

# 2021 Annual Report

## Leumeah High School



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# Introduction

The Annual Report for 2021 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 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.

## School contact details

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## School vision

**At Leumeah High School we inspire our students to nurture their talents, strengthen their weaknesses and reach their full potential. We achieve this goal through knowing each and every student as a valued individual, and providing them with rich learning experiences that foster their passions and abilities. Together we will strive to succeed.**

## School context

Leumeah High School is a large, co-educational, comprehensive school in South Western Sydney. Approximately 45% of students possess a language background other than English and an additional 9% identify as First Nations students. The school FOEI in 2020 was 127.

Over the past five years the school has been recognised for its strong pastoral care and wellbeing programs 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 staff reflecting on evidence and current pedagogical changes and research based practices combined with a meaningful implementation of the Australian Professional Standards for Teachers being school priorities for professional learning.

There is a broad academic curriculum, with future focused learning at its core. All students in Years 7 and 8 are equipped with iPads, with this to be phased in to all years by 2023. Faculties are driving the implementation of innovative pedagogical processes designed to enhance the capacity of each of our students to function in an ever-changing digital world.

Student leadership is supported and encouraged through an active Student Representative Council and Aboriginal Representative Council. Students are afforded leadership opportunities in the arts, sports and school service.

## 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	Delivering
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Delivering
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Delivering
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Delivering
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

Literacy and Numeracy skills underpin effective participation in society. At Leumeah High School, our goal is to build a student body of articulate and capable students who are able to communicate, analyse and reflect upon the ever-changing ideas and knowledge we now are presented with in a digital age. Enhancing the capacity of staff to identify areas for student growth and empowering them with the confidence and skills to deliver a range of evidence based literacy and numeracy practices is at the core of Strategic Direction One..

### 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.

- Enhancing Evidence Informed Practice
- LANE - Literacy and Numeracy Empowerment

### Resources allocated to this strategic direction

**Socio-economic background:** \$137,000.00

**Professional learning:** \$38,780.00

**English language proficiency:** \$12,000.00

**Integration funding support:** \$30,980.00

**School support allocation (principal support):** \$38,358.00

**Aboriginal background:** \$50,414.00

### Summary of progress

Progress and achievement of goals for Strategic Direction 1, Student growth and attainment, were greatly affected by the Covid-19 lockdown in Terms 3 and 4.

Some improvement was noted in the domain of literacy, with the Year 9, 2021 cohort making gains, particularly in reading and writing. This would be a result of the focus the school had on commencing the integration of ALARM as a tool for responding to texts. In addition, the implementation of the LitFit program, had an impact on student achievement in this domain. In LitFit, progress towards literacy goals is measured qualitatively each week and students receive direct feedback on their progress. Moving forward, LHS will continue to develop further resources which will focus on further enhancing gains made in reading and writing.

Faculty Plans developed collaboratively by Faculty Professional Learning Communities (PLCs) integrated explicit literacy and numeracy goals. These goals and associated teaching strategies will continue to be developed by teachers in 2022 to enhance student learning and engagement. This has assisted in developing teacher capacity in data use data to inform and direct the teaching, learning and assessment cycle.

In the 2021 HSC results, 29.4% of students achieved in the top 3 bands. This is attributed to the COVID lockdown which significantly impacted our Year 12 students' engagement and achievement. Notwithstanding, many of our students were successful in gaining early entry to university which also impacted on their diligence and commitment to the HSC examinations.

### 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
HSC course results at Leumeah High School will show an improvement in the percentage of students attaining the top 3 bands so that they will be at or above the lower bound system-negotiated target of 45.7%.	At Leumeah High School 29.4% of students in the 2021 HSC achieved in the top 3 bands, possibly due to the disengagement caused by Covid-19 lockdown.
At Leumeah High school we will see an	At Leumeah High School we achieved an improvement in the percentage of

Improvement in the percentage of students achieving in the top two bands in Year 9 NAPLAN to be moving towards the schools lower-bound system negotiated target of 22.7% in numeracy and 13.6% in reading. The goal will be 9% in Reading and 19% in Numeracy.	students achieving in the top 2 bands of NAPLAN to our target of 9% in Reading in 2021. In Numeracy, 9% of Year 9 students achieved in the top two bands in 2021.
The percentage of students at Leumeah High School who achieve NAPLAN results in writing at or above expected growth in Year 9 will improve to 41%.	53.1% of students achieved at or above expected growth in writing, this was a significant achievement by our students and above our estimated figures.
The percentage of Year 9 Aboriginal students at Leumeah High School who achieve NAPLAN results in the top three bands improves to be 9% in Reading and 19% in Numeracy.	14% of Aboriginal students achieved a band 8 in Reading and 15% of Aboriginal students achieved a band 8 in Numeracy, this replicates the result across the entire Year 9 cohort in 2021, where students literacy results on the whole outperformed numeracy by a significant margin.
The SEF self-validates that it is operating at Sustaining and Growing for the Data Literacy, Data Analysis & Data Use in Planning in the Teaching Domain of "Data Skills and Use" in the School Excellence Framework. In the SEF element of Professional Standards, the school will self-validate as operating at Sustaining and Growing.	All staff have commenced professional learning activities in using data to plan teaching and learning. Due to lockdown, staff have not had sufficient training that demonstrates the school to be at Sustaining and Growing in 2021.

## Strategic Direction 2: Best Practice, Common Practice

### Purpose

Research tells us that the quality of the teacher has the greatest impact on learning outcomes for students. At Leumeah High School we continue to refine what quality teaching looks like in the 21st century and are committed to embedding evidence based teaching and learning practices. Our aim is to 'make best practice, common practice'.

### 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.

- Developing Expert Practitioners
- Teaching with Technology

### Resources allocated to this strategic direction

**Professional learning:** \$27,858.00

**Socio-economic background:** \$435,031.00

### Summary of progress

Baseline data gathered in 2021 shows that 60% of staff utilise learning intentions and success criteria (LISC) every week within their classes. The extent and mode of delivery were not completely investigated owing to the inability to complete instructional rounds due to the Covid-19 lockdown. However, during online learning, all staff utilised specific learning intentions and success criteria using a school-developed proforma.

The Curiosity and Powerful Learning (CPL) Team collaborated to ensure a shared understanding on CPL in preparation for the professional learning opportunity. The team focused on the element of learning intentions, narrative, and pace. Student survey data demonstrated that over 90% of students believed they performed better in lessons where learning intentions were used at the beginning of lessons and visually displayed. Further data was unable to be obtained due to learning moving online in Semester 2.

### 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
Staff become familiar with the CPL rubric for Harness Learning Intentions, Narrative and Pace.	Due to Covid-19 restrictions in availability of expert in CPL, no staff training was able to take place in 2021.
Staff engage with the CPL rubric for Connect Feedback to Data.	Due to Covid-19 restrictions in availability of expert in CPL, no staff training was able to take place in 2021.
100% of Stage 4 programs clearly show authentic integration of a range of ICT use.	<p>Professional learning during staff meetings, faculties and ongoing group and one on one support provided by the Head Teacher Future Focused learning has lead to gains in this area. Survey data shows that some staff feel confident in implementing the use of technology in their classrooms.</p> <p>However, Covid 19 impacted our ability to reach this goal. All staff have actively engaged in programming the authentic use of technology into teaching and learning programs, resulting in some Stage 4 programs achieving this target.</p>
100% of KLAs have evidence of formative assessment and planned feedback opportunities to students through the use of ICT in their programs.	In 2021, staff at Leumeah High school engaged in professional learning delivered by experts from Apple on formative assessment and technology. Staff members from a variety of KLAs worked together in the development of digital learning portfolios to provide feedback on the progress on student learning. Each KLA is utilising at least one digital tool as a means of providing opportunities for feedback on their online learning platform.

100% of KLAs have evidence of formative assessment and planned feedback opportunities to students through the use of ICT in their programs.	Professional learning workshops planned in 2022 aim to further enhance teacher understanding around feedback.
100% of staff are Apple Teacher trained.	At the end of 2021, more than 80% of staff had either completed Apple Teacher training or were on their way to completing this. This progress was hindered by the Covid-19 Lockdown.
<p>Apply to become an Apple Distinguished School.</p> <p>Review Feedback from Apple and plan for improved practice If unsuccessful</p>	<p>Leumeah High School has been recognised as an Apple Distinguished School for 2021-2024 for its innovative use of technology in teaching and learning.</p> <p>Apple Distinguished Schools are centres of innovation, leadership and educational excellence.</p>



### Strategic Direction 3: Aspiring and Connected Learners and Citizens.

#### Purpose

Enhancing student engagement through reinvigorating and realigning student led wellbeing processes is at the core of Strategic Direction Three.. The key focus being the creation of a student culture, incorporating a growth mindset, where students identify with and value schooling outcomes, thus enabling a positive flow on effect to other critical domains such as attendance, behaviour, relationships with peers and finally academic attainment. Critical to the implementation of this Strategic Direction is staff embracing the Quality Teaching Framework, with reflective teaching practices designed to evaluate the Significance Dimension underpinning teacher practice.

#### 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.

- Connected learners
- Connected Citizens

#### Resources allocated to this strategic direction

**Socio-economic background:** \$38,552.00

**Integration funding support:** \$30,000.00

**Professional learning:** \$7,929.00

**Low level adjustment for disability:** \$55,000.00

**Per capita:** \$4,157.00

**Flexible Funding for Wellbeing Services:** \$21,398.00

#### Summary of progress

A number of initiatives were implemented to improve overall student wellbeing, sense of belonging and growth mindset, namely,

Harmony Day

Anti-bullying day including roll call activities, brainstorm, lunch time activities.

PRAC evaluation for staff and students.

R U OK day online - swag activities, photo competitions.

Tell Them From Me survey analysis in preparation for Growth Mindset Work identified a number of areas of focus where our students are below the average state results around valuing school, effective learning time, interest and motivation. Some areas of focus, only 19% of students are interested and motivated in their learning, 35% of female students identified they could do better at school, 38% of Year 11 students have a good/high academic self concept. This figure is 65% across the state. 37% of female LHS students have a low positive sense of belonging as compared to 62% as the state mean. However, LHS students have a higher sense of advocacy than the state average and rated interactions with teachers as above the state average with 78% of students knowing where to go if they were being bullied or needed help

Future Professional Learning will occur to include significance in the classroom/ program/ assessment tasks. More Growth Mindset activities in the SRC, ARC and other groups in the school through a variety of activities and workshops.

#### 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
55% of all students report feeling a sense of belonging (from TTFM. Baseline data 52%)	Belonging - The TTFM survey data indicates that 49% of students feel accepted and valued by their peers and by others at their school.
62% of students indicate positive	Positive wellbeing had no direct measure in the TTFM survey, however the TTFM survey reports on student optimism levels indicating that 74% (38%

<p>wellbeing.</p> <p>42% of girls will indicate a positive sense of belonging.</p> <p>45% of Aboriginal students either agree or strongly agree that they feel a sense of pride in their school.</p>	<p>medium and 36% high) of students feel hopeful and have positive expectations for the future.</p> <p>The TTFM survey reports that 48% of female students between years 8 and 10 (inclusive) reported a positive sense of belonging, indicating that they felt accepted and valued by their peers and by others at their school.</p> <p>35% of students surveyed either agree or disagree that they feel a sense of pride in their school. Anecdotally, our Aboriginal students report a sense of pride in the way the school supports and celebrates Aboriginal students. School pride will be a focus in 2022 with activities and initiatives for all students but in particular First Nation students.</p>
<p><b>Connected Learners</b></p> <p>Attendance - At least 60.9% of students will have attendance greater than 90%</p> <p>Wellbeing - 63% of students respond with a positive score for Advocacy, Expectations and Belonging on the TTFM survey.</p> <p>Increasing the wellbeing and sense of belonging of female students to 50% as indicated by TTFM.</p> <p>50% of Aboriginal students either agree or strongly agree that their teachers have a good understanding of their culture as indicated by TTFM.</p> <p>60 % of students have a positive growth orientation, setting challenging goals for themselves in their school work and aiming to do their best.</p>	<p>Attendance - SCOUT Data reports that 50.7% of students attended 90% or more of the time in Semester 1 2021. This data has been affected by the Covid-19 restrictions and related illnesses.</p> <p>61% of students feel they have someone at school who consistently provides encouragement and can be turned to for advice and expectations for success at school suggest that 69% of students report that staff emphasise academic skills and hold high expectations for all students to succeed.</p> <p>The TTFM survey reports that overall, 37% of female students report having a positive sense of belonging we will be implementing, this is considerably lower than the boys' results. This data indicates a need to target girls for wellbeing programs focusing on belonging and acceptance, introduce initiatives like "the big sister" program in 2022-23.</p> <p>As per TTFM data, a total of 51% of Aboriginal students, 27% agree and 24% strongly agree, that their teachers have a good understanding of their culture.</p> <p>TTFM data indicated that 47% of our students have a positive growth orientation, with boys' results being 5% higher than girls'. Based on this data, the implementation of initiatives around growth mindset and goal setting will be a focus and future direction for our school.</p>

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$60,980.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Leumeah High School in mainstream classes who require moderate to high levels of adjustment.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Enhancing Evidence Informed Practice</li> <li>• Connected learners</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• Learning Goals related to identified Reading, Writing and Numeracy areas of weakness were identified. Students in all years were supported by a number of SLSOs to provide in class and one on one support. Further to this, the development of Personalised Learning and Support Plans was refined to ensure that every student was fully supported during the online learning period. This consisted of daily phone calls by SLSOs and support whilst students were learning from home.</li> <li>• Additional staffing to assist students with additional learning needs</li> <li>• Intensive learning and behaviour support for funded students</li> <li>• Implementation of targeted programs to differentiate teaching and learning programs</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p> <p>Collaborative development and implementation of personalised learning plans, utilising scaffolds and in-class support to enhance engagement and achievement resulting in students feeling connected to the school and their learning.</p> <p>Students and parents reported feeling well supported in their learning and wellbeing during the lockdown period due to the phone support provided by the Learning Support Team.</p> <p>Increased engagement and completion of work in class due to SLSO support. Students more settled and focused.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p> <p>Continue to monitor and review the Learning and Support Team to increase Quality Teaching of literacy and numeracy for students experiencing academic and or social emotional difficulty through professional learning activities.</p>
<p>Socio-economic background</p> <p>\$1,010,404.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Leumeah High School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Developing Expert Practitioners</li> <li>• Enhancing Evidence Informed Practice</li> <li>• Teaching with Technology</li> <li>• Connected learners</li> <li>• Connected Citizens</li> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• Additional staffing employed to implement iPad technology in the school to support students and staff with implementation of Future Focused Learning in the school. Employment of an additional Deputy Principal, Head Teacher of Future Focused Learning and an additional Learning and Support teacher.</li> </ul>

<p>Socio-economic background</p> <p>\$1,010,404.00</p>	<ul style="list-style-type: none"> <li>• Resourcing to increase equitability of resources and services</li> <li>• Providing students without economic support for educational materials, uniform, equipment and other items</li> </ul> <p><b>The allocation of this funding has resulted in:</b>  As a results of the additional staff with a technology focus, there has been increased use and engagement with technology, in particular iPad technology.  All staff are able to access technology professional learning and guidance from a Head Teacher and Deputy Principal with expertise on Future Focused Learning and the Elements of Learning.  Staff are implementing teaching and learning activities and assessments that incorporate the use of technology and soft skills. These are transferable across the curriculum.</p> <p>The additional Deputy Principal has guided the implementation of the iPad technology as well as provided a more distributed approach to wellbeing support across the year groups, resulting in a more settled learning environment.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b>  Continue the implementation of soft skills, the 4Cs and iPad technology across the school to further enhance teaching and learning.  Provide financial support for families who may struggle with the demands of schooling, both curriculum and wellbeing.  Continue developing staff expertise in the implementation and delivery of technology-based activities or assessment activities.</p>
<p>Aboriginal background</p> <p>\$80,414.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Leumeah 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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• LANE - Literacy and Numeracy Empowerment</li> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• Employment of additional staff to deliver personalised support for Aboriginal students</li> <li>• Employment of specialist additional staff (AEO) to support Aboriginal students</li> <li>• engaging an Aboriginal Education Officer (AEO) to facilitate improved community engagement, including the engagement of students and their families with the personalised learning pathway (PLP) process</li> </ul> <p><b>The allocation of this funding has resulted in:</b>  Students participated in a wide range of activities, community connections and opportunities that allowed them to demonstrate pride and respect for their culture. These experiences have allowed our students to build confidence, demonstrate exceptional leadership skills and make connections with the people and places within our community.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b>  Continue the employment of staff to specifically focus on the improved learning outcomes of our First Nations students.  Ensure continued partnerships with university programs, such as the Western Sydney University which has proven a success with students from years 8-12.  Continue fostering community connections with Kentlyn Public School, Leumeah Public School and Ruse</p>

<p>Aboriginal background</p> <p>\$80,414.00</p>	<p>Public school for our Local Aboriginal Representative Council (LARC) program.</p>
<p>English language proficiency</p> <p>\$12,000.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Leumeah High School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Enhancing Evidence Informed Practice</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• Additional staffing to implement co-teaching programs to provide intensive support for all students from EAL/D backgrounds</li> <li>• Withdrawal lessons for small group and individual (emerging) support</li> </ul> <p><b>The allocation of this funding has resulted in:</b> The EAL/D survey was successfully completed with students identified for extra assistance through individualised plans, one on one or group support as well as tutoring at the ILSP program.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Provide additional support for EALD students by delivering Professional Learning to staff on the EAL/D Progressions. Additional in-class support or after-school tutoring for EAL/D students.</p>
<p>Low level adjustment for disability</p> <p>\$209,000.00</p>	<p>Low level adjustment for disability equity loading provides support for students at Leumeah High School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Connected Citizens</li> <li>• Connected learners</li> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• Engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students</li> <li>• Providing support for targeted students within the classroom through the employment of School Learning and Support Officers</li> <li>• Employment of additional staff to support teachers to differentiate the curriculum and develop resources and classroom activities resulting in improvement for students with additional learning needs</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Students report that they feel supported within a classroom context as evidenced in the SLSO evaluation reviews. Students are able to complete work and engage meaningfully in the teaching and learning activities. Students are supported in the completion of assessment tasks and in preparation for exams.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Continue employment of additional support staff to provide students with modified curriculum and support staff through team-teaching or curriculum differentiation. Further professional learning of quality teaching and learning strategies will need to be delivered to ensure differentiated curriculum experiences for all students.</p>

<p>Flexible Funding for Wellbeing Services</p> <p>\$21,398.00</p>	<p>The flexible funding for wellbeing services allocation is provided to support student wellbeing at Leumeah High School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Connected Citizens</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• Staffing release to provide individual transition preparation support to identified students</li> <li>• Supporting students need via the wellbeing hub</li> <li>• Targeted wellbeing program in conjunction with an external provider aimed at students thought to be at risk of not completing school</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Students were not able to participate in transition program due to Covid-19 restrictions and lockdown. Circle of Strength program targeting the engagement of Pasifika boys and the additional employment of the SLSO resulted in a notable reduction of negative incidents involving the targeted students. Boys were more engaged and attendance improved as they wanted to participate in the program. Boys performed for the new Principal and the DEL, this was a huge success for the boys who felt seen and recognised for participating in something positive.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> The Transition program will continue into 2022 with a focus on practical lessons to provide primary students with more hands-on experience to high school Circle of Strength program will continue and employment of SLSO as well to support and target these boys in particular who are at risk of not completing school.</p>
<p>COVID ILSP</p> <p>\$338,000.00</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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• Employment of teachers/educators to deliver small group tuition</li> <li>• Releasing staff to analyse school and student data to identify students for small group tuition groups/monitor progress of student groups</li> <li>• Leading/providing professional learning for COVID tutors</li> <li>• Employing staff to monitor progress of student groups engaging in online tuition of program</li> </ul> <p><b>The allocation of this funding has resulted in:</b> ILSP students were identified through internal and external data and teacher referral. Most students responded positively and engaged in this program increasing awareness of their literacy and numeracy skills.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Continue with ILSP with an increased focus on informing staff of targeted student progress at staff meetings as well as consider using Progressions to measure and report student achievement.</p>

## Student information

### Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	385	403	390	401
Girls	383	384	344	352

### Student attendance profile

School				
Year	2018	2019	2020	2021
7	92.1	89.2	91.8	86.3
8	86.7	87.3	89.1	85.9
9	85.1	85.8	89.6	83.7
10	83.3	80.2	87.9	83.9
11	86.8	85.3	88.4	86.7
12	86.6	85.7	89.6	85.9
All Years	86.8	85.6	89.4	85.3
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

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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	0	0
Employment	0	2	9.7
TAFE entry	0	1	12.6
University Entry	0	0	35
Other	0	1	1.9
Unknown	0	0	39.8

### Year 12 students undertaking vocational or trade training

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19.49% of Year 12 students at Leumeah High School undertook vocational education and training in 2021.

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

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94.2% of all Year 12 students at Leumeah High School expected to complete Year 12 in 2021 received a Higher School Certificate or equivalent vocational education and training qualification.



# Workforce information

## Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Head Teacher(s)	10
Classroom Teacher(s)	40.2
Learning and Support Teacher(s)	1.8
Teacher Librarian	1
School Counsellor	1
School Administration and Support Staff	13.68
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 2021, 4.3% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

## Workforce ATSI

Staff type	Benchmark <sup>1</sup>	2021 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
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.

## 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 <b>Actual</b> (\$)
<b>Opening Balance</b>	2,902,779
<b>Revenue</b>	11,386,490
Appropriation	11,070,862
Sale of Goods and Services	205,902
Grants and contributions	103,741
Investment income	1,626
Other revenue	4,360
<b>Expenses</b>	-12,404,628
Employee related	-10,436,236
Operating expenses	-1,968,392
<b>Surplus / deficit for the year</b>	-1,018,138
<b>Closing Balance</b>	1,884,641

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.

	2021 <b>SBAR Adjustments</b> (\$)
<b>Targeted Total</b>	95,982
<b>Equity Total</b>	1,125,872
Equity - Aboriginal	54,487
Equity - Socio-economic	734,938
Equity - Language	31,842
Equity - Disability	304,605
<b>Base Total</b>	8,256,413
Base - Per Capita	183,862
Base - Location	0
Base - Other	8,072,551
<b>Other Total</b>	926,135
<b>Grand Total</b>	10,404,402

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

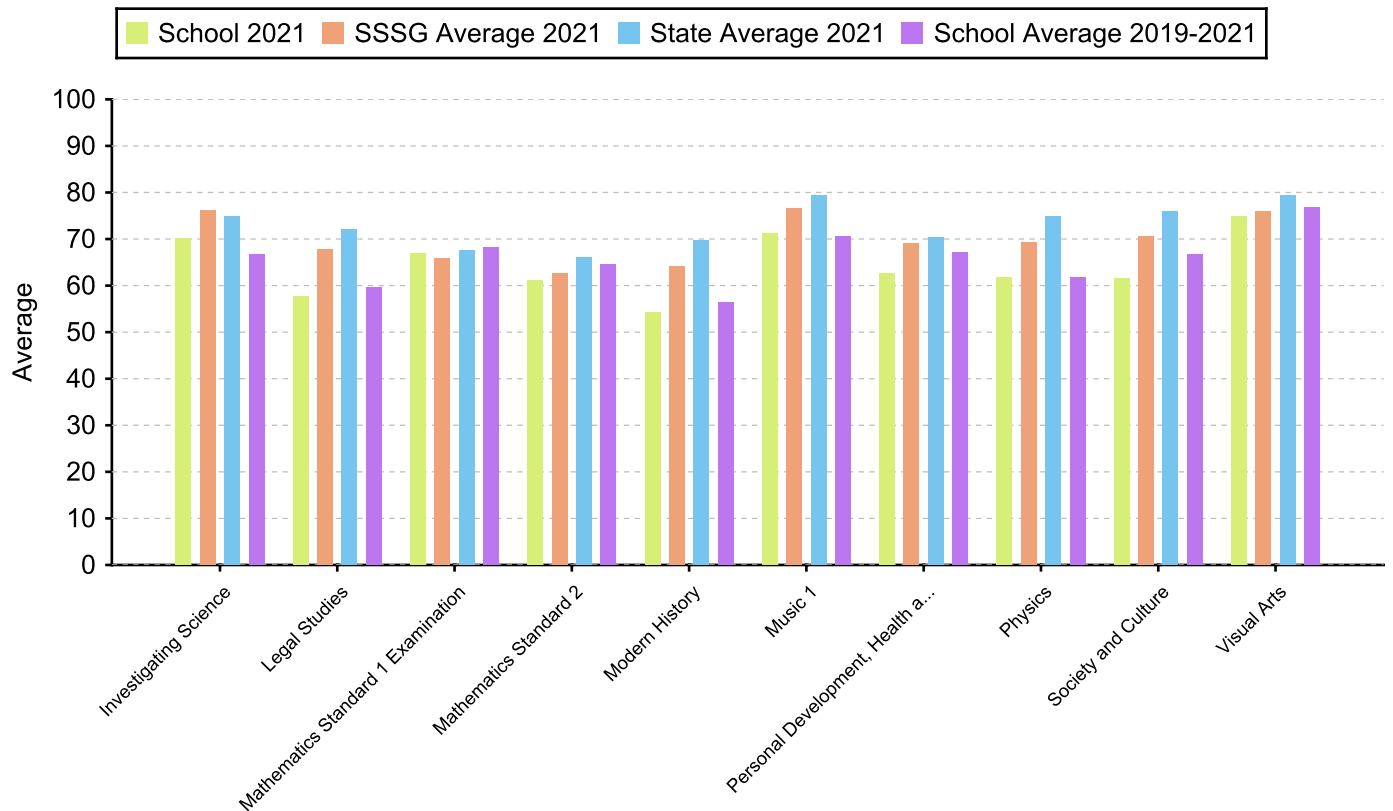
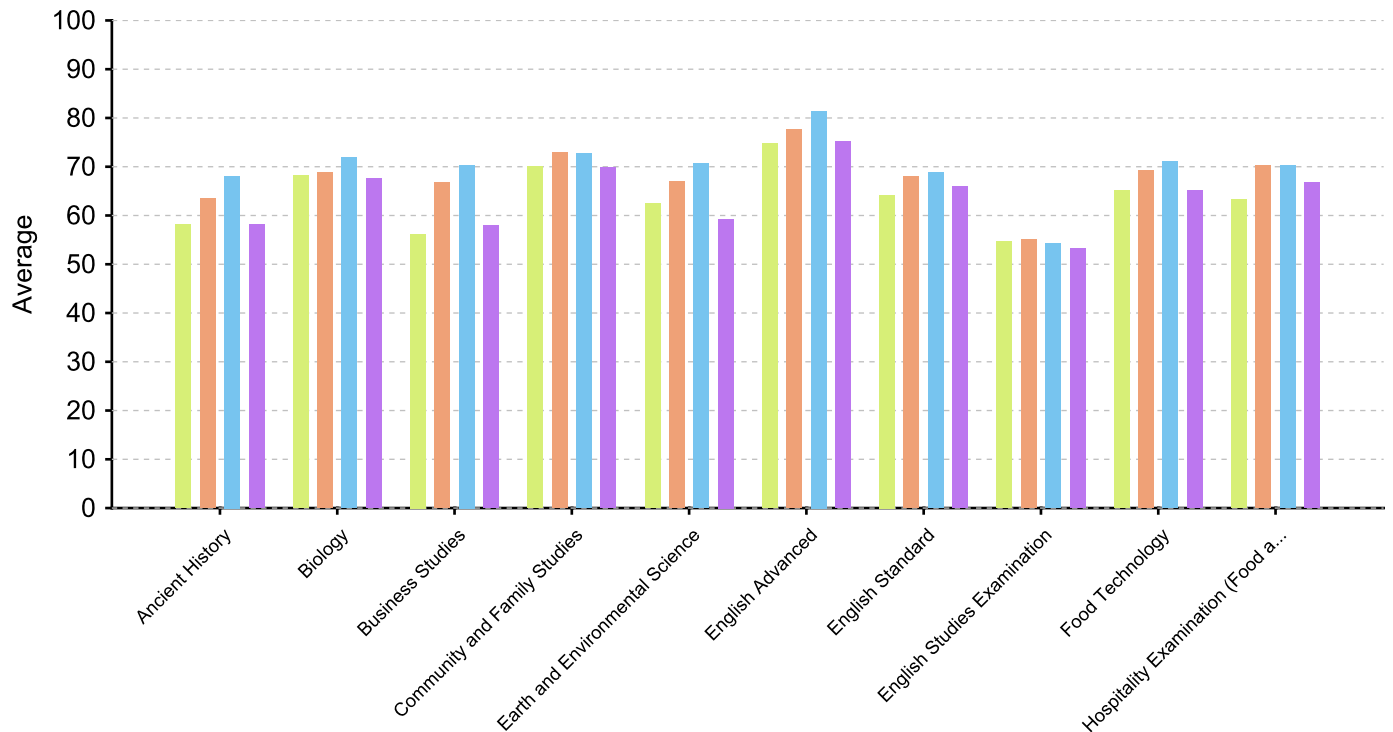
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

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.

## 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 2021</b>	<b>SSSG</b>	<b>State</b>	<b>School Average 2019-2021</b>
Ancient History	58.2	63.5	68.1	58.2
Biology	68.2	68.8	71.9	67.6
Business Studies	56.2	66.7	70.4	58.0
Community and Family Studies	70.0	72.9	72.7	69.8
Earth and Environmental Science	62.5	67.0	70.6	59.3
English Advanced	74.8	77.7	81.4	75.2
English Standard	64.2	68.0	68.8	65.9
English Studies Examination	54.7	55.1	54.3	53.2
Food Technology	65.2	69.2	71.0	65.2
Hospitality Examination (Food and Beverage)	63.3	70.2	70.3	66.8
Investigating Science	70.2	76.1	74.9	66.7
Legal Studies	57.7	67.7	72.0	59.6
Mathematics Standard 1 Examination	67.0	65.9	67.5	68.2
Mathematics Standard 2	61.0	62.6	66.1	64.6
Modern History	54.3	64.1	69.7	56.3
Music 1	71.1	76.6	79.4	70.6
Personal Development, Health and Physical Education	62.5	69.0	70.3	67.1
Physics	61.8	69.2	74.8	61.8
Society and Culture	61.5	70.6	76.0	66.7
Visual Arts	74.9	75.9	79.4	76.8

# Parent/caregiver, student, teacher satisfaction

## Parents

This report provides results based on anecdotal data collected by staff.

Due to the restrictions of Covid-19, only a few LHS parents completed the Parent Tell Them From Me Survey. However, the ongoing communication with parents revealed that parents felt welcome when they visited the school even with the limitations placed on schools regarding Covid visitation protocols. Parents felt informed about their child's academic progress and behaviour and were particularly impressed with the ongoing commitment of the school to check on students' wellbeing during the lockdown. The school has increased its communication via the Skoolbag app, school website, Google Classrooms and over 3000 phone calls during remote learning.

Parents reported that they have talked with a teacher about their child's learning or behaviour at least two or three times per week this year. They reported that the school supports and rewards positive behaviour and felt that their children were supported in their learning and wellbeing.

## Teachers

This report provides results based on data from 45% of teacher respondents who completed the Teacher Survey.

In relation to the eight drivers of student learning, teachers rated the overall leadership of the school at 6.4 out of a possible 10 points compared with NSW Government norm of 7.1. The highest score by teachers related to, 'working with school leaders who create a safe and orderly environment' at 7.6 points. This is reassuring given the circumstances under which teachers were operating during remote learning. The lowest score by teachers related to, 'School leaders have provided me with useful feedback about my teaching' at 5.9 out of a possible 10 points. An increased focus in this area of professional development will be a priority.

Teachers rated the overall learning culture of the school at 7.5 out of a possible 10 points which is on par with the NSW Government Norm. The school's focus on technology being incorporated in most lessons is supported with a result of 7.6 in comparison with 6.7 for the State. Teachers reported highly on LHS being an inclusive school at 8.1 out of 10 points with one of the highest areas being 'I strive to understand the learning needs of students with special learning needs, at 8.4 out of a possible 10 points. This is reflective of the increased focus on tailoring learning to the specific needs of each child and a focus on quality teaching practices as stated in the School Improvement Plan's Strategic Direction Two of 'Best Practice, Common Practice'.

## Students

This report provides information based on data from 416 students who completed the student survey in 2021.

Students were asked about engagement in learning and the number of factors including a positive sense of belonging and intellectual engagement at school. Overall, students reported positive teacher relationships at 6.1 which is above the 5.7 of the NSW Government Norm, quality instruction, a positive learning climate and high expectations for success which scored at 6.9 out of 10 points. However, students rated below the state average in valuing schooling (in every year except Year 8 boys). LHS students were in line with state average for measurements related to effective learning time but were below state average for interest and motivation with 19% of students were interested and motivated in learning. 50% of LHS students believe what we do in the class is relevant with 46% putting in the effort to learn.

49% of LHS female students think they have the ability to do well at school with 35% of the view that at school they could do well but don't. 38% of Year 11 students have a good to high academic self concept.

Overall, our 63% of Aboriginal students report feeling a good sense of Aboriginal culture in the school and 51% believe teachers understand culture. There is a high sense of student advocacy with 78% indicating they know who to turn to at school when help is needed and feel listened to and supported.

# 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 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

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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.