

2020 Annual Report

Leeton High School



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Introduction

The Annual Report for 2020 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

2020 has presented unprecedented challenges which did not deter us from our core business of promoting the value and importance of learning and wellbeing. The move to learning from home, in response to the COVID-19 pandemic, seemed at the time an incredibly challenging prospect. Teachers hurried to get their classes online so they could continue to support students to learn offsite and have the means to keep in contact for an undetermined time period. Our school supported students to access technology to engage with the new online learning platform and provided hard copies of class work for those who preferred that medium. Staff responded zealously to this challenge and worked exceptionally hard to keep learning connections current. We established the online LHS Learning Hub as a communication channel to share key COVID-19 operational information with our school community. We established a Positive Behaviour for Learning online classroom and a Wellbeing Hub for students to 'check in' to minimise potential isolation and to allow us to keep in touch and target support to those who needed it. Some teachers created and published on our school Facebook page educational clips to share cooking tips and sporting challenges to keep our students entertained and connected to our school during these uncertain times.

By the end of Term 2, a staggered return to learning onsite was underway. Teachers also worked from home on rostered days to minimise people onsite which proved to be another logistical challenge that we were able to overcome. We continued to embrace technology like never before and those new skills have continued to grow. Unfortunately, many usual school activities including sport were out of reach for much of the year, but we survived and created other opportunities at school where we could. We became acutely aware of our hygiene practices and supplies which has certainly assisted our school and community in keeping safe and healthy. We felt for Year 12 whose important year was sidelined somewhat by COVID-19 but in true Leeton High School spirit, our most senior students soldiered on and finished the year with much to be proud of. It certainly has been a different year but we coped; some of us even thrived..

Despite the interruptions to the year we continued to build on our learning and wellbeing priorities. Teachers led or contributed to the many teams that worked to improve teaching and learning at Leeton High School, including the need for prompt up-skilling with technology to meet the changing context of learning during a pandemic. This investment in professional learning and the sharing of knowledge and practice with colleagues across the school means we continue to challenge ourselves to improve what we do and how we do it.

We have continued to embed key engagement programs such as our LHS Learning Links programs and the Compact Leap and Legends initiative - both programs designed to empower students to make educated and purposeful decisions for a future filled with positive and productive relationships. Our staff have worked hard to support our students by fostering productive and evolving partnerships within the Leeton Community. Many individuals, businesses and organisations have generously given their time and expertise to make our programs unique, valued and dynamic for the benefit of the young people of Leeton. Thank you also the Compact Team for flexibly championing our girls through their Compact 'Leap' and 'Legends' program over the course of the year. The Compact Graduation Ceremony certainly captured the sense of achievement and personal growth within our girls' group's through their involvement in this supportive initiative.

Our Hands on Learning program, which commenced Term 4 2019, offered another alternate avenue for students to

explore their creativity outside of the classroom via the completion of enhancement projects across the school and the community. We were able to maintain this fantastic program, thanks to the our determination of our Hands on Learning teachers and artisans despite the difficulties of 2020. The enthusiasm and feedback from students and parents has been overwhelmingly positive and again I thank our program leaders for their vision and creativity to make this fledgling program an integral part of the learning landscape at Leeton High School.

2020 marked the second year of embedding Positive Behaviour for Learning or PBL at Leeton High School. Our school values of being respectful, responsible, learners are the foundations of what makes positive relationships and the best environment to learn, work and grow. We promote our PBL values reinforcing our expectations for respectful, responsible behaviour from all stakeholders, which in turn supports improved learning and wellbeing across the school. We have consistently reinforced these values by acknowledging those who continually demonstrate them, of which we have many. By year's end, more than 26,705 PBL tickets had been awarded to students demonstrating our values, which is an amazing cause for celebration and a credit to our students and to our staff for wholeheartedly embracing the opportunity to make long-term improvements across our school. We were able to acknowledge our students achievements by running online PBL draws during the times we were learning and working offsite.

Despite the challenges of the year, teachers have done an amazing job in providing creative opportunities, within the boundaries of COVID guidelines, for our students to showcase their skills and talents. We made every effort to ensure that where possible, 'normal' school procedures could continue including running a combination of virtual and face to face transition session to meet with our partner primary schools and finding a musical outlet for our talented singers and musicians following COVID protocols. We delivered Sport online so students could join in at home.

Our support and office staff have also played a pivotal role in working with students and families while learning offsite, and supporting our key initiatives to continue in modified formats to ensure that students do not miss these vital experiences. We are fortunate to have such proactive, caring and dedicated administration and support teams at Leeton High School and I thank them for all that they do everyday, all day. Additionally, I would like to acknowledge and thank the individuals, families, employers, mentors, organisations and the Leeton Community of Public Schools for their support and involvement in our school/community initiatives that have contributed so much to achieving our collective aspirations and potential in a very different 2020.

Thank you to our P&C who adapted seamlessly to meetings online to continue their support of Leeton High School with fundraising and resourcing to support the learning and wellbeing of our staff and students and to enhance our shared environment. Thank you also to Maria Ryan, P&C President 2020, for her time, effort and dedication to our P&C and our school. I wish Mrs. Ryan all the best for her future endeavours.

I extend to all members of our school community my very best wishes for an even better 2021.

Message from the school community

What an amazing year 2020 has been for all of us. A year where many things we took for granted have been challenged and a year that we have discovered and drawn on our own strength and resilience.

In this extraordinary year we have all faced unexpected challenges, this includes the staff of Leeton High School. I would like to recognise and applaud you for the way you have dealt with the massive changes and challenges of 2020. You continued to offer varied learning opportunities for students, provided additional support where needed and found creative ways to maintain engagement and help students stay connected.

Next, I would like to congratulate all students at Leeton High School for showing adaptability and resilience in dealing with massive changes throughout the year. You have had to adapt to a new way of learning, to being home for extended periods of time and many of you have had to deal with not being able to do things you enjoy such as participate in music, dance and sport and catching up with your friends.

But you have met the challenge face on, have been strengthened by it and learnt from it; learnt new technology skills, discovered that being at school is actually not that bad, found new ways to stay connected and unearthed the strength to reach out for support.

The way the P&C has operated during this year has been different too. We were not able to come together and meet each month, we did eventually start meeting via zoom, which meant we too had to learn how to use new technology and interact differently.

This year our fundraising events have been limited to selling drinks at the Barber event in January, the IGA docket promotion, and we recently ran a cookie dough fundraiser.

The P&C run canteen has had its own challenges throughout this year. A forced shut-down, new COVID safe procedures and rising ingredient costs are just some of the things we have had to deal with.

I thank the staff of the school canteen for their support and adaptability to get through this and continue to provide healthy food options at reasonable costs for all. We will be introducing EFTPOS facilities to the canteen soon.

The P&C tries each year to contribute financially to the school to strengthen learning opportunities and build a positive environment for students.

We recently approved the donation of money to be spent in the purchase and installation of water refill stations around the school to be installed in 2021.

It is essential that I recognize the hard working individuals on the P&C the executive team and many others who have through this year worked hard in the background to ensure our obligations are met and that we are well positioned to grow in 2021.

Many families come and go through the school and the P&C and have helped enormously in running events such as LHS Fest and contributed greatly over time. Thank you for your efforts.. I would also like to make special mention of Jo Pianca and her family. Jo has been involved with the P&C for over 10 years and was an outstanding President for many.

Best wishes for 2021 and remember to reach out for support if you need it.

Message from the students

The Student Representative Council (SRC) for 2020 had a very challenging year with Covid-19 restrictions impacting a great deal of their fundraising efforts. The 2020 Student Representative Council included representatives from every year group with a total of seventeen members. The executive council consisted of Emily Wright as President, Tyler Stafford as Vice President, Adrian O'Brien as Treasurer and Charlize Simcoe as Secretary.

Whilst most events were affected due to Covid-19, the SRC held a very successful barbeque for R U OK? Day. The 2020 SRC showed considerable promise as representatives of Leeton High School indicating they will return the following year with renewed vigour on a whole new range of exciting events and fundraising ideas for 2021. Leadership training is planned for some of the more senior SRC members in 2021 and many more opportunities will be sourced to provide a platform for developing leaders to learn and grow. 2021 is set to be a promising year for the SRC, staff and students at Leeton High School.

SRC Coordinator

Kylee Seabrook



Student Representative Council 2020

School vision

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 with 14% of the student population being Aboriginal. Additionally, EAL/D student enrolments have steadily increased over time.

Located on Wiradjuri land, Leeton High School is well-resourced, set on attractive and spacious grounds and offers a diverse curriculum to meet the needs of students to prepare them for productive and successful future.

We take great pride in delivering a variety of academic, sporting, cultural and vocational opportunities to engage and enrich the learning experiences of our students.

We understand that student wellbeing significantly impacts on learning and achievement. This understanding is supported by our decision to become a Positive Behaviour for Learning school to support our students to connect, succeed, thrive and learn.

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.



Year 7 and our Maths Pathway Program introduced in 2020.

Self-assessment and school achievement

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 is a statement of what is valued as excellence for NSW public schools, both now and into the future. 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.

Each year, we assess our practice against the Framework to inform our school plan and annual report.

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>

Self-assessment using the School Excellence Framework

Elements	2020 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Delivering
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

The school participated in the External Validation process at the end of 2019. This process and assessment outcome provided the platform to guide the school's focus for improvement in 2020.

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.

Improvement Measures

Attendance: Improvement in whole school attendance achieving closer parity with state attendance figures.

Wellbeing: A planned approach to wellbeing supports students to connect, succeed and thrive.

Behaviour: Positive Behaviour for Learning (PBL) is implemented and acts as the platform to create an improved school climate for learning and wellbeing.

Overall summary of progress

This year, steady progress was made in alignment with our aims for Strategic Direction 1. Leeton High School's inclusion in the Attendance Pilot Program commencing 2021 will provide a greater structure to monitor and respond to attendance trends and concerns. The Attendance Team has made great in-roads in keeping contact with identified families to support greater engagement with school. The Family Referral Service also assisted in linking families with additional support services for attendance and wellbeing.

The Welfare Team strategically used available attendance and wellbeing data to craft an evolving approach to improving wellbeing. Weekly Year Advisor Reports were an excellent addition to communicate information regarding students or cohort concerns or achievements as was a more targeted approach to Year Meetings to create connections across the school.

Positive Behaviour for Learning continued to thrive despite the setback of 2020, with in excess of 26,000 positive PBL electronic tickets issued acknowledging our values of being respectful, responsible learners.

Progress towards achieving improvement measures

Process 1: Systematic processes

Implement systematic attendance and wellbeing monitoring processes to align school, students, parents/carers and network personnel to encourage improved attendance and wellbeing outcomes for students.

Evaluation	Funds Expended (Resources)
<p>Considerable progress has been made in supporting student engagement, attendance and wellbeing through the collaborative management relationship between the school's Welfare Team and the Family Referral Service. A case management approach has facilitated a productive connection between school and home including linking families to other health and wellbeing support services.</p> <p>The Welfare Team now produces weekly reports for each cohort to share with staff to highlight goals for the year group, Positive Behaviour for Learning Sentral entries, areas for improvement focus and wellbeing concerns. Goals and PBL achievements are shared with the school during Year Meetings and Whole School assemblies. Year Advisers deliver a targeted Year Meetings focus to support positive behaviour and collaborative goal setting for continuous improvement.</p> <p>The LHS Learning Links program, established in 2019 to support identified students to engage more positively in school and community settings, has attracted an increasing number of students self-referring in 2020. This</p>	<p>Sentral data, information and referrals.</p> <p>Key programs and support staff/organisations.</p> <p>Family Referral Service working onsite 1 day per week.</p> <p>Funding Sources:</p> <ul style="list-style-type: none">• Aboriginal background loading (\$12400.00)• Socio-economic background (\$58000.00)

Progress towards achieving improvement measures

program has cemented an ever-growing number of local businesses and organisations to share skills, knowledge and hands on learning opportunities for our students. This program now has a group shirt raising the profile of this initiative across the school community.

Our Aboriginal Boys Cultural Program has strengthened school links with prominent Aboriginal community leaders with its focus on identity and culture. This program will continue into 2021 with the welcome support of Leeton Shire Council.

Process 2: Wellbeing

Implement evidence based practices across the school to improve student engagement and wellbeing.

Evaluation	Funds Expended (Resources)
<p>Leeton High School's Hands on Learning Program has been a great success for our school and community and is highly regarded by the program's founding organisation, Save the Children Fund, as exemplar practice. This high quality initiative supports two student groups to learn new skills both practical and personal and provides a conduit to work with our local primary schools, businesses and parents and carers.</p> <p>Year Advisers and the Welfare Team analyse cohort data through Sentral to determine collaborative goals for short or long term focus. This data then drives the focus of Year Meetings to target area of need.</p> <p>Wellbeing Days for boys and girls in Year 9 and 10 were planned for Term 4. The Girls' Wellbeing day included working with community professionals to support wellbeing and health awareness. Parent feedback was excellent. The Boys wellbeing day was well received by our Year 10 students who participated in an excursion to Galore Hill to work with a team of male teachers from the school. There was a somewhat disappointing response from the Year 9 male cohort. Future opportunities will be planned to continue to support the health and wellbeing of our young people.</p> <p>The Year 6 into 7 Transition Team worked to overcome the difficulties of not being able to run our 'normal' transition program with Year 7 in preparation for Year 7 2021. Despite the litany of COVID induced setbacks, the team was able to meet remotely throughout the year to ensure the best possible transition experience. Thankfully, Term 4 allowed for students to be onsite. Feedback from Primary Schools was very favourable in regards to the Transition Program run in 2020. This plan will continue for the 2021 Transition Program.</p>	<p>Human resources to lead the Hands on Learning program twice a week.</p> <p>Tools and equipment starter supplies for the Hands on Learning Program.</p> <p>Sentral and Tell Them From Me data</p> <p>Stage 5 Boys and Girls Wellbeing days supplies and staff release.</p> <p>Technology for non-face to face meetings across primary partner schools.</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Low level adjustment for disability (\$44800.00) • Socio-economic background (\$24000.00)

Process 3: Positive Behaviour for Learning

The Positive Behaviour for Learning team informs positive changes within the school environment for improved learning and wellbeing.

Evaluation	Funds Expended (Resources)
<p>Progress was delayed in confirming classroom expectations for classrooms for display. Expectations will be confirmed and initiated in Semester 1 2021. Signage will be planned, ordered and installed 2021.</p> <p>The PBL Team continue to craft PBL lessons in response to school wellbeing and behaviour data and to target year or whole school themes. After an evaluation at the end of 2020, PBL lesson targets will be further streamlined to support greater transition into Stage 6 for Year 10 commencing Term 2 2021 and opportunities for planning and study for Stage 6 in 2021 will evolve under our overarching values of being respectful, responsible. learners.</p>	<p>PBL signs</p> <p>Sentral</p> <p>PBL Prize Draws</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Socio-economic background (\$36000.00)

Progress towards achieving improvement measures

With the move to electronic PBL tickets to record students demonstrating being respectful, responsible learners, the school set the modest target of 3000 electronic tickets from initiation in May until the end of the school year. Actual figures for this period of time saw 26705 electronic PBL tickets issued which students could also track through the student Sentral Portal. PBL prize draws also went electronic with students receiving vouchers from our local canteen or businesses issued throughout the term and a major prize draw at the end of each term.

Next Steps

The school will continue to provide 'wrap-around' supports for students at risk and to encourage greater attendance from all students with our inclusion in the Department of Education's Attendance Pilot Program. This program is designed to steer targeted attendance support through key school planning and action to encourage an increase in students attending more than 90%. This initiative will commence in earnest in 2021.

The school has also secured a Student Support Officer, at no cost to the school, for 2021 to continue the work of the Family Referral Service. This position will be pivotal in maintaining connections with vulnerable students and students with concerning attendance and their families to support learning and wellbeing.

The Welfare Team will continue to refine their approach to whole school and year group planning to target improved attendance, engagement and wellbeing through the analysis of critical data sources, including Tell Them From Me surveys. Information, resources and wellbeing days will be planned and delivered to all year groups and across the school to promote awareness, resilience, team building, restoration and empathy continuing into 2021.

To preserve an improved transition process, feedback from Year 6 into 7 Transition Program has confirmed the success of last year's model despite the burden of COVID restrictions. In 2021, the program will be further refined but structurally the same with more opportunity for onsite visits earlier in the year. In 2021, a more effective Transition Program for Year 10 into Year 11 will be designed and administered through PBL lessons for Year 10 only. This program will offer a teacher mentor pathway to ensure that students are well informed and their learning reflects interest and ability. Year 11 and 12 students will focus on improved ways of learning and studying through targeted PBL lessons.

The school's Positive Behaviour for Learning focus completed its second year of implementation. While we did not have our classroom signage installed as planned by the end of 2020 we will complete this part of the process by the end of Semester 1 2021. The move to acknowledging students demonstrating our values of being respectful, responsible learners has far exceeded expectation for staff buy-in and student response with 26705 electronic tickets being lodged from May to December. In 2021, PBL lessons will be further tailored to support student learning with specific programs for Years 10, 11 and 12. While it is difficult to accurately draw from data in 2020, the school continues to make progress in reducing negative behaviours across the school.

As per the school's 2020 Self Assessment, 2021 will see a greater focus on improving teaching and learning programs and differentiating the curriculum to meet the needs of all students including students with high potential. System targets in Reading and Numeracy will also be a major priority and we will refine practices on how we can best achieve our targets.



Year 7 Respectful, Responsible, Learners: Positive Behaviour for Learning Prize Draw

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.

Improvement Measures

All Performance Development Plans document explicit literacy and numeracy goals, reflected in teaching programs and consistent with achievement data.

Improved SMART/PLAN/Progressions data indicates an increase in the number of students achieving proficiency in Reading, Writing and Numeracy.

Overall summary of progress

Teachers engaged in the analysis of achievement data to support the greater movement of students into the top 2 NAPLAN bands in Reading and Numeracy. Teachers were able to interpret and use this data to identify ways in which they could address identified reading or numeracy deficits within their teaching and learning programs for improvement.

A targeted approach to support students to reach the HSC Minimum Standards Level 3 benchmark in Reading, Writing and Numeracy yielded improved results upon commencement testing due to a more explicit practice process.

Teacher's Performance and Development Plans evidence explicit literacy and/or numeracy goals to support improved teaching and learning outcomes.

Progress towards achieving improvement measures

Process 1: Data skills and use

Establish processes where supervisors and teachers work together to identify literacy and numeracy targets through regular, collaborative strategising for continuous improvement in teaching and learning outcomes.

Evaluation	Funds Expended (Resources)
<p>After attending Progressions training in mid Term 1, English and Mathematics Head Teachers believed this tool to be useful in guiding student learning. From there Head Teachers strategised on the most practical and effective method in which to deliver progressions training and implement the progression in the teaching and learning cycle. The decision was made to commence the roll out of the progression in Year 7 as a starting point.. Subsequently, the Head Teachers were to be allocated planning time to determine their implementation timeline and identify resources and support needed. Due to the interruption of COVID-19, Implementation of the progressions were delayed and will be re-consider as a literacy and numeracy tool in 2021.</p> <p>Executive staff and the Learning and Support Team collaborated to analyse Best Start Year 7 Reading and Numeracy data for 2019 and 2020 to identify students estimated to be in the top 2 bands of NAPLAN (Tier 1), middle 2 bands (Tier 2) and the bottom 2 bands (Tier 3). Math Pathways data was also used for Year 7 2020 to better determine accuracy with Mathematics achievement.</p> <p>Once Tier 2 students were identified in classes, an Individual learning Plan was created to track progress as per Department of Education priorities. Skills/knowledge deficits were identified and support strategies/resources were shared with Stage 4 teachers.</p>	<p>Release time for Professional PL</p> <p>Course fees</p> <p>HT x 2 x 2</p> <p>Staff x 8 x 1</p> <p>Funding Sources:</p> <ul style="list-style-type: none">• Support for beginning teachers (\$38848.00)• Socio-economic background (\$22000.00)

Progress towards achieving improvement measures

Process 2: Explicit teaching

Embed structures and processes to ensure teachers engage with students to set goals for literacy and numeracy improvement.

Evaluation	Funds Expended (Resources)
<p>Teachers have accessed, analysed and applied student performance data to set individual learning goals to improve the Reading and Numeracy outcomes for identified students. Teachers from different KLA's have contributed to the Individual Learning Plans for identified Tier 2 students. Stage 4 teachers were able to collaborate to discuss strategies, modifications and interventions to support students to master their reading and numeracy skills deficits.</p> <p>The intensive literacy class provided small group numbers where the teacher and support staff could work closely with each student. This program successfully 'graduated' students into other English classes, and other students will continue to receive initial assistance in 2021 to support their mastery of foundational literacy skills.</p> <p>NAPLAN in Years 7 and 9 did not run due to COVID-19. Year 9 Check-In assessments were employed.</p> <p>English and Mathematics faculties supported students with explicit strategies to engage in the HSC Minimum Standards tests in Reading, Writing and Numeracy. Practice tests were used to provide students with the opportunity to familiarise themselves with the test platform, style of question and time/length of response required. An improved number of students achieved the Level 3 benchmark across the three domains as a result of the more strategic approach to preparing students in 2020.</p> <p>EdRolo was employed across senior classes as an additional study tool to increase student achievement and confidence across several subjects. More KLA's indicated their intention to use this tool in 2021.</p>	<p>LaST</p> <p>Year 7 Best Start</p> <p>Star Reading \$2,900</p> <p>PAT \$3,200</p> <p>EdROLO \$3,460</p> <p>QuickSmart Reading and Numeracy \$1,980</p> <p>MyOn text resources program \$5,100</p> <p>Clickview visual teaching and learning resources \$6,204</p> <p>NAPLAN</p> <p>Tiered Learning Plans</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Socio-economic background (\$22844.00)

Process 3: Professional learning

Teachers are actively supported with professional learning opportunities to engage with student achievement data and strategies to improve teaching and learning inspired by the Australian Professional Standards for Teachers.

Evaluation	Funds Expended (Resources)
<p>Teachers are actively supported with professional learning opportunities offered at school or through external networks.</p> <p>The expertise of teachers was harnessed to create professional learning sessions to suit the evolving needs of teachers and systems priorities given the year. As a result of COVID-19, teachers understanding and ability to engage with technology has improved significantly. Many professional learning opportunities were available via online platforms which was an attractive option for many due to the elimination of travel and other associated costs. Professional learning time also included supporting staff to engage with the main online platforms - Google Classroom and Microsoft Teams.</p>	<p>SCOUT data</p> <p>ILPs</p> <p>Technology Experts</p>

Next Steps

After reviewing the 2020 Individual Learning Plan Tier 2 process, changes were made for implementation in 2021. Rather than working across faculties on targeted goals, the Executive determined that working as a faculty on identified Reading and/or Numeracy targets would increase the explicit opportunity to make improvements to teaching and learning programs, more opportunity for effective collaboration and dialogue and a more purposeful understanding on

how to target the deficit and what resources can be used and shared.

COVID-19 gave rise to the harnessing of talented staff to support colleagues to move quickly to online teaching and communications platforms. The school enhanced its delivery of information online and will continue to communicate using this platform in some instances. A culture of engaged professional learning and instructional leadership continued to grow in 2020. Head Teachers were active in supporting key initiatives across the school to improve teaching, learning and wellbeing outcomes including delivering presentations and being visible advocates for continuous improvement.

To support staff with more time to engage in school, system or individual professional learning pursuits, teachers will be afforded a period per fortnight to focus on professional learning and evidence based research to improve our collective practice in 2021. This period will be preserved in teacher timetables and can be used to collaborate with others or individually to improve knowledge and practice.



Professional learning being delivered online to staff across the school and while working from home.

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.

Improvement Measures

The leadership team collaboratively maintains the school's focus on improving students' literacy, numeracy and wellbeing outcomes.

Strategic use of school and community resources expands opportunities for students and staff to achieve learning and/or employment aspirations.

Overall summary of progress

The school has continued to invest in key initiatives and human resources to support improved literacy, numeracy, wellbeing and attendance outcomes for students. The leadership team continue to work together to create professional learning opportunities onsite to support individual, school and systems requirements. Additional staff are employed to ensure the optimal systematic and administrative functioning of the school for the benefit of staff and students. The school has supported the implementation of the Maths Pathway program across Year 7 as a viable tool to improve numeracy outcomes for our students. This program comes at a considerable cost but evidence confirms its success in other schools across Australia.

2019 and 2020 have seen an immense increase in the number of laptops purchased and SMART boards replaced to ensure a majority of staff and students can access technology across the school. To cope with the steep incline in technology purchasing, additional technology supports have been sourced including the IT experts from Griffith Network Office.

Our alternate learning programs and the staff needed to run them have been preserved financially due to the great success of our programs. Both our Hands on Learning and LHS learning Links programs have supported the enrichment of students' learning experience and have created a culture of not wanting to be excluded from the program which has had a significantly positive impact on some of the students involved. Our alternate programs have additionally provided great links and partnerships with community members, businesses and organisations and have elevated our school's profile locally.

Progress towards achieving improvement measures

Process 1: Educational leadership

The leadership team utilises teaching and non-teaching staff to make best use of available expertise to meet whole school needs.

Evaluation	Funds Expended (Resources)
Expert staff have been deployed to assist the improved functionality of administrative and technology systems across the school.	Laptops; SMART Boards \$170,612
Expert staff were utilised to ensure the smooth transition to a new timetabling package which is a very time consuming and complex change process.	Scout - PL data for staff
Additional technology supports were deployed to support the activation and utilisation of significant laptop and SMART Board purchases to enable a majority of staff and students to access quality technology across the school.	Performance and development goals
Finances have been preserved to maintain key learning pathway programs, staff and resources such as the successful hands on Learning and LHS	Sentral data/wellbeing and attendance data
	Engagement programs delivered by key staff: Hands on Learning Program \$15,097 and LHS Learning Links

Progress towards achieving improvement measures

learning Links engagement programs.. These alternate pathway programs are a valuable tool to enhance learning and wellbeing of students, to build community partnerships and to increase the profile of our school in the community.

\$6,739

Funding Sources:

- Socio-economic background (\$170612.00)
- Socio-economic background (\$21863.00)

Process 2: Management, practices and processes

The leadership team uses data to evaluate the effectiveness of management processes creating a culture of shared accountability to achieve organisational best practice.

Evaluation	Funds Expended (Resources)
<p>The decision to further open up the uses of Sentral has been well received by the school and community. We enabled students and parents/carers access to view timetables and PBL positive entries. Sending SMSing to inform parent/carers of absences still remains difficult to fault proof and remains a work in progress. Parent/Teacher meeting bookings are now available in Sentral as well improving processes for feedback.</p> <p>To more effectively monitor and promote positive behaviours, electronic PBL tickets were issued for the first time in May 2020 in Sentral, with that data being collated for use in Year Advisor reports and Whole School Assemblies. This has been a hugely successful and solidifying outcome as part of the embedding of PBL in school culture.</p> <p>The EdVAL timetabling package was purchased, training accessed and staff deployed to create the 2021 school timetable. This platform is believed to be more user friendly and more ably and promptly able to configure the complexities of whole school timetabling.</p> <p>The Mathematics faculty and Executive team has collaborated to determine a plan for the improvement of Numeracy results across the school. With the implementation of Maths Pathway in Year 7 2020, exciting improvement was observed comparing student growth at the beginning of the year - pre-Maths Pathway program - to the end on 2020 after a year working with the Maths Pathway program. As a result, the program will be deployed across Years 7-9 in 2021. All Mathematics teachers across Years 7-9 will work together to offer an organised and targeted approach to identifying and supporting students with the gaps in their learning.</p>	<p>SentralEdVAL \$17,000</p> <p>Teams</p> <p>Maths pathway subscription \$\$6,500</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Socio-economic background (\$23500.00)

Process 3: School resources

Community relationships evolve to support and strengthen a variety of learning opportunities for students and staff.

Evaluation	Funds Expended (Resources)
<p>While COVID-19 impacted on the school's ability to have students out in the community or visitors onsite for a good proportion of 2020, we did manage to make improvements to our key community links programs. The LHS Learning Links programs continued to source additional bodies to provide students with additional connections, skills and information to meet the objectives of the program. Some students have sourced apprenticeships as a result of these community links.</p> <p>Our Aboriginal Boys' Cultural Program <i>Birangu Ngalarra</i> continued in Term 4 with the support of Leeton Shire Council. Our boys participated in this program under the guidance of Mr. William Ingram and Mr. Joey Longford to enhance understanding of Aboriginal culture, history and perspectives.</p>	<p>LHS Learning Links partners</p> <p>Aboriginal Boys Cultural Program \$1500</p> <p>School bus \$25000 pa.</p> <p>WIN program partners \$2500</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Socio-economic background (\$25000.00) • Socio-economic background

Progress towards achieving improvement measures

In a modified format, our WIN work readiness program again utilised the incredibly generous support of the Leeton community to provide workplace venues and training supports to better prepare students for the workforce.

(\$4000.00)

Next Steps

The leadership team will continue to analyse and respond to student achievement data to source and fund staff and resources to improve literacy, numeracy, wellbeing and attendance outcomes. The Maths Pathway program will be used across Years 7-9 to identify gaps in learning for intervention.

Teachers will continue to have increased opportunity to lead professional learning and share reading and numeracy strategies with their colleagues through the In-Built PL period and Tier 2 collaborative faculty groups.

Management and organisational practices will evolve to meet need or reflect data findings. the Executive will analyse organisation data and respond to suggestions from staff for improvement. The movement to storing all school documents on Microsoft Teams in response to our greater confidence technology has allowed the Executive to 'clean up' previous document storage measures. Sentral will continue to be unpacked to provide an effective communication channel between school and home.

The Executive will continue to lead systematic changes to school processes for improvement. Building on 2020, the school will continue to improve participation in learning processes especially focusing on Stage 6, Reporting process and timeline, reviewing and updating key policies such as the Welfare and Discipline Policy and the Mobile Phone and Electronic Devices Policy. Attendance monitoring procedures will also be strengthened due to our involvement in the Attendance Pilot Program.

Our Hands on Learning and LHS Learning Links programs will evolve to meet student and community needs.



Learning and working with the Leeton and District Aboriginal Lands Council.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	<p>Staff - AEO; Programs Coordinator</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Aboriginal background loading (\$88 677.00) 	<p>Our Aboriginal Education Officer and Programs Coordinator have made positive inroads into steering the Personalised Learning Plans (PLPs) completion process for our Aboriginal students. All Year 7 students have a completed PLP and other plans were updated accordingly. Our Aboriginal support staff were able to connect with our community to ensure that student PLPs were authentic and representative of family aspirations. Our Aboriginal staff were also a great support in organising 2020 NAIDOC Day celebrations at school.</p>
English language proficiency	<p>EAL/D teacher.</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • English language proficiency (\$40 342.00) 	<p>The school had secured an EAL/D teacher to work at the school one day per week. Unfortunately, this arrangement did not eventuate. Funding was used to deploy additional Student Learning Support Officers to assist our EAL/D students.</p>
Low level adjustment for disability	<p>LaST</p> <p>Rural Experience Teacher</p> <p>SLSO</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Low level adjustment for disability (\$250 155.00) 	<p>The 0.6 component of the funding was used to employ additional teaching staff as the school was unable to employ an additional specialist Learning and Support Teacher due to staffing shortages. We were, however, fortunate to secure an additional Learning and Support teacher for 2020 at no extra cost to the school through the Rural Experience Program.</p>
Socio-economic background	<p>SLSOs</p> <p>Family Referral Service</p> <p>Program personnel</p> <p>Welfare budget</p> <p>Transport</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Socio-economic background (\$427 357.00) 	<p>The school has exhausted its socio-economic background funding to provide students with additional learning support, alternate learning opportunities and access to resources to enrich learning and wellbeing.</p> <p>A significant number of Student Learning and Support Officers have been employed to support students with their literacy, numeracy and wellbeing across different environments.</p> <p>A second Deputy Principal has also been secured above centrally identified funds to support teaching and learning in the school.</p> <p>This funding was also used to maintain two key programs - Hands on Learning and LHS Learning Links by providing means to release some staff and employ other to steer these very successful programs.</p> <p>Family Referral Service provided a wraparound support for families and students at risk. The FRS was onsite one day week and made regular contact to assist in connecting families with school and community supports and organisations.</p> <p>Providing additional uniform items, stationary, food, transport or fees to mitigate prohibitive outcomes for students that need financial assistance has been sourced from this funding.</p>

<p>Support for beginning teachers</p>	<p>Casual release</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Support for beginning teachers (\$47 818.00) 	<p>COVID-19 changed the landscape of professional learning in 2020. Funding that would usually be absorbed to cover travel and accommodation costs were not required due to the move to online platforms.</p> <p>\$8970 of the original allocation was not spent in 2020 and is now available to support beginning teachers in 2021.</p>
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LHS Learning Links group 2020 - building skills and positive relationships in our school community.

Student information

Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	205	217	225	224
Girls	224	247	242	238

Student attendance profile

School				
Year	2017	2018	2019	2020
7	91.6	92.6	88.6	87.6
8	85.2	86	87.8	82.9
9	80.9	87.6	83.5	83.4
10	86.9	76.5	80.2	75.7
11	75	84.7	83.8	83.5
12	82	82.2	85.3	82.6
All Years	83.8	85.3	85.1	82.8
State DoE				
Year	2017	2018	2019	2020
7	92.7	91.8	91.2	92.1
8	90.5	89.3	88.6	90.1
9	89.1	87.7	87.2	89
10	87.3	86.1	85.5	87.7
11	88.2	86.6	86.6	88.2
12	90.1	89	88.6	90.4
All Years	89.6	88.4	88	89.6

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

Leeton High School will participate in the Attendance Pilot Program to encourage students to attend more than 90% of the time. This program will also provide a systematic scaffold for improved attendance monitoring.

Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to

record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

Post school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
Seeking Employment	6	11	10
Employment	6	17	35
TAFE entry	6	3	8
University Entry	0	0	37
Other	4	8	8
Unknown	0	0	2

Year 12 students undertaking vocational or trade training

36.07% of Year 12 students at Leeton High School undertook vocational education and training in 2020.

Year 12 students attaining HSC or equivalent vocational education qualification

91.5% of all Year 12 students at Leeton High School expected to complete Year 12 in 2020 received a Higher School Certificate or equivalent vocational education and training qualification.

The 2020 Year 12 cohort also had students completing their HSC over a number of years through a 'pathways' option.



Learning about the workforce as part of the LHS Learning Links program.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	1
Assistant Principal(s)	1
Head Teacher(s)	7
Classroom Teacher(s)	32.1
Learning and Support Teacher(s)	1.6
Teacher Librarian	1
School Counsellor	1
School Administration and Support Staff	10.78
Other Positions	1

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2020, 3.7% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2020 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	6.30%
Teachers	3.30%	2.80%

Note 1 - The NSW Public Sector Aboriginal Employment Strategy 2014-17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

Note 2 - Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice. Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and Departmental priorities.

In 2020, an additional School Development Day was included at the start of Term 2 to assist school leaders, teachers

and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2020 to 31 December 2020. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2020 Actual (\$)
Opening Balance	2,083,641
Revenue	8,068,869
Appropriation	7,997,855
Sale of Goods and Services	6,211
Grants and contributions	61,266
Investment income	3,037
Other revenue	500
Expenses	-8,296,475
Employee related	-7,202,225
Operating expenses	-1,094,250
Surplus / deficit for the year	-227,606
Closing Balance	1,856,035

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.

Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2020 Approved SBA (\$)
Targeted Total	108,193
Equity Total	806,530
Equity - Aboriginal	88,677
Equity - Socio-economic	427,357
Equity - Language	40,342
Equity - Disability	250,155
Base Total	6,253,631
Base - Per Capita	114,677
Base - Location	62,645
Base - Other	6,076,309
Other Total	575,730
Grand Total	7,744,084

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.

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.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data.

2020 NAPLAN

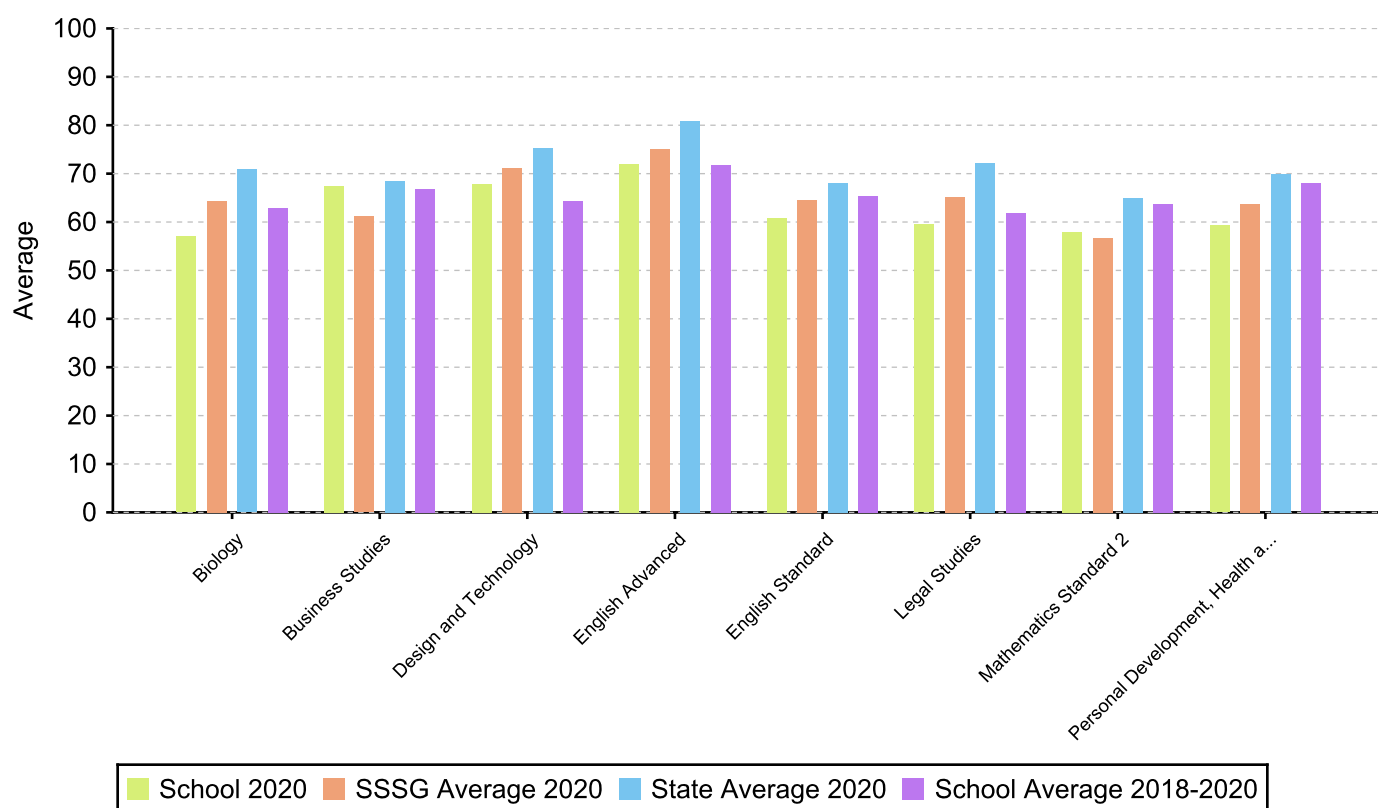
As agreed by the Education Council, the National Assessment Program (or NAPLAN) did not proceed in 2020 due to the COVID-19 pandemic. This was to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

The Education Council also agreed to defer the full transition to NAPLAN Online from 2021 to 2022 and the continuation of current NAPLAN governance arrangements through 2021.

School performance - HSC

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

The information in this report must be consistent with privacy and personal information policies. Where there are fewer than 10 students in a course or subject, summary statistics or graphical representation of student performance is not available.



Subject	School 2020	SSSG	State	School Average 2018-2020
Biology	57.0	64.3	70.8	62.9
Business Studies	67.5	61.1	68.6	66.8
Design and Technology	67.8	71.2	75.4	64.3
English Advanced	72.0	75.1	80.8	71.8
English Standard	60.9	64.5	68.1	65.4
Legal Studies	59.5	65.1	72.1	61.9
Mathematics Standard 2	57.9	56.8	64.9	63.8
Personal Development, Health and Physical Education	59.3	63.7	69.9	68.0

Parent/caregiver, student, teacher satisfaction

The Tell From Me Parent Survey 2020 provided some improved results from 2019. The Parent Survey Trend Report showcased improved responses in the following areas: Parents are informed +0.6; School supports learning +0.7; School supports positive behaviour +0.6 and Inclusive school +0.8. However, there was a 0.2 decline in parents feeling welcome to the school. The school will continue to use Tell Them From Me data to inform practices for improvement and to encourage positive experiences between school, home and the community.

The Tell Them From Me Student Survey I showed that, in comparison to 2019, students felt an improved sense of belonging +6%; had more positive relationships +5%; valued school outcomes more +2%; improved homework behavior +1%; demonstrated more positive behaviours at school +5%; were more intellectually engaged +1%; and improved their effort +3%. The second student survey undertaken at the beginning of Term 4 highlighted the potential impact of the year with a drop in interest and motivation as reported by students.

The 2020 People Matter Survey was undertaken in a challenging year to gauge the response of staff. The greatest improvement areas for 2020 when compared to 2019 are: confidence the school will use these survey results to make changes; People take responsibility for their own actions; Senior managers model the values of the school; The school is committed to developing its employees and Senior managers communicate the importance of the school community in our work.

Again, staff, student and community feedback is valued by our school and used with the best intentions to make positive changes and improve the profile of our school in our community.



Year 11 and staff playing for the annual Leeton High School 'Broken Bat' shield in cricket.

Policy requirements

Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

Anti-Racism Policy

All teachers are responsible for supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. Principals are responsible for examining school practices and procedures to ensure they are consistent with the policy. All schools have an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.