

Leeton High School

Annual Report



2018



8156

Introduction

The Annual Report for **2018** is provided to the community of Leeton High School as an account of the school's operations and achievements throughout the year.

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

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Message from the Principal

Leeton High School has experienced many a cause for celebration in 2018 resulting from the collaborative efforts between staff, students, families and our local school community and we look to strengthen these powerful relationships with each passing year. These connections have allowed us to learn, grow and achieve together in an honest environment that welcomes all students and their families without barriers. We value difference and diversity and appreciate the complimentary layer that each connection brings.

Leeton High School is a dynamic and evolving public school that has seen outstanding individual and collective successes across academic, cultural, sporting and citizenship domains. We are very proud of the efforts and achievements of all our students who have made personal gains or who have contributed to a team and the greater good.

As a school, we have set the bar high with the realisation that true excellence is not achieved quickly and not without much consideration, perseverance and team-work.

We have made it our mission to excel across the domains of learning, teaching and leading and have put in place considered measures to achieve this. Our core driving commitment is and has always been, to improve the teaching and learning outcomes for our students and we have made significant inroads to realise our ambitious agenda for improvement during 2018.

We have maintained our collective focus on improving the literacy outcomes for our students in keeping with the demands of the current educational climate. The Premier's Priorities agenda to increase the number of students in the top two NAPLAN bands in Reading and Numeracy and the Minimum Standards testing across Reading, Writing and Numeracy means we must be far more responsive in recognising what our students need to succeed. We have devoted considerable professional learning time to develop our capacity to deliver a targeted focus on improving our understanding of the literacy needs of our students and strategies that work to improve our teaching.

With that in mind, I am delighted to say that the number of students in the top two bands in NAPLAN continues to climb every year and our 2018 NAPLAN results have shown excellent growth, especially in our Year 9 cohort and Year 7 Numeracy which is a very satisfying outcome and a welcome confirmation that we are getting things right. This agenda for continuous improvement means we cannot be complacent. We will keep working hard together to collect, understand and react to available student performance information to effect change in how we teach and what we teach to help our students meet and exceed these benchmarks.

The decision to become a Positive Behaviour for Learning or PBL school stemmed from an identified need for a stronger focus on creating a better climate for learning and wellbeing. Positive Behaviour for Learning is a school initiative that revolves around the consistent and constant reinforcement of our chosen values – being respectful, responsible learners. These values are by no means revolutionary or unique, but they are the cornerstones of what makes a great human being who recognises that learning is the change agent to restore any disadvantage one has been dealt.

By collectively reinforcing these values and rewarding those who continually demonstrate them, of which we have many,

we aim to reduce negative behaviours that undermine the most effective teaching and learning environment. I am exceptionally excited for our PBL launch next year as a whole school response to creating the best learning environment based on respectful, responsible interactions and the valuing of learning as the key to a productive, successful life.

The undeniable link between learning and wellbeing has been identified as of critical importance for the success of our students and as a result, much of 2018 has also been spent looking to create the best platform from which to inform and support our students wellbeing and learning needs.

Our School Plan 2018–2020 also reflects our commitment to supporting the wellbeing of our students and staff. We have included within our timetable wellbeing sessions to allow Year Advisors and other key staff to address important topics and respond to information contained in surveys such as the Tell Them From Me surveys undertaken by students twice a year. These surveys reveal valuable insight into each cohort which we can trace over time to target wellbeing concerns. With the financial assistance of the P&C and the Department of Education, we were also able to source a Student Wellbeing Support Officer for two days a week for a three year period representing the cost to each entity of \$21,000 over three years. The Student Wellbeing Support Officer is able to work with our students and with their families in conjunction with existing school and network staff which is an excellent outcome for all.

Our Careers Department continued to offer numerous work readiness programs during 2018 including the highly acclaimed Western Riverina Careers Expo which attracts approximately 1400 students and 80 exhibitors each year, testifies to the strong relationships and support our staff have fostered within the community, across not only the Riverina but across NSW. Our student achievements as a result of our many Career readiness programs would not have been possible without the generous support of our community – business houses, employers and other organisations which we greatly appreciate.

Our Creative and Performing Arts team continue to engage our students in a myriad of opportunities on offer in 2018. Performers, backstage and lighting crews and staff have played a vital role in the management and delivery of multi-faceted performances such as the Leeton Community of Public Schools Shine 2018 showcase which was a majestic feat and the product of an incredible amount of hard work from all involved.

Thank you to our generous P&C who have allowed us, as mentioned above, to fund a Student Wellbeing Support Officer position and to financially assist the construction of a covered walkway linking the old building to the main block. Again, thank you to the P&C for their enormous contribution to improving our learning environment.

I look forward to working with our school community to build on the wonderful achievements of 2018.

Meagan Crelley

Principal

Message from the school community

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

The P&C consists of a small dedicated group of members. Some form the committee whilst others offer support during various P&C activities. All contributors are valued. I would like to extend an invitation to anyone who would like to join us in 2019.

This year's activities have included the running the popular LHS Fest, the IGA docket collection, catering at the athletics carnival, Balloon Glow, Shine, Chill & Grill, MADD, Light Up Leeton and running a 100 Club. In addition, the P&C run the school canteen used by staff, students and visitors. To everyone who has assisted in any way a sincere "thank you", we value every contribution big and small.

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

- Renovation of the LHS van including painting, signage, power and lighting.
- Support to various individuals competing at a high level
- Contribution to the school breakfast program
- Purchase of the Accelerator learner program
- Commitment to the Student Wellbeing Support Program
- Hats for every Year 7 student
- And contributing to Presentation Night Awards.

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

Jo Pianca

Parents and Citizens President 2018

Message from the students

The Student Representative Council (SRC) for 2018 had a very productive year. The SRC included representatives from every year group, with a total of twenty students being part of the team. The SRC Executive were Riley Taskiran (President), Molly Wright (Vice President), Tamara Bartram (Secretary) and Elise Holt (Treasurer) who all showed exemplary leadership skills as they helped direct a productive and proactive committee.

It was our aim this year to support worthwhile charities and initiate whole school activities to support student comradery and a sense of belonging, and we have successfully achieved this. Our representatives regularly updated their year groups on the activities of the SRC and sort input from their peers to improve our school.

We continued to work hard to implement strategies and activities to raise money for not only our school, but also the many charities that we have association with— including the Fight Cancer Foundation, Bullying No Way!, R U OK? Day and White Ribbon Day. Our fundraising events this year included a movie night, sausage sizzles, bake sales, footy colours day and casual clothes days. All these events built strong relationships between students and year groups, and increased the leadership capacity of students in the SRC.

The SRC look forward to initiating new and exciting opportunities in 2019.

Riley Taskiran (President)

School background

School vision statement

Vision:

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

Mission:

Educating young people for active and responsible citizenship.

School context

Leeton High School educates 470 students drawn from Leeton and surrounding townships. 14% of the student population is Aboriginal. The school is well-resourced with excellent facilities and set on attractive grounds.

We offer a broad curriculum to meet the needs of all our students to prepare them for productive and successful future. We understand that student wellbeing impacts on learning and we strive to support our students to connect, succeed and thrive. This understanding is supported by our decision to become a Positive Behaviour for Learning school.

We are committed to continuous improvement and take pride in delivering excellent academic, sporting, cultural and vocational experiences and opportunities for all students.

Leeton High School values the collaborative partnerships we maintain with our community. Our school is a proud member of the Leeton Community of Public Schools.

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.

Staff engaged in self-assessment using the School Excellence Framework. The framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading. Mapping our progress against the School Excellence Framework has provided an exceptionally useful insight into our achievements and areas for improvement. In the domain of Learning, we aimed to establish an aspirational school culture focusing on learning, wellbeing and continuous improvement. To assist us in achieving our vision, staff were resoundingly supportive of becoming a Positive Behaviour for Learning (PBL) school in response to our wellbeing data. We felt that an improved climate for learning, based on respectful and responsible interactions, would enhance our environment to create an improved learning and teaching climate for our students and staff. We are acutely aware of the strong links between wellbeing and learning success which was a considerable motivator in adopting the PBL ethos.

We added a Wellbeing/Year Assembly fortnightly timeslot to enable Year Advisors to work with their students across a range of areas including raising awareness of support strategies to increase the resilience of the young people in our care. Leeton High School also celebrated R U OK? day in support of mental health and wellbeing, Wear it Purple day in support of our unique student body and White Ribbon Day to highlight violence against women and to raise awareness of this important cause. Leeton High School also supported finding a cure for blood cancer participating in the World's Greatest Shave with 12 students participating. LHS Fest was another successful initiative driven by our fantastic Parents and Citizens Association as an occasion to celebrate our school.

For the second year we engaged students, teachers and parents in the Tell Them From Me Surveys. Our data suggested that a whole school approach to student wellbeing and engagement was in order providing the impetus to include fortnightly wellbeing meeting times and the commitment to become a Positive Behaviour for Learning school. The school also partnered by the Parents and Citizens Association and Department of Education funding secured the services of a Student Wellbeing Support Officer for two days a week at a cost of \$21,000.

We have improved our monitoring of attendance to inform planning for the management of whole school and personalised attendance approaches. An additional School Administrative Officer was employed one day a week at the cost of \$11,000 to focus on generating consistent communication to parents. As a result we have seen an overall improvement in whole school attendance across Years 7–12 but we need to continue to focus on this area to effectively engage all students enrolled at the school.

In the domain of Learning we are Delivering.

Our focus on the domain of Teaching ensured available student performance data defined much of the professional learning delivered in the school during 2018 to enable teachers to implement the most effective, evidence based teaching strategies to meet student learning needs. Staff were assisted to navigate through the multitude of data platforms that house our student and school performance information. Staff were able to access SCOUT, eBOS Schools Online and the Results Analysis Package to view and use NAPLAN, Minimum Standards and Higher school Certificate data to fuel modifications to their teaching practice in response to the evidence gathered.

Pleasingly, our NAPLAN value-add position is noted as Sustaining and Growing for Years 7–9 and Delivering for Years 9–12. Year 9 had greater than state growth in all areas of NAPLAN except Writing but we have closed the gap significantly and are only 1.7 scaled points behind state growth. However, in the domain of Writing, our Year 9 students are 11.1 scaled points higher when compared to same school groups. Our Year 7 students performed particularly well in the Numeracy being 6.1 scaled points above state school-level growth. Year 7 Aboriginal students had outstanding growth in Numeracy with an impressive 27.5 scaled growth points higher than state average. Our Premier's Priorities results continue to climb with more students achieving in the top two NAPLAN bands in Reading and Numeracy in 2018 with steady improvement since 2016.

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

In this domain, we are Sustaining and Growing.

In the domain of Leading we utilised the expertise of teaching and non-teaching staff to meet whole school needs. We employed support staff to assist our teachers and sourced expertise to assist with our evolving technology needs. We encouraged parents and community members to engage in a range of school-related activities to help build the school as a cohesive educational community by creating more opportunities to visit the school to celebrate their child's success. We maintained strong links with other groups in the community working collaboratively to share our resources for greater benefit to many community groups who enjoyed Leeton High School facilities. We continued to seek community feedback via online surveys when commencing the new 2018–2020 school planning processes, when restructuring our timetable for 2018 and by making best use of our popular Facebook page for improved and timely communication.

Our links with our partner public primary schools continued to grow via the collaborations of the Leeton Community of Public Schools. In 2018 a mammoth performance, Shine...Once Upon a Time, graced our Multi-Purpose Centre showcasing the talent within all public schools across Leeton and surrounding small towns. Working with our partner schools was to give all our students every opportunity to thrive in a public school setting was an outstanding experience. We look forward to the next collaborative production in 2020 to again show our wonderful staff and students to our community.

We continued to access the generous expertise within our community and further afield to enrich the opportunities for our students. Our Careers readiness programs continue to go from strength to strength due to our collaborations with Get Set, TAFE and Stepping Out for Youth to prepare our students for the next steps in their lives. The annual Careers Expo held in June each year also attracted 1400 students from across the Riverina and 80 exhibitors from across the state to share information and to create links for the future. We will continue to build on our Careers programs to ensure all student career aspirations have a fruitful platform for achievement and success.

Leeton High School also hosted twenty students from our sister school in Tonko Japan. Host families generously welcomed our visitors and shared cultural experiences during the week they were here. Our school will travel to Japan in 2019 with fifteen students and four teachers sharing in this extraordinary opportunity for our soon to be global citizens.

In this domain we are Delivering.

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

Excellence in Learning

Purpose

To create an aspirational school culture strongly focused on learning, wellbeing and ongoing improvement to enable students to connect, succeed and thrive.

Overall summary of progress

In 2018 the emphasis was on establishing consistent management procedures to monitor and support attendance and wellbeing concerns. New processes were enacted to better manage and target students whose attendance was underpar. An additional School Administration Officer was employed for one day a week to ensure all students whose attendance fell below 85% were identified and communications put in place with home to identify and work with students at risk. Our Sentral system was utilised to a greater extent with the activation of the SMS feature to quickly contact parents/carers with attendance concerns. This proved to be a very successful method of communication. External support services were utilised to assist students to achieve greater wellbeing by re-engage more successfully with the school where appropriate.

Our Support Team worked collaboratively to source and deliver wellbeing supports based on current data. As a school we have invested in using the Tell Them From Me Surveys to gauge areas for focus regarding students, staff and parents. The surveys allowed us to analyse student responses, and for some years we were able to utilise two years of student wellbeing information to create a more detailed picture of the evolving needs of a cohort and our school. Wellbeing meeting times were scheduled into the timetable each fortnight which allowed Year Advisors to work with students to explore identified areas of need and to share and inform for improved wellbeing. Additional support were enlisted to provide specialist information and strategies for student wellbeing. The development of our planned approach to wellbeing will be a continued focus for improvement in 2019.

Again being acutely aware of the strong links between wellbeing and learning success, Leeton High School committed to implement the Positive Behaviour for Learning (PBL) initiative to create an enabling school environment supporting students to connect, succeed, thrive and learn. 2018 was spent preparing for the 2019 launch. The team worked with a focussed determination to ensure that the change in our Wellbeing and Discipline processes were understood by staff and any anomalies that arose were able to be rectified prior to launch. The importance of a consistent and united message from staff is paramount to success and was a central focus of a professional learning program for Semester 2 in anticipation for 2019. Becoming a PBL school is very exciting proposition which, if implemented with a considered strategy as is intended, will improve the climate of our school to allow for greater learning success and more targeted supports for students who need it.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Attendance: Improvement in whole school attendance achieving closer parity with state attendance figures.	\$11,000	Increase in whole school attendance from 2015–2018 from 81.8% to 85.3% in 2018. It is pleasing to note the 10% increase in Year 11 attendance from 2015–2018, Regular attendance correspondence with parent/carer.
Wellbeing: A planned approach to wellbeing supports students to connect, succeed and thrive.	\$8,000	Introduction of Wellbeing Assemblies on a fortnightly basis to address wellbeing data concerns and system priorities. Wellbeing event calendar.
Behaviour: Positive Behaviour for Learning (PBL) is implemented and acts as the platform to create an improved school climate for learning and wellbeing.	\$25,000	PBL signage, PBL team professional learning and training sessions. Resource preparation for 2019 launch.

Next Steps

Building on the successes and areas for improvement learned from 2018, attendance monitoring procedures can further be enhanced with more focus in Support Team meetings and the utilisation of network support as an intervention to reduce the impact of lack of attendance. Increased direct liaising with home is also another opportunity to engage with parents and carers to support those students who are not meeting Department of Education attendance requirements.

In meeting the wellbeing concerns articulated by our students, we will continue to refine the programs delivered during Wellbeing Assembly times to ensure that we build on our data awareness and analysis skills to ensure we are on target identifying areas of need. We are determined to build on the platform created in 2018 by reviewing current programs and make improvements to create environments where students can respectfully offer opinion and be a catalyst for productive conversations to build a culture of understanding and support in response to the information we have collected. It is vitally important that every student is known, valued and cared for in our schools.

Moving to a Positive Behaviour for Learning system is a positive step forward in creating a productive and supportive environment for both staff and students. Many changes will occur in 2019 and supporting staff and students to understand what PBL is and why it is important will be a continued focus. The timetable will again be adjusted to accommodate three PBL lessons a week where we unravel what our values mean and what they look like in various settings around the school. Our chosen values of being respectful, responsible young people who value their learning is a powerful motivator for change. We will continue to refine the systems and operations of the school as a result of the move to becoming a Positive Behaviour for Learning.



Strategic Direction 2

Excellence in Teaching

Purpose

To enable teachers to implement the most effective, evidence-based teaching strategies explicitly targeting literacy and numeracy, to meet student learning needs.

Overall summary of progress

The theme of continuous improvement has driven the professional learning focus at Leeton High School during 2018. As teachers and leaders we must continue to strive for improvement as per the strategic direction of the Department of Education – every student, every teacher, every leader and every school improves every year. Staff accessed relevant professional learning opportunities offered in school and externally, with a focus on developing our understanding on current research on what works best in the classroom to lift student performance. Staff have engaged with high impact teaching strategies that have proven to be successful in the classroom to encourage the adoption of additional teaching strategies to enhance student understanding and improvement. We have also utilised other opportunities to work with neighbouring schools to build our knowledge and expertise regarding the science of learning which will be shared with staff in 2019 to inform on current research regarding student retention of information, thus enhancing memory of content. Our school continues to identify and collaboratively pursue goals to improve literacy and numeracy in keeping with school/system priorities and to develop staff capacity to analyse and utilise available achievement data by navigating platforms such as SCOUT and the Results Analysis Package to determine a plan for action. Teaching staff have aligned their Performance and Development Plans with the Australian Professional Standards for Teachers and our school and system priorities to allow for greater unity and direction in our pursuit of excellence in teaching.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
All Performance Development Plans document explicit literacy and numeracy goals, reflected in teaching programs and consistent with achievement data.	\$0	All Performance Development Plans linked to Australian Professional Standards for Teachers with literacy and numeracy goals evident.
Improved SMART/PLAN/Progressions data indicates an increase in the number of students achieving proficiency in Reading, Writing and Numeracy.	\$0	Increase in numbers of students in the top two NAPLAN bands by 3% from 2017 to 2018. The Literacy and Numeracy Progressions are not a focus for Leeton High School currently.

Next Steps

To enhance our current leadership team to better assist and develop staff, a second Deputy Principal will be employed in 2019 with the portfolio of Teaching and Learning to provide additional expertise to drive our vision for improvement in pursuit of excellence in teaching and learning. In conjunction with the Principal and Head Teacher, Teaching and Learning, a strategic directed approach to improving the knowledge and skills of staff to engage with available student achievement data and to understand and implement evidence based best practice will be collaboratively designed and implemented. Aspiring and interested staff will also have more leadership opportunities to share their knowledge and expertise to help collectively develop the capacity of staff using a range of mediums. The Teaching and Learning team have planned to introduce 'Teach Meets' into our Professional Learning agendas to allow for staff to share their experiences of what works best. These information sharing sessions will offer additional support to staff to develop their understanding of the literacy and numeracy needs of students and how to meet these needs through data analysis, to utilise technology more effectively and to support the wellbeing of our students and staff.

Strategic Direction 3

Excellence in Leading

Purpose

To promote a culture of high expectation and community engagement through the strategic use of resources to achieve improved student outcomes and measurable whole school improvement.

Overall summary of progress

The school's leadership team has utilised teaching and non-teaching staff to make best use of available expertise to meet whole school needs. Specialist teachers support student learning and additional positions have been created to assist students and teachers reach their aspirations. A Student Wellbeing Support Officer has been employed to support student wellbeing and a second Support Class has also been created attracting another permanent teacher and Student Learning Support Officer position with it to meet the learning and social-emotional needs of our diverse student population. Key learning support staff have liaised with other schools to gain an understanding of best practice when running more than one support class.

School leaders and staff continue to seek outside agencies to support students especially in the area of career readiness supports and have established very strong links with employment agencies such as Get Set and other organisations including Stepping Out for Youth and TAFE. Our annual Careers Expo is well regarded across the Riverina and attracts in excess of 1400 students during the event serviced by 80 exhibitors. Our relationship with our community continues to evolve to support and strengthen a variety of learning opportunities for students and staff.

The Leadership Team continues to work together to improve management, practices and processes within the school by evaluating the effectiveness of management processes, creating a culture of shared accountability to achieve organisational best practice. We continue to work to refine our Higher School Certificate and NESA accountability monitoring processes, assessment and reporting processes as an Executive and our communication with parents and carers to ensure all stakeholders are involved for more collaborative and productive outcomes.

Leeton High School has worked closely with members of the local Aboriginal Education Consultative Group to paint and erect poles designed and painted by Mr. William Ingram and our Aboriginal students to form our new "Meeting Place." This was a great initiative in working with our Aboriginal leaders to acknowledge our Aboriginal community and the positive impact they have had on our community.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
The leadership team collaboratively maintains the school's focus on improving students' literacy, numeracy and wellbeing outcomes.	\$22,000	Careers Central work readiness programs; Yes, WIN, Career Booster and our amazing Careers Expo.
Strategic use of school and community resources expands opportunities for students and staff to achieve learning and/or employment aspirations.	\$55,000	In-school and external professional learning opportunities. Working with external agencies to secure the best career readiness opportunities for our students.

Next Steps

The leadership team will continue to improve on our management processes in the area of learning support upskilling staff in making appropriate adjustments as required for all students. Staff will be afforded structured and relevant professional learning to develop their understanding of NESA requirements for making adjustments for assessment and reporting across the school.

The leadership team will evaluate existing performance data to ascertain key areas for literacy and numeracy support in

alignment with NAPLAN, HSC minimum standards and the Results analysis Package available to schools to compare student/school performance with the state.

Leeton High School will continue to forge relationships within our community and outside agencies to source expertise to deliver programs responsive to school needs as shown by available data. Leeton High School is working toward establishing a relationship with Hands on Learning to use their expertise to engage students in projects around the school with the aim of learning new skills, engendering pride in our environment and forming fruitful relationships. We will also look to forge a relationship with Links to Learning to offer our students the opportunity to become productive and contributing members of the Leeton community in 2019,



Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$82,812	Aboriginal background loading was used to purchase additional resources in the form of 2.6 Student Learning Support Officers.
English language proficiency	\$0	
Low level adjustment for disability	\$111,812	Student learning needs were supported by additional learning support staff to assist students to best access their learning. 2.6 Student Learning Support Officers were employed to ensure multiple students and classes were assisted for greater success.
Socio-economic background	\$599,701	<p>To ensure students were able to access technology to support their learning, 60 laptops were purchased at the cost of approximately \$45,000. Teachers were also afforded replacement laptops to supersede the aging DER devices. 35 laptops were provided for teachers requiring upgrades and new staff.</p> <p>Additional staff positions were created to purchase a Student Wellbeing Support Officer at a shared cost of \$21,000. Additional teaching staff were also employed above our entitlement to ensure a broad curriculum at a cost of \$249,000.</p> <p>Additional resources such as SMART board installation and minor refurbishments were also carried out.</p>
Support for beginning teachers	\$40,174	Beginning Teachers were supported via access to specific professional learning opportunities to induct early career teachers into the profession and for further development. Teachers were also encouraged to access curriculum specific or School Plan priority professional learning.



Student information

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	220	207	205	217
Girls	251	236	224	247

Student enrolments have steadily been growing. In 2018 approximately 85% of Year 6 students across the Leeton Community of Public School enrolled in Leeton High School evidencing the strong relationships we have created with our partner primary schools through our very well regarded Transition Program, exemplary student sport leaders and fabulous Shine bi-annual productions.

Student attendance profile

School				
Year	2015	2016	2017	2018
7	87.7	90.7	91.6	92.6
8	88.7	84.5	85.2	86
9	82.9	87.1	80.9	87.6
10	75	80.9	86.9	76.5
11	74.7	72.5	75	84.7
12	78.8	80.3	82	82.2
All Years	81.8	82.9	83.8	85.3
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

As a significant focus of our School Plan, Strategic Direction 1 – Excellence in Learning, the improvement of attendance monitoring was identified as a major area for improvement. An additional School Administration Officer was employed to generate attendance reports and make contact with parent/carers on a fortnightly basis. Students with attendance below 85% and 70% were identified for contact to support re-engagement

and improved wellbeing. The Home School Liaison Officer was utilised to make contact with students and parents/carers with concerning attendance. The school engaged with our network Learning and Wellbeing Officer and Network Specialist Facilitator to support students with complex needs to return to school in an improved capacity. The SMS system through our Sentral communication platform was also utilised regularly to communicate daily attendance concerns and to reduce the issue of truancy. Our 2018 school attendance show marked improvement in every year except Year 10 in comparison to 2017 figures. Whole school attendance figures have improved every year since 2015 which is a very encouraging outcome especially when compared to state attendance figures across all years which are in decline.

Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
Seeking Employment	0	7	14
Employment	4	0	50
TAFE entry	0	0	6
University Entry	0	0	22
Other	0	0	6
Unknown	15	3	2

In 2018 31 students completed the Higher School Certificate. A majority of students went on to pursue employment opportunities, university or TAFE entry. Students pursuing university entry were accepted to a variety of destinations such as the University of Wollongong, University of Canberra, University of Armidale and Charles Sturt University with many receiving early entry. Others have taken employment opportunities in the local area across different fields such as Hospitality and local industry and others pursued tertiary options through TAFE. 10% of Year 11 students left school with a majority striving to seek employment. 15% of Year 10 students did not return for Year 11. 4% of students were successful in gaining employment.

Year 12 students undertaking vocational or trade training

In 2018 one student was enrolled in the Industry Based Learning course, one student completed the Electrotechnology course, three students completed Early Childhood Education and Care and one student completed Animal Studies and Human Services course external to the school. Two students completed the VET Hospitality course through Leeton High School. We continue to look to support all our students by accessing different courses and pathways to meet

aspirations.

Year 12 students attaining HSC or equivalent vocational education qualification

In 2018, 31 students achieved the award of the Higher School Certificate.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	1
Assistant Principal(s)	1
Head Teacher(s)	6
Classroom Teacher(s)	29.4
Learning and Support Teacher(s)	1.6
Teacher Librarian	1
School Counsellor	1
School Administration and Support Staff	9.78
Other Positions	1

*Full Time Equivalent

In 2018, four staff members identify as being Aboriginal.

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	95
Postgraduate degree	5

Professional learning and teacher accreditation

In 2018, Leeton High School staff engaged in many opportunities to access quality professional learning to build their capacity and skills for continuous improvement. With the strengthening of the performance and development process, professional learning is delivered internally to support staff to engage successfully with school and system priority requirements. A professional learning agenda is

published for every term, linked to the Australian Professional Standards for Teachers to encourage best practice to build the capacity of all staff. Staff are supported to source external avenues for professional development in keeping with their Performance and Development goals. Beginning teachers are supported with the accreditation process by their supervisors and the Head Teacher Teaching and Learning. Beginning teacher funding is used to ensure that early stage teachers are exposed to the most effective professional development opportunities available.

\$63,066 was expended on professional learning both locally and in metropolitan destinations to support accreditation and maintenance of accreditation purposes. Teaching and non-teaching staff also engaged in professional learning as part of their Performance and Development Plans in keeping with school and system priorities.

Financial information

Financial summary

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

	2018 Actual (\$)
Opening Balance	1,253,450
Revenue	7,071,858
Appropriation	6,910,515
Sale of Goods and Services	11,709
Grants and Contributions	138,823
Gain and Loss	0
Other Revenue	100
Investment Income	10,712
Expenses	-6,584,201
Recurrent Expenses	-6,584,201
Employee Related	-6,017,186
Operating Expenses	-567,015
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	487,657
Balance Carried Forward	1,741,107

The Finance Committee meets every month to discuss the Leeton High School budget. Substantial funds have been held over for 2019 to secure the services of a second Deputy Principal to support Teaching and

Learning focus in the school which is the central focus of our School Plan 2018–2020. The funding is secure to retain this position for three years without accessing future resource allocations. Significant funds have also been retained to continue to update the technology (\$60,000) available to students and staff in the form of purchasing class sets of laptops for the library, faculties and to encourage our emerging STEM focus.

Financial summary equity funding

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

	2018 Actual (\$)
Base Total	5,275,714
Base Per Capita	83,698
Base Location	55,752
Other Base	5,136,264
Equity Total	659,941
Equity Aboriginal	79,042
Equity Socio economic	341,115
Equity Language	0
Equity Disability	239,784
Targeted Total	350,194
Other Total	316,785
Grand Total	6,602,634

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.

Year 9 students performed well across all domains when comparing school-level growth made by students at similar schools and across the state. Student results across Grammar and Punctuation, Spelling, Numeracy and Reading far exceeded growth shown by students in similar school and in comparison across the state with our Writing results just below state average growth by 1.7% which is a significant improvement. However, students in Year 9 performed exceptionally well against students from similar schools with an increased growth comparison of 11.1% in Writing. Our Year 9 Aboriginal students celebrated excellent growth in Reading surpassing state growth by 18.5% and Spelling by 25.2%.

Aboriginal students in Year 7 showed impressive improvement in Numeracy in their average scaled school growth by 27.5 growth points higher than the state and with 22.3% more of our students at or above expected growth when compared to same school groups and the state. Students in Year 9 had more students at or above expected growth, 4.1% and 0.7% respectively in comparison to same school and schools across the state of NSW.

Leeton High School's value-add results from Years 7–9, across all NAPLAN domains, are reported in SCOUT as Sustaining and Growing which is a satisfying platform for continued improvement.

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. As schools transition to NAPLAN online, the band distribution of results is not directly comparable to band averages from previous years. While the 10 band distribution available to schools who completed NAPLAN online is a more accurate reflection of student performance, caution should be taken when considering results relative to what was formerly a six band distribution. As the full transition of NAPLAN online continues, the most appropriate way to communicate results for NAPLAN online is by scaled scores and scaled growth. This is the reporting format agreed by state and territory education ministers, and is reflected on the myschool website.

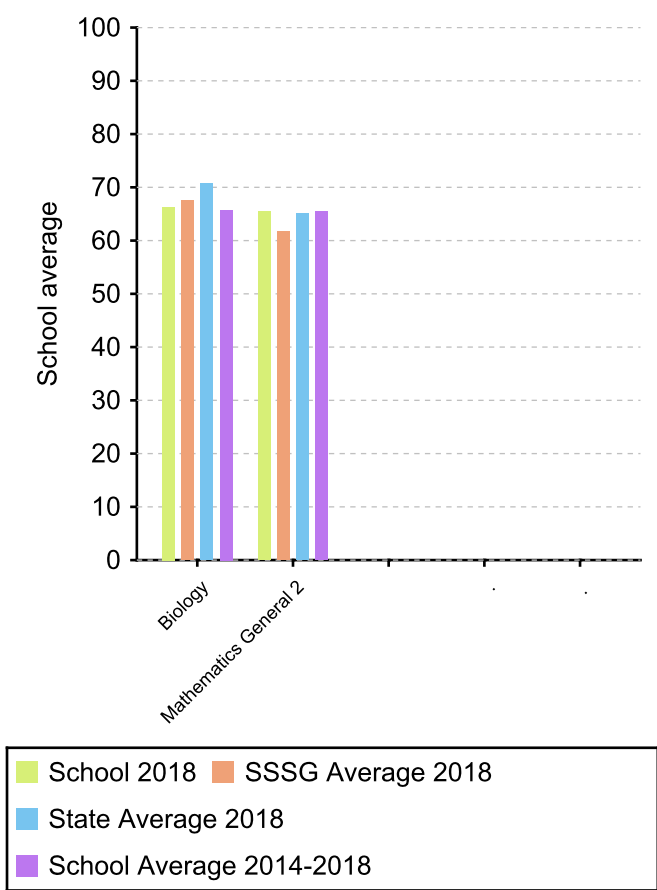
In 2018, Leeton High School opted to undertake NAPLAN online. With growing numbers of students in Years 7 and 9 achieving in the top two bands of NAPLAN our school is proud of the continuous improvement we are making in meeting the aspirations of the Premier's Priorities. Our results show an increasing number of students achieving in the top bands for Reading and Numeracy. This is a fantastic outcome for our students. We continue to support all our students to achieve optimum literacy and numeracy learning outcomes with additional learning support programs such as Quicksmart and additional Student

Learning Support Officers employed to work with our students for improvement..

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 Leeton High School offered twenty three courses onsite and facilitated four courses offered by external providers for our thirty one HSC students. Across the 2018 HSC , Leeton High School Year 12 students achieved four Band 6s in Mathematics, Mathematics Extension 1, Biology and Music 1 and sixteen Band 5s across all subjects on offer at our school. Our HSC results examination mark averages that exceed state examination averages were Chemistry (0.65), English Standard (0.30), Mathematics Extension 1 (13.31) and Hospitality Examination (Food & Beverage) (5.6).



Leeton High School showed exemplary HSC results across the following four subjects when comparing our performance to other students in the state. The numbers indicate a positive variation above state average.

Chemistry (0.65) English Standard (0.30) Mathematics Extension 1 (13.31) Hospitality Examination (Food & Beverage) (5.6). Congratulations to those students and their teachers for these outstanding results.

Parent/caregiver, student, teacher satisfaction

Leeton High School has undertaken the Tell Them From Me surveys since 2017 providing valuable and informative data to drive future planning. In 2017 we recognised parent/carer feedback indicating that parents did not feel particularly well informed regarding their child's progress, development and behaviour. As a result we endeavoured to make more contact with parent carers through phone calls, letters, face to face meetings and in the creation of learning plans to inform on a child's progress or areas of concern during the course of 2018. We also employed an SMS system to inform parents if their child is absent from school. Parents also indicated, through the Tell Them From Me parent survey, that they felt improvement in learning supports at the school were warranted. In response we have employed a permanent Learning and Support teacher to guide effective responses to student learning needs and additional Student Learning Support Officers. We have also secured the services of Headspace to operate out of our school one day per week to support mental health and wellbeing which, in turn, supports better learning outcomes for our students.

Tell Them From Me survey results showed marked improvement in all informative questions in the survey with the exception of discussions surrounding social and emotional development of the child. This will be the focus for improved communication with parents/carers in alignment with our wellbeing focus and an improved support referral process. Students indicated positively that they feel they have someone at school to advocate for them and that they have positive teacher-student relations sections when compared to schools across the state which is a pleasing outcome indicating our wellbeing focus and wellbeing meeting times are making in-roads into offering more support, resources and information on pertinent wellbeing issues in our school. We will continue to work with our students and families, utilising key staff at school and external supports and resources when needed.

The teacher Tell Them From Me survey suggests that we need to ensure more opportunity for teachers and leaders to collaborate across the school to support continuous improvement in learning, teaching and leading via observations and regular feedback. The need for more opportunities for staff to work together more closely across the school to drive continuous improvement and to learn from other organisations in also reflected in the People Matter Employee Survey of 2018. We will plan for increased collegial collaboration, improved network links and observation time to improve practice to occur in 2019.

Our Year 6 into 7 Transition Program continues to gain exceptionally positive feedback from both parents, prospective students and our partner primary schools which is a great indictment of the effort our staff put in to support our newest students to feel safe, happy and welcome in navigating and engaging in a very new and exciting environment.



Policy requirements

Aboriginal education

Leeton High School has systematically targeted funding to resource tailored learning experiences to best meet the needs of our Aboriginal students. Additional Student Learning Support Officers have been employed to implement specific Literacy and Numeracy programs such as QuickSmart and Accelerated Reader to improve student learning outcomes. Significant improvements have been made to most students baseline data in both Literacy and Numeracy via these additional programs on offer at Leeton High School. Personalised Learning Plans were successfully created or updated for Aboriginal students and their families to help shape an aspirational future during 2018. Parents and carers and school staff were involved in this collaborative process building stronger relationships across the community. Building on 2018, our Aboriginal Education Team will continue to improve our support structures for Aboriginal students and their families. Investigations have already commenced to access Tirkandi Inaburra as a residential venue to promote Aboriginal culture and language programs to our male Aboriginal students to assist them to form a deeper connection to their culture and history which is an exciting opportunity for these young men.

The Meeting Place was created by our Aboriginal students to showcase Wiradjuri art contextually appropriate to our local area providing a cultural platform to enhance our understanding of the contribution of all Aboriginal people past and present. We thank Mr William Ingram and Mrs Annmaree Ingram, Mrs Deseleen Morgan and Mr Walter Tregoe for their leadership on this wonderful project. We look forward to building on this area as a real feature of our school.



Multicultural and anti-racism education

Leeton High School has two Anti-Racism Contact Officers to assist in engendering an inclusive and accepting learning and working environment. School staff, including Year Advisors and their cohorts continue to promote and address key celebration days, such as Harmony Day, fostering tolerance and respect within the school community. While students from language backgrounds other than English comprise a relatively small component of the school population, the school thrives on celebrating diversity and difference and are fortunate to have such a rich mix of cultures within our student and staff body.