

# Lithgow High School Annual Report



2018



8125

## Introduction

The Annual Report for **2018** is provided to the community of Lithgow 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.

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## School background

### School vision statement

Opportunities for Everyone"

Lithgow High School seeks to develop a culture of equity and excellence, where all students become successful learners, confident and creative individuals, and active and informed citizens. Lithgow High School seeks to achieve these national goals through the development of a school culture that values and rewards effort and innovation, collaborative and reflective practice. A culture where organisational systems and practice value learning as a first priority in preparing students for the global environment.

The school plan 2018–2020 is underpinned by the whole school focus on the Positive Behaviour for Learning Framework. The sustained and consistent implementation of universal targeted and intensive strategies will ensure all students have the opportunity to succeed.

Staff, students and parents will feel they are valued as full participants in the school community.

### School context

Lithgow High School is located two hours west of Sydney. The school is comprehensive and inclusive and is a member of the Lithgow Valley Educational Community. The school has a history of academic, cultural, and sporting achievements, provides a broad curriculum including academic extension courses, diverse electives and vocational programs. The school excels in offering a wide range of extra-curricular activities: sporting, creative, academic and STEM. The school includes a Special Education Unit of six classes catering for a range of students with disabilities. Aboriginal students are approximately 12% of the student enrolment, Lithgow High School attracts substantial additional funding.

The Lithgow Valley is experiencing economic change due to reduced employment opportunities. Once a strong industrial and mining centre many families have to leave the district to gain employment.

Significant progress was made in improving and implementing whole school programs in wellbeing and learning in the 2015–2017 plan. The school has reinvigorated a positive learning culture and created an effective wellbeing framework that individualises educational opportunity for all students. Improvements have been made at the whole school level in building hope, aspiration and concrete opportunities for students. The challenge of the 2018–2020 plan is to embed and consolidate the framework within the accepted pedagogy of every classroom.

# 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 Leadership.

### Learning

The school promotes extra curriculum learning opportunities including STEM, Robotics, Aviation, Drama, Musicals, Agriculture, interest electives and a range of sporting opportunities for students. The school has established active partnerships with the community to support student learning and these are aligned with the school vision, values and priorities.

The school has a number of mechanisms to analyse student data and reflect on teaching practices. The school provides curriculum that is differentiated, student centered and meets the needs of all students. The school has achieved good value added results on external performance measures as detailed in the school performance section in this document. This has been achieved through the implementation of teaching strategies including ALARM, Mathletics, Band 8 Project, Literacy Planet and 7 Steps to Successful Writing.

Positive, respectful relationships are evident among students and staff, promoting student wellbeing and ensuring good conditions for student learning. Well–developed and current policies, programs and processes identify, address and monitor student learning needs. The school has continued to promote and support Positive Behaviour for Learning (PBL) in the school. All teachers have been trained in Classroom Systems Training and the school qualified for Advance Tiers Training, one of only two high schools in NSW to be approved to complete implementation at that level. Classroom Systems Training is a systematic approach to a positive learning environment that promotes positive behaviour. All school settings have lessons that are explicitly taught to students during Roll Call and programs including mentoring, social skill training and task adjustments are implemented to support student wellbeing and promote learning.

### Teaching

The school has supported effective classroom practice by prioritising the analysis of student performance to guide the direction of teaching and learning within the faculty groups. All faculties complete Higher School Certificate analysis of all course results and present this information with improvement measures as a practice in the school. Students are given specific feedback in all Key Learning Areas across Years 7–12 with ALARM being the mechanism in Years 11 and 12. The Tell Them From Me Survey Teacher Survey indicated that quality feedback to students was above the state norm. Teachers were required to answer 10 questions on a five–point scale.

The school has systems to support formal mentoring for staff. This has been formalised through the Year 7 teaching team meetings that happen regularly throughout the year. All beginning teachers have a formal mentor and are provided with regular feedback and support. Staff in faculties are supported through the Performance Development Planning process with observations taking place throughout the year. Peer observation has been included to support the Positive Behaviour for Learning framework within the school.

The school targets professional development needs to individuals through the learning support team. All professional learning is linked to the plan and recorded in the milestone document. The school completes a fortnightly induction program with beginning teachers and teachers new to the school. The school actively encourages teaching staff to present professional learning. This has occurred during Staff Development Days and Twilight Sessions (four times throughout the year). Teaching methods that address literacy and numeracy included the Band 8 Literacy and Numeracy Program.

The school provided explicit, specific and timely formative feedback to students on how to improve. ALARM strategies further developed in English, Science and HSIE throughout 2018 in Stage 6, PDHPE and Visual Arts faculties completed scaffolds and wrote programs to include the use of ALARM in all Stage 6 Programs. HSIE, TAS and PDHPE in particular have worked hard to adapt ALARM for their specific KLA needs. With HSC results for the school being highly successful, and the school showing improving results in many areas, ALARM appears to be a strategy worth pursuing on an ongoing basis.

### Leadership

The school participated in a review of wellbeing policies and processes in the school by consulting with external agencies, parent groups and DEC Intensive Support Team to develop consistent wellbeing and antibullying policies. The leadership team creates these policies and structures in line with legislative requirements and obligations. The school

has provided opportunities for students and the community to provide constructive feedback through parent forums, information sessions, school evaluation team meetings and survey questions. These processes are streamlined and flexible and designed to strengthen community engagement.

The school has allocated funding to ensure that physical learning spaces are used flexibly and physical resources are maintained. The school leadership team has overseen a number of changes and refurbishments to classroom learning environments that have benefited students and staff. The school employs a Technology Support Officer and assign a computer coordinator to ensure that technology is accessible to staff and students.

The school has productive relationships with external agencies such as Universities, business, industry and community organisations to improve educational opportunities for students. A Business Breakfast was hosted by the leadership team to promote Work Experience/ Placement and links with businesses in the community. The University continues to support the school and is working on a number of programs with the leadership team. A number of community organisations work with the school to support student learning.

The Tell Them From Me Staff Survey indicated that Leadership in the school had continued to build on strengths with a 0.7 mean improvement from 2015 – 2018. The survey asked questions that related to opportunities, feedback, observations, challenging learning goals and providing a safe environment for staff. The 2017 TTFM leadership section indicated that the school was above the state average on a five–point scale which is scored as follows: 0 (Strongly Disagree), 1 (Disagree), 2 (Neither Agree nor Disagree), 3 (Agree), and 4 (Strongly Agree). The data is scaled on a 10–point scale and the results are reported as 'the average score for leadership'.

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

Our purpose will be to excel in the implementation of high quality curriculum and assessment designed to increase the learning of every student. Including a particular focus on building exceptional reflective classroom practice leading to improved performance in students

#### Overall summary of progress

In 2018 the ALARM model has remained a prime focus for the strategic direction of Teaching and Learning for Lithgow High School. All faculties have continued to develop and enhance ALARM based scaffolds with a focus on aligning assessment tasks with stimulus that allows for the structuring of responses that are more sequential in design allowing for greater analysis and quality of responses. Due to the success of the ALARM model in Stage 6 Curriculums at Lithgow High School a number of faculties have introduced ALARM into Stage 5 Assessments with preliminary evaluations indicating an improvement in student engagement and achievement. ALARM will continue to be a focus for teaching and learning at Lithgow High School in 2019.

The Premier's Reading Challenge has continued to grow in popularity in 2018 with 128 students in Year 7, 91 students in Year 8 and 3 students in Year 9 successfully completing the challenge. Not only has the reading challenge continued to grow in popularity but also the achievement of the students involved with 30 students in Year 7 and 17 students in Year 8 achieving a Gold Standard and an additional 6 students in Year 8 achieving a Platinum Standard. The Premier's Reading Challenge will continue to be offered to students in 2019.

The Senior Tutoring Centre has proved to be a valuable asset for teaching and learning at Lithgow High School with participant numbers increasing by 45% between 2017 and 2018. While total number of visits to the centre rose from 7588 in 2017 to 11029 in 2018 the most encouraging trend was with the Year 11 cohort where visits rose from 2314 to 5059 representing a staggering 117% increase between 2017 and 2018. Year 12 and after hour visits also increased over the twelve month period both justifying the resources allocated to the centre and reflecting the high standard of tuition being provided.

The Year 12 teacher/student mentoring program continued in 2018 with a high percentage of students pairing themselves with senior teachers to assist them with exam preparation and study routines. Feedback from students indicated an overwhelming support for the program giving the school a strong justification to continue the initiative into the future.

The 2018 Literacy and Numeracy Action Plan was implemented across the school using a diverse range of strategies to enhance student achievement in these key learning areas. PUT and PAT tests were conducted with Year 7 during weeks 4 & 6 of Term 1 providing invaluable information on the new cohort allowing the school to gain an added profile on individual student ability. The information was then used to support student learning by allocating identified students places in the reading and numeracy roll calls where intensive learning programs are delivered each day. ACER OARS pre tests examining reading, comprehension and writing skills were conducted across Years 7–10 during Terms 1 & 2 and the again during Term 4. The data received from these pre and post tests was used to track student progress and evaluate quality teaching practices.

NAPLAN remained a key focus in the 2018 Literacy and Numeracy Action Plan resulting in a new initiative to give students greater exposure to test conditions. During Week 10 in Term 1 Year 9 students sat online NAPLAN tests in an attempt to give them valuable experience in enhancing their skills in these important tests. One LAST was also trained and participated in NAPLAN marking providing a valuable resource for the school.

Literacy and numeracy were also areas identified as a focus for improvement. During Terms two & three 'Seven Steps' training was conducted across all faculties with additional training provided for the English Faculty. During term four 'Super Six' workshops were carried out with all year 8 classes providing them with valuable ideas for improving their writing skills. Time in Staff Development Days was also allocated for whole school professional learning addressing numeracy skills. KLAS were given the opportunity to further embed numeracy activities in their curriculums to enhance students ability in all areas of numeracy.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
ALARM is embedded across the school from Year 9 and leads to improved HSC value added, and Internal data indicates improved extended response completion.	SLSOs \$178,510.00 LaSTs \$167,235.00	ALARM strategies have successfully been embedded in Years 11 and 12 with positive growth in value added scores. Extended response has increased in internal assessments.  45% increase in use of tuition and sustained increase in HSC Band 5 and 6 results from 2013–2018. Sustained decrease in HSC Band 3, 2 results 2013–2018
Increased percentage of students demonstrating expected growth in literacy and numeracy of every student using a range of measurements.  Increasing numbers of students achieve minimum standard.		Action Plan implemented for literacy and numeracy.
Increased numbers of staff engaged in reflective classroom observations and strengthened classroom practice, as measured by the numbers of participants and records of observations.		In 2019 Peer Coaching needs to be linked to Beginning Teacher Program not PBL Program to ensure reflection and continuation of program. All beginning teachers (first and second year) completed peer coaching process. Evaluation of program needed to be shared from PBL back to beginning teacher organisers. there needed to be training around how to observe a lesson.

## Next Steps

Throughout 2019 Peer Coaching will be introduced for beginning teachers and then across faculties with a goal of providing support around classroom systems. Professional Learning will be organised and run around teaching the verbs of ALARM and Stage 5 Programs will successfully have ALARM embedded. Differentiation and adjustments will be a focus for students requiring support. More assessment strategies will be introduced for Year 7 including (PAT–R, PAT–M and e–Write to assist Year 7 Teaching Teams in providing scaffold support to students. Reading and Writing strategies embedded including Super 6 and 7 Steps to Writing Success. Professional learning completed for staff.



## Strategic Direction 2

### Wellbeing and Success

#### Purpose

Development of highly positive school culture with a focus on student wellbeing as a foundation for effective and engaging learning experiences.

A school which values the diversity of learners where students and staff are valued, acknowledged and supported in aspiring to achieve their personal best.

School will excel in wellbeing procedures and processes to ensure every student improves and is known, valued and cared for.

#### Overall summary of progress

The school has continued to promote and support Positive Behaviour for Learning (PBL) in the school. All teachers have been trained in Classroom Systems Training and the school qualified for Advance Tiers Training. Classroom Systems Training is a systematic approach to a positive learning environment that promotes positive behaviour. The school implements Functional Behaviour Analysis, ERASE and Intensive Support meetings to provide wrap around support for Tier 2 and 3 students

During 2018 the school provided a range of wellbeing programs focussed on social and emotional wellbeing, these included the Rock and Water program for students in Stage 4. The school also organised Mental Health First Aid for Year 11 and also hosted a parent evening at the school. Mental Health First Aid is designed to assist students in the identification and prevention of students identified as being at risk of suicide. The school has had a number of groups in the school as part of the wellbeing strategy for individual year groups.

The Wellbeing Centre is an initiative developed by the Lithgow High School leadership team to provide, encourage and support community wellbeing services to advantage those students who require them and to ensure that all students are holistically supported throughout their educational journey at the school. The Wellbeing Centre is closely aligned with the Department of Education's Wellbeing Framework for Schools, which is their commitment to public schools to support students to connect, succeed and thrive at every stage of their development and learning from K–Year 12. During 2018 approximately 800 appointments were made to a number of services including Catholicare – counselling, CYMHS – Child and Youth Mental Health Services, Ability Links, Dianella Cottage, Art Therapists, Platform, Youthworx and Ted Noffs Drug and Alcohol Services

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increased proportion of students who have regular opportunities to meet with an identified staff member who can provide advice, support and assistance to help students fulfil their potential.	DP3, LaSTs, BM, HT Admin, TSO, SLSOs, SAO, Counsellors, Resources & Programs \$628,249.00	Wellbeing programs provided to students indicated that students gained strategies on how to regulate emotions and respond appropriately to situations. The school will evaluate if the Rock and Water program will be continued in 2019.
Evidence indicates: <ul style="list-style-type: none"><li>• Most classrooms and other learning environments are well managed within a consistent, school-wide approach.</li><li>• Well planned teaching is taking place, so that all students can engage in productive learning, with minimal disruption.</li><li>• Most teachers model and share a flexible repertoire of strategies for classroom management and promotion of student engagement and responsibility for learning.</li></ul>		The wellbeing of students is explicitly supported by identified staff. ERASE plans are implemented with SMART goals, identified students shown improvement in behaviour based on number of referrals, attendance and academic information. FBA are carried out in each faculty.

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
The school has implemented data driven change to whole school practices, resulting in measurable improvements in wellbeing and engagement to support learning .		The school has accommodated seven agencies in three consulting rooms reaching 142 different students and providing 861 consultations. Interviews with staff, students and service providers have indicated positive outcomes for majority of students.

## Next Steps

Continue to support the PBL advance tiers implementation with ongoing evaluation of support structures that are designed on motivation of behaviour. This is completed by analysing data and ensuring that Functional Behaviour Analysis is completed in corresponding year groups. Social Skills Training program will be embedded in Year 7 timetable and completed on a fortnightly basis. Other programs including Check In Check Out and Peer Support/Mediator programs will continue to be a priority. Antbullying strategies will be extended to other schools with a consistent focus as the goal. Schools working together to create a social/emotional curriculum for students from Pre-K–Year 7. The Wellbeing Centre will continue to operate and access a range of external services for students.



## Strategic Direction 3

### Leadership and Community

#### Purpose

To create a school-wide culture of high expectations and a shared sense of responsibility for student engagement, learning, development and success. Students benefit from the school's planned and proactive engagement with parents and the broader community. Effective communication and clear procedures and guidelines ensure that operational issues, such as resource allocation and accountability requirements, serve the overarching strategic vision of the school community.

#### Overall summary of progress

Leadership capacity and monitoring processes have been a focus for 2018. In Term 3 of 2018 the school conducted a mock audit of programs from Stage 4 through to Stage 6. All Head Teachers were involved in a panel discussion that identified the school progress toward NESAs compliance in individual programs. The panel looked at assessment processes and ensured that the correct Scope and Sequence and pattern of study was being adhered to.

PDP processes have been strengthened to close monitoring of teacher progress, professional learning completed on the professional standards and DEC policies frequently used within the school. Aspiring leaders provided with an opportunity to relieve in other positions and opportunities provided to faculty reps to lead teams across the school.

Leadership capacity of school executive enhanced via timely review of programs and assessment practice. DPs and Faculty Head teachers ensure teachers they supervise create, implement, differentiate, assess and evaluate and report on teaching programs. Leadership capacity of Head Teachers and DPs is enhanced through the evaluation, monitoring and mentoring process. Embedded sustainable faculty and school practice around evaluation of classroom practice, relationships with local schools. Relationships with parents and external partners will be further strengthened by our engagement in community.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increased effective collaboration with parents, educational partners and the community lead to identification of strategic priorities, development and implementation of plans for continuous improvement as measured by data from the evaluation plan.	CLO \$65,240.00	School evaluation team uses student progress and achievement data to identify strategic priorities, and develop and implement plans for continuous improvement.
Increasing numbers of staff have capacity in distributed instructional leadership sustaining a culture of accountable, effective, evidence-based teaching and ongoing improvement so that every student makes measurable learning progress and gaps in student achievement decrease.	Professional Learning \$144,903.00	More information successfully gathered from partner primary schools. Successful strategy of linking one LaST with each partner primary school.  Successful, transparent and rigorous identification of the Enrichment class.
Most teachers have participated in capacity development programs and implement principles of evaluative thinking, continually monitoring the impact of programs and approaches used and improves practice as required as evident by PDPs,		Increased knowledge and use of the professional standards in PDPs.

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Programs and PL participation.		Increased knowledge and use of the professional standards in PDPs.

## Next Steps

Monitoring and communication processes across faculties will be a focus with all meetings having set agenda items and accountability requirements to further develop the leadership capacity across the school. School mentor will revisit the school to organise a follow-up Audit of Stage 6 Programs, head teachers work closely in collaboration to ensure that recommendations have been carried out from 2018. Student leadership refined and linked to Assemblies with Year Advisors responsible for development. Student leaders assist in decision making on funding arrangements including donations. Professional learning needs to be established with a focus on teachers delivering professional learning to staff and aspiring leaders developing and implementing professional learning across the school.



Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	LaST \$32,193.00 SL SO \$60,663.00 SISTASEAK & BROSPEAK Cas/Sal \$5019.50 Other Cultural Programs \$4048.50 • Aboriginal background loading (\$ 101,924.00) • Aboriginal background loading (\$101 924.00)	<b>NAPLAN results</b>  <b>Reading:</b> Out of 31 yr 7 students 2 students placed in the placed in band 9 and 3 in Band 8. From 21 yr 9 students, 1 placed in Band 10 and 1 in Band 9  <b>Writing:</b> 3 Year 9 students placed in the top 2 bands. 2 yr 7 students achieved band 8  <b>Numeracy:</b> A yr 9 student achieved band 10 and 3 yr 7s achieved Band 8
<b>English language proficiency</b>	LaST \$45,723.00 • English language proficiency (\$ 45,723.00) • English language proficiency (\$45 723.00)	<b>EALD for the Annual School Report:</b>  All EALD students in 2018 from Emerging Phase to Consolidating Phase of English received intensive English Language tuition regularly. Individual and small group tuition was offered and most of our EALD students actively participated in these.  Benefits of intensive tuition included improved confidence in speaking, listening and responding in English, improved ability to read and understand a wide variety of texts in a range of contexts and improved ability to express themselves in written English. These improvements allowed EALD students to more actively participate in all classroom activities, follow classroom instructions and increase their social interaction with both peers and teachers.  Lithgow High School had a total of 46 LBOTE students in 2018. LHS had the following percentages of LBOTE students performing in the various EALD Phases:  Not required – 63%  Beginner – 0%  Emerging – 13%  Developing – 17%  Consolidating – 7%
<b>Low level adjustment for disability</b>	LaST \$47,020.00 SL SO \$48,530.00 • Low level adjustment for disability (\$95,550.00) • Low level adjustment for disability (\$95 550.00)	Students with disability are supported through Integration Funding Support and low-level adjustments for disability funding. Students are assessed for learning needs using NAPLAN and internal assessments. Functional Behaviour Assessments (FBA) and Personalised Learning And Support Signposting Tool (PLASST) are used to determine behavioural needs. Using data collected and involving stakeholders such as counsellors and outside agencies, Individual Learning Plans (ILP) are negotiated. 167 students in LHS have ILPs that are reviewed by LaST and Intensive Learning Support Teams (ILST), made up of a Deputy, Year Advisor, Counsellor, Student Support member

<p><b>Low level adjustment for disability</b></p>	<p>LaST \$47,020.00  SLSO \$48,530.00</p> <ul style="list-style-type: none"> <li>• Low level adjustment for disability (\$95,550.00)</li> <li>• Low level adjustment for disability (\$95 550.00)</li> </ul>	<p>and LaST. Goals are put in place and learning needs are communicated to staff with information about meaningful adjustments that can be made in the classroom to support learning. Year 7 teaching teams meet once every 3 weeks to determine the learning needs of year 7 students and are continuously reviewed and monitored, chaired by the LaST. SLSO staff are trained in literacy and numeracy programs such as QuickSmart and MultiLit and work with targeted students 1–1 or in small groups. Alternative learning spaces using the Library and Hub for students who need individualised support.</p>
<p><b>Socio–economic background</b></p>	<p>CLO \$65,240, LaST \$72,879, BM \$71,519, SLSO \$177,599, TSO \$83,967, HT Admin \$32,301, Faculty resources \$20,000, Student Assistance \$20,000, Consumables \$5000, PL (yr 7 Tch Teams) \$5000, Computer Coordinator \$15,000, Student IT resources \$19,442, Rock 'n' Water \$15,000, Elevate Education \$2200, Additional PL \$56,000, Wheelers e–books \$1500.</p> <ul style="list-style-type: none"> <li>• Socio–economic background (\$ 662,647.00)</li> <li>• Socio–economic background (\$662 647.00)</li> </ul>	<p>Equity funds have been used to provide:</p> <p>Additional staffing to support the implementation of administrative procedures in the school. This ensures efficient application of curriculum, data analysis, teaching and learning in the school. These additional staff have allowed a much more coordinated focussed attention on student wellbeing and released the Principal to focus on leading learning within the school.</p> <p>Enhanced student resources, such as software, technology, student assistance for students and families suffering financial hardship helps to close the gap for disadvantaged students.</p> <p>Equity funded additional SLSO and Support teachers work with students who require assistance and assist in the transition to high school from school to work. This increases the capacity to provide quality well–being programs in the school. The Community Liaison Officer position improves student attendance and communication in the school and community.</p> <p>Equity funded additional Professional Learning has: developed innovative welfare programs; provided professional learning for staff around technology in education and higher order thinking and learning and effective classroom management.</p>
<p><b>Support for beginning teachers</b></p>	<p>1.0 Teacher \$104,000, PL \$9339.</p> <ul style="list-style-type: none"> <li>• Support for beginning teachers (\$ 113,339.00)</li> <li>• Support for beginning teachers (\$113 339.00)</li> </ul>	<p>All eligible beginning teachers receive allocated time and mentor</p> <p>All beginning teachers participate in a fortnightly induction program</p>

## Student information

### Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	436	437	418	422
Girls	382	370	364	376

### Student attendance profile

School				
Year	2015	2016	2017	2018
7	91.6	90.9	91	87.9
8	88.4	90.6	88.1	86.4
9	87.2	85.2	88	83.9
10	87.5	82.9	81.1	83.7
11	90	90	85.3	78.5
12	90.8	89.7	89.1	86.3
All Years	89.1	88	87	84.8
State DoE				
Year	2015	2016	2017	2018
7	92.7	92.8	92.7	91.8
8	90.6	90.5	90.5	89.3
9	89.3	89.1	89.1	87.7
10	87.7	87.6	87.3	86.1
11	88.2	88.2	88.2	86.6
12	89.9	90.1	90.1	89
All Years	89.7	89.7	89.6	88.4

### Management of non-attendance

#### Profile

2018 saw a continued focus on school attendance. Attendance monitoring is part of our Positive Behaviour for Learning (PBL) Framework. Each year has an Intensive Support Team which looks after issues with learning, behaviour and attendance. Each team consists of: Deputy Principal, Year Adviser, School Counsellor, Learning and Support Teacher, a Student Support Teacher and an Attendance Teacher. Issues relating to attendance are considered at the fortnightly meeting.

2017 also saw some administrative changes to our Attendance monitoring. We began using SENTRAL as our School Management System. This meant adapting

to a new system and there was a lot of Professional Learning that needed to be completed by staff. This ongoing professional learning was continued in 2018. Aspects of the system such as the text messaging to parents of absent students, has meant that our level of unexplained absences has fallen. The system has also allowed us to be more efficient in monitoring both attendance and levels of truancy.

A new Home School Liaison Officer was appointed in 2017. This has also contributed to our renewed focus on attendance. We continued to build our relationship with him in 2018. The Deputy Principals and the Support Head Teacher have fortnightly meetings with the HSLO. He attends the Learning Support Team meetings each fortnight.

#### Management of Non-Attendance

Several methods were used to deal with poor attenders and truants, including regular letters, emails, phone calls, referrals to relevant agencies and people such as the Home School Liaison Officer, School Counsellors, Mental Health professionals, Welfare agencies, the school's Learning Support Team and the school's Wellbeing Centre. The team also liaised with local police, including the region's Police Youth Liaison Officers.

The introduction of electronic roll marking every lesson has also tightened the accuracy of roll marking from period to period. Monitoring cards were used by the Intensive Support Teams to monitor class attendance and reduce fractional truancy.

### Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
Seeking Employment	0	0	10
Employment	1	7	25
TAFE entry	6	9	11
University Entry	0	0	53
Other	0	0	1
Unknown	0	0	0

### Year 12 students undertaking vocational or trade training

Year 12 Vocational or Trade Training: 11 x students, 11% left during the year or at the end of the year to undertake an Apprenticeship or Traineeship

## Workforce information

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

Year 12 attaining HSC or equivalent : 99 x students successfully completed the HSC

### Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Head Teacher(s)	9
Classroom Teacher(s)	47.3
Learning and Support Teacher(s)	1.7
Teacher Librarian	1
School Counsellor	1
School Administration and Support Staff	17.08
Other Positions	1.5

\*Full Time Equivalent

Principal 1

Deputy Principal(s) 3

Head Teachers Curriculum 9

Head Teacher Support 1

Classroom Teacher(s) 38

Support Teachers 7.8

Learning and Support Teacher(s) 1.8

Teacher Librarian 1

Careers Advisor 1

School Counsellor 1

School Administrative & Support Staff 17

In 2018 Lithgow High School had one teacher who identified as an Aboriginal person.

### 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	20

### Professional learning and teacher accreditation

At Lithgow High School there were seven full time teachers and six temporary teachers who were working through the accreditation process in 2018. These teachers were involved in the school's beginning teacher program, which occurred during a fortnightly regular meeting, and in class support. An internal mentor teacher provided mentoring for these beginning teachers. Other internal personnel involved included the DP and HT Teaching and Learning.

Beginning teacher funds were spent to release targeted teachers for the time allocated per cycle and provide for a Teacher Mentor to work directly with each targeted beginning teacher. The Teacher Mentor was allocated time which enabled the Teacher Mentor to team-teach with each beginning teacher. Beginning teachers worked closely on PBL classroom systems and had PL time observing other teachers implementing PBL classroom strategies. Remaining funds enabled teachers to access professional learning courses that specifically targeted their level of experience and identified areas for development and aligned to the school's strategic directions and school plan.

Temporary beginning teachers on whole year blocks were also supported through release from face to face, with targeted Teacher Mentor assistance and professional learning targeted towards their level of need in their teaching practice. Beginning teachers were supported in the accreditation process which was changing to online systems.

No staff were working towards the higher stages of the Australian Professional Standards for Teachers. All teaching staff are maintaining accreditation at Proficient, Highly Accomplished and Lead Teacher Stages of the Australian Professional Standards for Teachers. One teacher is maintaining at Lead Level.

Staff Development Day Term 1, was focused on Transition to Year 7 – teaching teams, Stage 6 monitoring processes, Code of Conduct, anti-bullying program, PBL ABC, PDP staff wellbeing and school processes. Staff Development Day Term 2 focussed on Literacy and Numeracy programs, Headspace, peer coaching, FBA Erase, SENTRAL, and social skilling for students. Term 3 Staff Development Day the school focused on programming scope and sequence, FBA Erase, Expect Respect, CPR and Anaphylaxis training. Term 4 Staff Development Day the school focused on two twilight sessions on programming and the Term 4 end of year day was focussed on Sports coaching and delivery of sport and Teach Meet.

The school held twilight sessions that ran over two evenings to allow for an alternative to one of the Term 4 Staff Development Day dates in December. These twilight sessions focused on Programming development. High levels of participation were achieved for these evening sessions. There was still a need for the usual Term Staff Development Day dates to run at school supervised by senior executive to enable staff who did not attend to obtain the professional learning in these areas.

Expenditure came from professional learning from the

Staff Professional Learning tied grant totals. This includes the PL grant and additional RAM funding. The targeted areas for PL link to the school plan strategic directions with areas including BYOD, ALARM, stage 6 implementations, Literacy, Numeracy, Transition programs, Welfare programs, PBL, Learning environments, Communication, Beginning Teacher / Accreditation.

## Financial information

### Financial summary

The information provided in the financial summary includes reporting from 1 January 2018 to 31 December 2018.

	2018 <b>Actual</b> (\$)
<b>Opening Balance</b>	1,777,562
<b>Revenue</b>	11,097,384
Appropriation	10,722,586
Sale of Goods and Services	12,740
Grants and Contributions	341,031
Gain and Loss	0
Other Revenue	0
Investment Income	21,027
<b>Expenses</b>	-10,821,983
Recurrent Expenses	-10,821,983
Employee Related	-9,955,681
Operating Expenses	-866,302
Capital Expenses	0
Employee Related	0
Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	275,401
<b>Balance Carried Forward</b>	2,052,962

- The school's Canteen is run by the P&C Association.
- Proper accounting methods have been maintained in accordance with directions issued by the Department of Education
- The school, as part of its educational management plan, is saving to acquire resources which cannot be funded within a financial year. Proposed longer term intended use of funds are for the upgrade of current Food Tech Kitchens to a Hospitality grade use. Purchase of sound equipment for School Musical. Resurface of oval. Wolgan Quad repair. Tractor. Building improvements. Mandatory staff termination position payments.

## Financial summary equity funding

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

	2018 <b>Actual</b> (\$)
<b>Base Total</b>	7,322,493
Base Per Capita	158,122
Base Location	13,683
Other Base	7,150,688
<b>Equity Total</b>	1,082,835
Equity Aboriginal	101,924
Equity Socio economic	662,647
Equity Language	45,723
Equity Disability	272,542
<b>Targeted Total</b>	1,449,411
<b>Other Total</b>	251,253
<b>Grand Total</b>	10,105,992

The results for Year 9 for Reading indicate that 59% of students had performed at or above expected growth with 6.4% in the top 2 bands. For writing, 3.5% of students were in the top 2 bands, with 46% of students performing at or above expected growth. Year 9 2018 cohort equalled 143 students. In Grammar and Punctuation, 10.5% of students were in the Top 2 bands. For Spelling, 8.4% of students were in the Top 2 bands. Eighteen Aboriginal students in Year 9 participated in NAPLAN in 2018. 16.7% of Aboriginal students placed in the Top 2 bands in Grammar and Punctuation. 11.1% of Aboriginal students placed in the Top 2 bands in Spelling and Reading. 5.6% of students placed in the Top 2 bands in Writing and 6.3% of Aboriginal students placed in the Top 2 bands in Numeracy.

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

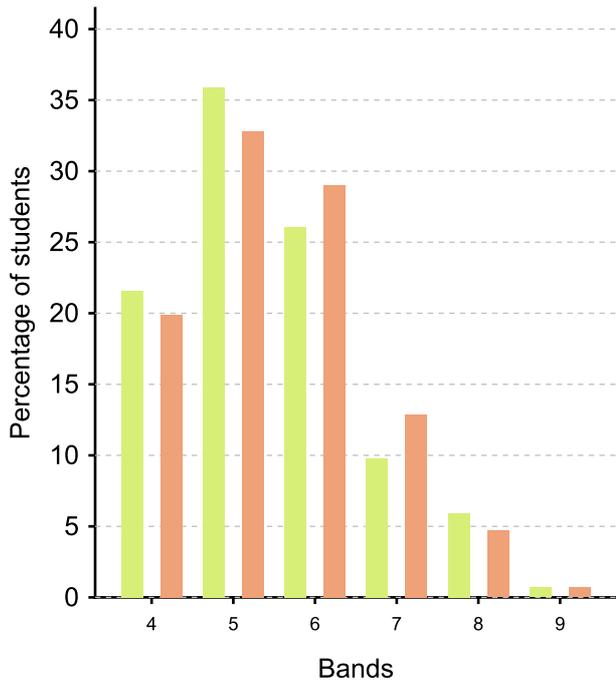
### NAPLAN

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.

From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should take into consideration the different test formats and are discouraged during these transition years.

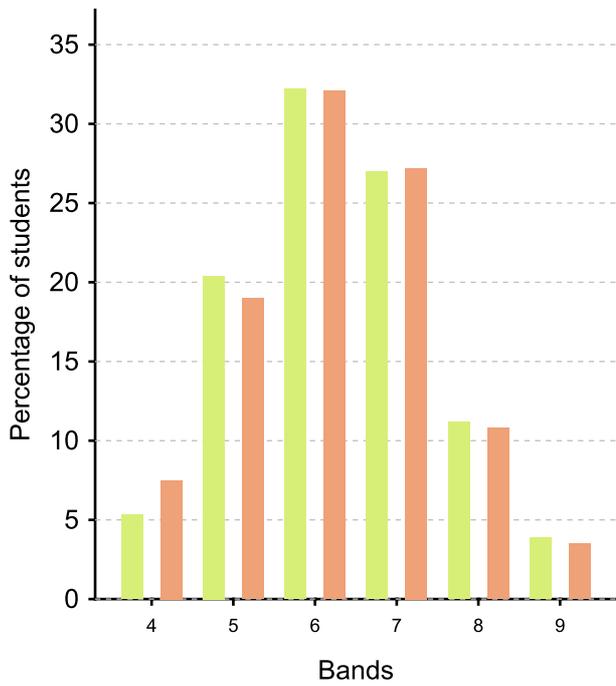
**Percentage in bands:**  
Year 7 Writing



■ Percentage in Bands  
■ School Average 2016-2018

Band	4	5	6	7	8	9
Percentage of students	21.6	35.9	26.1	9.8	5.9	0.7
School avg 2016-2018	19.9	32.8	29	12.9	4.7	0.7

**Percentage in bands:**  
Year 7 Reading

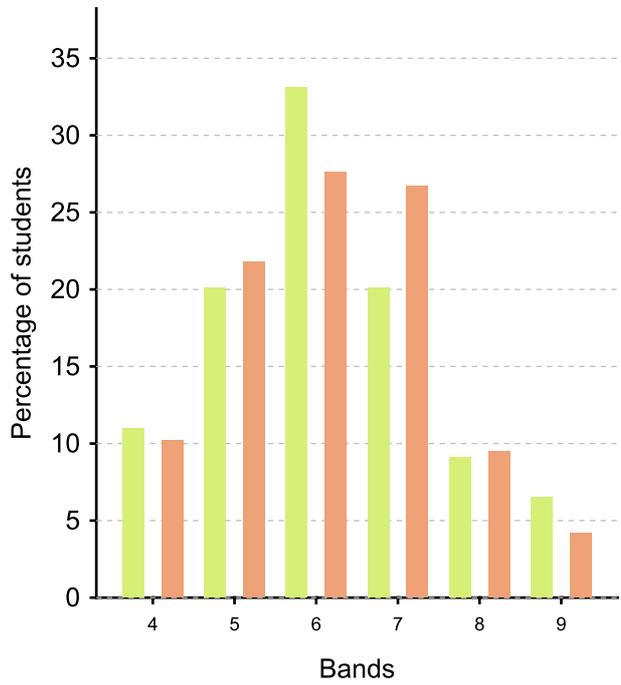


■ Percentage in Bands  
■ School Average 2016-2018

Band	4	5	6	7	8	9
Percentage of students	11.0	20.1	33.1	20.1	9.1	6.5
School avg 2016-2018	10.2	21.8	27.6	26.7	9.5	4.2

Band	4	5	6	7	8	9
Percentage of students	5.3	20.4	32.2	27.0	11.2	3.9
School avg 2016-2018	7.5	19	32.1	27.2	10.8	3.5

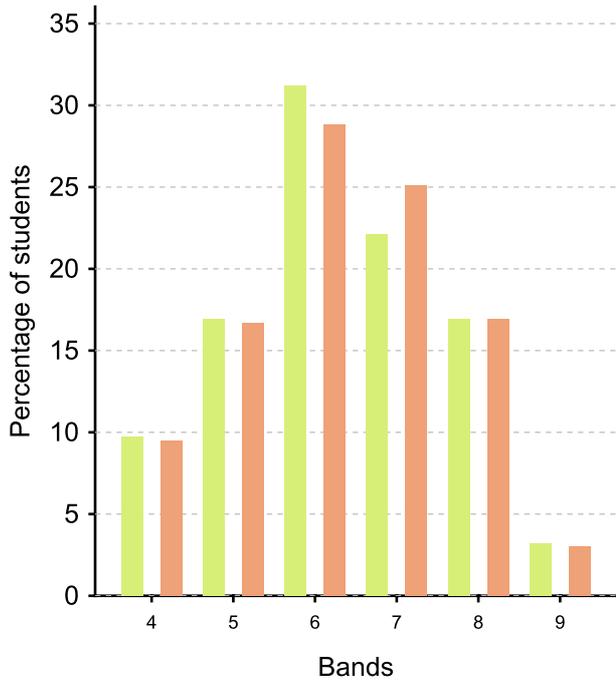
**Percentage in bands:**  
Year 7 Grammar & Punctuation



■ Percentage in Bands  
■ School Average 2016-2018

Band	4	5	6	7	8	9
Percentage of students	11.0	20.1	33.1	20.1	9.1	6.5
School avg 2016-2018	10.2	21.8	27.6	26.7	9.5	4.2

**Percentage in bands:  
Year 7 Spelling**

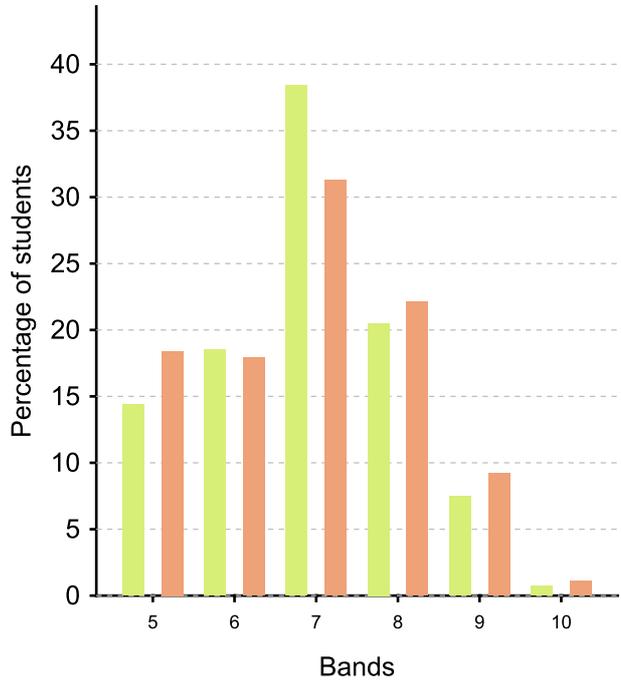


■ Percentage in Bands  
■ School Average 2016-2018

Band	4	5	6	7	8	9
Percentage of students	9.7	16.9	31.2	22.1	16.9	3.2
School avg 2016-2018	9.5	16.7	28.8	25.1	16.9	3

Band	5	6	7	8	9	10
Percentage of students	34.9	26.7	21.2	13.7	2.7	0.7
School avg 2016-2018	33.7	24.2	20.8	16.3	4.5	0.5

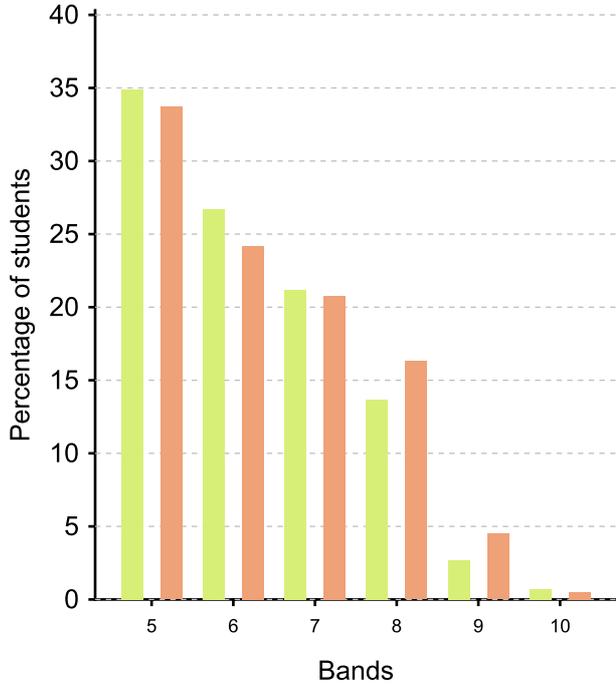
**Percentage in bands:  
Year 9 Spelling**



■ Percentage in Bands  
■ School Average 2016-2018

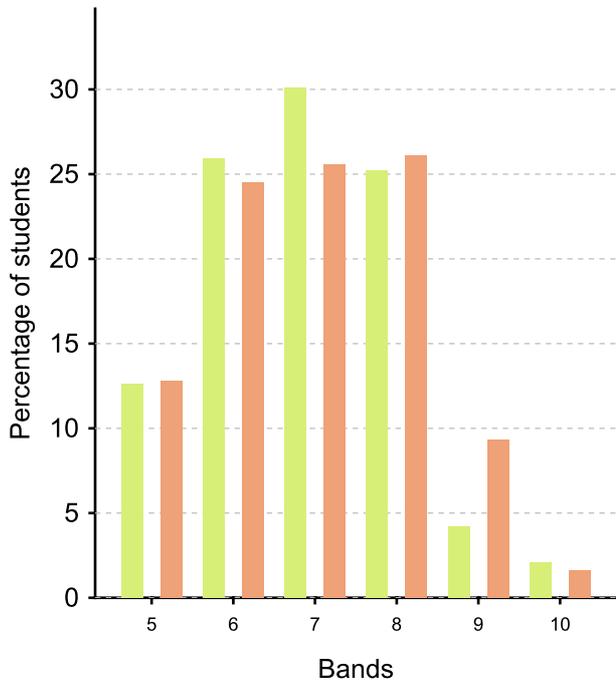
Band	5	6	7	8	9	10
Percentage of students	14.4	18.5	38.4	20.5	7.5	0.7
School avg 2016-2018	18.4	17.9	31.3	22.1	9.2	1.1

**Percentage in bands:  
Year 9 Writing**



■ Percentage in Bands  
■ School Average 2016-2018

**Percentage in bands:  
Year 9 Reading**

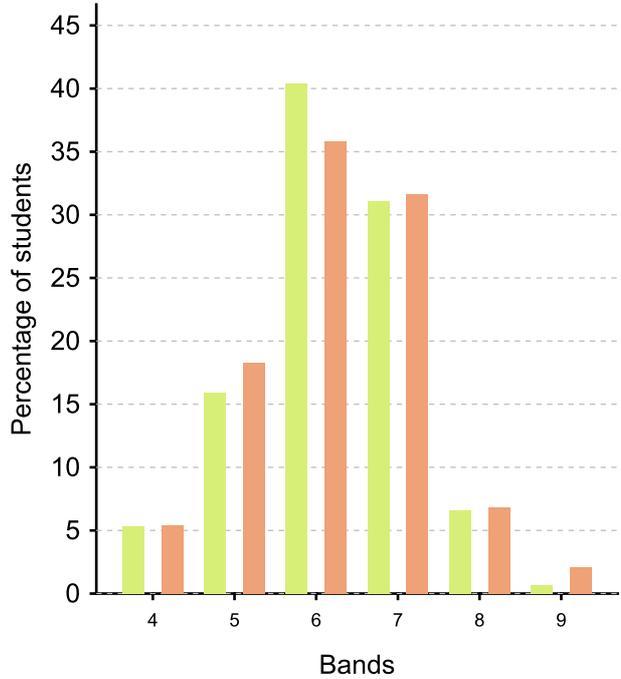


Band	5	6	7	8	9	10
Percentage of students	12.6	25.9	30.1	25.2	4.2	2.1
School avg 2016-2018	12.8	24.5	25.6	26.1	9.3	1.6

Band	5	6	7	8	9	10
Percentage of students	12.3	30.1	20.5	26.7	8.2	2.1
School avg 2016-2018	17.1	26.3	24.5	22.1	8.2	1.8

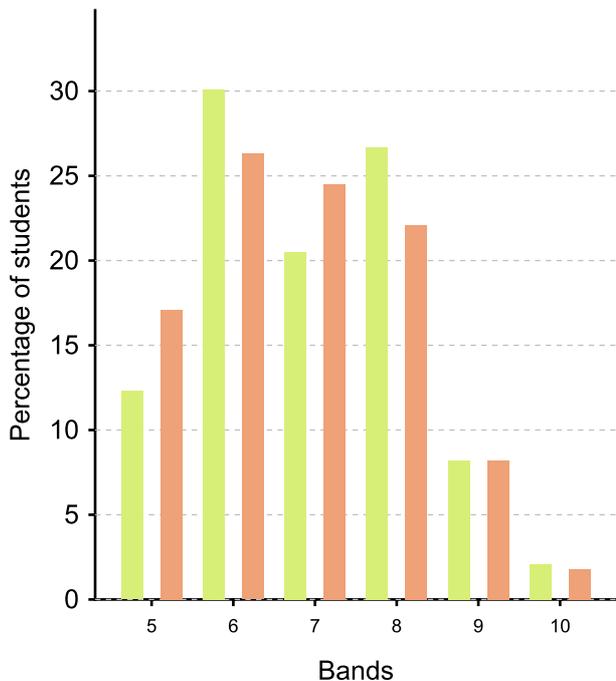
The data for Numeracy indicates that 67% of students had at or above expected growth, with 10.1% placing in the top 2 bands.

**Percentage in bands:  
Year 7 Numeracy**

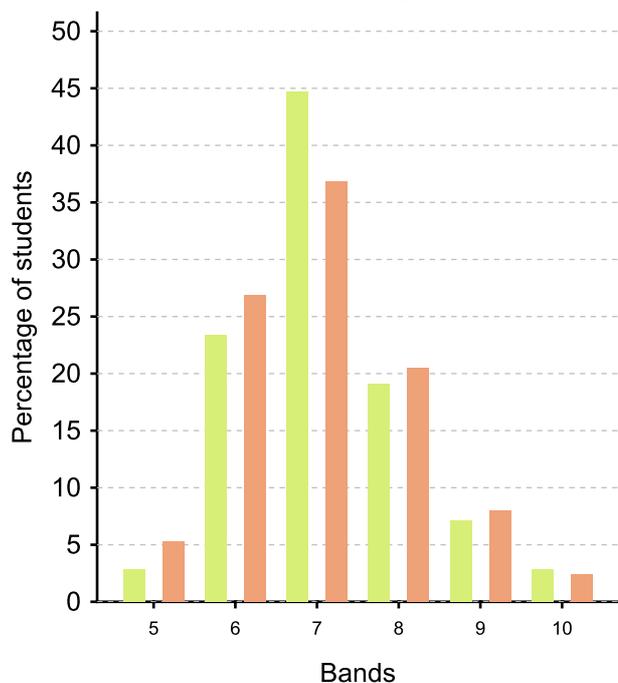


Band	4	5	6	7	8	9
Percentage of students	5.3	15.9	40.4	31.1	6.6	0.7
School avg 2016-2018	5.4	18.3	35.8	31.6	6.8	2.1

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



**Percentage in bands:**  
Year 9 Numeracy



Band	5	6	7	8	9	10
Percentage of students	2.8	23.4	44.7	19.1	7.1	2.8
School avg 2016-2018	5.3	26.9	36.8	20.5	8	2.4

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.>

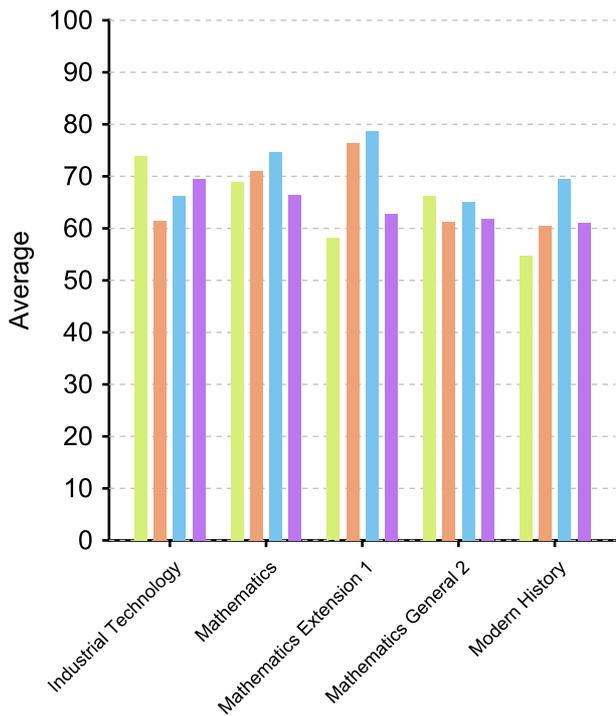
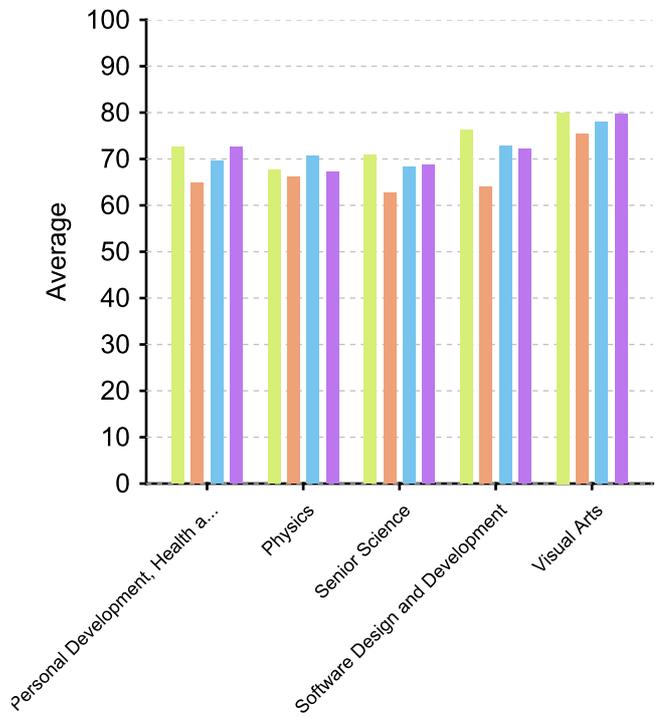
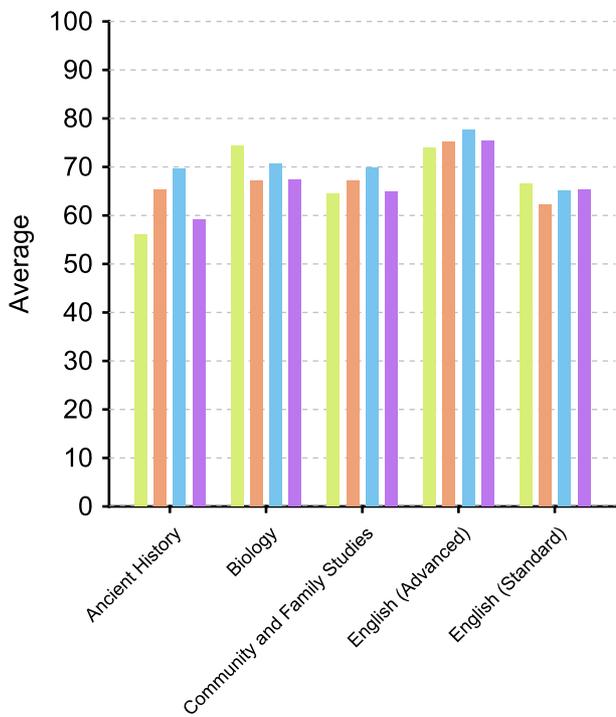
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 Literacy and Numeracy Assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments. The results for Year 9 for Reading indicate that 59% of students had performed at or above expected growth with 6.4% in the top 2 bands. For Writing, 3.5% of students were in the top 2 bands, with 46% of students performing at or above expected growth. The data for Numeracy indicates that 67% of students had at or above expected growth, with 10.1% placing in the top 2 bands.

### Higher School Certificate (HSC)

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

In 2018 the students average course mark was 67 which is the same as the state average. Schools of similar groups average was 62.

In Mathematics all courses showed improvement in Z scores for the majority of students. Mathematics General indicated that there was a reduction of students in Bands 1 and 2 with more achieving the higher bands, the course also received a Band 6. Extension 2 course had four students, all receiving an E1 or E2. All subjects in English demonstrated a reduction in students receiving Bands 1 and 2. Extension English points to a movement from E2 to E3 over the last two years. Forty-seven candidates sat five HSIE subjects including Modern and Ancient History, Society and Culture, Legal Studies and Business Studies. Out of these courses there were 10 Band 5 results achieved. In Science Physics Z Score indicated -0.49 an overall trend upwards, Chemistry showed an increasing number of students achieving a Band 4 then Band 3 and Senior Science received two Band 6 results. Technology and Applied Studies courses two Band 6 in Industrial Tech, one Band 6 in Construction and a Band 6 in Software Design. PDHPE received one Band 6 result and five Band 5 results in the PDHPE course. Visual Arts had 26 students with four receiving Band 6, twelve Band 5, seven Band 4 and three Band 3.



Subject	School 2018	SSSG	State	School Average 2014-2018
Ancient History	56.1	65.2	69.5	59.1
Biology	74.4	67.1	70.7	67.4
Community and Family Studies	64.5	67.1	69.9	64.9
English (Advanced)	74.0	75.1	77.5	75.4
English (Standard)	66.6	62.3	65.0	65.2
Industrial Technology	74.0	61.5	66.2	69.4
Mathematics	68.9	71.0	74.8	66.5
Mathematics Extension 1	58.1	76.5	78.7	62.8
Mathematics General 2	66.3	61.2	65.1	61.9
Modern History	54.8	60.6	69.5	61.1
Personal Development, Health and Physical Education	72.6	64.9	69.5	72.6
Physics	67.6	66.1	70.6	67.3
Senior Science	70.9	62.7	68.2	68.7



Software Design and Development	76.2	64.0	72.9	72.2
Visual Arts	80.0	75.5	78.0	79.6

## Parent/caregiver, student, teacher satisfaction

Lithgow High School completed the Tell Them from Me Parent and Student Surveys in 2018.

Key learning from the parent survey include:

The school well informed parents about activities relating to the school. Administrative staff at the school were very helpful and scored 7.4 out of 10. Academic reports issued by the school were easy to understand and were followed up by teaching staff. The school encouraged students to reach their potential across all subjects and that teachers expect children to work hard. All of these indicators were above the state average. The other area that indicated strengths was in the area of the school being clear about rules, reaching 8.1 out of 10.

Key learning from the student survey include:

**Social Engagement** – Students who are socially engaged are actively involved in the life of the school; their friends are there and they are involved in sports or other extra-curricular activities. This involvement can give them a sense of belonging at school and increase academic motivation. Seventy-seven percent of students at Lithgow High School reported that students had positive relationships compared with 78% of NSW government school students..

**Institutional Engagement** – Students who value schooling outcomes and meet the formal rules of schooling are considered institutionally engaged. These students feel that what they are learning at school is directly related to their long-term success, and this view is reflected in their school and class attendance and their effort in doing homework. Levels of institutional engagement at Lithgow High School are presented with 84% of students indicating positive behaviour in the classroom. However only 66% valued school outcomes.

**Intellectual Engagement**– Some students meet the institutional demands of school, but they are not truly engaged in their learning. Intellectual engagement entails a serious emotional and cognitive investment in learning, using higher-order thinking skills, to increase understanding, solve complex problems, and construct new knowledge. Students are more engaged when their level of skills is consistent with the challenges presented to them in their classes. These students are often deeply absorbed in academic activities.

**Drivers of student engagement** – Measuring Student Engagement study found that there were considerable differences among schools in their levels of

engagement and only some of this variation was attributable to students' family backgrounds. Four school-level factors were consistently related to student engagement: quality instruction (averaged across students and three key subjects), teacher-student relations, classroom learning climate, and teacher expectations for success. Lithgow High School was above the NSW Govt norm in all areas.

## Policy requirements

### Aboriginal education

#### Academic Assistance

Aboriginal students were provided with academic assistance in the form of a Student Learning Support Officer in class, one-on-one tutoring for reading intervention and small group tutoring with a teacher for literacy and numeracy. All Aboriginal students have their learning monitored through Personalised Learning Plans (PLPs).

#### Aboriginal Parents Advisory Group

Staff working with Aboriginal students have continued to build relationships with parents and carers of the Aboriginal students and the Aboriginal community within the Lithgow area through the Aboriginal Parents Advisory Group afternoon teas. During Terms 1 and 3, parents and carers were invited to attend an afternoon tea where they could discuss their child's needs, meet other parents and discuss the school's Aboriginal Programs.

#### Sistaspeak/BroSpeak

BroSpeak was offered to Years 7 and 8 Aboriginal Girls/ Boys. The program was very successful and focussed on the importance of education, improving self-esteem and engaging with mentors from the Aboriginal community. During the program the students were able to participate in many cultural activities including: dance, bush tucker cooking, art activities and on country experiences.

#### Aboriginal Dance

Aboriginal girls from Years 7–12 were invited to attend cultural dance workshops held by the renowned Wiradjuri dancer and choreographer, Jo Clancy. The girls joined in with the little sistas from Wallerawang, Coerwull, Zig Zag and Lithgow Primary Schools. The troupe danced at the Lithgow High School NAIDOC Assembly.

#### Young, Strong and Deadly Program

Indigenous students from across all years attended a two day program that involved working with Elders, learning cultural practices and going on country to Maiyngu Marragu. The students also learned strategies to deal with issues such as drugs, alcohol and wellbeing.

#### Yindyamarra Migay White Ribbon sewing group

In 2018, Aboriginal girls in Years 7, 8 and 9 participated in a well-being group that focussed on supporting women and children at risk from domestic violence. The girls wanted to help domestic violence victims by making 'emergency bags' to be donated to the Women's Crisis Centre. The girls, most of whom had never sewn before, sewed 100 bags and canvassed the community for donations of essential items to fill them. The bags were presented to the White Ribbon Ambassador, Sgt Darryl Goodwin at the White Ribbon Assembly.

## Multicultural and anti-racism education

### Multicultural and anti-racism education

Multicultural Education is for all students and school communities. It promotes intercultural understanding and community harmony, provides programs for English language learners, refugees and newly arrived students and supports engagement with culturally diverse communities. All schools are required to have a trained Anti-Racism Contact Officer (ARCO). This officer assists parents, staff and students who have complaints regarding racism and facilitates the complaints handling process. In 2016, Ms Abigail Cases and Mrs Rosie Galloway received DEC training to become ARCOs and continued this role during 2017 and 2018, assisting students and staff with any issues related to racism. Lithgow High School continues to encourage multicultural education both within the curriculum and through extra curricula activities.

## Other school programs

The Student Representative Council has worked tirelessly this year to hone their leadership skills, encourage and facilitate positive social interactions and foster citizenship in both the local Lithgow community and beyond.

### Fundraising and Philanthropy

The SRC has endeavoured to stage a variety of fundraising events focusing heavily on both awareness and monetary contributions. Students worked collaboratively to select social causes that were meaningful to them and set about designing, organising and running a range of activities with the goal of raising funds for people in need and making the student body more informed about the hardships and challenges present in society. This was aptly demonstrated Term 3 where the SRC set about raising funds for drought-stricken farmers. They successfully raised \$2000 to support local farmers in need.

### Social Events

Likewise, students' sought to offer more opportunities for students to interact and socialise with one another in positive and engaging ways. This included presenting PBL focus at assemblies, organising and running a Farmer's Day with a variety of activities and numerous

barbeques. Similarly, students also volunteered to assist with events in the broader Lithgow Community. Students designed and constructed a Halloween display for the Lithgow City Council's Annual Event, working close with community members and local government to create an engaging and imaginative space.

### Leadership opportunities

Additionally, students were offered the opportunity to expand their minds and understanding of leadership through mentorship and education. This was most significantly actioned at the National Young Leaders Conference, where students were exposed to an array of leaders, sharing their philosophies and experiences. Similarly, students were able to interact and network with fellow young leaders from around the state.

Overall the SRC has had a productive and successful year and are inspired to continue to demonstrate leadership within the school community, the local Lithgow region and beyond.

### Expect Respect – Anti-bullying Program

The Expect Respect program has been reinvigorated with student voice and action. In the last year, SRC members were selected as Student Consultants and were heavily involved in evaluating and expanding the anti-bullying resources within the school. Students held meetings and identified areas of priority that they felt needed to be addressed by staff and student leaders. These students then assisted in designing a scope and sequence of lessons, and even had input in how the lessons should be delivered by staff. Throughout Term 4 the Expect Respect team successfully ran five new Anti-Bullying lessons during roll-call. These lessons gave students a variety of skills that ranged from reporting bullying, to responding to conflict. Student consultants met at the end of the term and established a plan for moving forward, coming up with new lessons and on engaging lesson delivery.

### National Day of Action

In 2019 the staff and students on the Expect Respect team are holding an inclusive celebration to combat bullying. Held on the National Day of Action, March 15th, Lithgow High School leaders will be hosting public schools from the greater Lithgow Community in a day of inclusive fun and games. On this National Day of Action students will be able to play giant board games and contribute to our Annual Chalk Mural. Primary Schools joined with the High School to construct an oath of kindness prior to the event, and this oath will be rolled out among seven schools in the Lithgow area. With a shared understanding of what bullying is and how we can combat it, students from all participating schools will lead their peers in advocating against bullying.

### Science Faculty

The faculty has been very busy this year continuing to develop the new Stage 6 Programs for the new HSC that will be implemented in 2019. Earth and

Environmental Science will be running through to HSC for the first time. With a number of new teachers joining the experienced Science staff we are in a good position to continue to offer our Science students a great opportunity to achieve at their best in the subjects offered in this faculty in 2019 and the future.

#### **VALID results:**

The number of students in the top two bands was up on last years results with 16.7% of students achieving in this group; 88.2% of students achieved in the middle bands, with the number of students in Band 4, 11% up on last year; and only 11.8% achieved in Band 2 and no student achieved a Band 1.

Over all trend data is up almost 1% compared to last year with Lithgow 0.3% above state overall and 5.7% above similar school groups. Boys' performance was a little better than girls' performance and our Aboriginal cohort performed close to State.

#### **Science Stage 3–4 Transition Program**

This was once again a great success in 2018 with the 4 largest feeder Primary Schools receiving four visits each. These visits involve lots of great hands on activities to encourage the development of an inquiring mind. The modelling by Science teachers of how to teach Science in Stage 3 Classrooms continues to contribute greatly to Stage 3 Teachers' increased engagement and confidence with teaching Science. Year 7 students in 2109 arrived in Science with great enthusiasm. A coming development in 2019 is to give our small feeder schools some access to this program.

#### **Visual Arts**

26 x students sat HSC Visual Arts in 2018. Every student had Visual Arts as their best HSC result. Four students (Orla McKinney, Zac Arkley Smith, Brooklyn Mackie and Sophie Inzitari) achieved Band 6. Twelve students achieved Band 5. Seven students achieved Band 4.

Three Visual Arts students (Brooklyn Mackie, Sophie Inzitari and Sam Forrest) had work selected for the 2019 Artexpress Exhibition.

The selection of these HSC artworks for the Artexpress Exhibition brings to 59 the number of works chosen for the exhibition from Lithgow High School since 1997. Artexpress is an exhibition of about 150 outstanding artworks chosen from a field of over 9000 works from the HSC practical examination.