

2021 Annual Report

Leeton High School



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Introduction

The Annual Report for 2021 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 Strategic Improvement 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

2021 was a success in terms of making progress toward our School Improvement Plan targets with a strong focus on improving the learning outcomes of our students and promoting healthy wellbeing with responsive and innovative practice.

This year marked the third year of embedding Positive Behaviour for Learning or PBL at Leeton High School. We have consistently reinforced our PBL values of being respectful, responsible, learners by acknowledging those who continually demonstrate them. At the conclusion of 2021 more than 33,000 PBL tickets had been awarded which is certainly a credit to our students and our staff for embracing the opportunity to promote our school's values and expectations.

With the first year of our current School Improvement Plan completed, we maintained our commitment to improving our students' reading and numeracy outcomes, to more effectively use achievement data to identify where we need to support or extend our students in their learning and to determine if what we are doing is working and what to do if it's not. Our teachers have continued to refine their teaching practices through our whole school reading focus and a dedicated professional learning period, underpinned by evidence based research on what works best to build our collective capacity to enhance our students' learning and wellbeing outcomes.

Our school has also made significant improvements exploring diverse ways to enrich and engage students in their learning through our involvement as an early adopter school for the High Potential and Gifted Education initiative as one example and through alternate programs such as Hands on Learning. We are working to improve student leadership pathways and to facilitate a more effective platform for student voice. Planning for a cohesive Student Leadership Team this year includes the creation of a new role of Student Leader Mentor to provide a visible, specific leadership direction for our Prefects and Student Representative Council.

Staff, students and parents worked together to produce our epic school production - Shrek - the Musical. Over six months of rehearsals from committed students, their families and our incredible Creative and Performing Arts faculty showcased the talents of our students and staff evident in four sell-out shows servicing in excess of 2000 people. This was a significant highlight of 2021 and an excellent endorsement of the great opportunities and collaborative prowess within our school community.

The use of technology to engage and connect with students, while at school or learning/teaching from home, has been a paramount investment this year based on what was experienced in 2020. Teachers have learnt quickly how to use online platforms effectively to deliver quality learning experiences and our wellbeing staff have made valuable and rewarding connections with students with daily check-ins, curriculum based videos and competitions to keep students engaged in times of disruption. Our ability to have every student access technology was a important priority in 2021 with additional laptops purchased and SMARTBoards installed across the school.

We further developed our resources to enhance the burgeoning STEM curriculum on offer at Leeton High School ensuring students have access to current equipment for coding and robotics as examples. The school was able to navigate formal examination periods for our Year 11 and 12 students running examinations online including the Trial

Higher School Certificate Examinations as well as an online election for our 2022 School Captains and Prefect leaders and parts of our Transition Program for Year 6 into Year 7. As a school, we were very appreciative of the support of parents and carers in managing learning from home and the ever changing landscape of COVID guidelines.

Staff adapted to changes that arose during the year and acted with resilience, empathy, determination and professionalism to ensure our students were supported and connected.

Thankfully we were also able to continue with many of our diverse school community initiatives, sometimes in a modified state, due to the generous support of individuals, businesses and organisations that worked with us to share their knowledge, experience and faculties with our student groups. We will gratefully continue to seek these opportunities next year for our students with the assistance of the Leeton community.

Our P&C were supportive in providing additional resources and funding to enhance our learning spaces. Their feedback and suggestions contributed to positive change based on a shared common goal to support the learning and wellbeing of our students and staff.

Finally, congratulations to Year 12 2021 for their resilient and resolute response to the significant disruptions caused by COVID-19 during their last two years of school. Despite these challenges, Year 12 finished in grand style with an impressive increase in the number of students in the top two HSC bands and four distinguished HSC achievers emerging from this group.

I look forward to seeing our vision continue to develop in 2022 and to keep building stronger relationships within our school community.

Message from the school community

This year has continued to present challenges to the entire school community, who have continued to respond with positivity, strength and resilience. The P&C has endeavoured to support the staff, students and their families in 2021.

Thank you to all the staff of Leeton High School for your flexibility, passion and dedication. Their ability to provide learning opportunities despite changing conditions is admirable as you continue to support and engage our students. The P&C was pleased to be able to demonstrate our support of your work during lockdown by providing the small gesture of a voucher for a treat at a local cafe.

Congratulations to all students for being respectful, responsible learners. May you be proud of your achievements this year. We especially wish Year 12 2021 all the best following a disrupted HSC year. After this experience you will be prepared to embrace any challenges you face in the future.

The P&C activities, like everything, were impacted by the restrictions in place this year. We were fortunate to be able to hold our monthly meetings together at school before switching to zoom meetings from August then finishing the year with a dinner together. The Leeton High School P&C Association Facebook page was established in March providing an additional avenue for communication. We invite you to like and follow us.

There have been limited opportunities for fundraising in 2021. Luckily Leeton High School's Shrek the Musical went ahead just before restrictions were implemented. Shrek showcased the amazing dedication of staff, with so many students given the opportunity to be involved and shine. Kudos to everyone involved. Shrek provided an opportunity for the P&C to operate the canteen at the evening performances as a fundraiser. Recently we sold hot dogs and drinks at Light Up Leeton and have benefited from the Golden Apple IGA docket promotion. Thank you to all the families that have saved dockets and handed them in at the school office. These three activities raised nearly \$2,500.

The P&C run canteen has continued to operate successfully despite being shut down for a month, meeting new COVID safe guidelines and increasing costs. Thank you to the canteen staff for their ongoing support and adaptability as they continue to provide healthy food for students and staff.

Each year the P&C aims to contribute financially to support the school and the students. This year the P&C purchased hats for all Year 7 students, offered financial assistance for travel costs to students representing at State level sporting or cultural events, and funded the long-awaited water station.

The water station had been in the planning since a grant was received late last year from the SunRice Festival Ambassador Funds. The wait, while planning and careful selection of the water station type and site occurred, has been worthwhile. The P&C contributed approximately 75 per cent of the cost, with the remainder covered by the grant, for the purchase and installation of a water station which cools and filters water for students with three drinking fountains and three bottle filling outlets.

It is important to acknowledge the P&C Executive, members and others who have contributed in many ways this year.

The success of the P&C depends on the involvement and support of individuals.

Each year we have families who finish their association with Leeton High School and the P&C as their children finish school. Thanks and best wishes to those families who are leaving us this year. Special thanks to Maria Ryan and her family. Maria has been involved with the P&C since 2014 including time as Secretary and more recently as the President in 2019 and 2020. Her significant efforts over the years, including implementing policies and procedures, have ensured our P&C is well positioned for ongoing success in the future.

Finally, a reminder that everyone is welcome to join the P&C. We value the many ways contributions can be made and would love to see some new faces next year.

Elizabeth Mudford

Leeton High School

P&C President

Message from the students

The aim of the SRC in 2021 was to provide multiple opportunities for students of Leeton High School to participate in engaging, meaningful and fun activities throughout the year to draw attention to specific causes or resources for support. This was not without challenges due to the move to learning from home for part of the year and restrictions to what we could do due to COVID-19.

The SRC included representatives from each year group, with twenty members contributing to initiatives throughout the year. Thank you to our team who displayed exemplary leadership and provided innovative ideas to make improvements across the school during challenging times.

Subsequently, 2021 saw the beginning of planning for a recycling initiative within our school. We proposed the installation of recycling collection points throughout the school, which has the potential to be used in conjunction with 'Return and Earn' initiatives within the community.

The SRC has many emerging leaders amongst the ranks, and are bound to do amazing things in 2022.

Jhie Deaton

Student Representative Council President

Leeton High School 2021



SRC Leaders 2021

School vision

Leeton High School will deliver a strategic, planned approach to support the wellbeing of all students so they can connect, succeed, thrive and learn. Teachers will implement relevant, evidence-based teaching strategies to effectively meet student learning needs inspiring a culture of continuous improvement and collaboration. This refined teacher practice will support improved learning outcomes through a purposeful focus on students' literacy and numeracy skills. Effective partnerships between home and school will drive aspirational expectations to motivate students to deliver their best.

School context

Leeton High School educates 470 students with 14% of the student population being Aboriginal. The school has also experienced a steady increase in EAL/D enrolments in recent years.

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 a productive and successful future. We take great pride in delivering a variety of academic, sporting, cultural and vocational experiences and opportunities to all students. Leeton High School values and works to strengthen collaborative partnerships with our school community. We are a proud member of the Leeton Community of Public Schools.

To prepare this School Improvement Plan, the school community was consulted and contributed to a thorough Situational Analysis of school practice and progress. This feedback was used to develop our school's strategic directions for our 2021-2024 School Improvement Plan. This plan articulates Leeton High School's commitment to improving student growth and attainment in learning, through the refinement of teacher practice and collaboration. This plan additionally documents a renewed drive to enrich the learning and wellbeing of students and staff to promote greater engagement, enrichment of experience and recognition of effort and success within our school community.

The school will continue to monitor progress and adapt processes and practices to meet the evolving needs of our school community for continuous improvement.



Remembrance Day 2021

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 Strategic Improvement Plan and annual report.

Our self-assessment process will assist the school to refine our Strategic Improvement 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	2021 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
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	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

Strategic Direction 1: Student growth and attainment

Purpose

To systematically develop students' reading and numeracy skills to improve student achievement and learning outcomes.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Data-driven approach to improve reading and numeracy outcomes
- Differentiation to support reading and numeracy improvement

Resources allocated to this strategic direction

Socio-economic background: \$119,876.58

Integration funding support: \$128,843.01

English language proficiency: \$67,277.33

Low level adjustment for disability: \$149,388.80

Summary of progress

2021 was a successful year working toward our School Improvement Plan targets. Members of the executive delivered professional learning referencing relevant research and evidence-based strategies to support improved reading outcomes across our school. An ongoing professional learning suite of resources under the banner of "Supporting our students to become skilled readers" was used over the course of 2021 during regular in-school professional learning sessions. This reading initiative explored improving vocabulary knowledge to enhance student comprehension of what they were reading. All faculties explicitly embedded a reading focus within their Stage 4 teaching and learning programs.

To support numeracy improvement, the Maths Pathway program has been expanded to include Years 7-9 in 2021 with the aim to add Year 10 in 2022. This program is differentiated for each student targeting gaps in student learning to ensure a strong building block to prepare students for success in senior mathematics. While Year 9 NAPLAN numeracy results were not indicative of progress toward our School improvement Plan numeracy target, student growth at or above expected level increased in excess of 20% from 2019. We are extremely hopeful from 2022 Year 9 NAPLAN results will indicate improvement in the number of students demonstrating a level of numeracy aligned to the top 2 skill bands in numeracy as internal results would indicate.

A whole school focus on increasing the number of students in the top two bands for reading and numeracy has been centred on Stage 4 with each faculty adopting reading and/or numeracy goals as a focus with baseline data taken from Best Start Year 7 and Year 8 Check-In Assessment. While this focus has shown success for some students, a review to improve the monitoring process will re-invigorate this initiative for 2022 and beyond.

The Executive have engaged in targeted external professional learning such as the LEED (Leading, Evaluation, Evidence and Data) Project to enhance understanding of data analysis and how to use data to more effectively inform decision making. The LEED Project balanced this focus with an overarching scaffold from the What Works Best toolkit to facilitate staff exploration of key themes such as using data to inform practice, explicit teaching and effective feedback. Some of these themes have been woven into Strategic Direction 2 - Refined teacher practice and collaboration to strengthen staff capability to deliver improved learning outcomes for students.

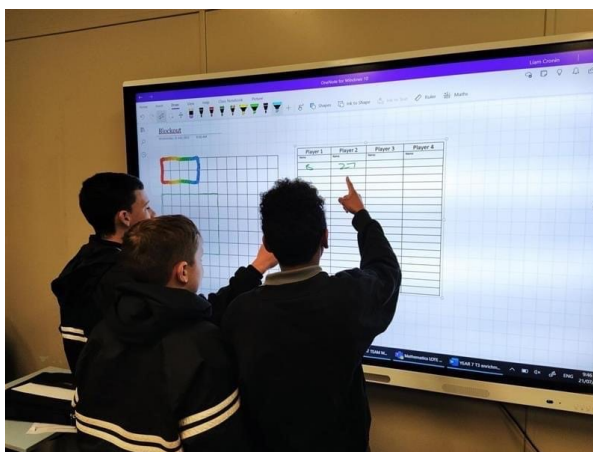
Executive planning for 2022 will further develop school strategies to improve reading and numeracy outcomes. The formation of School Improvement Plan teams to drive the goals of our Strategic Directions will commence in Semester 2 2022, including teams to support reading, numeracy, programming and differentiation to meet the learning needs of our students.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
Increase the proportion of students in the top 2 bands in reading.	8.24% of students are in the top two skills bands (NAPLAN) for reading indicating progress toward the lower-bound system negotiated target. This

Increase the proportion of students in the top 2 bands in reading.	is a 1.20% increase on the 2019 proportion of students in the top two skill bands.
Increase the proportion of students in the top 2 bands in numeracy.	3.57% of students are now in the top two skills bands (NAPLAN) for numeracy, indicating progress is yet to be seen toward the lower-bound system negotiated target.
Increase the proportion of students achieving expected growth in reading.	The percentage of students achieving expected growth in reading increased to 66.18% indicating achievement well in advance of the lower bound target and an increase of 12.18% of students achieving at or above expected growth.
Increase the % of students achieving expected growth in numeracy.	The percentage of students achieving expected growth in numeracy has increased significantly indicating progress toward the lower bound target. This represents a 20.31% improvement when compared to previous testing.
Increase the % of Aboriginal students achieving in the top 3 NAPLAN bands in reading and numeracy.	An increased percentage of Aboriginal students have achieved results in the top 3 NAPLAN bands in reading and numeracy. Individual student progress is reported directly to parents and carers throughout the year.



Maths Pathway numeracy program Year 7 2021

Strategic Direction 2: Refined teacher practice and collaboration

Purpose

To strengthen a culture of continuous improvement and collaboration, enabling teachers to implement relevant, evidence-based teaching strategies to effectively meet student learning needs.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Effective classroom practice
- Evidence based professional learning for continuous improvement

Resources allocated to this strategic direction

Beginning teacher support: \$11,243.00

Professional learning: \$63,042.06

Summary of progress

Professional learning is widely supported and promoted across the school. Teaching staff have been allocated a fortnightly period to focus on evidence based-research on 'What Works Best' to support student learning and wellbeing. This time allows for teachers to explore a selection of strategies to use in their classrooms to improve student learning outcomes. Teachers document this professional learning in their learning log which additionally supports their individual Professional Development Plans and accreditation requirements. In 2021, the What Works Best themes explored through the In-Built PL period initiative were High Expectations and Explicit Teaching, which will continue into 2022.

The school maintained its commitment to delivering high quality professional learning during the year. The focus of the in-school professional learning spanned work around our School Improvement Plan reading and numeracy targets, data analysis and use, providing a platform for teachers to lead and engage in key professional learning teams based on aligned interest and expertise, adjustments and differentiation to support all students with their learning and the High Potential and Gifted Education Policy.

During 2021, the Executive have collaborated to structure a focus on specific goals within our Strategic Improvement Plan to drive improvement toward meeting our targets. Seven key areas for focus have been identified as pivotal to improving teacher skills, knowledge and capacity and therefore student outcomes. Semester 1 2022 will be used to collaborate to design and promote a School Improvement Plan teams strategy ready to launch Semester 2 2022.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
Increase the proportion of HSC Course results in the top 3 bands by 3%.	An increased percentage of students attained results in the top three bands demonstrating progress toward the system negotiated target. The number of students achieving in the top 2 bands of HSC course results has improved in 2021 by 7.19%. Students achieving in the top 3 bands has increased in 2021 by 0.70%.
Increased percentage of staff participate in high-quality collaborative practice including teachers involved in coaching/mentoring relationships.	Internal measures indicate an increased percentage of staff actively collaborating with practitioners from within the school to reflect and improve on teaching practice. Teachers have maintained a detailed In-Built professional learning log documenting their use of classroom strategies and professional practices as found in the What Works Best toolkit.

Strategic Direction 3: Engagement, Enrichment and Recognition

Purpose

To foster a school wide culture of high expectations and a shared sense of responsibility for student engagement, learning, development and success.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Connect, Succeed, Thrive and Learn
- Inspiring students to achieve their best

Resources allocated to this strategic direction

Location: \$63,742.43

Socio-economic background: \$237,185.42

Aboriginal background: \$89,061.00

Low level adjustment for disability: \$30,000.04

Summary of progress

Student and staff wellbeing was of paramount concern in 2021 due to the unpredictable learning landscape influenced by the response to COVID. Moving to online learning across 2020 and 2021 challenged us all. Innovative ways to keep regular contact with our students including the need to ensure technology was available to those who needed it and other methods to keep in contact such as home visits were factored into school operations. The Wellbeing Faculty and school staff collaborated to promote a sense of belonging, advocacy and expectations for success across the school despite changes to the learning environment. Staff tried innovative ways to keep spirits up and maintain a positive wellbeing focus with various competitions, photo challenges and video segments relating to curriculum were published on the school's Facebook site and Google Classrooms.

Our Positive Behaviour for Learning (PBL) focus continued to provide a consistent set of expectations for staff and students to promote a platform for the best learning and wellbeing environment at school and at home while learning. PBL lessons consistently focused on our values, encouraging students to be respectful, responsible, learners, and the expectation that these values are the cornerstone of what we do at school and in our community.

During 2021 much planning was undertaken to strengthen operating leadership programs within the school. The need for a more visible leadership pathway and presence within the school was the inspiration for improvement for 2022. Two teacher roles have been created called Student Leader Mentors. The two roles will oversee our Prefects and our Student Representative Council who meet once a week to undertake a specific student leadership program. This will be a continued focus area to increase the profile of our school leaders within our school.

Additionally, our Transition Programs have been greatly enhanced in 2021. The Year 10 into 11 Academic Mentor Program was launched receiving very positive feedback from parents and students who felt well informed about subject selection and the requirements for a HSC and an ATAR amongst other things. This program ran during PBL lessons over two terms with teachers delivering a comprehensive induction program to all Year 10 students including information evenings for parents and carers.

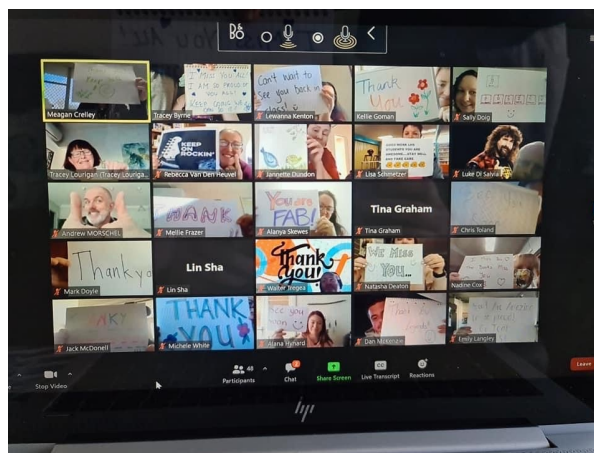
Our Year 6 into 7 transition program had to be flexible in response to COVID guidelines so patience and adaptability were the key. Introductory sessions were delivered online with the assistance of our partner primary schools to enable contact with transition staff and Year 6 students online. We will continue to build on our Year 6 into 7 Transition Program with plans for an EXPO event and Wellbeing Day in early 2022 to showcase all the amazing things on offer in each faculty at Leeton High School and other extra-curricular opportunities.

In 2022 our Attendance Team will continue to refine the attendance management and monitoring processes within the school to ensure we are responsive to students who need additional support to re-engage with school and we will also ensure communication and support is prompt to parents, carers and identified students. Working closely with network staff in 2021 has provided an informative and purposeful direction to continue to support our most vulnerable students with their learning and wellbeing and to re-connect with their learning at school.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
Increase the proportion of students attending greater than 90% of the time by 2.5%.	the number of students attending greater than 90% of the time or more has decreased. The number of students attending greater than 85% of the time or more has increased from 2020 by 9%.
Increase the proportion of Aboriginal students continuing into Year 12 whilst maintaining their cultural identity based on the Narrandera network.	The percentage of Aboriginal students in the Narrandera Network attaining their HSC whilst maintaining their cultural identity has increased by 6.5%.
Increase students' sense of belonging, advocacy and expectations for success by 2%.	The percentage of students reporting positive wellbeing outcomes has decreased across wellbeing measures from the 2018 baseline.



Teachers thanking students for their engagement with online learning
Term 3 2021

Funding sources	Impact achieved this year
<p>Refugee Student Support</p> <p>\$338.45</p>	<p>Refugee student support funding is provided to support students from refugee backgrounds who have been enrolled in an Australian school for less than three years.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • Purchase of additional teacher resources to support student learning. <p>The allocation of this funding has resulted in: Developing a responsive resource bank to service our growing refugee community.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continue to source additional teaching and learning materials to assist our refugee students based on need.</p>
<p>Integration funding support</p> <p>\$128,843.01</p>	<p>Integration funding support (IFS) allocations support eligible students at Leeton High School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Differentiation to support reading and numeracy improvement <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of staff to provide additional support for students who have high-level learning needs • implementation of targeted programs to differentiate teaching and learning programs • the continued upgrade of technology and the application of technology based programs to engage students at different stages in their learning. • staffing release for targeted professional learning around reading and numeracy <p>The allocation of this funding has resulted in: Greater numbers of students receiving diversified learning support to meet their needs. The capacity to deliver small group tuition programs such as QuickSmart literacy and numeracy programs to identified students and to ensure additional staff are trained to administer effective programs. The continued upgrade to whole school and classroom technology available to students and staff to enable ready access to teaching and learning tools and applications. The delivery of key teaching and learning programs such as Maths Pathway to tailor learning to the needs of students also enabling acceleration when mastery occurs. Additional EAL/D teacher allocation to support our EAL/D students at their level of need.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continue to investigate and source teaching and learning programs, including technology based programs, to engage and inspire students with their learning. Succession planning to ensure adequate numbers of staff are trained to deliver key programs including release for professional learning. Provide additional support to our EAL/D students with additional EAL/D</p>

Integration funding support \$128,843.01	teacher time accessibility onsite.
Socio-economic background \$502,709.00	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Leeton High School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Data-driven approach to improve reading and numeracy outcomes • Differentiation to support reading and numeracy improvement • Connect, Succeed, Thrive and Learn • Inspiring students to achieve their best • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • additional staffing to implement community liaison programs such as LHS Learning Links to support identified students with additional needs • staff release to promote community engagement • resourcing to increase equitability of resources and services • providing students without economic support for educational materials, uniform, equipment and other items <p>The allocation of this funding has resulted in:</p> <p>The employment of multiple additional Student Learning and Support Officers to work with staff to support learning and wellbeing in the classroom and in the playground as part of targeted intervention programs. The employment of a Special Programs Learning and Support Officer has provided diverse groups of students with opportunities to liaise with the local community organisations to learn and grow through different hands on experiences.</p> <p>The release of two teachers and two artisan teachers to facilitate the Hands on Learning program to engage students at risk or who would thrive through engagement in alternate learning experiences outside the classroom.</p> <p>The purchase of additional technology including SMARTBoards and interactive televisions and laptops to ensure all students and teachers have equitable access to technology.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>To continue to re-evaluate our school processes to improve attendance and engagement outcomes for students participating in additional school learning and wellbeing engagement programs. School led programs will continue to evolve to meet the needs of interested and identified students. Technology will continue to be acquired and updated so teachers and students have ready access to modern technology to support greater engagement with teaching and learning.</p>
Aboriginal background \$89,061.00	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Leeton High School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Inspiring students to achieve their best <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to deliver personalised support for Aboriginal students. • staffing release to support development and implementation of

<p>Aboriginal background</p> <p>\$89,061.00</p>	<p>Personalised Learning Plans.</p> <ul style="list-style-type: none"> • employment of additional staff (SLSO) to build relationships with our community to support our students to learn and grow. • release of staff members to deliver the Hands on Learning program to students who need an alternate learning pathway to showcase their knowledge and skills. <p>The allocation of this funding has resulted in: Greater links between school and home for our Aboriginal students through a refined Personalised Learning Plan (PLP) process. Additional opportunities for our Aboriginal students to participate in tailored programs to meet learning and tertiary aspirations.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continue to improve the Personalised Learning Plan process, including expanding the school's PLP team, to work more closely with families and students for goal setting and regular review. Seek and engage additional programs and opportunities to enhance the school experiences of our Aboriginal students around learning, wellbeing and cultural identity.</p>
<p>English language proficiency</p> <p>\$67,277.33</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Leeton High School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Differentiation to support reading and numeracy improvement <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to support delivery of targeted initiatives • additional staffing intensive support for students identified in beginning and emerging phase • withdrawal lessons for small group (developing) and individual (emerging) support • engagement of an EAL/D specialist teacher to model EAL/D strategies, with the aim of increasing teacher confidence and practice in their classrooms <p>The allocation of this funding has resulted in: The employment of a specialist EAL/D teacher 0.6 to work with students at different phases of their language development to assess, plan and deliver individualised support to all of our EAL/D students to meet their diverse needs.</p> <p>After evaluation, the next steps to support our students with this funding will be: Specialist teacher to continue to work with staff to develop their competency to support our EAL/D students.</p>
<p>Low level adjustment for disability</p> <p>\$254,529.00</p>	<p>Low level adjustment for disability equity loading provides support for students at Leeton High School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Differentiation to support reading and numeracy improvement • Inspiring students to achieve their best • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • providing support for targeted students within the classroom through the employment of School Learning and Support Officers

<p>Low level adjustment for disability</p> <p>\$254,529.00</p>	<ul style="list-style-type: none"> • support for students in [program name - e.g. Life Skills; Individual Learning Plans/Profiles; HSC Special Provisions] • development of a needs-based learning and support program in which specialist staff collaborated with classroom teachers to build capacity in meeting the literacy needs of identified students <p>The allocation of this funding has resulted in: Additional Student Learning Support Officers assisting students with their learning and wellbeing in the classroom, playground and for offsite activities. Facilitating offsite learning experiences for students with a disability through the release of support staff. This funding has also enabled the expansion of the Maths Pathway program at Leeton High School across Years 7-9 to target student learning gaps for a stronger numeracy platform and to additionally support students to extend themselves beyond stage level. The release of an English teacher to facilitate a specific Literacy class for identified Year 7 students to deliver a targeted program to develop foundational literacy skills.</p> <p>After evaluation, the next steps to support our students with this funding will be: Deliver evolving and responsive learning support and wellbeing programs to meet student needs, including the purchase of membership to specific learning programs to support reading and numeracy. Release student learning support staff to work with students with a disability in the community to provide a rich and varied curriculum to build knowledge, skills and confidence. Student learning growth evidenced by the Maths Pathway program has been very pleasing in 2021 across Years 7-9. This program will expand into Year 10 in 2022 to provide students with a strong platform from which to engage with Stage 6 mathematics syllabus.</p>
<p>Location</p> <p>\$63,742.43</p>	<p>The location funding allocation is provided to Leeton High School to address school needs associated with remoteness and/or isolation.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Connect, Succeed, Thrive and Learn <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • subsidising student excursions to enable all students to participate • incursion expenses • student assistance to support excursions • technology resources to increase student engagement <p>The allocation of this funding has resulted in: All students being able to access excursions offered by the school to enhance learning and wellbeing. Ongoing maintenance and purchasing of technology for equitable access. Subsidised travel and costs associated with excursions.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continue to support student learning and wellbeing with subsidised costing for excursions and extra-curricular activities and to ensure our students are afforded every opportunity to engage in quality experiences in our local network and beyond.</p>
<p>Professional learning</p> <p>\$63,042.06</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Leeton High School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p>

<p>Professional learning</p> <p>\$63,042.06</p>	<ul style="list-style-type: none"> • Evidence based professional learning for continuous improvement <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Staff access to professional learning opportunities to improve practice. • Staff are provided with additional release time to engage with evidence based research to improve practice under the What Works Best suite of resources. • Beginning teachers and mentors have additional periods for professional development. <p>The allocation of this funding has resulted in: Staff being able to access a wide variety of learning opportunities locally and wider afield to support students learning and wellbeing. Beginning teachers and their mentors work together to strengthen understanding of best teaching and learning practice and school systems. Staff are able to participate in professional learning as individuals or as part of a collaborative team to support professional development goals and school and system priorities. Staff have the opportunity, within their timetable, to engage more with research based best practice and apply strategies to their teaching for improved students outcomes.</p> <p>After evaluation, the next steps to support our students with this funding will be: Aligning school practice to support the meeting of Strategic Improvement Plan targets and emerging needs through targeted professional learning for staff. Feedback from beginning teachers will be sought and used in 2022 for further improvements to the school support package for early career teachers. and their mentors. Staff surveys and meetings show a strong engagement and productivity with the In-Built Professional learning period. This timetable allocation will continue into 2022. Staff will continue to explore the What Works Best theme of Explicit Teaching in Semester 1 2022 to strengthen practice and to support many new teachers to link with current school professional learning priorities.</p>
<p>School support allocation (principal support)</p> <p>\$25,518.15</p>	<p>School support allocation funding is provided to support the principal at Leeton High School with administrative duties and reduce the administrative workload.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Additional administrative staff employed to assist school operations. <p>The allocation of this funding has resulted in: Increased flexibility within our administrative staff to perform additional duties.</p> <p>After evaluation, the next steps to support our students with this funding will be: Maintain diversified administrative operations within the school to ensure efficient management and the provision of opportunity for our students.</p>
<p>COVID ILSP</p> <p>\$256,125.00</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2021.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted</p>

COVID ILSP

\$256,125.00

funding include:

- employment of teachers/educators to deliver small group tuition

The allocation of this funding has resulted in:

Students across Years 7-12 being able to access literacy, numeracy or subject specific support before and/or after school every day of the school week.

Best Start and Check-In Assessment data show improved growth for some students involved in the COVID Intensive Learning Support Program Small group Tutorial Program.

After evaluation, the next steps to support our students with this funding will be:

Determine the most effective COVID ILSP strategy for 2022, based on 2021 review, in consideration of available staff and system priorities to deliver additional tuition. The COVID ILSP Small Group Tutorials will commence Semester 2 2022.



Representative Dance Ensemble 2021

Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	217	225	224	227
Girls	247	242	238	237

Student attendance profile

School				
Year	2018	2019	2020	2021
7	92.6	88.6	87.6	86.3
8	86	87.8	82.9	80.1
9	87.6	83.5	83.4	78.8
10	76.5	80.2	75.7	74.3
11	84.7	83.8	83.5	69
12	82.2	85.3	82.6	79.6
All Years	85.3	85.1	82.8	78.3
State DoE				
Year	2018	2019	2020	2021
7	91.8	91.2	92.1	89.7
8	89.3	88.6	90.1	86.7
9	87.7	87.2	89	84.9
10	86.1	85.5	87.7	83.3
11	86.6	86.6	88.2	83.6
12	89	88.6	90.4	87
All Years	88.4	88	89.6	85.9

Attendance

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 2020. 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.

Attendance figures in 2021 were calculated differently to align with the third edition of ACARA's National Standards for Student Attendance Data and Reporting. Changes include treating partial absences over 120 minutes as a half day absence (instead of their actual value, calculated as a proportion of a nominal 6-hour day) and covers all weeks during Semester 1. Prior to 2021, the final week of Term 2 was excluded.

Furthermore, the Department implemented an automated attendance feed (AAF) system in Semester 1 2021. AAF transfers data automatically from third-party attendance management systems to the Department's centralised data warehouse every night. The AAF has significantly improved data quality in 2021, which has affected data comparability

with previous years.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2021, COVID-19 continued to affect student attendance. Analysis of attendance codes showed a change in the structure of absence reasons in 2021.

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	67	22
Employment	63	29	30
TAFE entry	25	0	2
University Entry	0	0	30
Other	12	4	16
Unknown	0	0	2

Year 12 students undertaking vocational or trade training

14.58% of Year 12 students at Leeton High School undertook vocational education and training in 2021.

Year 12 students attaining HSC or equivalent vocational education qualification

94.4% of all Year 12 students at Leeton High School expected to complete Year 12 in 2021 received a Higher School Certificate or equivalent vocational education and training qualification.



Year 12 visiting Wollongong University 2021

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	1
Assistant Principal(s)	1
Head Teacher(s)	7
Classroom Teacher(s)	33.4
Learning and Support Teacher(s)	1.6
Teacher Librarian	1
Teacher ESL	0.2
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 2021, 4.3% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2021 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	4.40%
Teachers	3.30%	3.20%

Note 1 - The NSW Public Sector Aboriginal Employment Strategy 2019-2025 takes a career pathway approach in that it sets an ambitious target of 3% Aboriginal employment at each non-executive grade of the public sector by 2025.

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.



Teacher STEM PL 2021

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2021 to 31 December 2021. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2021 Actual (\$)
Opening Balance	1,856,035
Revenue	8,729,938
Appropriation	8,625,303
Sale of Goods and Services	10,272
Grants and contributions	92,414
Investment income	1,249
Other revenue	700
Expenses	-9,270,334
Employee related	-7,473,887
Operating expenses	-1,796,447
Surplus / deficit for the year	-540,396
Closing Balance	1,315,639

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.



Longhurst Shield Rugby Union 2021

Financial summary - Equity loadings

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

	2021 SBAR Adjustments (\$)
Targeted Total	174,953
Equity Total	913,577
Equity - Aboriginal	89,061
Equity - Socio-economic	502,709
Equity - Language	67,277
Equity - Disability	254,529
Base Total	6,490,463
Base - Per Capita	116,484
Base - Location	63,742
Base - Other	6,310,237
Other Total	649,804
Grand Total	8,228,798

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.



Hands on Learning Semester 2 2021

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.

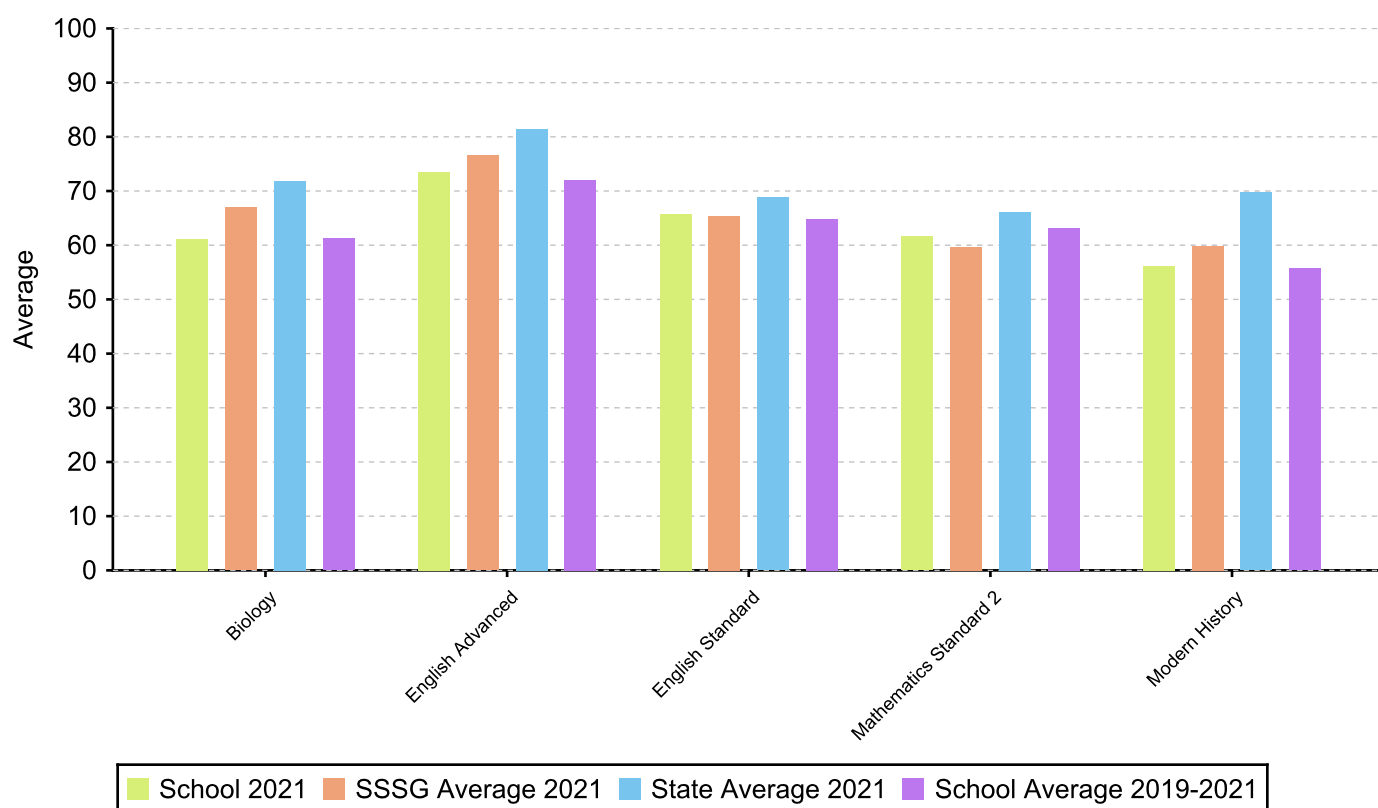
The number of Year 7 and 9 students achieving in the top two bands for reading and numeracy has increased by 2.28% in 2021. The number of students achieving at above expected growth has increased dramatically this year. The number of students at or above expected growth in reading has increased by 8.16% and in numeracy by 20.31%. The number of Aboriginal students achieving in the top 2 bands for NAPLAN in Year 7 and 9 for reading and numeracy has increased by 6.17% since 2019. These results show evidence of the early success of our current whole school reading focus and Maths Pathway program.

Year 9 has demonstrated particularly strong scaled growth scores compared to same school groups and the state surpassing both in each NAPLAN domain of reading, writing, spelling, grammar and punctuation and numeracy.

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 2021	SSSG	State	School Average 2019-2021
Biology	61.2	67.0	71.9	61.2
English Advanced	73.5	76.6	81.4	72.0
English Standard	65.7	65.4	68.8	64.8
Mathematics Standard 2	61.6	59.7	66.1	63.2
Modern History	56.2	59.8	69.7	55.7

This year, our HSC students performed stronger compared to the last 12 years with an increase of students in the top 2 bands by 7.19% and students in the top 3 bands by 0.70%.



Year 12 2021

Parent/caregiver, student, teacher satisfaction

The 2021 Tell Them From Me Parent Survey provided some useful feedback to assist in decision making for school improvement. According to survey results, student reports and formal interviews continue to be the most useful form of communication when discussing the progress of students. In response to questions regarding learning from home, parents responding positively regarding students learning progress, school support, school contact and resources provided. It remains a school focus to find ways to attract more feedback from parents and carers to support decision making within the school.

Shrek - the Musical was a well received event in our community and a real highlight of the year. Parents invested their time and commitment to rehearsals over a long period of time to support our students to shine on stage. We were exceptionally grateful for the support and assistance of our parents and carers who lent a hand with costumes, alterations and styling when required to create a wonderful showcase of talent. The musical was an incredible combined effort which was a moment of pride for our school community.

Despite a second year of COVID interruptions, the Tell them From Me Student Survey shows, in some areas, a more positive response with higher levels of optimism, perseverance, and academic buoyancy compared to prior survey outcomes. Students were above state comparison for participating in school sports, positive teacher-student relations, rules and expectations for classroom behaviour and advocacy outside of school. Again, areas identified for improvement link to much of what we are trying to achieve in our School Improvement Plan with a focus on improving learning and wellbeing outcomes, refining teacher practice to build capacity and creating engaging learning experiences for students with different needs, a greater connection to our school community and avenues for increased student leadership opportunities.

The Tell Them From Me Teacher Survey 2021 indicates an upward trend with the responses to eight drivers of student learning in comparison to previous surveys and in some cases in comparison to NSW government norm. Teachers report increased satisfaction with leadership, increased collaboration across the school, use of diverse teaching strategies, delivering challenging and visible goals for student learning, use of technology, planned, differentiated learning opportunities, quality feedback and overcoming obstacles to learning.

The People Matters Survey, undertaken by staff each year, indicate strengths in the way recruitment decisions are made, senior managers listen to employees, senior managers keep employees informed about what's going on, the way our organisation is making improvements to meet future challenges and there is good cooperation between teams across the organisation. Areas of opportunity relate generally to staff wellbeing and job satisfaction. A staff Wellbeing Team was created in 2021 in response to this survey to support positive wellbeing in these challenging times.



Various opportunities at Leeton High School

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

Multicultural Education Policy

Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is 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.



