

Leumeah High School

Annual Report



2018



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Introduction

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

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

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Message from the Principal

I am pleased to present to our school community the 2018 Annual Report which provides a summary of our continuing focus on improving student learning, leading learning in pedagogical practice that strengthens teacher expertise, ensuring systems management is best practice and supports quality learning and quality teaching and enhancing our community partnerships and broader school community.

Leumeah High School has addressed these strategic directions with clarity and purpose through high quality teaching, positive student management and effective educational leadership across the school. Leumeah High School has strategically utilised funds from School Based Allocation Resources (SBAR) to develop our key school initiatives that support the core business of day to day teaching and learning in the classroom.

During 2018, Leumeah High School successfully introduced STEM for all Year 7 students and introduced a highly successful Project Based Learning initiative for Year 8 students across multiple subjects (English, PDHPE and Art). The student wellbeing team consolidated the 2017 introduction of SEL (Social and Emotional Learning) whereby our students are taught the knowledge, skills and attitudes necessary to understand and manage emotions, set and achieve positive goals, establish positive relationships and make responsible decisions. With the introduction of the 2018 – 2020 Three Year plan, we began the development and implementation of our Model of Learning which places student learning growth firmly at the centre of all that we do. It is centred around a framework of Formative Assessment, using evidence based High Impact Teaching Strategies, along with a focus on Literacy, Numeracy, the 4 Cs of Critical thinking, Creativity, Collaboration and Communication and the development of student self regulation.

Also in 2018, Leumeah High underwent External Validation with the school determined to be performing at the sustaining and growing level. Leumeah High School looks forward to further success and growth in 2019 and we know that parents and other members of the community who read our Annual Report will gain a clear insight into the expertise of our staff, our thorough planning processes and the many successes of our student body. I am sure that you will be as proud of the achievements of our students, staff and school in 2018 as I am.

School background

School vision statement

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

School context

Leumeah High School is a large, co-educational, comprehensive school in South Western Sydney. Approx 43% of students are from non-English speaking background. Approx 7% of the students are Indigenous. The school FOEI in 2017 was 124. HSC results indicate that some students are not achieving their academic potential and this continues to be a focus of the new school plan with the aim of moving students from the lower and middle to the middle and high performance bands. Over the past five years the school has been recognised for its strong pastoral care with its best practice implementation of PBIS. The school possesses a strong, committed and dedicated staff who have worked hard to improve the quality of teaching with Focus on Reading, differentiated learning, the implementation of the Australian Curriculum and meaningful implementation of the Australian Professional Standards for Teachers being school priorities for professional learning.

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

Leumeah High School is part of a community of schools (Leumeah PS, Ruse PS and Kentlyn PS) and works with its partner schools to enhance learning opportunities for all students.

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 (2018), our school undertook self-assessment using the School Excellence Framework and participated in an external validation. 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. During the external validation process, an independent panel of peer principals considered our evidence and assessment of the school's progress, aligned with standards articulated in the School Excellence Framework.

The results of this process indicated that Leumeah High School is achieving the following:

(i) School Excellence Framework domain of Learning

Learning Culture

As evidenced by our Positive Behaviour for Learning (PRAC) wellbeing focus; our strong whole school approach to formative assessment, learning intentions and student learning plans; our continual engagement with parents and our report reflection strategy, Leumeah High School demonstrates a Learning Culture that is sustaining and growing.

Wellbeing

Evidence was considered of our strong and continuing focus on student citizenship programs; our Positive Behaviour for Learning strategy; our PRAC days where as a whole school we come together to learn and reinforce our school values; our Social and Emotional Learning (SEL) curriculum; our Aboriginal and Student Representative Councils; our student welfare programs such as Links to Learning, Sistaspeak and Brospeak; our school funded 2.5 day a week School Support Officer and transition programs. The evidence was indicative of the priority Leumeah High School places on student wellbeing. It was determined that Leumeah High School is sustaining and growing in the area of wellbeing.

Curriculum

As evidenced by our literacy and numeracy initiatives; our broad use of formative assessment strategies; our in-school developed, NESA approved, stage 5 courses in Outdoor Education and International Studies; use of NAPLAN data analysis to determine future literacy and numeracy needs of our students; our alternative senior pathway, School To Employment Program (STEP); our SEL curriculum; extensive use of ILPs and PLPs for students and our Report Reflection strategy, it was determined that Leumeah High School is sustaining and growing in the area of curriculum.

Assessment

As evidenced by our strong school-wide practices such as standardised assessment notifications; feedback provided to all students following assessment tasks; our use of NAPLAN data analysis at an individual classroom level to determine future student learning needs and to drive the focus of our Literacy and Numeracy strategies (such as PEEEL/PEETEL, Newman's Error Analysis and RESPOND); our continuing delivery of professional learning for staff on the use of Formative Assessment strategies embedded into teaching programs aligned to Learning Intentions and Success Criteria; student self-assessment strategies and the move, in 2018 away from marks to A–E grades, it was determined that we are sustaining and growing in the area of assessment.

Reporting

As evidenced by our Report Reflection strategy (where each semester all students, with a teacher mentor, prepare a personalised learning plan based on reflections of past learning and goals for future learning that is shared with parents); our use of NAPLAN and HSC data (and other testing data such as the Year 7 pre-testing) to provide direction for staff in terms of the future learning needs of students; our open nights for parents and our parent information evenings, it was determined that as a school we have a holistic approach to quality teaching, curriculum planning and delivery and that we are sustaining and growing in the area of reporting.

Student Performance Measures

As evidenced by our NAPLAN data value added graphs, Leumeah High School has achieved significantly above the value added by the average NSW high school for Years 7–9 for several years, with value added being assessed through SCOUT data at the excelling range. Smart data indicates that while 90% or more of Year 7 students achieve above National Minimum Standards (NMS), our Year 9 students do not with writing. Extensive use of NAPLAN and HSC data as well as internally collected school-based data, is used to assess student achievement against syllabus outcomes. Each student's personalised learning plan from report reflections targets individual growth. The summation of data

indicates that the school is delivering in the area of Student Performance Measures.

(ii) School Excellence Framework domain of Teaching

Effective Classroom Practice

As evidenced in the annotations that show the explicit teaching of PEEEL/PEETEL and NEA Literacy and Numeracy strategies; the use of personalised learning plans; the School Strategic Plan's focus on formative assessment strategies; the explicit feedback provided to all students; other formative assessment strategies such as LISC; the implementation of STEM and Project Based Learning in stage 4 with a focus on the 4Cs it was determined that the teachers in our school have a commitment to identifying, understanding and implementing the most effective and explicit teaching methods facilitating student engagement with their learning. Effective classroom practice has been validated as sustaining and growing.

Data Skills and Use

As evidenced by our regular use of NAPLAN, HSC and RAP data analysis to inform future school directions at a classroom, faculty and whole school level; the creation of ILPs and report reflections and the use of data collected in SENTRAL to monitor student behaviour and attendance and design appropriate measures such as SEL to manage behaviour, it was determined that the school is delivering in the area of Data Skills and Use.

Professional Standards

Performance and Development Plans that are measured against the Australian Professional Standards for Teachers and tied to the school plan, are helping to drive school improvement. PDPs are mapped to assist when preparing the professional learning priorities for each year. The Staff Handbook provides all staff with an outline of processes and procedures to ensure continuity of and consistency of practice in the context of whole school operation. The effective and consistent delivery of our literacy and numeracy initiatives has been evidenced. Staff are encouraged to seek higher levels of accreditation. Professional Standards has been validated as sustaining and growing.

Learning and Development

As evidenced by our professional learning which aligns to our school plan on Formative Assessment, Literacy and Numeracy strategies and Teacher Learning Week, staff at Leumeah High School regularly engage in professional discussion and collaborate to improve practice and provide critical and reflective feedback. Our use of work samples; the Induction Program for new staff (particularly centred on student wellbeing and PRAC); staff understanding of the Aboriginal 8 Ways of Learning and the implementation of the annual Professional Learning Plan/Calendar to ensure that all Learning and Development needs are mapped against the school learning priorities ensures that the school remains focused on relevant learning and development. Learning and Development has been validated as sustaining and growing.

(iii) School Excellence Framework domain of Leading

Educational Leadership

As evidenced by the team model of instructional leadership and support of a culture with high expectations and community engagement, whole school improvements have been made. This is reflected in many initiatives such as: information sessions; the implementation of A–E grades in Years 7–10; HSC monitoring; the calendar for Professional Learning; the structure of PLP reviews; the Aboriginal Representative Council; the annual Executive Conference and the fostering of numerous community partnerships. Educational Leadership has been validated as sustaining and growing.

School Planning, Implementation and Reporting

In this area Leumeah High School has been validated as sustaining and growing. This is based on evidence including: Teacher Learning Week; our Professional Learning Schedule; processes in place for faculty monitoring; internal school compliance "NESA audits"; milestone planning, monitoring and where necessary modification of timelines and the school's presentation at the State Aboriginal Conference. Evidence offered demonstrated that professional learning is aligned to the School Plan, with student learning outcomes being evaluated in the context of the quality of the teaching and learning taking place.

School Resources

The evidence submitted demonstrated the strategic use of resources to improve student outcomes and high quality service delivery at Leumeah High School. Such resourcing included: the installation of interactive whiteboards in all classrooms; Leumeah High School Teacher Grants to enhance the school environment; the implementation of the Teacher Professional Learning Centre; a funded period allowance for Aboriginal Education Teacher; funding of a Student Support Officer; funding of a Principal's Support Officer and utilisation of our school's facilities by external agencies.

Leumeah High School is sustaining and growing in the area of School Resources.

Management Practices and Processes

As evidenced by: the school's Staff Handbook; faculty monitoring processes; internal NESA compliance audits, consistent assessment task notifications across all KLAs; subject selection interviews with all Year 10 students; Surveymonkey to solicit community responses and our commitment to enhancing communication with all stakeholders through different social media platforms, ongoing school improvement and professional effectiveness has occurred which demonstrate that we are delivering in the area of Management Practices and Processes.

Conclusion

Our self-assessment and the external validation 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/self-evidence-guide>

Strategic Direction 1

Quality Learning and Quality Teaching

Purpose

To enhance our learning environment of high expectations, while fostering creativity, critical reflection, collaboration and innovation, and encouraging students to be active owners of their learning.

Overall summary of progress

Enhancing student achievement in the classroom and maximising their learning growth has been achieved again in 2018 and the school has been recognised by both ACARA and CESE as a school employing best teaching practices. Throughout the year all students reflected on their learning and progress and students also forward-planned strategies for their personal learning growth. These initiatives have helped students to improve across the elements outlined in the school plan. This has been reflected in student achievement in NAPLAN, as just one indicator of success. Teachers are embedding Williams' Five Pillars of Formative Assessment to actively engage students as effective learners throughout their teaching and learning programs. This engagement in the classroom has been built upon further, through the active teaching of the future-focused skills required for students. Fostering the growth of the 4 Cs has been measured and evaluated through Project Based Learning, STEM and iPad infusion into student learning. All these initiatives and practices are underpinned by the new "Model of Learning" which the school has employed to build on previous success and continue moving towards the achievement of targets and goals set in the school plan and future directions as we head towards 2020.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
42% of students in Year 9 achieve Band 8 or higher in reading and numeracy and 30% in writing. 40% of aboriginal students achieve Band 8 or higher in reading and 25% in writing and numeracy.	\$42000	Leumeah High School has been recognised by ACARA as a school where students have achieved substantially above average gains in reading and numeracy. In particular, CESE has recognised the school as one of the top four schools in NSW in substantially improving Aboriginal student reading and numeracy outcomes.
94% of Year 9 students perform at or above national minimum standards (NMS) in reading, 75% in writing, 98% in numeracy. 90% of aboriginal students perform at or above NMS in reading, and 75% in writing and numeracy.	See above	The school continues to work towards the achievement of targets set in this part of the school plan. Currently, students in Year 9 are achieving at or above National Minimum Standards (NMS) in NAPLAN with 94% of students in Year 9 performing at or above NMS in Reading which meets this particular target and reflects the school priorities in developing students' reading and comprehension skills. 68% of Year 9 students are at or above NMS in Writing and 85% in Numeracy. We will continue to target these areas by setting high, but realistic targets for Year 9 students. Pleasingly, 100% of Aboriginal students have achieved at or above NMS in Reading and Numeracy, well above the targets we set. Writing continues to be a focus here with only 42% of Aboriginal students achieving at or above NMS, well short of our target.
All prospective HSC students achieve the Literacy and Numeracy requirements prior to the commencement of their HSC year.		In 2020 NESA will require all students to achieve Level 3 as described in the Australian Core Skills Framework (ACSF) as a minimum standard in Reading, Writing and Numeracy for the award of a HSC. All students in Year 10 need to demonstrate this requirement and they are being supported at school, in an online environment, to complete the relevant testing and accreditation process to ensure their eligibility for the Higher School Certificate.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Average Value-Added growth Years 9–12 will increase from 24.42 to 25.00 (2017 Baseline)	See Key Initiatives – Senior Study Centre for more detail.	Average Value added for Yr 12 in 2018 was 23.69
Intellectual engagement measures in TTFM are at or above NSW State Schools norm in all 3 areas – interest and motivation, effort, and appropriately challenged.		The Tell Them From Me survey (TTFM) was conducted in 2018 and has provided the school with comprehensive data that demonstrates teaching and learning across the school and which helps to shape future approaches to teaching and learning across the school. In 2018, the Intellectual Engagement levels of students were measured for interest and motivation; effort and appropriately challenging lessons for students. Results of the survey indicate that Leumeah High School is pleasingly above the state averages for students who are interested and motivated in their learning.

Next Steps

- Continue to develop robust teaching and learning programs focusing on the development of student writing skills across the curriculum in a variety of text types by evaluating writing practices and reinvigorating our approach to teaching and modelling writing skills. Students in Years 7–10 will boost their skills through modifying sentence and paragraph structures using PEEEL, PEETEL and CUPS. Senior students will strengthen their skills through the application of ALARM. Focused staff professional learning has been allocated for 2019 to build staff expertise in delivering quality programs in these areas to improve student learning outcomes. Outcomes will be measured, in part, by improved NAPLAN and HSC results, as well as internally based faculty (formative and summative) assessment programs.
- Students below NMS in the key areas of Literacy and Numeracy will receive additional support and tuition, weekly, to enhance skill development.
- Formative Assessment strategies will be embedded in staff teaching and learning programs and practices, supported by relevant staff professional learning, to enhance student learning outcomes with a focus on improved feedback to students (assessment for learning) and the use of standard descriptors across all subjects. The shift to whole school academic grades (A–E) for Years 7–10 will facilitate this cross curriculum approach to assessment in a consistent manner.
- Explore further enhancement of student engagement and interest in learning through the creative and appropriately challenging activities facilitated by using technology in the classroom, in particular iPads which assist in developing future focused learning skills. A shift towards a BYOD model across the school will assist in the achievement of this goal.

Strategic Direction 2

Leading Learning – Pedagogical Practice and Systems Management

Purpose

To have highly inspired and passionate teachers and school leaders who critically reflect on their impact on student learning on a regular basis, underpinned by best practice systems management and allocation of school resources to support student learning.

Overall summary of progress

Targeted professional development in preparation for the establishment of a 1–1 iPad class in Year 7 of 2019 was undertaken by teachers, including a trial of the Apple iPad class. Further professional learning was also implemented in the areas of differentiating the curriculum, the embedding of formative assessment strategies in teaching and learning programs, and the use of the Australian Professional Standards for Teachers in engaging staff in reflective teaching practices. Executive staff engaged in professional learning around action research principles in the classroom and participated in their first Improvement Sprint to effect positive change in their own classrooms. The implementation of a Year 8 Project Based Learning initiative to conduct a Quidditch World Cup also demonstrated staff learning around innovative and reflective practices to explicitly teach the 4Cs of communication, creativity, collaboration and critical reflection to students. The school achieved strong value added results for Years 7–9 NAPLAN, indicating once more the positive impact of teacher professional learning in strengthening pedagogical practices within classrooms.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Formative Assessment strategies are evident across each classroom.	\$23000	Teachers undertook further Professional Learning in Formative Assessment strategies in 2018, but further work is to be carried out in this area in 2019. School data suggests teachers are aware of Formative Assessment strategies but teachers have indicated they would like further time to embed these strategies into their teaching and learning programs.
A whole-school professional learning plan supports the school's identified improvement strategies that is developed, implemented, monitored and evaluated in light of student achievement data.	\$8000	Staff completed a survey to evaluate the Professional Learning plan for 2018, directions and impact on teaching and learning. This was utilised to plan professional learning in 2019.
Every teacher engages in Improvement Sprints to improve their practice.	\$6042	The School Executive participated in Professional Learning in Improvement Sprints during the 2018 Annual Executive Conference, and implemented their first Sprint during Term 4. Staff evaluations of the process indicated that the Sprints made a positive impact on their practice, and also indicated their intent to engage their staff in this process during 2019.
School policies reflect DoE requirements, are reviewed and evaluated every three years, and demonstrate best-practice processes.		Assessment Policies in Years 7–10 were reviewed and evaluated in 2018. Policies for managing students who are not compliant with the school's uniform policy were also reviewed and evaluated this year. The Student Wellbeing Policy underwent a significant review and will be further evaluated in 2019.

Next Steps

- In 2019 the Professional Learning program for staff will be closely mapped to the School Improvement Plan and staff Professional Learning Plans. Staff will participate in professional learning teams in one of 3 key areas of the School Plan – Apple Classrooms, Formative Assessment, and ALARM, and will then share their learning with one another within their faculties.
- A continued focus on improving student writing through each of these professional learning teams will remain as a whole school focus, and engaging all staff in Learning Sprints on student writing will support reflective teaching practices based on daily classroom evidence of student learning.
- Ongoing reviews of school policies that support the day-to-day management of the school will continue throughout 2019 to ensure school policies and procedures underpin smooth daily management of the school to support a continued focus on improving student learning outcomes across the school, but particularly in the area of HSC results and value-added achievement from Years 9–12.

Strategic Direction 3

Enhancing Relationships and Communities

Purpose

To provide a supportive and inclusive school which fosters positive relationships through connectedness, engagement and empowerment, that enhances student wellbeing and includes family partnerships and community connections.

Overall summary of progress

Strengthening partnerships between our Community of Schools has been a key focus for our Literacy and Numeracy portfolio in 2018. We have had a particular focus on improving the transition of Stage 3 students to the High School setting. Professional learning targeted at Stage 3 teachers focused on the development of a common language to support students to understand assessment tasks as well as sharing processes and practices in regards to teaching and learning programs for subject-specific areas such as poetry. These processes and practices have not only strengthened our connection with our Community of Schools, they have also improved our Stage 3 transition program, ensuring our students have a stronger understanding of high school expectations regarding learning, teaching and assessment in Stage 4. As a school, we have continued to provide opportunities for our parent community to be active participants in our learning environment through parent forums, information evenings and parent/teacher evenings.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increase in positive Sentral entries by 15% and decrease in negative Sentral entries by 15% (2017 Baseline data) by 2020.	\$3400	Positive Sentral entries have shown an increase of approximately 23.47% with entries going from 375 to 463. Negative Sentral entries have demonstrated an increase of 53.65% with 1483 new negative incidents recorded.
TTFM Survey data in the areas of Sense of Belonging, Positive Relationships and Positive Behaviour at School increase by 10% (2017 Baseline data TTFM Snapshot 2).	Student Support Officer \$44,000	Our TTFM data indicates that the school's mean is below the state mean for each of the three areas: Sense of Belonging; Positive Relationships and Positive Behaviour at School. Students' sense of belonging has increased from 53% to 60%, with more students feeling accepted and valued by their peers. Students with positive relationships has increased only by 1.4% Regarding positive behaviour at school, the survey indicated that 86% of females and 77% of males were not getting into trouble for disruptive or inappropriate behaviour, an overall increase of 9.46%
Increased parent participation in school activities such as P/T nights, performance showcases, sporting fixtures and information sessions.	Community Liaison Officer \$48,000	Participation from our parent community at parent teacher night has increased 8% from 2017. As a school we continue to actively engage our parent community through parent workshops focusing on academic, social and emotional support for students, including: HSC information evenings, Digital Thumbprint; Anti-Bullying workshops; STEP class interviews; Year 6 into Year 7 Information evening and school tour and the A-E Grading Scale information session.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Planned professional learning occurs annually with our Community of Schools to address common student learning needs	\$3500	Our Community of Schools relationship has been strengthened with planned professional learning occurring collaboratively with an emphasis on literacy and numeracy frameworks through video capture of lessons. We have shared our RESPOND and PEETEL frameworks with our primary schools for implementation. In addition there is consistent examination style questioning embedded throughout our Community of School as well as a sharing of learning and teaching programs.

Next Steps

- Continue to strengthen partnerships between our Community of Schools through shared professional learning opportunities which focus on Literacy and Numeracy development.
- Continue to provide opportunities to engage our parent community with the learning occurring within our school environment.
- Continue to promote positive behaviour of students through PRAC merits while also maintaining a focus on addressing negative SENTRAL entries by encouraging and supporting all staff to intervene and address and/or modify inappropriate behaviours promptly and consistently.
- Re-evaluate the PRAC merit system to support staff to write merits and record entries on SENTRAL more consistently.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$25674	The provision of our Aboriginal Co-ordinator position (0.2) has allowed our programs such as the ARC, partnership with Passfield Park SSP and other leadership programs to be effectively implemented for the benefit of our students, which has contributed strongly to our attendance for Aboriginal and Torres Strait Islander students continuing to be significantly above state average. Importantly, all Aboriginal students have a personalised learning plan to assist students in meeting learning goals. Our Year 9 NAPLAN results indicate that our Aboriginal students continue to attain growth in literacy and numeracy well above state norms.
English language proficiency	\$29300	Identified students received direct support within the EAL/D program in a range of formats including direct instruction and support with assessment tasks, while classroom teachers were provided time to work with EAL/D teachers to adjust content and to differentiate lessons.
Low level adjustment for disability	\$97,000	LST staff liaised with our primary schools to gather information about our incoming students in late 2017. Along with NAPLAN data, profiles of Year 7 students for 2018 were prepared and provided to all teachers to assist in the preparation of teaching programs. This data was also used to assist in determining priorities such as initial SLSO support requirements for our new students. During class time, our SLSOs supported students with personal organisation, task completion, time management and note-taking. Student progress was monitored on a fortnightly basis during LST meetings. Regular meetings with parents ensured that the school was working in partnership with families and outside agencies. Specialist teachers such as the Itinerant Support Teacher Hearing, Itinerant Support Teacher Vision, Itinerant Support Teacher Transition, the Learning and Wellbeing Officer and APLAs were utilised for their knowledge and expertise to enhance students' access to the curriculum and outline best practice for inclusion of students with additional needs. Separate examination areas continue to be allocated during examination periods to allow full and fair demonstration of student learning for those students with recognised learning disabilities. Learning is personalised and support given on the basis of the individual students' needs. LaSTs have worked both in upskilling staff and team teaching to differentiate the curriculum, learning activities and assessment activities. They have led in the collaborative development of Individual Learning Plans (ILPs) for students with diagnosed and identified disabilities and Out of Home Care students. The LaST team continued to build on the collection of data through the Nationally Consistent Collection

Low level adjustment for disability	\$97,000	of Data (NCCD) model in order to collate evidence on students with additional needs to ensure funding support for these students. All staff have been trained in how to document any planning, teaching, assessment and reporting adjustments made for individual students. The diverse range of student needs is regularly updated for staff. The improvement of student literacy skills has been addressed through targeted programs such as PEEEL/PEETEL.
Quality Teaching, Successful Students (QTSS)	\$0	The Quality Teaching, Successful Students (QTSS) initiative – as part of Local Schools, Local Decisions – ensures all primary students benefit from high quality teaching and learning practices that best meet their needs. It is not available for High Schools
Socio-economic background	Senior Study Centre \$105,500 Third Deputy \$161,000	<p>The continued employment of our Community Liaison Officer (CLO) has led to increased communication and connection with our school community. Data from the Tell Them From Me survey and our own regular school generated surveys, indicate a significant improvement in parent satisfaction with school communication and news. Website traffic continues to increase, indicating that parents are making greater use of our school website to stay informed of school news. Parents also have access to our Facebook page as well as the highly popular SKOOLBAG app which keeps parents up to date with what is happening within the school. These communication tools are managed by the CLO. This program will continue in 2019.</p> <p>The ongoing investment in the Senior Study Centre continues to assist in preparing Year 12 students for their HSC. The Senior Study Centre is staffed by a full-time teacher to assist Year 12 students with their study skills, exam technique, essay writing, completion of assessment tasks, summarising and note taking skills, and careers advice. This program will continue in 2019.</p> <p>The creation of an additional Deputy Principal position in 2017 has enabled Leumeah High School to provide additional targeted support for teachers in their first years of teaching and also for those teachers with greater experience. In 2018 this position has allowed the school to grow our quality teaching practices in order to improve learning outcomes for students. This position will continue to be funded in 2019.</p>
Support for beginning teachers	\$81,000	These funds were utilised to release beginning teachers with their mentors to promote professional growth. Beginning teachers were provided substantial additional support from their Head Teacher, the Deputy Principals and the Principal through our induction program for new staff, observations and feedback sessions regarding lesson and unit planning, observations of lessons and evaluation. Our beginning teachers engaged

Support for beginning teachers	\$81,000	in reflective dialogue that was designed to improve student learning outcomes. Workshops were conducted on topics including: maintaining accreditation; examining the Australian Professional Standards for Teachers and collecting, collating and annotating evidence for accreditation. Staff also investigated areas of the Quality Teaching Framework and individual Professional Development Programs.
Project Based Learning	\$10,000	This highly innovative Project Based Learning initiative for all Year 8 students involved the PDHPE, English and Creative Arts faculties. Students worked on various projects around the theme of "Quidditch" a fictitious sporting game made famous in the Harry Potter series of novels. The project culminated in an afternoon where all students presented their projects and participated in a "Quidditch Tournament" for fellow Year 8 students and their parents.
Head Teacher Observations and Support	\$42000	<p>All Head Teachers were provided with one period of relief each week to allow them to work closely with their faculty staff to further develop teaching skills. This involved observations, joint planning of programs and assessing of student work. This enabled Head Teachers to actively provide targeted support that assisted staff to achieve their annual PDP goals.</p> <p>Two members of the executive received Growth Coaching professional training in 2018 with another four members of the executive to receive this valuable professional development in 2019.</p>
STEM Yr 7	\$42,000	Our 2018 STEM initiative involved all Year 7 classes built around a Project Based Learning (PBL) approach incorporating lessons from TAS, Mathematics and Science. PBL is a teaching method in which students gain knowledge and skills by working for an extended period of time to investigate and respond to an authentic, engaging and complex question, problem or challenge. This program will continue in 2019.
PRAC	\$3,400	PRAC (our Positive Behaviour Intervention in Schools Program) continues to be a strong component of our student wellbeing framework. In 2018 a whole school focus day was conducted to emphasise school values of Preparation, Respect, Aim and Co-operation. Additionally, weekly lessons are incorporated into roll call to provide students with clear guidelines on student expectations. Twenty seven students received the School Medal at Presentation Day. The school medal is awarded to those students who receive 200 or more merit PRAC Merit Certificates throughout the course of the school year.

Student information

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	377	381	374	385
Girls	413	397	398	383

In February 2018 the total enrolment of students was 768 students, a small decrease on enrolments in the previous year. Of the total enrolment, 37% were from non-English speaking backgrounds. The school has an annual mobility rate of approximately 8%.

Student attendance profile

School				
Year	2015	2016	2017	2018
7	89	91.1	92.2	92.1
8	87.7	87.5	89.3	86.7
9	87.6	86.1	86.3	85.1
10	84.5	84.5	83.5	83.3
11	85.9	86	85.1	86.8
12	92.3	89.1	90.5	86.6
All Years	87.7	87.4	87.6	86.8
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

The overall student attendance rate of 86.8% was still slightly below the state average of 88.4%. More positively, we have reduced the gap between Leumeah High School's attendance rate compared with the State attendance rate in 2018, by 0.4% on the comparable attendance rates for 2017, suggesting that strategies for lifting student attendance rates may be having some effect. Nevertheless, more can be done to lift overall attendance rates.

The student welfare team, comprising Year Advisors,

Assistant Year Advisors and the Head Teacher Welfare and the Head Teacher Administration, work closely with the Home School Liaison Officer to support those students whose attendance drops below acceptable norms. Assistant Year Advisors initiate parent contact every fortnight for students whose attendance falls below 85%, to keep parents fully informed of the student's overall pattern of attendance and to reinforce the importance of developing stronger patterns of attendance. There is a strong correlation between strong and regular attendance at school and excellent results, or high personal achievement, in the Higher School Certificate.

The Head Teacher Administration regularly monitors student attendance and coordinates the Non-attendance Interview Programs (NIPS) with the Home School Liaison Officers, conducting interviews with students and parents as necessary. Other strategies employed, include: attendance expectations which are communicated to parents through the school newsletter; Facebook page; use of SMS to inform parents of same day absences and lateness to school, and assemblies that recognise 100% attendance over the term and over the entire year.

In 2019 the Leumeah High School Attendance Policy will be reviewed, modified and launched to further maintain our emphasis on improved whole school attendance.

Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
Seeking Employment	0	0	27
Employment	0	3	15
TAFE entry	9	16	36
University Entry	0	0	6
Other	15	4	5
Unknown	0	0	11

A survey was conducted in early 2019 to determine the destination of the 2018 HSC class. The number of students gaining entry to tertiary studies at university decreased from 47% in 2017 to 27% in 2018. Approximately 19% of students who commenced Year 11 opted to engage in employment or entry to TAFE prior to their commencement of Year 12. Of those students surveyed, the number of students who gained full-time employment doubled from 18% in 2017 to 36% in 2018 with 12% of these students gaining either a traineeship or an apprenticeship, hence combining work with TAFE studies. Of those surveyed, 15% of respondents are attending TAFE or private colleges, (and it should be noted, many are engaged in part-time work as they continue their studies). One student is

studying for their Diploma in Policing under NSW Police. Additionally, 6% of respondents were seeking employment and a further 5% either travelling or taking a gap year.

Year 12 students undertaking vocational or trade training

No school-delivered HSC Vocational Education and Training courses were run at Leumeah High School in 2018. Quite a few students, (17% of the 2018 cohort), completed their HSC Vocational Education and Training courses at TAFE or with other Registered Training Organisations.

Of the nine School-Based Apprenticeships and Traineeships (SBATs) in 2018, four HSC students successfully completed their SBAT in Warehousing and Distribution, and in Retail. One other student doing a SBAT at the beginning of the year left school to engage in full-time employment.

Year 12 students attaining HSC or equivalent vocational education qualification

There were 91 students who sat for the HSC in 2018. Eighty six students received a Higher School Certificate. Five students received a Record of School Achievement.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Head Teacher(s)	9
Classroom Teacher(s)	42.7
Learning and Support Teacher(s)	1.8
Teacher Librarian	1
Teacher ESL	0.4
School Counsellor	1
School Administration and Support Staff	13.68
Other Positions	5

*Full Time Equivalent

Leumeah High School currently has two permanent full time Aboriginal teachers on our teaching staff, who lead our Aboriginal Representative Council and lead and assist our Aboriginal programs.

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	28

Professional learning and teacher accreditation

In 2018, all staff began maintaining their level of accreditation in line with NESA requirements. As a result of this, the school has undertaken a review of its current structures and processes for Professional Learning and Teacher Accreditation. Staff had access to Professional Learning funds that will support their growth as a teacher and will improve their teaching practice in alignment with the Australian Professional Standards for Teachers.

Professional Learning funds were allocated equitably to all staff, encouraging staff to continue to strive for excellence in their teaching and learning practices as well as meeting their Performance and Development needs.

The total spending for Teacher Professional Learning for 2018 was \$65,700

This spending equates to \$1050 per teacher.

These funds were spent on individual, faculty and school-wide curriculum, administrative and technological development; professional learning that focused on quality teaching and enhanced student learning in the classroom.

The allocated Professional Learning Funds were used to drive the Annual Professional Learning Plan which is comprised of the School Planning Initiatives from the 2018–2020 School Plan. Professional Learning has also focused on developing the strategic leadership capabilities of our staff with fortnightly executive development sessions and a School Leadership Conference.

From 2018, all staff are working towards maintaining their accreditation with the NSW Education Standards Authority (NESA) over the next five years. To support staff with their accreditation practices, we have adopted: NESA accredited training; Teacher Identified Professional Learning practices and a strong Induction program for staff new to the school and profession. The fortnightly induction and support program enabled four staff to improve their Accreditation status to proficient. An additional four staff are working towards an Accreditation status of Lead through eligible grants provided by the Leadership Development Initiative.

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	1,314,328
Revenue	11,009,975
Appropriation	10,493,133
Sale of Goods and Services	274,222
Grants and Contributions	226,415
Gain and Loss	0
Other Revenue	2,034
Investment Income	14,171
Expenses	-10,036,429
Recurrent Expenses	-10,036,429
Employee Related	-9,048,316
Operating Expenses	-988,113
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	973,547
Balance Carried Forward	2,287,874

The school finance committee meets each month to monitor school expenditure. At the start of each year, faculties are required to submit a budget outlining how school resources will be utilised to support student learning.

Significant funds have been set aside in 2019 for the provision of a third basketball court, upgrade to the school canteen, replacement of aging Interactive Whiteboards and leasing of a new school mini bus. Additionally, further funds have been set aside for the upgrade of classroom furniture and additional student laptops (60) and school iPads (60) along with upgrades to the school wifi network, necessary to support the move to BYOD iPads for students progressively from the start of 2019. Also, the school student support officer will be funded for an additional day per fortnight in 2019 which will take the position to 6 days per fortnight.

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	7,262,221
Base Per Capita	152,274
Base Location	0
Other Base	7,109,946
Equity Total	930,846
Equity Aboriginal	60,216
Equity Socio economic	515,031
Equity Language	71,012
Equity Disability	284,587
Targeted Total	803,839
Other Total	567,686
Grand Total	9,564,591

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.

LITERACY

At Leumeah High School, it is the goal of teachers to provide at least one year of educational growth for each year of learning. NAPLAN is one way to measure growth over two years from Year 7 to Year 9. It is useful to note that students sit for their Year 7 NAPLAN early in their first year of high school, so the Year 9 NAPLAN results are a useful indicator of the value added by our school in the student's first two years of their high school journey.

The percentage of students in Year 9 who have achieved at or above expected growth in each aspect of literacy is reported below.

In Reading, 67.4% of students were at or above expected growth compared to 68.6% of the state, at or above expected growth.

In Writing, 48.6% of students were at or above expected growth compared to 57.3% of the state, at or above expected growth.

In Spelling, 54.3% of students were at or above expected growth compared to 57.8% of the state, at or above expected growth.

In Grammar and Punctuation, 48.6% of students were at or above expected growth compared to 56.0% of the state, at or above expected growth.

As these results indicate, our focus on reading and comprehension strategies is gaining impetus. 36.3% of all Year 9 students scored in the top three bands for reading and it is anticipated that reading growth will exceed the state percentage of students at or exceeding reading growth in the next twelve months as we continue our focus on this essential skill.

The school is cognisant of the need to continue its focus on the development of writing skills in all students across a range of text types, including narrative (imaginative and creative) and persuasive texts and this is a focus of the school strategic plan and all faculty planning. There are obvious links between writing, spelling; grammar and punctuation (as well as reading) which should all improve as we continue our focus on the development of writing skills across the curriculum.

It should be noted that in the four years, 2015–2018 we have reduced the number of students scoring in the lowest two bands for writing by 5.0% compared with the number of students across the state in the same bands over the same period which was reduced by only 2.3%

Percentage in Bands:

Year 7 - Writing

Band	4	5	6	7	8	9
Percentage of students	8.8	40.4	24.3	17.6	8.8	0.0
School avg 2016-2018	10.5	36	29.8	17.6	5.2	1

Percentage in Bands:

Year 9 - Reading

Band	5	6	7	8	9	10
Percentage of students	6.0	22.8	34.9	28.9	3.4	4.0
School avg 2016-2018	7.3	22.6	35.9	27.9	4.9	1.5

Percentage in Bands:

Year 9 - Writing

Band	5	6	7	8	9	10
Percentage of students	32.7	24.0	26.7	14.0	2.0	0.7
School avg 2016-2018	30	28.1	22.6	14.8	2.9	1.7

Percentage in Bands:

Year 7 - Reading

Band	4	5	6	7	8	9
Percentage of students	8.7	16.7	39.1	26.1	5.8	3.6
School avg 2016-2018	6.4	18.8	36.1	26.1	10	2.6

NUMERACY

Our focus on Numeracy is reflected in the strong numeracy growth of students from Year 7 to Year 9 in this year's results. It was pleasing to note a sharp drop in the number of students scoring in the bottom two bands for numeracy between 2017 and 2018 with 12.5% fewer students in the lower bands.

The percentage of students in Year 9 who have achieved at or above the expected growth in Numeracy at Leumeah High School was a very pleasing 75.0% compared to 66.0% of students across the state.

Percentage in Bands:

Year 7 - Numeracy

Band	4	5	6	7	8	9
Percentage of students	5.9	25.7	28.7	27.2	11.8	0.7
School avg 2016-2018	4.3	21.9	30.1	31.1	9.9	2.7

Percentage in Bands:

Year 9 - Numeracy

Band	5	6	7	8	9	10
Percentage of students	0.0	15.6	40.8	28.6	10.2	4.8
School avg 2016-2018	3.9	22.2	36.7	21.3	11.8	4.1

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.

Our Year 9 Aboriginal students continue to perform above state average for all Aboriginal students in the top two bands for Reading, Numeracy, Spelling and Grammar and Punctuation. Student results in Grammar and Punctuation are particularly noteworthy with 25% of our students achieving in the top two bands compared to the state average of 5%.

Higher School Certificate (HSC)

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

ENGLISH

One student completed the English Extension 2 Course for the Higher School Certificate this year achieving a commendable E3 which was above the state average for this course, a result not achieved within the school since 2013. In English Extension 1 we had three students complete the course successfully, all students achieving an E3, again a result that the school has not achieved since 2013. In English Advanced, 11 students completed the course with 91% of students achieving a Band 3 or higher. 27.3% of these students achieved a Band 5 which is a pleasing improvement on the 2017 English results for this course. In English Standard, 57 students completed the course with 70.2% of the course achieving a Band 3 or higher. Two students achieved a highly commendable Band 5 result in this course. No student was placed in the lowest band for Standard English. These results are also an improvement on the 2017 results for this course. We had 21 students complete the English Studies course.

MATHEMATICS

Forty six students completed the Mathematics General 2 course, with the school's average scaled score being 58%. Three of the students achieved a Band 5. Overall, 56% of students achieved a result of Band 3 or above. There were 18 students who completed the Mathematics (2 Unit) course with the school's average scaled score being 66%. 61% of students achieved a result of Band 3 or above.

SCIENCE

In 2018, the last year of the 2001–2018 curriculum, a gradual increase in the number of Stage 6 Science students has been observed with 55 students undertaking a Stage 6 Science course. More than 60% of these students studied two Science courses. In Physics 50% of students achieved a Band 4 or higher, which exceeded the state average. No students scored in the lowest band. In Biology 45% of students achieved a Band 4 or higher, with three students achieving a Band 5.

HSIE

The best performing course in 2018, when comparing Leumeah High School with the State, was Society and Culture which was within 6 points of the state average and an improvement of 2 points on the previous year. In terms of Band data, 69% of students in Society and Culture were awarded a Band 4 or greater, with approximately 8% of the cohort attaining a Band 6. No students scored in the lowest band for this course. In Ancient History, Business Studies and Modern History, between 53% and 68% of students achieved a Band 3 or Band 4 result. Geography and Legal Studies were over-represented in the lower bands for these two

courses. The greatest progress, when compared with 2017 results, was witnessed in Ancient History where a 7 point improvement was achieved.

CAPA

Overall the 2018 results for the Higher School Certificate were pleasing. In Visual Arts we had an amazing array of Body of Work projects. The use of a variety of new materials was a refreshing change in the works produced and this year, more than in any other, technology was embraced by some students in the creation of their artworks.

Visual Arts gained the highest proportion of Band 4 and Band 5 results in the school with 23 out of 31 candidates (74%) achieving in those two bands. For 30 of the 31 candidates in Visual Arts, this subject was their highest mark at the Higher School Certificate examination. In Music we had a much smaller class than in previous years, nevertheless, 62% of the group gained their highest Higher School Certificate mark in this subject reflecting their passion for Music, a quality we endeavor to foster in all our students.

TAS

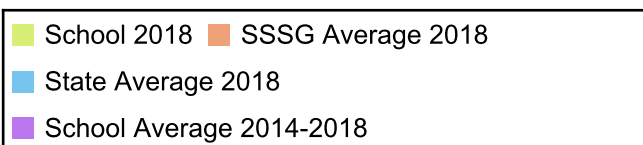
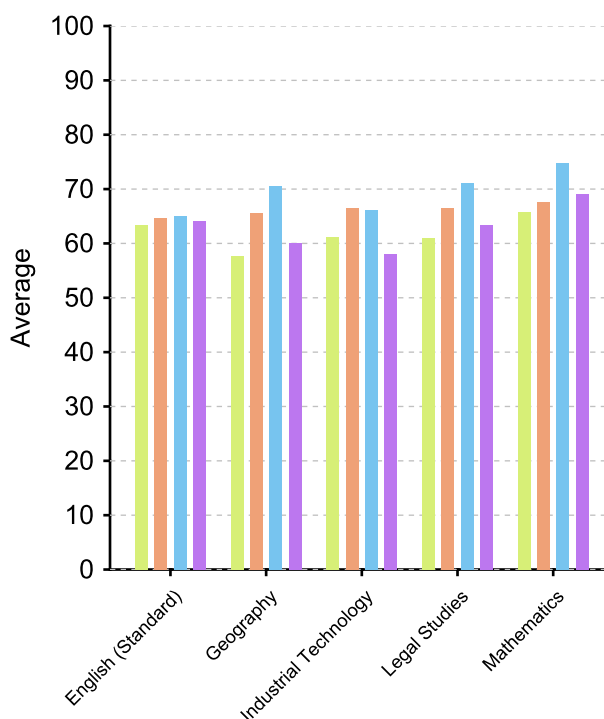
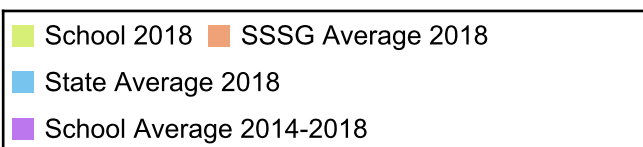
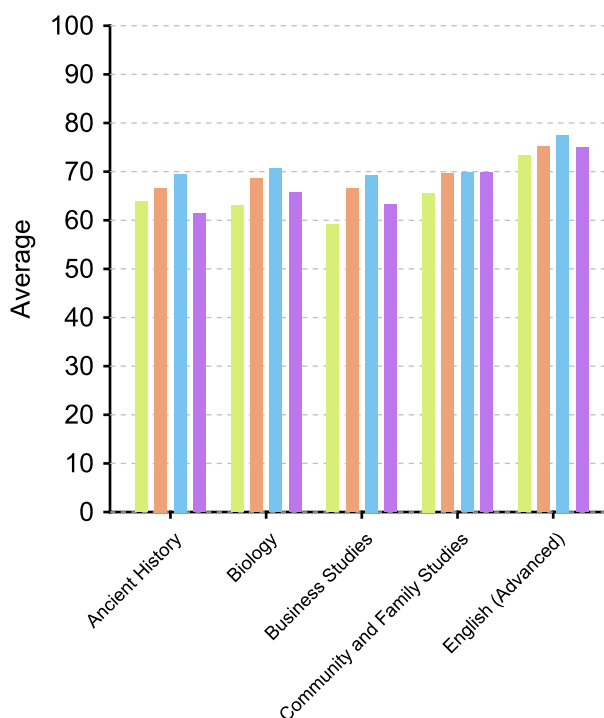
The 2018 Higher School Certificate performance by students produced one Band 5 in Community and Family Studies and four Band 4 results. One student achieved a Band 5 result in Industrial Technology: Timber Products and Furniture Manufacturing, and another student achieved a Band 4 result. For 50% of the candidates, these courses produced their best or second-best result for their Higher School Certificate. There was a slight reduction in the usually strong performance of students sitting for Community and Family Studies this year when compared to previous years against the statewide results in this subject with a z score of -0.78 . Industrial Technology: Timber Products and Furniture Manufacturing results dipped to a standard deviation of 11.18. Significant value adding was achieved by two students as evidenced in their performance in both of these courses. The production of Major Projects in Industrial Technology saw stronger results for two students who achieved a Band 5 and a Band 4 respectively, for this section of the course.

PDHPE

The average Higher School Certificate PDHPE results in 2018 were 2.5 marks below the state average, however, when compared with performance across the school, PDHPE was the closest this cohort came to the state average. For 35% of students, PDHPE was their best course mark and for 90% of students PDHPE was their first or second-best course mark. Whilst this data indicates a decline in results in comparison to previous years, the evidence also suggests that the students performed well in the PDHPE course, demonstrating considerable improvement over the duration of the course.

A large cluster of students achieved a Band 4 in PDHPE. Faculty based evidence suggests that many students who scored a Band 4 in this group had actually improved markedly over the duration of the

course, improving from a Band 3 to a Band 4. A number of students just missed scoring a Band 5 in this subject. 15% of students also achieved a Band 5 or higher in PDHPE further evidence of the improving performance of students throughout the semester.



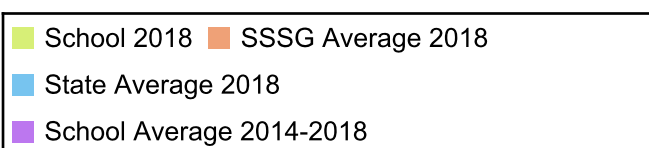
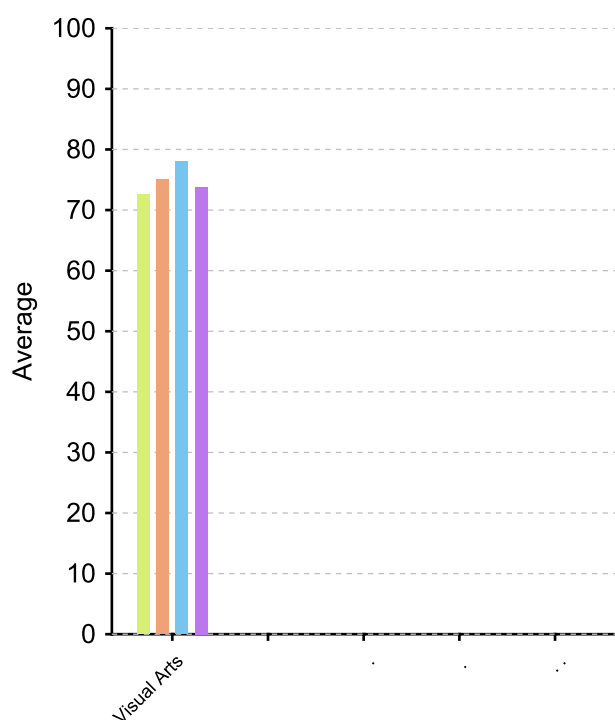
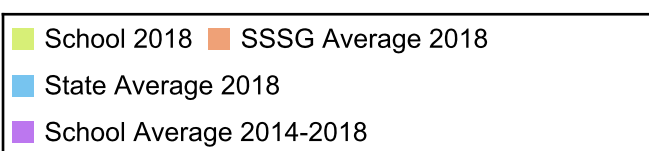
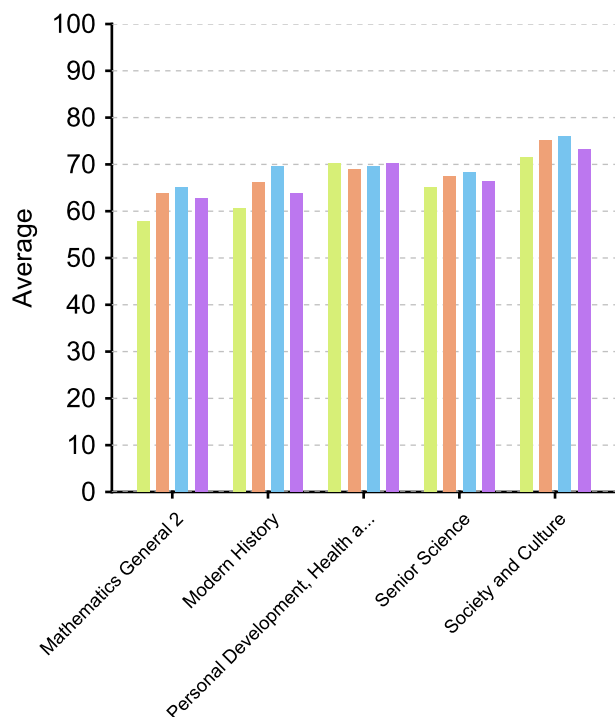
Parent/caregiver, student, teacher satisfaction

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

In 2018 the school utilised The Learning Bar Tell Them From Me 'Partners in Learning' survey to seek the opinions of parents at the Term 3 Parent/Teacher evening. This survey tool proved cumbersome and inaccessible to many of our parents, with parents indicating the length of time it took to complete the survey was a barrier to submission. Of the small number of parents who did complete the survey more than 60% indicated overall satisfaction with the school, and strongly agreed the school has a good reputation in the community. The majority of parents also strongly agreed they would recommend the school to parents of primary school students. 80% of these parents indicated they are satisfied with general communication from the school and all indicated the school offers subjects that cater to their child's needs. Parents also indicated that teachers help students who need extra support and that their child feels safe and that the school communicates clear and high expectations for student behaviour.

Student surveys indicate that students generally feel accepted and valued by their peers within our school, with student data comparable with NSW Government norms. Students feel they have someone at school who consistently provides encouragement and can be turned to for advice, and students also indicated that teachers are responsive to their needs, with responses in these categories placing our school above NSW Government norms. Students also indicated the school emphasises academic skills and holds high expectations for all students to succeed. 68% of Aboriginal students strongly indicate they feel their culture is highly valued within our school community.

The Learning Bar 'Focus on Learning' survey measures for the eight drivers of student learning rate our school either comparably or above NSW Government norms in all areas. 83% of staff indicate they collaborate with their colleagues on strategies for increasing student engagement and share information about the progress of individual students for the purpose of increasing student learning growth, and 84% indicate they discuss with students ways of seeking help that will increase student learning. 73% of staff indicated they felt well supported by strong leadership within the school, with 98% of staff indicating school leaders are leading improvement and change across the school and 93% indicating the school leadership team communicate strong strategic vision and values for the school.



Policy requirements

Aboriginal education

2018 was a busy year for our indigenous students at Leumeah High School. Our students have participated in a wide range of activities, community connections and opportunities that have allowed them to demonstrate pride and respect for their culture. These experiences have allowed our students to build confidence, demonstrate exceptional leadership skills and make connections with the people and places within our community.

Our continued partnerships with Western Sydney University have proven a success with our students from year 8–12. Each year our participation numbers are growing, which gives the students the chance to see what opportunities they have when they finish school as well as providing mentors and guidance as they move into their HSC years and beyond. The students were also involved in a connection to culture program where they participated in weekly mentoring sessions. The students had the opportunity to learn cultural dances and Aboriginal art as well as build closer relationships with their peers. This increased student engagement both inside and outside the classroom.

NAIDOC week this year was centred around strong indigenous women – "because of her we can". This theme allowed us to celebrate strong Indigenous women in our lives and in our community. The students led this assembly which included a traditional smoking ceremony led by our local elders and a traditional dancing and vocal performance by our students. This was a great opportunity allowing our local families to come in and celebrate all that we do at Leumeah High School.

Overall, 2018 has been an eventful year for our Indigenous students and 2019 is expected to be just as successful. Our students have already been booked in by our local schools to share their Aboriginal culture and widen our community connections. We look forward to the year ahead.



Multicultural and anti-racism education

Leumeah High School encourages and supports diversity and inclusiveness for all. The school core values of Preparation, Respect, Aim and Co-operation

are underpinned by the principles of multiculturalism and anti-racism. This is supported in the school with a range of policies and procedures, including Anti-bullying Policy and Code of Conduct, to ensure a safe and caring learning environment. There are students and staff from over 40 different nations making up the school population. This creates a richness of cultural diversity and sharing. The school recognises cultural diversity both within curriculum delivery and the various school celebrations and events. One such event is the annual harmony day recognises and celebrates our cultural diversity. The school continues to utilise the Anti-Racism Contact Officer (ARCO) in order to educate and intervene in matters that are racially based. All staff are provided with ARCO referral forms and all students are regularly made aware of the role of the ARCO.

Other school programs

STUDENT WELFARE TEAM AND LEARNING SUPPORT TEAM

It has been an extremely busy and productive year for the Student Welfare (Wellbeing) Team and the Learning Support Team at Leumeah High School.

The Student Welfare (Wellbeing) Team meet fortnightly to discuss the wellbeing of all students in the school and identify strategies that will support all students in their learning goals in a comfortable and safe school environment. The Welfare Team has been the driving force behind the Social and Emotion Learning (SEL) program for Year 7 and Year 8 students, (see below).

Learning and Support Team meetings are held fortnightly with Year Advisors in attendance. The team discusses the learning and wellbeing needs of students with special learning needs. Student progress is monitored regularly through this team. Review meetings with parents ensured that the school was working in partnership with families and relevant outside support agencies.

The Learning and Support team spent several weeks collecting and collating evidence on students with additional learning needs. This Nationally Consistent collection of Data (NCCD) is a step by step process of collecting information that will help to secure additional funding for students with special needs. All staff at Leumeah High School completed the Disability Standards for Education online training and were trained by the Learning and Support Team to document evidence of adjustments made to the learning and assessment of students with special needs. A key to this was understanding the level of adjustment that needed to be made to further personalise the individual student's learning and support in practice.

The Learning and Support Team have also been modelling the Super Six Reading Comprehension strategies through team teaching with staff.

As a school we have provided students with a range of programs, events and strategies to develop their sense

of wellbeing and support learning in the context of our unique school. Program highlights are listed below.

- Immunisation program for Year 7, 11 and 12 students facilitated as part of the NSW health strategy for targeted cohorts of students.
- SEL – Students in Years 7 and 8 were introduced to and/or reminded about The Solutions' Box. Students have gained a better understanding of how to deal with any personal issues in an appropriate way and to whom they can turn if in need of a support person. SEL classes have helped to develop student understanding of the complex nature of bullying prompting relevant and insightful question sessions. SEL classes also explored concepts related to: resilience; communication; study skills; self-awareness; respect; friendship, loyalty and emotional intelligence.
- Report Reflections Day while celebrating students' achievements also provided students with the opportunity to: reflect on their learning goals and modify or set new goals; engage in team building activities with Macarthur Training Centre (MTC); observe leadership in action through their peers; explore tribal leadership; attend presentations from Head Teachers to raise awareness about subject selections so that more informed choices may be made (Year 10); view presentations from the Police Liaison Officer (Year 7); complete PDPs and a program focusing on study skills and developing a positive mindset (Year 11).
- Links to Learning program run by MTC and Burnside Uniting Care.
- Digital Thumbprint with Optus.
- Shine – a six week program for girls in Year 10 run by the School Chaplain. (The school has a School Chaplain 4 days per fortnight.)
- Tomorrow Man – a program presented to Year 10 boys which examined positive male role models in our society and focused on building healthy relationships with others.
- A Student Support Officer (SSO) has been employed 5 days per fortnight. This person is a qualified youth worker employed by the school to support student wellbeing focusing on topical issues such as cyberbullying and dealing with conflict. The SSO has also worked to develop student conflict resolution skills and generally seeks ways to help our students, across all years, navigate adolescence.
- LEXIA is a further program used to embed literacy strategies throughout teaching programs to help improve literacy.
- Senior students mentor Year 7 students in our Peer Tutor reading program guiding them through a systematic reading program that is designed to improve student reading and comprehension.

Our Learning and Support Teacher (LaST) identified students with a range of learning needs and communicated these needs to staff via the School-based Additional Needs' Database. This database is used to prioritise additional support to students from SLSOs and the LaSTs. Individual Learning Plans (ILPs) have been developed for these

All staff on both teams remain dedicated to ensuring that the wellbeing needs of our students are met and that our students have strategies which will help them approach their studies with enthusiasm, resilience and with a real sense of purpose.

STUDENT REPRESENTATIVE COUNCIL – 2018

The Student Representative Council (SRC) had a very successful year in 2018. The Breakfast Club continued its success catering for approximately 40 students each morning, providing them with a hearty breakfast of cereal, toast, fruit and juice. The senior leadership team of the SRC volunteered each morning to assist with the Breakfast Club.

In 2018 members of the SRC attended a range of leadership workshops where they developed their communication skills and their ability to work as a team. In September the Captains and the Vice Captains attended a leadership workshop at Parliament House NSW. During the day the students were given a tour of parliament house and sat in on a session of question time. Students had the opportunity to meet with local MP, Greg Warren and discuss with him the attributes of a good leader.

Throughout the year the SRC ran a series of fundraisers for a range of different charities.

Fundraising achievements:

- The World's Greatest Shave where students raised over \$1000 by colouring their hair or shaving their heads.
- Australia's Biggest Morning Tea where the SRC sold a variety of cakes and slices to the staff and students, raising \$1000 for the Cancer Council.
- The October Dogtober fundraiser where students sold a number of food items including: hotdogs; cupcakes and popcorn – raising over \$1000 for Assistant Dogs Australia.
- The SRC hosted a range of events that raised money towards infrastructure projects in the school, including: Krispy Kreme Day; Pizza Day; Spider Days; cake stalls and two discos.
- **Refugee Challenge** – In June, ten members of the SRC participated in a refugee challenge. During the week the students slept in tents and ate the same rations that are provided for refugees in refugee camps. These rations included: rice, chickpeas, sardines and lentils. These students raised over \$5000 which will go towards providing food, sanitation and education for refugees in Syria.

Members of the Sustainability Committee attended the Youth Climate Summit in July. At the summit, the students learnt about the impact of climate change on the environment. They developed a range of strategies that they wish to implement at Leumeah High School to make the school a more sustainable environment.

During 2018, the SRC continued their much-valued partnership with the Beverly Park School. Students from years 8–10 attended the Beverly Park School

each Friday to help students with their reading and art projects. The SRC also assisted in the school's biannual art exhibition and during the evening our student acted as hosts.

2018 was a very successful year for the SRC at Leumeah High School, led by a strong senior leadership group. We look forward to another successful year with the newly elected student leaders.

CREATIVE AND PERFORMING ARTS

Creative and performing Arts have had another M.A.D.D (Music, Art, Dance and Drama) year with a huge number of students developing their creative talents in all of the subjects we offer at the school. Visual Arts, Visual Design, Photography and Music have all proved popular once again facilitating creative expression in education at Leumeah High School. The renovation of the Art Quad has been completed during the past year with teaches giving up their own time to paint and plant thus creating a wonderful outdoor learning space that was recently used for our Year 11 Project Showcase.

Students were given many excursion opportunities this year to visit exhibitions and gallery spaces around Sydney to further their knowledge outside the confines of the classroom. Visits included: The Art Gallery of NSW for Years 7–12; Luna Park for our Year 9/10 elective courses; Biennale at Cockatoo Island with our senior students, and Sculptures by the Sea at Bondi for Photography students.

Pleasing results in the HSC in both Visual Arts and Music show that students are still passionate about our subject and enjoy them, with 74% of students gaining their best Higher School certificate mark in one or more of our subjects.

Our year culminated in our annual CAPA festival M.A.D.D. with day and night performances in Term 4 with over 100 of our students performing on stage and more than half the school's students' artwork exhibited