

# 2020 Annual Report

## Leumeah High School



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## Introduction

The Annual Report for 2020 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.

### School contact details

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Leumeah High School

Junction Rd

Leumeah, 2560

[www.leumeah-h.schools.nsw.edu.au](http://www.leumeah-h.schools.nsw.edu.au)

[leumeah-h.school@det.nsw.edu.au](mailto:leumeah-h.school@det.nsw.edu.au)

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## School vision

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 2020 was 127. Higher School Certificate 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 the learning opportunities for all students.

## 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	Delivering
LEARNING: Curriculum	Sustaining and Growing
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	Delivering
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	Delivering

## 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.

#### Improvement Measures

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.

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.

All prospective HSC students achieve the Literacy and Numeracy requirements prior to the commencement of their HSC year.

Average Value-Added growth Years 9-12 will increase from 24.42 to 25.00 (2017 Baseline)

Intellectual engagement measures in Tell Them From Me surveys(TTFM) are at or above NSW State Schools norm in all 3 areas - interest and motivation, effort, and appropriately challenged.

#### Progress towards achieving improvement measures

**Process 1:** Implement a whole school literacy and numeracy initiative.

Evaluation	Funds Expended (Resources)
<p>LITFIT is another school wide literacy initiative which occurs once per week with each year and has targets specific skills' areas in each year. Skills targeted based on analysis of HSC and NAPLAN data. Year 11 and 12 work on ALARM during this time. The whole school is benefiting from a renewed emphasis in literacy and numeracy skills and we look to further testing down the track to measure improvement. Pre and post testing in LITFIT has already identified students in need of additional support. Data is showing growth in targeted areas.</p> <p>ALARM strategies embedded within HSIE and English programs as a model for best practice. This strategy to be shared and developed across the curriculum to develop a common language and structure for talking about texts with all students to improve literacy skills.</p>	Meeting with English and HSIE.

**Process 2:** Embed the Pillars of Formative Assessment and the Leumeah High School Model of Learning across the curriculum in all Stages.

Evaluation	Funds Expended (Resources)
Continued work on creating digital resources to target the 5 pillars of Formative Assessment. Formative assessment strategies more broadly used across the school by all faculties.	Teacher relief 6 days \$3000.00

**Process 3:** Implement a future-focused strategy in the Junior school to actively teach the 4Cs.

Evaluation	Funds Expended (Resources)
<p><b>Z-Elective (interest-based subjects)</b></p> <p>The PBL electives is a future-focused strategy that aims to actively teach the 4Cs throughout the Junior school (Years 9 and 10). Teachers are encouraged to create an interest-based subject that focuses on explicitly</p>	<p>Z-Electives Budget \$60,000.00</p> <p>Total Expenditure \$12,429.00</p> <p>2 x Table Tennis Tables purchased</p>

## Progress towards achieving improvement measures

teaching the 4Cs within the classroom. Throughout each semester, students work on a specific project and are to present this at the end of semester showcase (the showcase was cancelled due to COVID-19 restrictions).

\$17,595.00

(RAM Equity Funding)

According to an evaluative survey, 83.3% of the staff believe that the interest-based electives is a fantastic opportunity for students to display the 4Cs. Furthermore, 100% of staff observed an improvement within their students across the year. Staff have been supported to meet the standard through group workshops and, where needed, one on one sessions.

According to a student survey, 68% of students acknowledged that the Z-Elective benefitted their learning with 78% of students accurately identifying the 4Cs. When asked about the purpose of the Z-Elective, students responded with the following;

- "Allows students to engage with their learning and improve social interaction."
- "To allow for self-directed learning."
- "To teach us the 4Cs."
- "To develop industry skills and learn what it's like to interact in that type of environment."
- "To provide students with an opportunity to express creativity as well as learn about something they are interested in and may want to pursue as a career."
- "The Z-elective allows for different learning opportunities, and give us the chance to collaborate and learn differently from the other classes."
- "To learn new things, and try new experiences that aren't normally available to us at school."

These interest-based electives have been so successful that future plans will look to grow this project and implement additional electives. feel more confident in teaching the 4Cs after having taught a Z-Elective subject. Moving forward, staff would like to engage in further planning and professional development surrounding the implementation of the 4Cs. Students requested that a wider variety for subjects be offered, specific suggestions included fitness, dance, coding, culture, athletics and sculpting.

### Table Tennis/Chessboard Equipment

The 4Cs have been actively encouraged during recess and lunch time through the equipment provided (table tennis tables and chessboard/pieces). Posters displaying the 4Cs were placed around the playground in high traffic areas, as well as the rules of table tennis and chess to ensure appropriate utilisation of the resources. Staff engaged in an end of term competition to model effective and appropriate use of the resources. This was followed by the implementation of a student table tennis competition, with the support of the SRC. Each year group was provided with a dedicated day, over a two-week period to participate in friendly competition. This process fostered the continued development of the 4Cs throughout the school. Furthermore, the implementation of playground activities saw a 48% decrease in negative Sentral incidents at recess and lunch time (comparison between Term 3 and Term 4).

### BYOiPad

The BYOiPad initiative involved our first full cohort of Year 7 students in 2020. The project has supported staff and students through multiple professional learning and development sessions, for example, iPad induction for new staff and the Year 7 Apple Store Visits. This learning was facilitated via the Digital Leadership Team and TSO. Survey data strongly shows support for learning with an iPad, with 85% of students indicating that they felt that the iPad improved their ability to learn. Submission rates of assessment tasks in some subjects have increased between 8% and 20%. Faculties presented at a Staff Meeting, on how their faculty effectively implements technology within the classroom to drive student learning forward. These 'Faulty Snapshots', provided a platform for staff to collaborate and share their knowledge to develop a uniform approach towards sustained

## Progress towards achieving improvement measures

iPad use within the classroom. Furthermore, it affirmed the positive impact that the new BYOiPad initiative is having on teaching and learning at Leumeah High School.

## 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.

#### Improvement Measures

Formative Assessment strategies are evident across each classroom.

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.

Every teacher engages in Improvement Sprints to improve their practice.

School policies reflect DoE requirements, are reviewed and evaluated every three years, and demonstrate best-practice processes.

#### Progress towards achieving improvement measures

**Process 1:** Embed strategies such as Improvement Sprints to improve classroom practice, and in using data to measure impact on student learning

Evaluation	Funds Expended (Resources)
<p>Previously trained staff members on the "Improvement Sprints Model" sought positions elsewhere. An evaluation and reflection took place by the Senior Executive. As a result, improvement sprints has been refined and re branded as Teaching Sprints with three members of the Executive trained so that we can develop a "Train the Trainer Model for implementation in 2021. Re-branding allows us to emphasise a quality teaching improvement as being the focus of this program. Teaching Sprints will continue as a portfolio and the team will identify participants to engage with the Teaching Sprints program with a view to improving Quality Teaching practices. This will be a feature of the 2021-2024.</p> <p>All teaching staff and learning support officers now aware of the teaching sprints process (and worked initially on the importance of teacher preparation) and will bring this methodology to the evaluation of future teaching and learning as well as incorporating new and refined strategies to improve the delivery of quality teaching and learning programs.. In 2021 another teaching sprint will involve the analysis of verbs as they define specific actions to be taken by students in the context of their own programs.</p>	<p>Teacher relief days \$8000.</p>

**Process 2:** The annual professional development program underpins the school plan to drive school improvement and is reflective of the professional development needs of staff.

Evaluation	Funds Expended (Resources)
<p>ALARM is becoming embedded as part of best practice and in line with achieving a consistent approach across the whole school in developing students' skills in scaffolding and building an argumentative response demonstrating deep knowledge of texts and/or processes.</p>	<p>ALARM program teacher relief 6 staff for one day - \$3000.00</p> <p>ALARM presenter costs \$500.00</p> <p>CPR training costs \$3,280.00</p>

**Process 3:** Conduct 3-yearly reviews of Administrative and School Management Procedures & Policies to ensure management best-practice underpins teaching and learning.



## Progress towards achieving improvement measures

Evaluation	Funds Expended (Resources)
<p>Audit has revealed areas for focus in 2021 including a review of WH&amp;S policies and procedures, especially re the Emergency Evacuation Drill.</p> <p>New enrolment policy makes all enrolments at Leumeah High School more transparent.</p> <p>Faculty Audits have identified areas which, actioned, have led to faculty improvement in the quality of teaching and learning programs and the consistent communication of information and subject requirements to students, their parents and staff.</p> <p>Development of innovative and supportive school practices during COVID-19 restrictions and remote learning. Evaluation of practices showed that many practices employed, for example the wellbeing hub, remained relevant in our current context and continue to be innovative tools which the school can use.</p> <p>Need to review Student Wellbeing policy further, in light of the new wellbeing framework to evaluate and rewrite. Investigate need for a whole school Teaching and Learning Policy.</p>	<p>PSO relief days \$1000.00</p> <p>Report Reflections - teacher relief \$1500.00</p>

## 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.

#### Improvement Measures

Increase in positive Sentral entries by 15% and decrease in negative Sentral entries by 15% (2017 Baseline data) by 2020.

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).

Increased parent participation in school activities such as P/T nights, performance showcases, sporting fixtures and information sessions.

Planned professional learning occurs annually with our Community of Schools to address common student learning needs

#### Progress towards achieving improvement measures

**Process 1:** Implement a whole-school Student Citizenship program.

Evaluation	Funds Expended (Resources)
95% of students in Year 7 completed the passport program and this has led to an increase in their personal sense of belonging, their connection to school and their awareness of the importance of contributing to the whole school as better citizens. It led to an increase in students volunteering in the community (post Covid-19).	Prizes and Awards \$10,000.00 Teacher relief 4 days \$2000.00
40% Of Year 12 students participating in and completed the program and this helped to motivate the younger students to achieve in this program.	

**Process 2:** Refine current and establish new initiatives to increase parent and community engagement across the school.

Evaluation	Funds Expended (Resources)
Adaptions and initiative were continually required due to Covid 19 Management to meet Public Health requirements and DoE guidelines. This enabled us to maintain traditional and annual events that engaged and involved the families and community of Leumeah High School. Circumstances and public health orders changed often with out sufficient time for families to adjust to plans and have expectations met .	Z Elective Crew Videoing event using ipads. Cost:\$4000.00 School Hall and SASS support producing Certificates, letters by mail merge and program. \$500.00
Technology was the common solution to sustain connectivity. Parent-teacher nights were moved to Zoom in Term 3 and the Annual School Presentation Day incorporated both Academic and Sporting Achievements, rather than separate events, which have been traditionally held.. This was held on school grounds and digital copies of the event were provided to parents.	Refurbishment of school hall Cost: \$21,000.00 Teacher time 5 days relief \$2500.00 SASS support processing certs, programs. 2 days \$600.00

**Process 3:** Work with our Community of Schools to strengthen curriculum and wellbeing relationships that support transition to high school.

Evaluation	Funds Expended (Resources)

## Progress towards achieving improvement measures

Engaging our community of schools into our school setting through twice a term taster lessons. These were completed by the first two faculties with increasing student participation and attendance in term one before Covid. This was unable to continue due to restrictions in visitation by members of the public and students from other schools.

Due to COVID restrictions in visiting other schools on excursion in 2020 the planned orientation and transition visits from our local schools community were unable to proceed.

Faculty planning for taster lessons included lesson preparation, staffing and material resources for our visiting students.

Orientation days resourcing included staffing variation on the day and material resources for each of the lessons delivered. Also food and drinks for students during each of days visiting our school. Also our school bus was available for transport of students in our local schools.  
Costs:\$500.00 (Less spent due to COVID-19 restrictions.)

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Support for beginning teachers</b>	During Covid-19 a range of online professional learning was provided to all staff to support remote learning.	During a difficult period, beginning teachers were supported and the Tell The From Me Teacher Survey revealed a high level of satisfaction amongst staff generally who felt informed and prepared to take on their teaching duties in a changed environment. In 2021 it is hoped to get the Beginning Teachers' Program back on track with formal and regular support meetings throughout the year.
<b>Project Based Learning</b>	Faculty Funding: Each subject allocated \$4500.00 as start-up funding. \$54,000.00	Informal student surveys indicate that the new courses are very popular with slightly more than 86% of students surveyed. CSI in particular is very popular with students, two classes having to be offered each semester. This course has helped to further foster our links with local police and students whereby knowledge integration is occurring in an authentic context.  Showcases were built into the program to foster parent and community engagement but these plans were put on hold due to COVID-19, but will be relaunched in 2021.
<b>Head Teacher Observations and Support</b>	Cost: 0.4 teacher approximately \$40,000.00	Teacher observations have helped Head Teachers to identify, at a much earlier time, areas of need for staff where further support and/or professional learning may be offered. More importantly, this program has helped to identify areas of excellence and expertise within all staff, as classroom leaders and allowed Head Teachers to program targeted staff to support other teachers or use them to demonstrate best practice in the context of their own and sometimes other, faculties.
<b>STEM Yr 7</b>	Funded through TAS budget.	In 2020 Mandatory Technology was implemented through the TAS faculty. STEM is incorporated within this syllabus and thus is being taught to students in Years 7 and 8 in a systematic and fully funded manner to support further this important key initiative and to build upon the successes of this program which was a focus of the 2018-2019 plan.
<b>PRAC</b>	None expended.	Due to Report Reflections not eventuating - PRAC activities could not be implemented.

## Student information

### Student enrolment profile

	Enrolments			
Students	2017	2018	2019	2020
Boys	374	385	403	390
Girls	398	383	384	344

### Student attendance profile

School				
Year	2017	2018	2019	2020
7	92.2	92.1	89.2	91.8
8	89.3	86.7	87.3	89.1
9	86.3	85.1	85.8	89.6
10	83.5	83.3	80.2	87.9
11	85.1	86.8	85.3	88.4
12	90.5	86.6	85.7	89.6
All Years	87.6	86.8	85.6	89.4
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.

### 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	0	14	0
Employment	24	61	29
TAFE entry	0	7	6
University Entry	0	0	53
Other	0	18	12
Unknown	0	0	0

## Year 12 students undertaking vocational or trade training

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14.95% of Year 12 students at Leumeah High School undertook vocational education and training in 2020.

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

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90.5% of all Year 12 students at Leumeah High School expected to complete Year 12 in 2020 received a Higher School Certificate or equivalent vocational education and training qualification. The Year 12 cohort from 2020 have had more students attend university in 2021. Approximately 53% of the students are at university, around 17% have jobs, 12% are doing apprenticeships, 6% are at TAFE full time and 12% are doing other things. There were only 33% going to university from Year 12 in 2019. This has much to do with the early entry programs from various NSW universities. Many students undertook work experience throughout last year and many students have managed to get an apprenticeship as a result. Lots of students have put resumes together and are doing part time work after school and on weekends. Leumeah High School has linked up with Job Jump. Students have registered to Job Jump which helps students find employment, apprenticeships and can guide students into the right path for whatever area they would like to do in the future. It can also help them to improve the quality of their resumes.

## Workforce information

### Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Head Teacher(s)	10
Classroom Teacher(s)	39.9
Learning and Support Teacher(s)	1.8
Teacher Librarian	1
School Counsellor	1
School Administration and Support Staff	13.28
Other Positions	5

\*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 <sup>1</sup>	2020 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
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

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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

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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 <b>Actual</b> (\$)
<b>Opening Balance</b>	2,804,068
<b>Revenue</b>	10,905,759
Appropriation	10,492,099
Sale of Goods and Services	261,102
Grants and contributions	136,824
Investment income	3,806
Other revenue	11,927
<b>Expenses</b>	-10,807,048
Employee related	-9,517,033
Operating expenses	-1,290,016
<b>Surplus / deficit for the year</b>	98,711
<b>Closing Balance</b>	2,902,779

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

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

	2020 <b>Approved SBA</b> (\$)
<b>Targeted Total</b>	76,867
<b>Equity Total</b>	1,157,560
Equity - Aboriginal	67,936
Equity - Socio-economic	746,624
Equity - Language	43,316
Equity - Disability	299,684
<b>Base Total</b>	8,089,758
Base - Per Capita	193,000
Base - Location	0
Base - Other	7,896,759
<b>Other Total</b>	834,810
<b>Grand Total</b>	10,158,995

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](https://myschool.edu.au) to access the school data.

### 2020 NAPLAN

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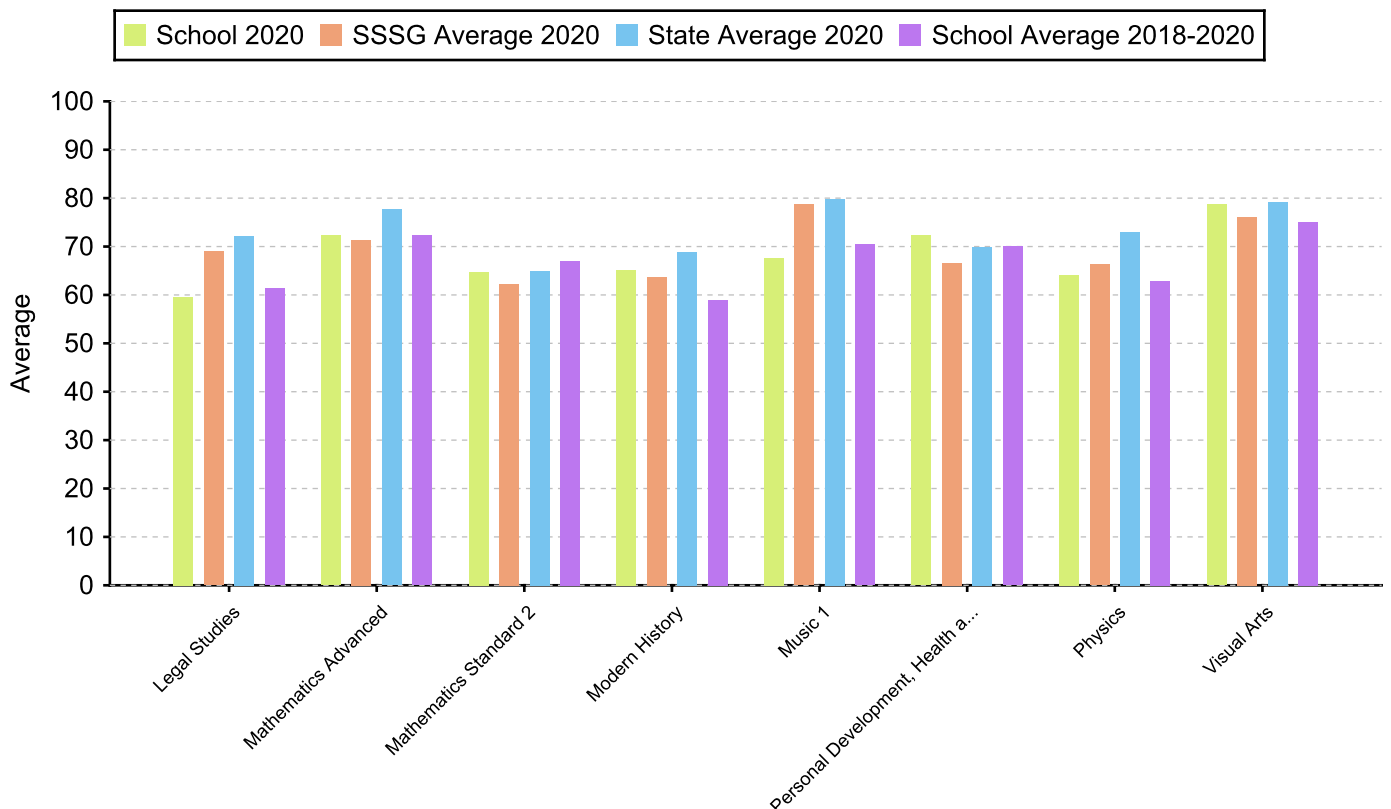
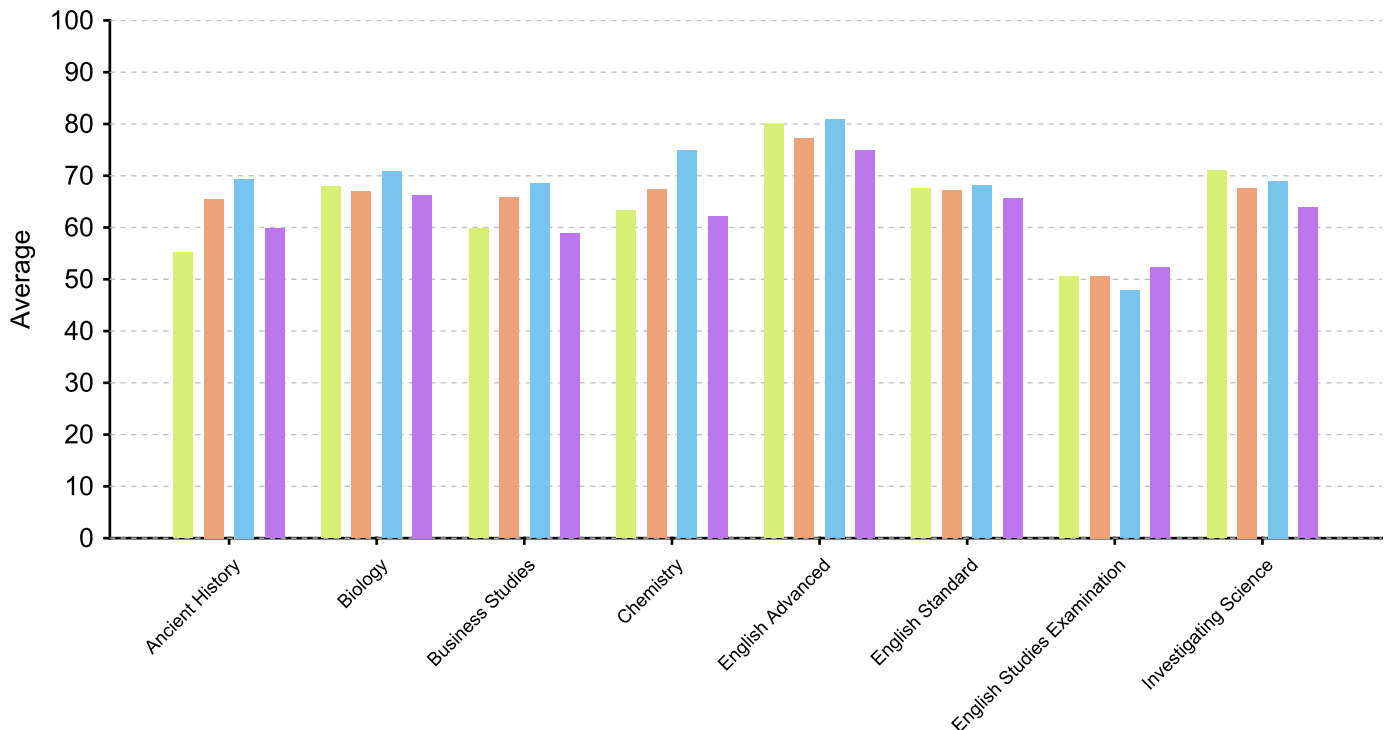
As agreed by the Education Council, the National Assessment Program (or NAPLAN) did not proceed in 2020 due to the COVID-19 pandemic. This was to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

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.



<b>Subject</b>	<b>School 2020</b>	<b>SSSG</b>	<b>State</b>	<b>School Average 2018-2020</b>
Ancient History	55.2	65.5	69.4	59.8
Biology	67.9	66.9	70.8	66.3
Business Studies	59.8	65.8	68.6	58.9
Chemistry	63.3	67.4	74.8	62.1
English Advanced	80.1	77.3	80.8	74.8
English Standard	67.5	67.2	68.1	65.6
English Studies Examination	50.5	50.6	47.9	52.2
Investigating Science	71.0	67.6	69.0	63.9
Legal Studies	59.6	69.0	72.1	61.3
Mathematics Advanced	72.3	71.3	77.7	72.3
Mathematics Standard 2	64.7	62.3	64.9	67.0
Modern History	65.1	63.7	68.9	59.0
Music 1	67.6	78.7	79.8	70.4
Personal Development, Health and Physical Education	72.3	66.6	69.9	70.0
Physics	64.1	66.3	73.0	62.8
Visual Arts	78.7	76.2	79.2	75.1

## Parent/caregiver, student, teacher satisfaction

Each year our school undertakes a survey of our school community. This survey is called "Tell Them From Me". The results of this survey provides one level of information about how our school community (students, Parents and caregivers, and staff) believes we are succeeding as an organisation. By comparing data gathered from this survey, from year to year, we can build a picture of our strengths and also reflect on areas where we note change or the need to do better. Such surveys are indicative only and provide one source of information. Other sources include, but are not limited to, additional surveys conducted now and again at targeted audiences, particularly students at work in the classroom; feedback from parent at interviews (few conducted last year due to Covid-19) and staff during the ongoing discussions they have with their supervisor as they develop their Professional Learning Plans.

Last Year the "Tell Them From Me" survey was given to students and teaching staff. Parents were not surveyed in 2020 but the school plans to survey them using this tool in 2021. The "Tell Them From Me" survey is an anonymous survey. In 2020 the survey results revealed the impact of Covid-19 on students and staff drawing our attention to the need to continue to focus on the wellbeing of staff and, in particular, students.

Generally, staff felt well-supported in what they attempted to do both with online learning and then in the classroom context, during 2020. In comparison with other NSW Government Schools, teaching staff at Leumeah High School (both those with five or less years teaching experience and those with more than five years teaching experience) were very positive and average to above average in areas such as the collaborative decision-making, empowerment to use technology, creation of a sound learning culture employing a range of relevant teaching strategies in the context of what they felt was an inclusive school. Staff were disappointed that Covid-19 impacted on the level of parental involvement with their child's education during the Covid-19 period.

Students in our school generally felt that they received quality instruction and that they enjoyed positive teacher-student relationships and were above the NSW Government High School norms in this regards. Similarly, students at Leumeah High School believed they had a positive learning climate and had slightly higher expectations for success than those in many other schools. Having said this, levels of engagement declined from Year 7 to Year 12 on seven of the ten measures used to assess student engagement. The most pronounced decline was in the extent to which students valued schooling outcomes from Year 7 to Year 12. School attendance and students' participation in school sports and clubs also declined substantially. This decline in engagement was not, however, evident in positive classroom behaviours which improved generally from Year 7 to Year 12. All this may be partially explained by the impact of Covid-19, but it is a major focus for the wellbeing team and the school curriculum leaders as we develop and modify our next School Improvement Plan.

# Policy requirements

## Aboriginal Education Policy

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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

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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

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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.

## Student Wellbeing

2020 saw a shift in the way that Leumeah High School catered for students' wellbeing triggered by the COVID-19 pandemic. During remote learning, roll call teachers, classroom teachers and Year Advisors made regular phone calls home and attempted to assist families and students where possible during the difficult times. Our School Counsellor also adapted to the change and began running sessions via phone call and zoom. Year meetings moved to zoom where there was crazy chaos with over 70 students on a zoom at a time. COVID also saw the development of the LHS Wellbeing Hub where students were able to access a range of support services from their device at home.

Once restrictions eased and students returned to school all students were involved with SEL activities on their day onsite. The aim of these activities was to address the holistic wellbeing of all students and to talk about concerns that students may have had during the difficult times.

In term 4, Year Advisors worked tirelessly to ensure that the end of year Year Group excursions could occur. Due to a number of restrictions this was a difficult feat, however, LHS was successful in attending a range of activities including bowling, the movies and treetops. The day out was a perfect end to a challenging year and all staff and students were able to bond and build connections.