

# Leumeah High School

## Annual Report



2017



8532

## Introduction

The Annual Report for **2017** 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

I am pleased to present the Annual Report as an accurate reflection of Leumeah High School's focus on improving student learning, growing teacher capability and fostering our community partnerships. Leumeah High School has addressed these strategic directions with clarity and purpose through high quality teaching, positive student management and effective educational leadership across the school.

Leumeah High School has carefully utilised funds from the Resource Allocation Model (RAM) to develop the key school initiatives to support the core business of teaching and learning in the classroom. During 2017, Leumeah High School successfully introduced a highly innovative student wellbeing initiative – "Social and Emotional Learning – SEL" where our students are taught the knowledge, skills and attitudes necessary to understand and manage emotions, set and achieve positive goals, establish positive relationships and make responsible decisions. Much work continued on implementing our whole school literacy strategy known as PEEEL/PEETEL which has seen our NAPLAN growth reach the top 10% of schools in NSW and the school being recognised for achieving substantially above average growth in NAPLAN at a national level. The introduction of a third deputy principal has allowed for a stronger focus on professionally developing staff expertise, especially in the area of formative assessment.

This Annual Report highlights the educational progress and achievements of Leumeah High School throughout 2017. 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. Leumeah High School looks forward to further success and growth in 2018 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. I am sure that you will be as proud of the achievements of our students, staff and school in 2017 as I have been.

Paul Zielinski

Principal

# 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. Approximately 8% of the students are Aboriginal or Torres Strait Islander. The school FOEI in 2017 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 wellbeing and achievement. School programs addressed the needs of identified student groups (eg. Aboriginal students, gifted students, students with disability and students for whom English is a second language). Attendance rates are regularly monitored and action is taken promptly to address issues with individual students, whilst positive, respectful relationships are evident among students and staff that promote student wellbeing and ensure conducive conditions for student learning. Students are taught to accept responsibility for their own behaviour and we constantly encourage students to recognise and respect cultural identity and diversity. Curriculum delivery integrates technology, library and information services. The school provides a range of extra-curricular offerings for student development. Student reports contain detailed information about individual student learning achievement and areas for growth, which provide the basis for discussion with parents. Students use assessment and reporting processes to reflect on their learning

In the Teaching domain, our main focus has been on enhancing classroom practice and growing the professional capability of all staff. Teachers regularly review and revise teaching and learning programs and use student performance data and other student feedback to evaluate the effectiveness of their own teaching practices. Data analysis informs the school's learning goals and monitors progress towards them, while the school leadership team regularly uses data to inform key decisions. Teachers work together to improve teaching and learning in their year groups, stages, faculties, or for particular student groups, and teachers provide and receive planned constructive feedback from peers, school leaders and students to improve teaching practice. 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 while staff attainment of professional learning goals and teaching requirements are part of the school's performance and development processes.

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. Leumeah High has productive relationships with external agencies such as universities, business, industry and community organisations to improve educational opportunities for students and we regularly acknowledge and celebrate a wide diversity of student, staff and community achievements. Systematic annual staff performance and development reviews are conducted and strategic financial management is used to gain efficiencies and to maximise resources available to implement the school plan. The school leadership team communicates clearly school priorities and practices.

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

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

Some adjustments were made to the plan to reflect the emerging needs of our students. The first two processes were replaced to reflect the emerging needs of our learners, namely that social emotional readiness is required for students to become more active as owners of their own learning, and secondly that data continually demonstrates writing as a key area of weakness amongst our students' academic performance. The implementation of Social Emotional Learning (SEL) in Years 7–9 was highly effective in enabling students to regulate their responses during social interactions and is linked to a 50% reduction in incidents requiring Senior Executive intervention in Semester 2 when compared with Semester 1 of 2017.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Attendance rates improve by 2% (2014 baseline data 87.8%).	\$0	Whilst the overall attendance rate for 2017 is 86.6%, which fell below our projected target, the change in attendance rates is reflective of a Statewide downward trend from 2014 and 2017, and is only –0.02% from 2016 to 2017. When compared with the decline in attendance rates across the State and Similar School Groups, our school is performing very steadily. The gap between attendance rates for Aboriginal students and non-Aboriginal students was –3.82%, which is significantly closer to our whole school cohort than the State percentage, and remains above the attendance rate for Similar School Groups.
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.	\$0	Retention rates from Yr 10 to Yr 12 HSC have risen to 67% for 2017. Retention rates for Aboriginal students from Year 10 to Yr 12 HSC completion was 55% for 2017.
15% of the student body attain the Student Citizenship Diploma each year by end 2017.	\$0	This area was not a focus in the 2017 school improvement targets, having been amended to focus more closely on the development and implementation of Social Emotional Learning in 2017.
PRAC data reflects a reduction in inappropriate behaviours by 15% (2014 Baseline Data – Negative Incidents).	\$5000	PRAC data reflected a 23% reduction in inappropriate behaviours from 2016 – 2017.
Increased student interest and motivation in their learning by 6% (2015 TTFM Baseline data 28%).	\$7500	Student interest and motivation, as self-reported in TTFM surveys in 2017, were above NSW Government norm in both the Term 1 and Term 3 snapshots, at an average of 30%. This will continue to be a focus in the next school plan.
Selected stage 6 students maximise learning growth in HSC with the guidance of teacher	\$2000	This program was developed during 2017 with a view towards implementation in 2018. The program is ready to roll out in 2018 with Mentors and

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
mentor to overcome learning and organisational barriers.		Mentees having been selected, and a focus set on supporting the Mentees to meet high expectations around the completion of their practical HSC projects. We look forward to seeing the impact of this program on their HSC results in 2018.

## Next Steps

Students applying PRAC values as productive learners and responsible global citizens will continue as improvement themes in the next 3 year school improvement cycle through various aspects of the School Plan. Evaluations of the SEL program in Stage 4 have resulted in planned improvements in 2018 to continue to build upon the success of this work. The explicit teaching of PRAC values within our school community will remain as a key aspect of our school culture, whilst our pedagogical focus on Formative Assessment will seek to address student engagement within a culture of high expectations of learning growth for all students.



## 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

Targeted teacher professional development to support student learning outcomes continued to determine school priorities in 2017. There was a clear focus on the literacy and numeracy strategies of PEEEL, PEETEL and Newman's Error Analysis. As a result, we achieved strong value added results for Years 7–9 NAPLAN. Professional Learning continued on formative assessment strategies in the area of feedback and learning intentions and success criteria. All permanent executive staff have now completed training in coaching and mentoring.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
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).	\$28,000	Year 9 value-added SCOUT data indicates that Leumeah is achieving in the top 10% of NSW state schools for 2017. In Reading, more than 39% of all Year 9 students achieved Band 8 or above compared to 26% of all Year 9 students in 2016, while in Writing more than 24% of all Year 9 students achieved Band 8 or above in 2017 compared to 17% in 2016. In Numeracy, 39% of all Year 9 students achieved Band 8 or above compared to 27% of all Year 9 students in 2016.
HSC Achievement data shows a decrease in number of Band 1's and 2's by 5% .	Refer Key Initiatives – Socio Economic Funding– Senior Study Centre	Bands 1 and 2 reduced from 23.6% of all HSC bands in 2016 to 20.5% in 2017. This was a continued reduction from the 2015 total of 29.3%.
HSC Achievement data shows an increase of 6% of students achieving 2 or more Band 5–6 (2014 baseline data: 12%).	Refer Key Initiatives – Socio Economic Funding– Senior Study Centre	While there has not been the anticipated increase of students achieving 2 or more Bands 5–6 (9%–2017), our long term data shows a growth from 8% to 10.2% in Band 5s for 2017.
100% of Executive staff participate in Professional Learning in coaching and mentoring.	\$2500	All permanent members of the executive staff had completed Professional Learning in coaching and mentoring by the end of 2017.
During Teacher Learning Week 50% of teachers are observed incorporating the 7 Cs of 21st Century learning.		Teacher Learning weeks continue to have a strong emphasis on teacher professional learning. In 2017 the focus was on collecting data around the implementation of Learning Intentions and Success Criteria.
20% of assessment tasks in the junior school incorporate aspects of assessment as and for learning.	\$4500	The school has had a strong focus on professionally developing staff in the use of formative assessment strategies over the past two years. In particular, there has been strong incorporation of Learning Intentions and Success Criteria across a majority of classrooms. This focus will continue in the new school plan 2018–2020.

### Next Steps

In 2018 we will continue to develop and build our whole school literacy and numeracy strategies with further work in PEEEL, PEETEL and Newman's Error Analysis. In particular, we will continue our focus on writing as we work to improve student proficiency in this area. We will continue to embed the pillars of formative assessment across our school and train staff in further improvement strategies, such as improvement sprints, as we continue our drive to enhance teacher classroom practice and grow our capacity to use data to analyse and evaluate our teaching practice. We will continue to work with parents in supporting our senior students through the senior review panel process and the senior study centre in order to drive continual improvement in our HSC results.



### 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 reformatted 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. 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)	Funds Expended (Resources)	Progress achieved this year
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%).	Refer Key Initiatives:  Socio–Economic Background: CLO	Parent participation at the 2017 parent teacher evening remained consistent with recent years. Other celebrations across the school had increased parent attendance. As an example, our NAIDOC assembly also had a large number of family and community members attend. Our Year 12 Graduation and Presentation Day awards ceremony were held at 'West's' and extremely well attended.
Numbers of website hits, Skoolbag app downloads and Facebook 'likes' increase by 20% (2014 Baseline data–195 Skoolbag Downloads).	\$1200	Our CLO has continued to update the school website, Facebook and Skoolbag 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 in use at all school events, with many parents utilising the board to acquire additional information.
Increased parent satisfaction with school communication and community consultation as measured by parent surveys by 15% (2014 Baseline data –58% – Parent Survey 2014).	\$1000	Parent surveys indicate that 88% of parents who completed the survey are satisfied with school communication, an increase of 30% from 2014. Community consultation continues to be an area for improvement in the future.
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 no increase in the number of parents providing feedback to the school, though this has not been consistent for all surveys conducted.
20% of all students engage with community organisations and other groups. (2014 Baseline data 8%).	\$12000	Our SRC and ARC have continued to work with many community groups including fortnightly Beverley Park SSP and Passfield Park SSP visits as an example. Selected student groups have engaged in targeted programs including Pathways



## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
20% of all students engage with community organisations and other groups. (2014 Baseline data 8%).		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 Skoolbag App. A review of content on the school website will continue in 2018 with each faculty providing updated information, resources and links related to their KLA. Sharing of information on all communication channels has improved in 2017 due to an increased return on permission to publish notes; a systematised approach will continue to be developed in 2018 to ensure that this process is appropriate for new students.

A parent portal via the Sentral website will assist parents with excursion information, notes and assessments, as well as provide access to reports on-line and timetable and wellbeing information for their children. We will be developing the process to email all reports to parents rather than a printed format sent home with students. Printed reports will be available upon request.

Broader student participation with community organisations will be a focus for 2018, 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 continue as a targeted program for 2018. 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 2018.



Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	\$54000	<p>The Aboriginal Representative Council (ARC) has continued to provide a sense of belonging for our Aboriginal students, promoting leadership skills, kinship and confidence. The students have had the opportunity to engage in a variety of activities in school, as well as being involved in the community.</p> <p>Each week students from the ARC attended Passfield Park SSP and worked with the students to teach them how to sing and sign the Dharawal National Anthem. The students have formed strong bonds with the students from Passfield Park and continue to learn and grow each week.</p> <p>Other programs the ARC were involved in were visiting the residents at Pembroke Lodge, the Christmas Toy Drive and NAIDOC celebrations. These programs have been beneficial for all students, community members and teachers involved. The programs provide our students with opportunities to engage in a variety of learning experiences and outcomes. The maintenance of our Aboriginal Coordinator position of 0.2 has allowed these programs to be effectively implemented for the benefit of our students, which has resulted in our attendance for Aboriginal and Torres Strait Islander students continuing to be well above state averages. Additionally, all Aboriginal students have a personalised learning plan to assist students in meeting learning goals.</p>
<b>English language proficiency</b>	\$48000	<p>Identified students received direct support within the EAL/D program in a range of formats including direct instruction and support with assessment tasks, while classroom teachers were provided time to work with EAL/D teachers to adjust content and to differentiate lessons.</p>
<b>Low level adjustment for disability</b>	\$234000	<p>LaST staff gathered information and NAPLAN data from primary schools prior to Year 7 students commencing in 2017. This has ensured that all teachers have prior information about the learning needs of the new Year 7 students. This information was analysed and placed into the Learning and Support database. Support was determined by primary school information and school developed literacy and numeracy assessments. During class time the SLSOs supported and assisted students with organisation, task completion, time management and note taking. Student progress has been monitored on a fortnightly basis during LaST meetings. Regular meetings with parents ensured that the school was working in partnership with families and outside agencies. Specialist teachers, such as itinerant support teacher hearing, Itinerant support teacher vision,</p>

<p><b>Low level adjustment for disability</b></p>	<p>\$234000</p>	<p>Itinerant support teacher transition, Learning and Wellbeing officer and APLAs were utilised for their knowledge and expertise to enhance the students' access and best practice for inclusion of students with additional needs. Separate exam areas are always allocated during exam periods 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. LaSTs 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 and Out of Home Care students. Both students and parents/carers set student academic and career goals and were consulted on adjustments made in class. The collaborative planning increased the student's success, self–efficacy and engagement, which has had an overall positive effect on learning through including students in the ILP process students have taken ownership of their learning. In our collaboration time the classroom teachers are up–skilled in areas such as Autism Spectrum Disorder, learning and language difficulties, mental health conditions and cognitive disabilities.</p> <p>The LaST 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.</p> <p>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 publishing school wide LaST 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 PEEEL/PEETEL</p> <p>As well as academic and emotional needs, students with medical and physical needs are constantly reviewed and up–to–date health care plans are provided and displayed in all faculties.</p>
<p><b>Quality Teaching, Successful Students (QTSS)</b></p>	<p>\$0</p>	<p>The Quality Teaching, Successful Students (QTSS) initiative – as part of Local Schools, Local Decisions – ensures all primary students benefit from high quality teaching and learning practices that best meet their needs.</p> <p>It is not available for High Schools.</p>

<b>Socio-economic background</b>	<p>Third Deputy \$160000</p> <p>Senior Study Centre \$85000</p> <p>CLO \$45000</p>	<p>The creation of an additional Deputy Principal position in 2017 has enabled Leumeah High to provide additional targeted support for teachers in their first years of teaching and those teachers with greater experience. This position has allowed the school to grow our quality teaching practices in order to improve learning outcomes for students.</p> <p>The continued investment in the Senior Study Centre 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 2017 receiving the lowest number of bottom bands in well over a decade.</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. Website traffic continues to increase, indicating parents are continuing to make greater use of our school website to stay informed of school news.</p>
<b>Support for beginning teachers</b>	<p>\$10700</p>	<p>Beginning teachers were well supported by their teacher mentor, their head teacher and the Deputy Principals through induction, observations and feedback sessions regarding lesson and unit planning, observations of lessons and evaluation.</p> <p>These teachers engaged in reflective dialogue in an effort to improve student learning outcomes.</p> <p>Workshops were conducted on topics including 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 Professional Development Programs.</p>
<b>Aboriginal Additional Program 1</b>	<p>Refer Aboriginal Background loading.</p>	<p><b>Sista Speak</b> – This year we were able to utilise our two female Aboriginal teachers to run the Sista Speak Program. Students were provided with a culturally sensitive program promoting positive relationships and the importance of respecting themselves and others around them. The students were able to feel safe and supported, and share their knowledge in a caring environment that was relaxed and comfortable. This program allowed the girls to form strong bonds with each other, which resulted in positive interactions in the playground as well as in class.</p>
<b>Head Teacher Observations</b>	<p>\$40000</p>	<p>All Head Teachers were provided time to spend observing each of their faculty members in a teaching lesson on a cyclic</p>

<b>Head Teacher Observations</b>	\$40000	basis each week. Head Teachers were trained in Growth Coaching by “Growth Coaching Australia” to enable coaching of their teaching staff when giving feedback for observations. 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.
<b>Learning Spaces and Initiatives Grants</b>	\$3600	Grants of up to \$1200 dollars are provided to staff to improve student learning outcomes through improving a learning space, pursuing an area of investigation or developing an innovative program. In 2017, three teachers were successful in attaining a grant.
<b>LaST 2 day increase</b>		The employment of additional Learning and Support Teachers (LaSTs) and School Learning and Support Officers (SLSO) 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. 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.
<b>Action Learning for Innovation</b>		
<b>Aboriginal Additional Program 2</b>	Refer – Aboriginal Background Loading	<b>Bro Yarn</b> provided our Aboriginal boys with connection to culture and allowed them to express themselves through their traditional dance and other culturally relevant ways. Bro Yarn allowed the boys to closely engage with aspects of their culture. Support from local indigenous elders included mentoring sessions which provided an avenue for these students to re-engage with their learning and demonstrate pride in their culture.





## Student information

### Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	386	377	381	374
Girls	401	413	397	398

In February 2017, the total enrolment of students was 772, which was a small decrease from the previous year. Of these, 37% were from non-English speaking backgrounds. The school has an annual mobility rate of approximately 8%.

### Student attendance profile

School				
Year	2014	2015	2016	2017
7	91.5	89	91.1	92.2
8	89.4	87.7	87.5	89.3
9	89.3	87.6	86.1	86.3
10	85.9	84.5	84.5	83.5
11	86.8	85.9	86	85.1
12	89.1	92.3	89.1	90.5
All Years	88.6	87.7	87.4	87.6
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

The overall student attendance rate of 87.6% was below the state average of 89.6%, though a 0.3 improvement on 2016. 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. Other strategies include attendance expectations communicated to parents through the school newsletter, use of SMS to inform parents of same day

absences and assemblies that celebrate 100% attendance, including at Presentation Day.

### Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10%	Year 11%	Year 12%
Seeking Employment	0	0	7
Employment	2	21	18
TAFE entry	2	3	11
University Entry	0	0	55
Other	1	1	2
Unknown	0	3	7

A survey was conducted in early 2018 to determine the destination of the 2017 HSC class. The number of students gaining entry to tertiary studies at university increased from 39% to 46% from 2016 to 2017. Approximately 30% of students who commence Year 11 have opted to seek employment or entry to TAFE prior to the commencement of Year 12.

### Year 12 students undertaking vocational or trade training

Twenty-four percent of students completed a vocational education subject for the HSC. Students studied Hospitality and Construction within school, while courses studied at TAFE included Business Services, Information Digital Technology and Tourism and Travel.

### Year 12 students attaining HSC or equivalent vocational education qualification

Of the 79 students completing Year 12 in 2017, 78 students were awarded the Higher School Certificate.

## Workforce information

## Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	2
Assistant Principal(s)	0
Head Teacher(s)	10
Classroom Teacher(s)	42.2
Teacher of Reading Recovery	0
Learning & Support Teacher(s)	1.6
Teacher Librarian	1
Teacher of ESL	0
School Counsellor	1
School Administration & Support Staff	13.68
Other Positions	5

\*Full Time Equivalent

The Australian Education Regulation, 2014, requires schools to report on the composition of their workforce who identify as Aboriginal. Leumeah High School has three permanent Aboriginal teachers. These staff members lead the Aboriginal programs implemented by the ARC across the school.

## 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	36

## Professional learning and teacher accreditation

The school spent some \$200,000 on professional learning including course and presenter fees, teacher relief, attendance at teacher professional learning and teacher time for the development of new senior syllabuses. Additionally, HSC supervisors were employed for Trial HSC exams to provide each faculty one full day for teacher professional learning and development of faculty priorities. Professional learning was prioritised to support the three strategic directions of the school plan. All NSW Institute teachers worked towards completing or maintaining accreditation. From 2018, all NSW teachers will be required to maintain accreditation every five years.

## 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	\$
<b>Balance brought forward</b>	<b>1,074,831</b>
Global funds	324,392
Tied funds	565,943
School & community sources	184,422
Interest	12,403
Trust receipts	32,898
Canteen	90,963
<b>Total Receipts</b>	<b>1,211,021</b>
<b>Payments</b>	
Teaching & learning	
Key Learning Areas	58,552
Excursions	55,957
Extracurricular dissections	61,754
Library	5,108
Training & Development	248
Tied Funds Payments	449,695
Short Term Relief	37,256
Administration & Office	137,426
Canteen Payments	81,528
Utilities	75,085
Maintenance	32,447
Trust Payments	139,860
Capital Programs	28,430
<b>Total Payments</b>	<b>1,163,345</b>
<b>Balance carried forward</b>	<b>1,122,507</b>

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

	2017 <b>Actual</b> (\$)
<b>Opening Balance</b>	0
<b>Revenue</b>	2,110,567
Appropriation	1,861,930
Sale of Goods and Services	130,662
Grants and Contributions	116,109
Gain and Loss	0
Other Revenue	0
Investment Income	1,866
<b>Expenses</b>	-796,240
Recurrent Expenses	-796,240
Employee Related	-275,875
Operating Expenses	-520,364
Capital Expenses	0
Employee Related	0
Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	1,314,328
<b>Balance Carried Forward</b>	1,314,328

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 <b>Actual</b> (\$)
<b>Base Total</b>	7,120,327
Base Per Capita	121,265
Base Location	0
Other Base	6,999,063
<b>Equity Total</b>	884,098
Equity Aboriginal	54,082
Equity Socio economic	547,474
Equity Language	48,205
Equity Disability	234,337
<b>Targeted Total</b>	728,648
<b>Other Total</b>	555,015
<b>Grand Total</b>	9,288,088

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.

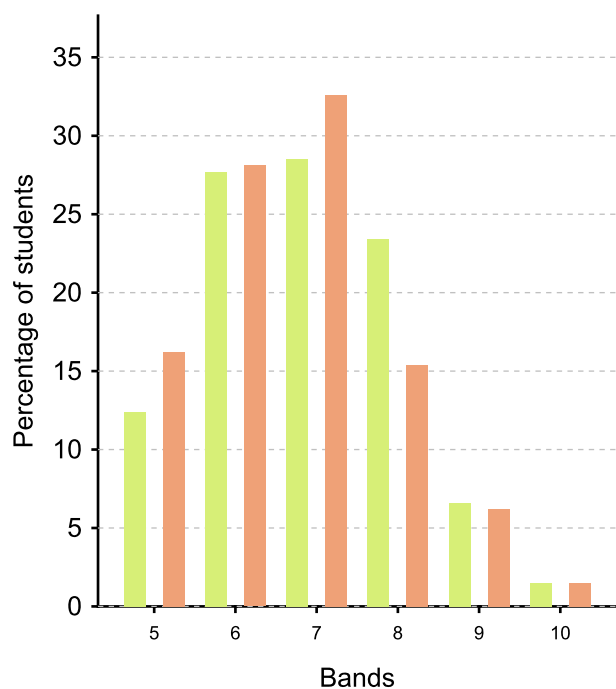
## School performance

### 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.

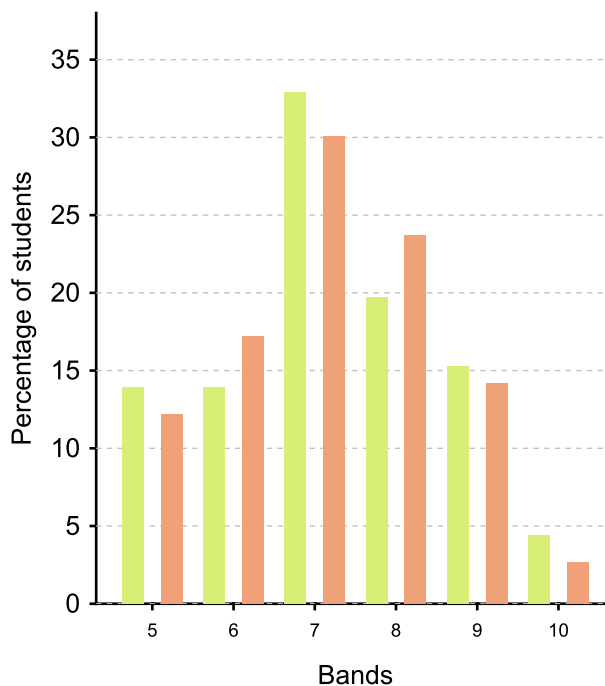
Year 9 students demonstrated significantly greater growth in 2017 over the 2016 cohort. In Reading, more than 39% of all Year 9 students achieved Band 8 or above compared to 26% of all Year 9 students in 2016, while in Writing more than 24% of all Year 9 students achieved Band 8 or above in 2017 compared to 17% in 2016. Average scaled growth for students from Years 7 to 9, was above state average for reading, writing and spelling in 2017.

**Percentage in bands:**  
Year 9 Grammar & Punctuation



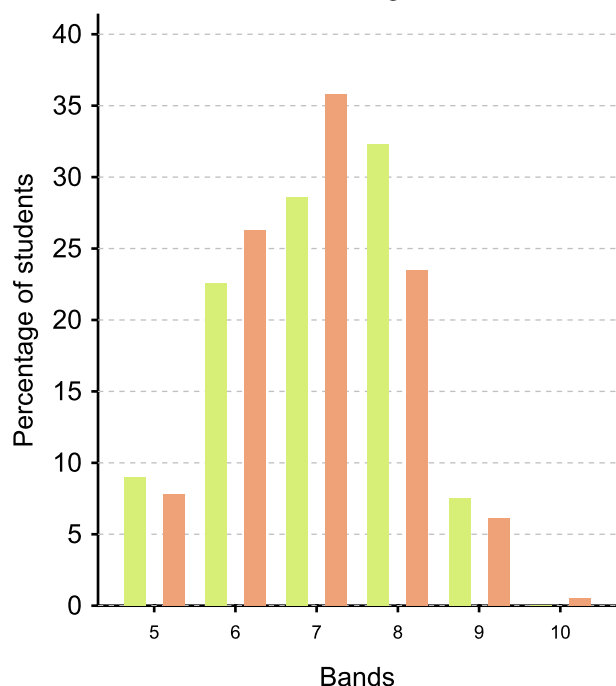
Percentage in Bands  
School Average 2015-2017

**Percentage in bands:**  
Year 9 Spelling



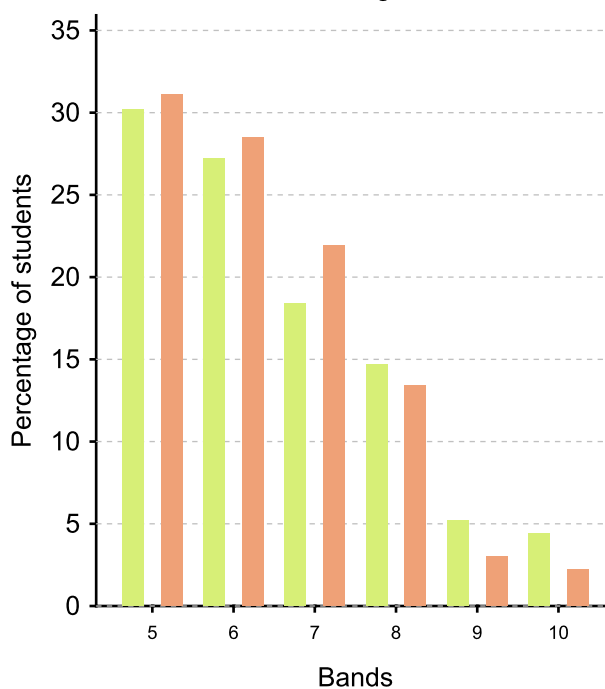
Percentage in Bands  
School Average 2015-2017

**Percentage in bands:**  
Year 9 Reading



Percentage in Bands  
School Average 2015-2017

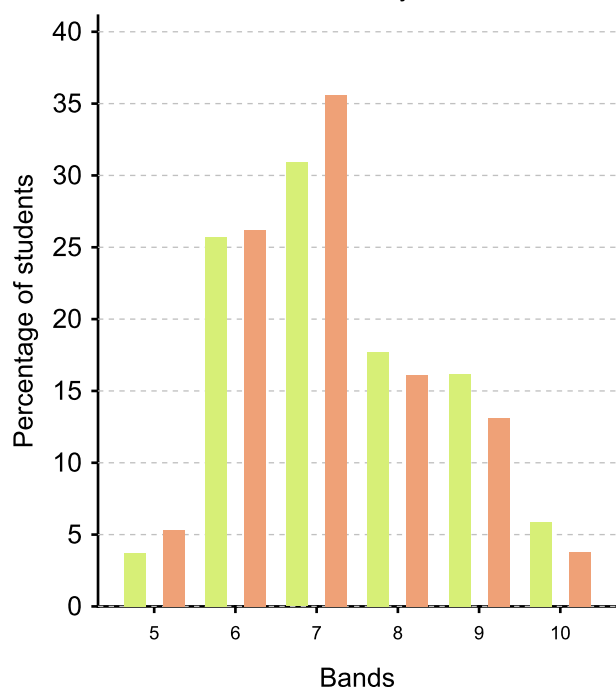
**Percentage in bands:**  
Year 9 Writing



Percentage in Bands  
School Average 2015-2017

Year 9 students demonstrated significantly greater growth in numeracy 2017 over the 2016 cohort. More than 39% of all Year 9 students achieved Band 8 or above compared to 27% of all Year 9 students in 2016. Average scaled growth for students from Years 7 to 9 in Numeracy was above state average.

**Percentage in bands:**  
Year 9 Numeracy



Percentage in Bands  
School Average 2015-2017

The My School website provides additional detailed information and data for national literacy and numeracy testing. Go to <http://www.myschool.edu.au> and insert the school name in the Find a School bar 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.

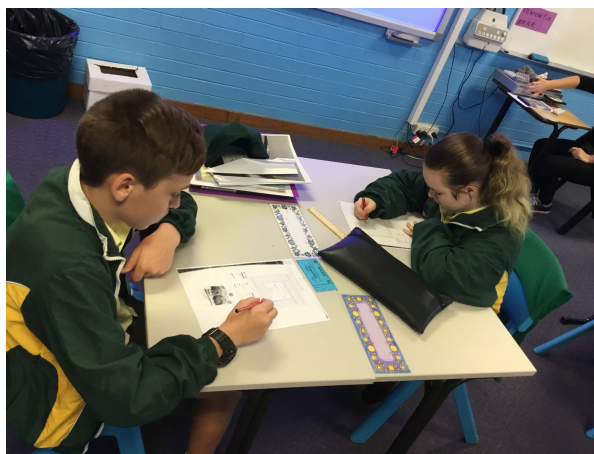
The percentage of Year 7 students who placed in the top two bands for reading was 16% with 15% of Year 7 students placing in the top two bands for numeracy.

The percentage of Year 9 students who placed in the top two bands for reading was 8% with 22% 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.

There were no Year 7 Aboriginal students in the top two bands for reading, there was one Aboriginal student for writing and two Aboriginal students for numeracy.

There was one Year 9 Aboriginal student in the top two bands for reading, there was one Aboriginal student for writing and one Aboriginal student for 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, 73% of the cohort received a Band 3 or above, with data indicating an improved performance in English – Paper One over past years.

In Advanced English, all candidates achieved a Band 3 or above with 64% of students achieving a Band 4, and 14% of students achieving a Band 5. A comparison of data with previous years indicate an improvement in English – Paper Two over the previous three years.

### MATHEMATICS

Forty one students completed the Mathematics General 2 course, with the school's average scaled score being 65.4%, which was 0.6% above the state average. 31.8% of students achieved a result in the top three bands, with 26.8% of students in the bottom two bands, compared with 35.3% in the state. The average growth for students in General 2 was 5.45, a substantial improvement from 2016. There were twelve students who completed the Mathematics (2 Unit) course, with 83% of students achieving a result of Band 3 or above. One student completed Mathematics – Extension 1, who achieved growth of 0.45.

### SCIENCE

There was significant improvement in Biology with 50% of candidates achieving Band 4 or above, an increase of 30% over the previous year's result. In Chemistry there was a 22% improvement in students achieving Bands 4 or above. Long term trends in Chemistry show gradual improvement from one year to the next.

### HSIE

In 2017, Band 5 results were awarded in Ancient History, Legal Studies, Modern History, and Society and Culture. Legal Studies was the best performing of the HSIE subjects in relation to the state average with a high proportion of students achieving a Band 3 – 5 and no students receiving a Band 1. Society and Culture performed as the second highest HSIE subjects in



relation to the state average, with 25% of students achieving a Band 5 result. Both Ancient History and Modern History were over-represented in the lower bands and were significantly under state average. Geography achieved a high proportion of students in Bands 3 and 4, a similar result to that achieved for Business Studies.

### ART

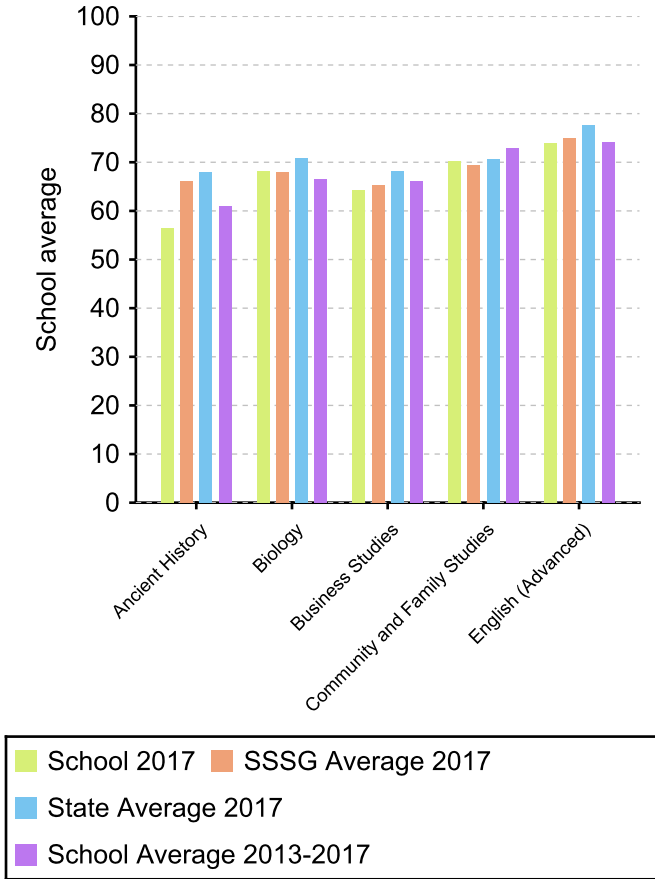
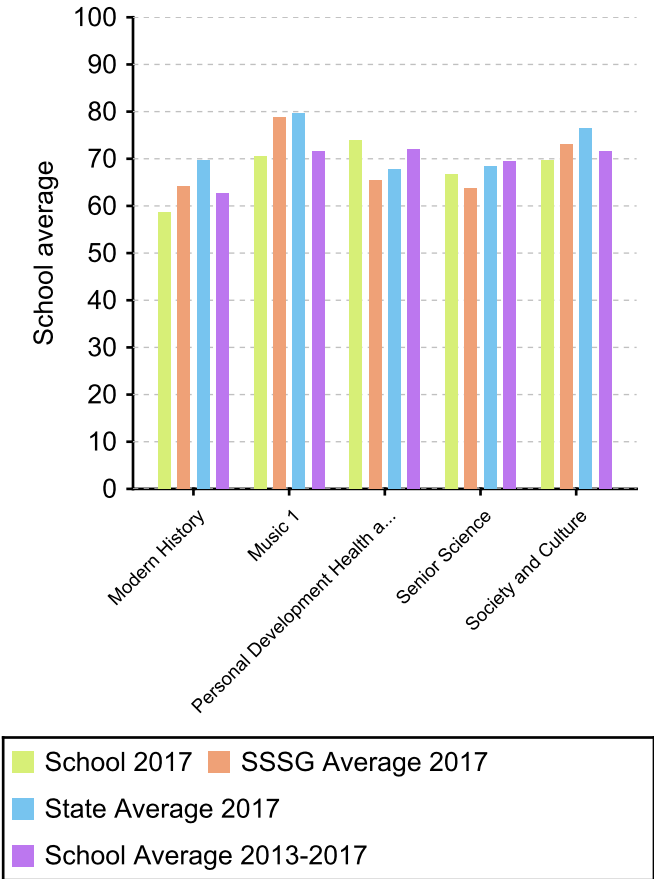
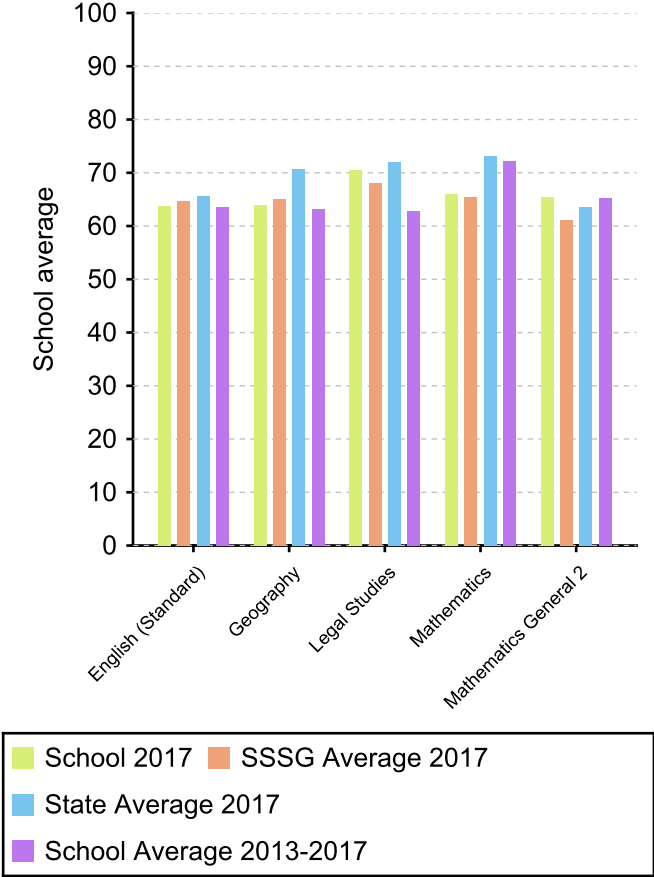
Results in Visual Arts were strong with 82% of all students receiving Band 4 or above, with one student scoring Band 6, the first achieved for several years. Music saw greater student numbers over previous years studying the subject. 93% of all students achieved at Band 3 or above.

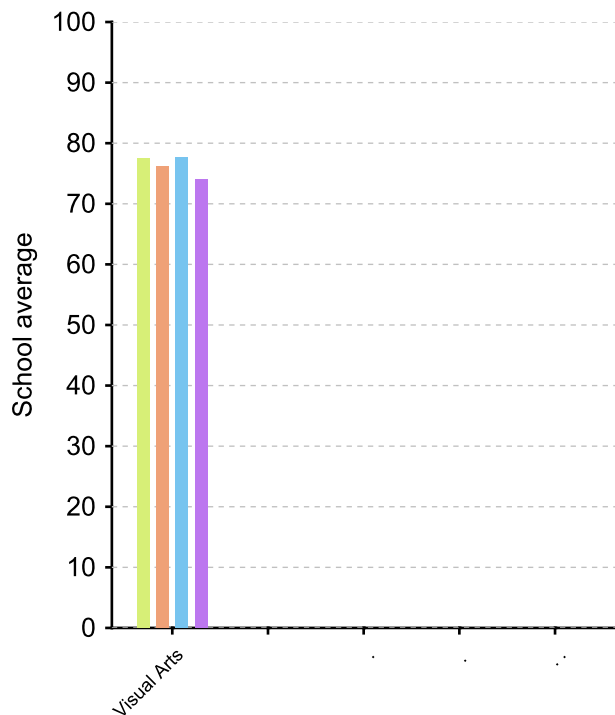
### TECHNOLOGY AND APPLIED STUDIES

In Community and Family Studies, results were -0.07 below state average, with growth added to most students and a class mean of 70.67, with 45% of all students achieving Band 4 or above. In Food Technology results were -0.64 below the state average, with 66.7% of students achieving at Band 3 or 4. In Industrial Technology (Timber Product and Furniture Technologies) the results were 0.30 below the state average with 80% of students achieving a Band 3 or higher.

### PDHPE

Results in PDHPE continued to show strong growth with students performing significantly above state average. 76% of students achieved Band 4 or above with two students achieving Band 6. Only 8% of students scored in the bottom two bands.





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

## 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 2017, 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, exit slips, as well as regular student leadership forums and P&C meetings. Their responses are presented below:

Of the families that participated in this year's school satisfaction survey 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 respondents believing that the school consistently provides clear information about student achievement on a regular basis. Eighty-nine percent of parents agreed that the school sets high expectations for students to always do their best and there is overwhelming support that the school supports positive behaviour and learning. The school is strongly considered by the community as a safe school which is inclusive. Parents also agree that the school has a good reputation within the community. 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-four percent) reported that student behaviour was positive while the majority of students tried hard to succeed in their learning. Seventy-nine 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 5.9 from 10 which was slightly above the state score of 5.7 from 10 and seventy-two percent of students are proud of their school

In reference to the eight drivers of student learning, teaching staff at Leumeah High School scored above state average in all eight areas in all year groups. Teaching staff also scored above state average in the four dimensions of classroom and school practices with eighty-five percent of teachers believing school leaders are leading improvement and change and eighty-eight percent believe school leaders clearly communicate their strategic vision and values for our school. 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. 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.

## Policy requirements

### Aboriginal education

#### ABORIGINAL EDUCATION

2017 was an exceptional year for Aboriginal students at Leumeah High School. Students continued to take an active role in a number of community and cultural events, expanding on the achievements of 2016.

The Aboriginal Representative Council (ARC) has continued to be a part of the student leadership structure at Leumeah High School, enabling an important forum for the student voice of our Aboriginal students. The ARC has been involved in various projects, such as weekly visits to Passfield Park School, singing, dancing and presenting the National Anthem in Dharawal language. They have also made visits to a local Nursing Home and undertaken fundraising for a Christmas toy drive for local children. The ARC have now become officially linked to the Campbelltown junior AECG.

Students have continued their involvement in the Western Sydney University 'Pathways to Dreaming' program. In this program students visit the University for cultural and educational days, as well as

participating in a mentoring program at the school. Students also participated in a 'Sista Speak' and 'Bro Speak' program on Tuesday afternoons, where they were learning how to be leaders and members of their community. The NAIDOC Assembly was a highlight of the year, with increased community involvement and student led activities. All students in the school were able to learn and show respect for Aboriginal cultures and histories. Our Annual Reconciliation Week roll call activities enabled all students in the school to discuss issues surrounding Reconciliation and Aboriginal affairs. The development of the boy's dance group in 2017 was hugely successful and shows the pride in culture that has developed at Leumeah High School.

Aboriginal students at LHS made significant gains in 2017, reflected through sound growth in NAPLAN.



### Multicultural and anti-racism education

#### MULTICULTURAL AND ANTI-RACISM EDUCATION

In 2017, Multicultural Education was addressed in the annual Harmony Day activities. Students were provided a range of cultures and cultural activities and performances. This assisted students to develop a respect for the range of cultures present at Leumeah High School.

Multicultural Education is promoted across all KLAS through curriculum and learning activities that are inclusive of all cultures. A number of languages are taught at the school, including Spanish, French and Japanese 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 and all students have been made aware of the role of the ARCO. In 2017 the ARCO has reported 10 incidents and referrals for the year. All incidents were able to be resolved through discussion and mediation.

### Other school programs

## WELFARE AND LEARNING AND SUPPORT

In 2017 the Welfare team continued to dedicate itself to ensuring that the wellbeing of students at Leumeah High School was in keeping with the guidelines set out by the 'Wellbeing Framework for Schools'. 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 refining the School's Anti-Bullying policy and the annual Welfare Conference was held in order to plan and set the scope and sequence of our pastoral care programs. 2017 saw Year Advisors from 7, 8 and 9 developing and implementing programs and lessons on Social and Emotional Learning with three lessons a cycle for every student in Years 7 and 8 and two each cycle for Year 9.

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, Western Sydney University's 'Fast Forward Program' and the 'Leaps' program. Several leadership programs were offered for girls, sponsored by WESTS Leagues Club and United Burnside with 'Links to Learning' for Years 7, 8 and 9 students. A leadership program for Years 9 and 10 boys, 'Top Blokes' was also offered while Year 9 girls participated in Y Quest. Digital Thumbprint presented programs to Years 7, 9 and 11 about cyber bullying and safety. Year 11 students attended the PARTY program at Liverpool Hospital.

2017 saw the continuation of the Chaplaincy Program, which included the implementation of a boy's resilience program and the continuation of the growth of our School Support Officer initiative to two days per week. The continuation of both positions in the school has resulted in more students being able to access extra support.

## CREATIVE AND PERFORMING ARTS

Students had numerous and varied learning experiences across 2017. Our new elective classes were welcomed to the CAPA KLA through unique and exciting opportunities designed to increase student engagement and learning. Our senior elective classes (Year 12 and Year 11 Visual Arts) were exposed to a preview of what is to come through an excursion to the New South Wales Art Gallery to view the Art Express exhibition. All students were inspired with what lies ahead of them with their own studies. Our Years 9 and 10 Visual Arts, Photography and Visual Design elective classes explored a wonderful excursion to Luna Park, experiencing a fun filled day by Sydney Harbour. Students used the colour, shapes, texture, text and architecture that they experienced to create some excellent photographs, drawings and sculpture pieces that really captured the fun and laughter of a day at Luna Park. Once again, the weather was on our side for the excursion to Sculpture by the Sea, with students from Stage 5 and Stage 6 Creative Arts classes making the Coogee to Bondi walk to take in some unique, entertaining and sight specific works. Year 7 Visual Artists were welcomed to CAPA with an opportunity to participate in the Art Pathways Program – a joint initiative with the New South Wales Art Gallery and

Casula Powerhouse with a focus on art making practice. Upgrading of the art quad to be an outdoor learning space has continued and is now complete.

The annual musical returned to Leumeah in 2017 with another unique production, 'Death By Jamming'. This quirky twist on the murder mystery genre was performed across two evenings and one matinee show, thrilling the audiences with the humorous plot and impressive performances from students across all years. This year's musical saw the introduction of the school choir; the choir was made up of a talented bunch of volunteers who provided backing vocals to all singers throughout the musical. Following their success, Mrs Christophers established the choir roll call as an opportunity for the choir to meet and rehearse daily. To date, the choir regularly performs the national anthem, in Dharawal and English, at our weekly assemblies, and have performed a range of tunes across formal assemblies.

## **STUDENT REPRESENTATIVE COUNCIL**

The Student Representative Council (SRC) enjoyed a very successful year in 2017. The Breakfast Club continued its success, catering for up to 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. We thank Wests Leagues Club for their continued generous sponsorship of this program.

In 2017 members of the SRC attended a range of leadership workshops where students were able to develop their communication skills and ability to work as a team. In February the SRC attended a leadership camp at Fitzroy Falls Conference and Adventure Centre. Over three days the students each took turns at running different activities. These activities helped to develop communication skills, problem solving, time management and resource management. In September the Captains and Vice Captains attended a leadership workshop at NSW Parliament House. During the day the students were given a tour of parliament house and sat in on a session of question time. Students had the opportunity to meet with local MP, Mr Greg Warren, and discuss with him the attributes of a good leader. In November the whole SRC attended the GRIP Leadership Conference at Sydney Olympic Park. This was a valuable experience for students who learnt how to gain greater student engagement with the activities they plan. It also provided them with the opportunity to network with other schools.

Throughout the year the SRC ran a series of fundraisers for a range of different charities which included The World's Greatest Shave where students raised over \$1000 for colouring and shaving their heads. Australia's Biggest Morning Tea was another fundraiser that the SRC organised. They sold a variety of cakes and slices to the staff and students, raising \$700 for the Cancer Council. In October the SRC ran the Dogtober fundraiser. The students sold a number of food items including, "hotdogs, pupcakes, and popcorn". This event raised over \$1000 for Assistance Dogs Australia. In addition to running fundraisers for charities, the SRC hosted a range of events that have

raised money to go towards infrastructure projects in the school. These included Krispy Kreme sales, Pizza Days, Spider Days, cake stalls and two discos.

In term one, the SRC had a water refill station installed in the playground. This was the completion of a sustainability project that commenced in Term 4, 2016. The water refill station was purchased using money from a grant from Campbelltown Council, a donation from the P&C and money raised by the SRC. The SRC hosted a sustainability assembly to officially open the water refill station. Tim Silverwood, an environmentalist, spoke at the assembly about the importance of sustainability and reducing our plastic waste. Following the assembly, Mr Silverwood conducted a workshop with the SRC, during which students created short and long term goals for sustainability initiatives at LHS.

In June, 12 members of the SRC participated in a Refugee Challenge. During the week the students slept in tents and ate the same rations that are provided to refugees in refugee camps. These rations included rice, chickpeas, sardines and lentils. The students raised over \$3000 which will go towards providing food, sanitation and education for refugees in Syria.

## **SCHOOL SPORT**

In 2017, Leumeah High School students went above and beyond in the sporting arena, producing some outstanding results in both individual and team competitions. The highlight of the year was the unbeatable performance by the Under 14 Girls Rugby League team who won 15 games in a row to become the NSW State Champions. We also had a record number of teams making it through to the CHS round of 16, including the Under 15s Girls Basketball, Open Girls Cricket, Under 14 Boys Rugby League and the Open Boys Baseball teams. As well as team success, many individuals thrived in a range of sporting endeavours throughout the year at the Zone, Regional and State level.

Individual Award Recipients for 2017 were:

Sports Participation of the Year Award: Leah Senkowski.

Outstanding Achievement in Community Sport Award: Zubayd Allie.

Outstanding Achievement In School Sport Award: Lamarr Sovjli-Talo.

Junior Sportsperson of the Year: Mia Gilmore.

Male Sportsperson Of The Year: Jack Butcher.

Female Sportsperson Of The Year: Jasmyn Crockett.