shape teaching and learning which will be an ongoing focus of the school. Contextual shared resources for Aspects of writing, Vocabulary knowledge, Reading and Comprehension were used to support teachers to assist students to develop these vital literacy skills. Our 2017 NAPLAN data showed pleasing growth for Year 9 students across all aspects, our Year 7 Aboriginal students in Reading and Numeracy and Year 9 Aboriginal students in Writing.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Stage 4 mapped to the Literacy Continuum in keeping with the Premier's Priorities and Stronger HSC Standards.	\$6000	Members of the Literacy Team worked together to form a cross key learning area group to view and assess student writing and comprehension samples to be mapped against the Literacy Continuum to use as a tool to direct student learning experiences.
Ongoing professional learning agenda delivered to support whole school literacy focus 2017.	\$0	A Professional Learning agenda was produced every term listing information sessions and workshops, linked to the Australian Professional Standards for teachers, to target building staff capacity to deliver on Premier's Priorities, Stronger HSC Standards and other system priorities. Teachers provided their expertise to support collective professional development.
Wellbeing data analysed and used to support student needs.	\$0	Tell From Me surveys and Sentral information was harvested to provide direction for a whole school wellbeing focus by identifying key areas for concern. This data collection spawned the decision in 2017 for Leeton High School to become a Positive Behaviour for Learning school.

Next Steps

The school will continue to professionally develop staff to use available data to modify teaching and learning programs to cater for the needs of our students. With the advent of the Literacy and Numeracy Progressions from 2018 the school will embrace training to upskill staff to use the progressions to shape teaching and learning. The use of QuickSmart and Accelerated reader programs has also continued to support students to develop their Literacy/Numeracy and Reading skills. The Secondary Learning Strategy or 2LS for Reading and Comprehension will also be carried into 2018. Tell Them Me surveys will continue to be administered to provide longitudinal wellbeing data for the school to act on to create the most positive learning environment at our school.

Strategic Direction 2

Leadership and Professional Practice

Purpose

Increasing the skills and capabilities of staff unlocks the potential to improve the outcomes for all students. We aim to continually develop leadership potential and improve professional practice by actively engaging in professional learning to ensure best practice. Students are encouraged and supported to build their leadership capacity to expand their post-school opportunities.

Overall summary of progress

Our aim as a school has been to develop the leadership capacity of both staff and students. Three teachers participated in the High Impact Leadership initiative working with Directors across networks to develop their leadership capacity. Teachers involved worked to improve staff understanding of how to support students to improve their writing based on available SMART/PLAN data.

Two other teachers collaborated on a joint literacy project to support our Aboriginal students in mapping themselves to the Literacy Continuum to support growth in Reading and Comprehension.

The Performance and Development Plan process for teaching and non-teaching staff was strengthened in 2017 with clear goals for improvement linked to school/systems priorities articulated across the school.

Higher School Certificate Monitoring accountability was reinforced and meetings were held with Stage 6 teachers to discuss appropriate documentation.

A Literacy Mentor role was established to support staff to analyse and use available student performance data for differentiation. Staff were released for one period a fortnight to work with the mentor individually or in a class context.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
PDP process for teaching and non-teaching staff, rigorous and consistently reflective of school and system priorities.	\$0	A timeline to provide structure for the PDP process was enacted to ensure deadlines were met and there was a distinct correlation with goals and the Australian Professional Standards for teachers. All PDPs evidenced links to the Standards. All teachers undertook at least two teaching observations to further strengthen the PDP process to professionally develop staff.
HSC Monitoring documentation is thorough and observed.	\$0	Meetings between the Principal and HSC teachers were undertaken to establish expectation and rigour for the HSC Monitoring process.
Literacy Mentor role established to support both beginning and experienced teachers to support student literacy needs.	\$60,000	Teachers were released from class for one period a fortnight to work with our literacy mentor to create class data sets in SMART, to identify areas for individual and cohort improvement and to differentiate lessons to support all students to learn.

Next Steps

The school continues to support teachers to develop professionally as classroom practitioners and aspiring leaders. Teachers have considerable opportunity to contribute to and lead faculty and whole school initiatives as part of the Performance and Development process and to support school and system priorities. The PDP process continues to be rigorous and structured with all teachers and non-teachers to identify explicit literacy or numeracy goals for 2018. Head Teachers will take a more active role in managing Higher School Certificate monitoring practices and will liaise regularly with the Principal to ensure compliance and best practice.

Strategic Direction 3

School and Community

Purpose

Further strengthening of links with parents and the community will support students to more actively engage in their education. Students will also be supported to engage in alternate career pathways through dynamic initiatives tailored to school and community needs. We strive to improve communication channels to more effectively disseminate information to strengthen key relationships between school and community.

Overall summary of progress

Students have been afforded exciting opportunities to learn about career pathways through dynamic initiatives tailored to school and community needs. Our Careers Central program has allowed students to reap the benefits of Western Riverina Expo, WIN program, Get Set mentoring program and You Go Girl! (especially designed for our Year 9 and 10 girls) strengthening relationships between school, community and wider regions. Likewise, 2017 allowed for our Creative and Performing Arts department to deliver two outstanding productions to entertain the Leeton community including all local schools in the Leeton area.

We also acknowledged that it would be mutually beneficial to all stakeholders to increase communication between school and home. The advent of our Facebook site has improved communication channels to more effectively disseminate information to strengthen key relationships between school and community. We have also been able to access more features on Sentral to alert parents of attendance issues via an SMS system which has been well received.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increased participation of students in joint school community programs and initiatives.	\$51,000	Careers Central continued to add enormously to our success as a school. To ensure the inclusion and production of high quality school initiatives a Careers Assistant was employed to liaise with business houses and employment agencies to ensure that our students received the best support possible. Unique initiatives such as You Go Girl!, an aspirational careers day for our Stage 5 girls required additional financial support to create an exemplar and aspirational experience for our students who may wish to challenge traditional areas of employment for women.
Improved attendance monitoring processes via SENTRAL to increase overall student attendance, student engagement and parental dialogue.	\$8000	The purchase and use of Sentral has provided enormous benefits to our school administration processes. Sentral has allowed for our school to more easily and readily communicate with our parents/carers in regards to attendance via generated letters and the SMS process.
Promote community engagement with school initiatives via an evolving Facebook site.	\$0	The use of Facebook has been a well received communication system to send information and receive feedback on key school initiatives.

Next Steps

We will continue to utilise the incredible expertise and experience within our community to build on key programs for our students both to enhance career options and awareness and possible employment, but also as a tool to support wellbeing.

Our Creative and Performing Arts department will engage the Leeton Community with the 2018 production of Shine

involving the Leeton Community of Public Schools or LCoPS. This is a mammoth undertaking with close to 1500 students taking part in this bi-annual event. We enjoy the opportunity to showcase the talent of our students and our facilities to the general public.

We will continue to improve our means of communication with parents to support student attendance and wellbeing through a systematic improved attendance monitoring process for greater student engagement and success.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$95,658	Aboriginal background loading was used to support Aboriginal students with SLSO assistance to improve literacy and numeracy outcomes.
English language proficiency	\$7,968	This funding was used to assist students to develop language proficiency with the deployment of SLSOs for support.
Low level adjustment for disability	\$197,609	Low level adjustment for disability funding was used to employ additional SLSOs to support students with learning needs. The funding was also used to support a one on one literacy and numeracy program called QuickSmart for students who need extra assistance in this area.
Socio-economic background	\$408,540	This funding was used to employ additional teachers and support staff to ensure that a well rounded curriculum was offered to suit students with different aspirations and interests.
Support for beginning teachers	\$21,576	Beginning teacher funding was allocated to our beginning teachers in their first and second year of teaching. This funding was used to provide release time and professional learning opportunities to build the skills and knowledge of our early career teachers.
Creating Learning Spaces/ Alternative Classroom Project	\$156,000	The iSTUDY senior room was completed for 2017. Unfortunately structural issues arose which will be rectified in 2018. With the success of our Careers Program a Careers Hub has been planned to join the senior iSTUDY area.



Student information

Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	228	220	207	205
Girls	227	251	236	224

Leeton High School educated 446 students from Years 7–12 including students enrolled in our Multi-Categorical class in 2017. There were 71 students in Year 7, 78 students in Year 8, 81 students in Year 9, 107 students in Year 10, 71 students in Year 11 and 35 students graduated Year 12. 14% of our student population is Aboriginal, with students speaking 33 different languages.

Student attendance profile

School				
Year	2014	2015	2016	2017
7	91.4	87.7	90.7	91.6
8	85.7	88.7	84.5	85.2
9	81	82.9	87.1	80.9
10	77.2	75	80.9	86.9
11	79.6	74.7	72.5	75
12	84.9	78.8	80.3	82
All Years	83.7	81.8	82.9	83.8
State DoE				
Year	2014	2015	2016	2017
7	93.3	92.7	92.8	92.7
8	91.1	90.6	90.5	90.5
9	89.7	89.3	89.1	89.1
10	88.1	87.7	87.6	87.3
11	88.8	88.2	88.2	88.2
12	90.3	89.9	90.1	90.1
All Years	90.2	89.7	89.7	89.6

Management of non-attendance

Student attendance for some cohorts continues to be an area for improvement. 2017 saw several strategies implemented to improve the attendance rate of at risk students. Consistency was applied to attendance monitoring and regular communication with parents/carers was enlisted through attendance letters of concern, SMS messaging and Home School Liaison Officer and Learning Engagement Officer support. The

Learning and Support Team also facilitated meetings with parents and students to improve attendance. Attendance monitoring procedures have been maintained with regularity improving school monitoring procedures. Parent feedback has been very positive with our SMS messaging system notifying parents of absences in real time. As a result several students with attendance below 50% have successfully been integrated back to mainstream schooling. We will continue to refine our attendance monitoring procedures to ensure that the negative outcomes of absenteeism are minimised.

Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10%	Year 11%	Year 12%
Seeking Employment	0	0	8.6
Employment	1.9	0	14.3
TAFE entry	0	0	5.7
University Entry	0	0	25.7
Other	0	0	
Unknown	0	0	11

Students have gained university entry to a variety of destinations such as the University of Wollongong, University of Canberra, Australian National University, LaTrobe and Charles Sturt University with many receiving early entry. Others have taken employment opportunities in the local area across different fields such as Hospitality and Retail and other pursue tertiary options through TAFE.

Year 12 students undertaking vocational or trade training

In 2017 students undertook two VET courses delivered at Leeton High School. Two students completed the Construction Pathways course and three students completed a Certificate II in Hospitality. We aim to grow the numbers of students undertaking VET courses in the future.

Students studied Electrotechnology, Electrotechnology 2, Hospitality (Food and Beverage), Early Childhood Education and Care and Outdoor Recreation through TAFE and other providers.

Year 12 students attaining HSC or equivalent vocational education qualification

Of 37 students, 35 students received their Higher School Certificate in 2017. Two students have chosen a pathways direction and will complete their patterns of

study in 2018.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	1
Assistant Principal(s)	1
Head Teacher(s)	6
Classroom Teacher(s)	28.1
Teacher of Reading Recovery	0
Learning & Support Teacher(s)	1.4
Teacher Librarian	1
Teacher of ESL	0
School Counsellor	1
School Administration & Support Staff	9.38
Other Positions	1

*Full Time Equivalent

Four staff members are Aboriginal.

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	0

Professional learning and teacher accreditation

With the strengthening of the performance and development process, professional learning is delivered internally to support staff to engage successfully with school and system priority requirements. A professional learning agenda is published for every term, linked to the Australian Professional Standards for Teachers to encourage best practice to build the capacity of all staff. Staff are supported to source external avenues for professional development in keeping with their Performance and Development goals. Beginning teachers are supported with the accreditation process by their mentors and beginning teacher funding is used to ensure that early stage teachers are exposed to the

most effective professional development opportunities available.

Financial information (for schools using both OASIS and SAP/SALM)

Financial information

The three financial summary tables cover 13 months (from 1 December 2016 to 31 December 2017).

The financial summary consists of school income broken down by funding source and is derived from the school Annual Financial Statement.

Receipts	\$
Balance brought forward	1,013,685
Global funds	287,130
Tied funds	393,639
School & community sources	105,369
Interest	10,797
Trust receipts	17,768
Canteen	0
Total Receipts	814,704
Payments	
Teaching & learning	
Key Learning Areas	0
Excursions	24,935
Extracurricular dissections	34,929
Library	0
Training & Development	0
Tied Funds Payments	337,783
Short Term Relief	46,329
Administration & Office	74,533
Canteen Payments	0
Utilities	61,807
Maintenance	67,020
Trust Payments	13,443
Capital Programs	75,400
Total Payments	736,179
Balance carried forward	1,092,210

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

The information provided in the financial summary includes reporting from 1 January 2017 to 31 December 2017.

	2017 Actual (\$)
Opening Balance	0
Revenue	1,756,761
Appropriation	1,670,532
Sale of Goods and Services	4,048
Grants and Contributions	80,484
Gain and Loss	0
Other Revenue	0
Investment Income	1,697
Expenses	-503,311
Recurrent Expenses	-503,311
Employee Related	-189,588
Operating Expenses	-313,723
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	1,253,450
Balance Carried Forward	1,253,450

The Opening balance for the 2017 school financial year is displayed in the OASIS table as Balance brought forward. The financial summary table for the year ended 31 December 2017 shows the Opening balance as \$0.00 because the Opening balance for the 2017 school financial year is reported in the OASIS table (as Balance brought forward).

The amount displayed in the Appropriation category of the financial summary table is drawn from the Balance carried forward shown in the OASIS table and includes any financial transactions in SAP the school has undertaken since migration from OASIS to SAP/SALM. For this reason the amount shown for Appropriation will not equal the OASIS Balance carried forward amount.

Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

	2017 Actual (\$)
Base Total	4,975,995
Base Per Capita	68,136
Base Location	56,050
Other Base	4,851,808
Equity Total	709,815
Equity Aboriginal	95,698
Equity Socio economic	408,540
Equity Language	7,968
Equity Disability	197,609
Targeted Total	314,480
Other Total	309,490
Grand Total	6,309,779

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

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

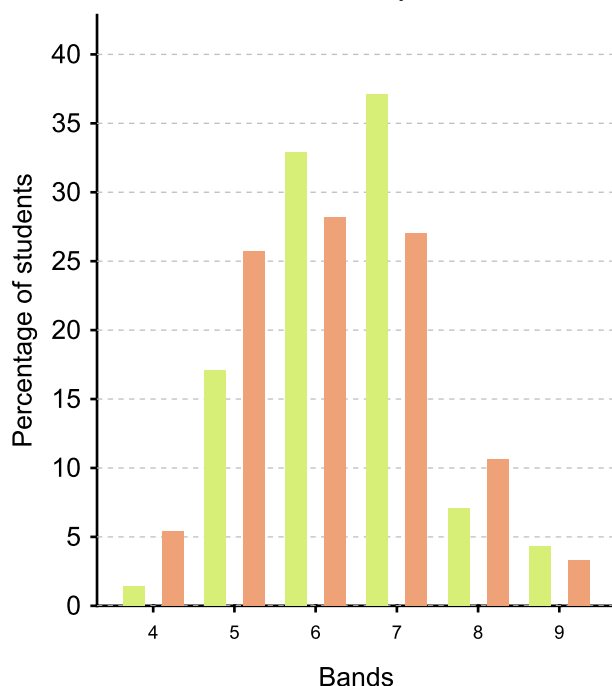
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

2017 delivered some cause for celebration in terms of our NAPLAN results. The number of Year 7 students at proficiency for Reading has increased by 10% and for Spelling increased by 16%. The number of Year 9 students at proficiency for Spelling has increased by 13% and proficiency for Grammar & Punctuation has also increased by 15%. Our growth in Year 7 Spelling surpassed state (all students) growth by 10 scaled score points. Year 9 growth also reflected the success of our Literacy focus with students surpassing state (all students) scaled score points in Writing, Spelling and Grammar and Punctuation. Students achieved better growth in Reading than other students in other public schools.

Our Year 9 Aboriginal students displayed massive growth being 17 scaled score points above state (all students) average for Writing.

The number of Year 9 students at proficiency for Numeracy has increased by 7%. Our Year 7 Aboriginal students' growth surpassed state (all students) growth by 11 scaled score points and Year 9 students growth in Numeracy surpassed other public schools as identified by scaled score points.

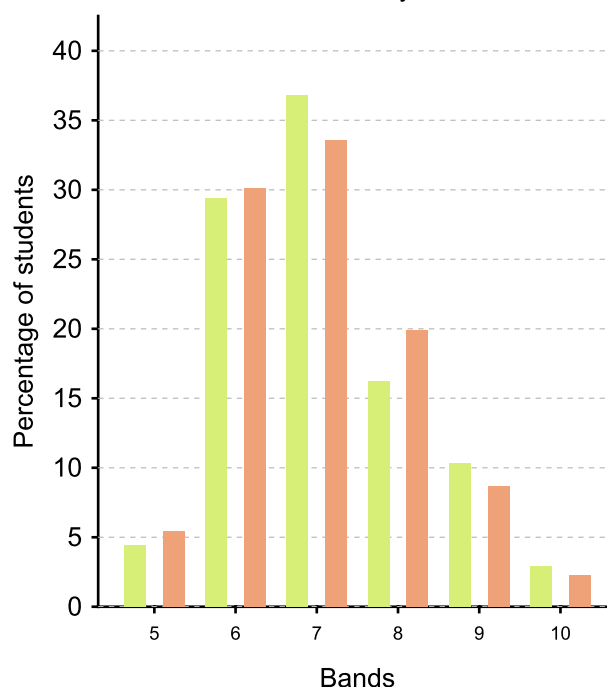
Percentage in bands:
Year 7 Numeracy



Percentage in Bands
School Average 2015-2017

Band	4	5	6	7	8	9
Percentage of students	1.4	17.1	32.9	37.1	7.1	4.3
School avg 2015-2017	5.4	25.7	28.2	27.0	10.6	3.3

Percentage in bands:
Year 9 Numeracy



Percentage in Bands
School Average 2015-2017

Band	5	6	7	8	9	10
Percentage of students	4.4	29.4	36.8	16.2	10.3	2.9
School avg 2015-2017	5.4	30.1	33.6	19.9	8.7	2.3

The My School website provides detailed information and data for national literacy and numeracy testing. Go to <http://www.myschool.edu.au> to access the school data.

Leeton High School has made inroads in meeting the Premier's Priorities: Improving education results and State Priorities: Better services – Improving Aboriginal education outcomes for students in the top two NAPLAN bands.

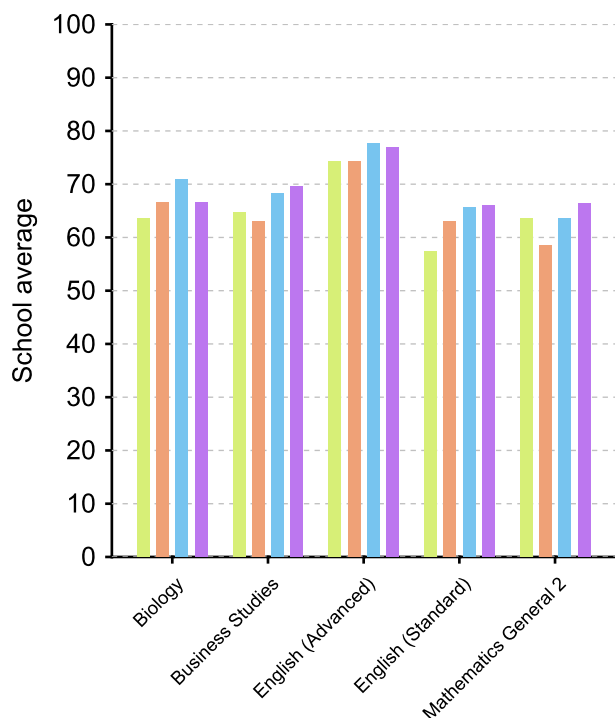
The Premier's Priorities call for an 8% improvement in the number of students in the top two bands of NAPLAN. Year 7 Numeracy results 2017 saw an increase in the number of Band 9s by 2%. Year 9 students Reading proficiency increased by 5% and Numeracy proficiency by 6% from 2016 to 2017. Year 9 Reading results saw an increase in students achieving Band 9 from 2016 to 2017 by 3% and Band 10 by 2%. Year 9 Numeracy results saw an increase of students achieving Band 9 by 6% and Band 10 by 2%.

Year 7 Aboriginal students achieving a Band 8 in 2017 increase by 10%, a Band 9 in Numeracy by 10% and Year 9 Aboriginal students achieving Band 9 in Numeracy increased by 9% from 2016.

The number of students reaching the top two bands in NAPLAN for Reading and Numeracy in Years 7 and 9 has improved from 2016 (12.84%) to 2017 (13.45%).

Higher School Certificate (HSC)

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



■ School 2017
 ■ SSSG Average 2017
 ■ State Average 2017
 ■ School Average 2013-2017

Subject	School 2017	SSSG	State	School Average 2013-2017
Biology	63.5	66.6	70.9	66.6
Business Studies	64.7	63.1	68.2	69.6
English (Advanced)	74.2	74.2	77.6	76.9
English (Standard)	57.4	63.0	65.6	66.1
Mathematics General 2	63.5	58.4	63.6	66.3

In 2017, Leeton High School performed well above state average in four subjects which was pleasing.

Parent/caregiver, student, teacher satisfaction

Leeton High School surveyed parents, students and teachers on a variety of issues in 2017. As mentioned before, we embarked on the first round on the Tell

Them From Me surveys commenced in Term 1 with the students survey and again in Term 3 with the survey opened to teachers and parents as well as students again. The first student survey collected response from 90% of the student population.

Survey 1 provided some very useful information on the engagement, wellbeing and learning of our student body. This information will be used to shape our whole school Wellbeing focus to commence in 2018. Providing students with support and opportunities to ensure they hold optimism for their future has been a key strategy for our school with initiatives such as the WIN program, You Go Girl! and our well patronised Careers Expo leading the way to highlight to our students and their parents/carers how many options and avenues there are for post school employment. Pleasingly student responses articulate that there is a positive learning climate at our school, students have positive relationships with their teachers and lessons are relevant, rigorous and learning time is effective.

Teachers and parent/carers were asked to complete the Tell Them From Me survey at the end of Term 3. Teachers reported that school leaders have helped establish challenging and visible learning goals for students, have provided guidance for monitoring student progress, have collaboratively created a safe and orderly school environment and leaders have supported teachers during stressful times. Lesson feedback and observations are an area for the school to focus on. Teachers also collaboratively discussed ways to engage students and ways to work more effectively to establish learning goals for students. Parents surveys reveal that parents/carers feel welcome to approach the school and that information is communicated in easy to read format. Students are aware of behaviour expectations and students generally feel safe at school. However, the survey indicates that communication regarding student learning can be improved between school and home.

To improve the learning environment, a change from an eight period day to a five period day was proposed in 2017 to add more learning time to each lesson and to reduce lost learning time traversing between classes. A school community survey was produced via Survey Monkey with the survey being accessed through our Facebook and school website page. Teachers and parents were very supportive of the change to five periods. Some students expressed some mixed reactions to the change and proposed removal of DEAR but again were generally supportive of a timetable change, which will occur for the 2018 school year.

School Community members were also surveyed in regards to the creation of the 2018–2020 School Plan via a Google Docs surveys again accessed through our Facebook page and school website. The P&C were also approached to provide feedback on the draft School Plan and their input was very much appreciated.