

2022 Annual Report

Leeton High School



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Introduction

The Annual Report for 2022 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

2022 was a year to build on our key focus areas for improvement as driven by our Strategic Improvement Plan targets and goals. The school maintained a continued focus on improving the learning outcomes of our students and promoting healthy wellbeing through responsive and innovative practice and programs.

Teachers worked together to identify reading and numeracy areas for intervention and extension through extensive analysis of student achievement data. Following this process and staff collectively built connections across the school to share resources and strategies to support students understand key learning concepts across different subject areas.

Teachers contributed to our Strategic Improvement Plan (SIP) teams initiative which launched Semester 2 2022. The rationale behind the creation of these teams was to identify the key drivers of our Strategic Improvement Plan as a platform for staff collaboration. The key SIP drivers identified were Assessment, Differentiation, Reading, Numeracy, Programming, Student Leadership and Quality Teaching. Staff worked together sharing their knowledge and expertise to explore and develop improved processes, understanding and resources in keeping with the purpose of our focus areas to benefit all staff. Teachers were able to share their knowledge from different subject backgrounds which could then be filtered back into each faculty to collectively build the knowledge and skills of all staff across the school. Feedback has been very positive and we will continue to build the impact of our SIP Teams on teaching, learning and wellbeing in 2023.

The school further explored diverse ways to enrich and engage students in their learning through our growing Science, Technology, Engineering and Mathematics (STEM) focus and through alternate pathways such as the Hands on Learning program and LHS Learning Links to provide students who shine outside of the classroom an opportunity to showcase their skills and talents in a different forum. Our alternate pathway programs continue to garner strong interest from students and their families and we appreciate the support we receive from local businesses and organisations who work with our program leaders to provide our students with information, resources, facilities and expertise to help prepare them for a productive future.

The need to improve student leadership pathways to facilitate a more effective platform for student voice was identified and acted upon with a more purposeful direction and leadership. Improvements in 2022 include the launch of a Student Leadership Team this year including the commencement of the Student Leader Mentor role to provide a visible, specific leadership direction for our Prefects and Student Representative Council. This has been a purposeful program resulting in a huge increase in the visibility of our student school leaders as a result of considered fundraising and improvement projects such as the Fight Motor Neurone Disease Freeze 8 event, our Colour Run and the installation of recycling bays around the school enhancing the experiences of many in our community and beyond.

A return to the creative and performing arts was a welcome benefit of 2022 with traditional school events such as Leeton Idol and the Music, Art, Drama and Dance (MADD) event drawing fantastic interest from students and our community with full audiences supporting our students and staff. These events, previously disrupted by COVID were a great opportunity for our students and staff to showcase their talents to our school community. Additionally, the announcement of our 2023 school musical - The School of Rock - was a great cause for celebration ensuring continued excitement

uniting students of all ages as they prepare for the 2023 spectacular.

This year marked the fourth year of embedding Positive Behaviour for Learning or PBL at Leeton High School. As a school we have consistently reinforced our PBL values of being respectful, responsible, learners through clear and consistent expectations and acknowledging those who continually demonstrate them. At the conclusion of 2022 more than 29,000 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, creating a better wellbeing environment and productive learning spaces.

The mid-Term 4 launch of our school as a 'phone-free' space through an investment in YONDR pouches made a very noticeable impact on the learning of our students through the removal of unnecessary distraction and to wellbeing by removing access to social media and communication channels through the school day. Staff report greater engagement, higher levels of concentration and work output, more face to face social interactions between students and a generally more pleasant atmosphere supporting improved learning and wellbeing outcomes.

Further supporting the learning and wellbeing of our students was our very successful Breakfast Club operating five days a week thanks to student and staff volunteers, our local IGA and Foodbank. This service catered to multiple students every day to provide a nutritious and welcoming start to the day and a meeting point for daily check-ins. A Wellbeing Day also catered to the very different needs of our Stage 5 and 6 students. This diverse and thoughtful program proved to be a great success with students finding genuine connections with the content and presenters and using this information and strategies in purposeful ways.

Sport and external school events and opportunities were also a welcome addition to 2022 with students able to again engage in a variety of sporting, cultural and academic ventures. Students participated in individual and teams sports at different levels and travelled to other venues to experience industry learning and in pursuit of academic challenges with our Year 8 boys team excelling in the Riverina Mathematics Challenge Day earning the highest scores over the course of the day against regional academically selective schools. NAIDOC Day was a great success and we thank the generous representatives from our local AECG and the Leeton and District Local Aboriginal Lands Council for their inspiring contributions.

The school will continue to build on and refine our teaching, learning and wellbeing practices and processes, supported by positive and strong relationships with our school community, to make 2023 another successful year for Leeton High School.

Message from the school community

With COVID restrictions still in place the start of the year the first P&C meeting for 2022 was held via zoom but luckily from March they were once again held in the LHS library.

During 2022 the P&C have been fortunate to be the recipient of two grants from Club Grants NSW & the Sunrice Festival Committee. The P&C were also able to fundraise in the local community at the balloon glow held at Easter and last week at Light up Leeton. The P&C also ran the canteen at Music, Art, Dance and Drama (MADD) event.

Congratulations to all staff and students involved in MADD. The event showcased the amazing dedication of staff and students were provided the opportunity to be involved and shine.

We would also like to thank the Golden Apple for allowing us to be part of the Golden Apple IGA docket promotion. This will continue in 2023 so please send all your Golden apple dockets into the school office.

These events combined made it possible for the P&C to make in excess of \$8500 which then allowed us to contribute financially to support the school and students.

The P&C run canteen has continued to operate successfully in 2022 with sales increasing significantly with the introduction of the square (eftpos). The increased sales made it possible for the Canteen to advertise and employ two casual canteen assistants. Thank you to the canteen staff for their ongoing support as they continue to provide healthy food for staff and students.

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.

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 fresh faces. Leeton High P&C meetings are held Monthly on the fourth Tuesday, The first P&C meeting in 2023 will be in the school library on Tuesday 28th February.

Stephanie Glenn

Message from the students

The aim of the Student Representative Council (SRC) in 2022 was to provide many opportunities for students of Leeton High School to share their voice and opinions of how to improve aspects of our school. We also were able to reach out and support many worthy causes. We were grateful for COVID restrictions being lifted which enabled us to involve larger groups in our fundraisers.

Our most successful fundraiser in 2022 was our Motor Neurone Disease Fundraiser which we raised double our initial target. This event included face-to-face fundraising by selling merchandise for the 'Fight MND' Foundation whilst also incorporating the community via online fundraising. Our Teacher Freeze was a hit as it involved the entire student body who enjoyed watching some of their favourite teachers get saturated. Our work drew accolades from the school community and Motor Neurone Disease (MND) support groups.

During our 12 months on the SRC committee we are proud to have been able to speak the voice of the students within the school and make everyone feel included.

From colour runs for the Cancer Council and footy colours bakes sales for the Fight Cancer Foundation to ice bucket showers in the middle of winter for Fight MND, the Leeton High School SRC was able to have a positive influence.

The SRC would not have been successful without our hard-working team which was made up by representatives from each year level. Our SRC Executive included Madeline Irvin (President), Jana Deaton (Vice President), Sebastian Crelley (Treasurer) and Madeleine Glenn (Secretary).

We wish the 2023 SRC all the best with many emerging leaders capable of amazing things.

Madeline Irvin

Student Representative Council President

Leeton High School 2022



Student Representative Council 2022

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 has an enrolment of 460 students of whom 14% identify as Aboriginal and/or Torres Strait Islander. 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 2021-2025 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.



Colour Run Fundraiser 2022

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	2022 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

Low level adjustment for disability: \$76,165.37

Aboriginal background: \$79,603.00

Integration funding support: \$132,891.00

Per capita: \$115,000.00

Socio-economic background: \$273,385.72

Professional learning: \$1,090.00

Summary of progress

The focus for 2022 was the use of current student achievement data gathered from Best Start, NAPLAN and Check-In Assessment to identify key areas to support improved reading and numeracy outcomes for our students. To further enhance this initiative, a whole school reading focus was implemented to assist teachers to understand more about reading and vocabulary and how to embed effective teaching and learning strategies into their programs.

This involved the identification of achievement strengths and gaps in reading and numeracy by the executive who analysed available student achievement data from external testing. From this analysis teachers nominated, through an online platform, a reading or numeracy focus goal to align with their teaching program each term or across a longer period of time. Additionally, Stage 4 Tier 2 (Middle Band) students were identified in each teacher's Year 7 or 8 class and work samples were collected over the course of the year as an example of student achievement or mastery of a skill or concept. Teacher resources were also shared in alignment with their chosen reading or numeracy goal.

As a result, every teacher nominated two focus areas to support reading and/or numeracy improvement. Year 9 2022 Check-In assessment results show notable improvement from Year 7 and Year 8 Check-In results in the domain of vocabulary with considerable improvements in the percentage correct which is a positive indicator of the success of the whole school vocabulary focus. Additionally, 70% of Year 7 exceeded expected growth as shown by the Maths Pathway program achievement data. This data was further supported by Tier 2 Numeracy students achieving similar Check-In Assessment outcomes for questions correct as state peers. Similarly, Year 8 Reading Tier 2 students achieved similar to state results for Check-In Assessment questions correct.

Identified students across Year 7-9 participated in small groups for tailored support in literacy and numeracy over a fluid period of time. The school utilised programs such as Quicksmart, working with a trained facilitator, three times a week targeting foundational gaps in learning. The Accelerated Reading program focused on assessing and developing Year 7 students' reading comprehension and provided regular data on student achievement. The administration of the Maths Pathway program provided students with an individualised learning program to target gaps in understanding however, also allowing for extension beyond current stage level. This program provided numerous data reports showing student growth, effort and mastery across mathematics syllabus strands and encouraged students to 'own' their learning with an accessible platform to know what they need to do to master a concept and continue with their learning at home. Parents were also able to access this platform to view learning progress.

The launch of seven Strategic Improvement Teams allowed for teachers across the school to collaborate at scheduled intervals to explore key drivers of the school's Strategic Improvement Plan. The Reading, Numeracy, and Differentiation Teams worked to improve school practices and processes to support students and teachers to ensure school reading and numeracy targets, goals and aspirations were at the forefront of discussion, planning and action through a layered and complimentary school response.

The Reading SIP Team, in response to student achievement data, determined that their direction would be to focus on exploring ways to teach students to understand 'inferencing' across all Key Learning Areas (KLA) and stages. The Numeracy SIP aimed to develop students' numeracy skills to improve student achievement through a whole school approach, identifying opportunities to teach numeracy in each KLA and developing resources to be shared across the

school. The Differentiation Team identified its purpose as working collaboratively with all teachers to ensure every student can access the curriculum through differentiated teaching, learning and assessment practices. The Team also drew on the Universal Design for Learning (UDL) suite of information and resources and the High Potential and Gifted Education (HPGE) policy to support students needing extension. As part of the process, Strategic Improvement Teams evaluated their 'pause point' progress at the end of the semester's work. This process enabled teams to reflect on their vision and direction, distill key findings for future planning to meet our school targets and goals and to communicate these findings across the school.

Next year the focus will continue on supporting reading and numeracy achievement across the school. The current Tier 2 process will evolve somewhat to include more of a focus on collaboration across year group teachers working together to create quality teaching resources to embed into programs. The SIP Teams aligned to this strategic direction will continue to dig deeper into student performance data to understand and assist in targeting areas for improvement, extension and identifying and sharing teaching resources aligned to the findings, and upskilling team members so that this knowledge is filtered back into each faculty.

The school will continue to deliver intensive intervention support programs such as the Stage 4 Literacy class, QuickSmart Literacy and Numeracy and Accelerated Reader to enhance students' foundational knowledge for increased understanding and engagement with learning.

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 NAPLAN in reading by 5%.	12.86% of Year 7 students and 7.23% of Year 9 students achieved in the top 2 bands this year.
Increase the proportion of students in the top 2 bands in NAPLAN in numeracy by 5%.	15.94% of Year 7 students achieved in the top 2 bands for numeracy and 2.53% in Year 9.
Increase the proportion of students achieving expected growth in reading by 3.5%.	Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.
Increase the % of students achieving expected growth in numeracy by 3%.	Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.
Increase the proportion of Aboriginal students achieving top 3 NAPLAN bands in reading by 5%.	30% of Aboriginal students achieved in the top 3 bands for reading across Years 7 and 9.
Increase the proportion of Aboriginal students achieving top 3 NAPLAN bands in numeracy by 5%.	20% of Aboriginal students achieved in the top 3 bands for numeracy across Years 7 and 9 which is a decrease of 1.8% from 2021. However, 10% of Aboriginal students achieved in the top 2 bands for numeracy compared to 1.4% of statistically similar groups and 3.6% across the state.



Numeracy in Science.

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

Professional learning: \$30,000.00

Socio-economic background: \$119,397.30

Summary of progress

The focus for 2022 was building teacher knowledge and skills around effective classroom practice based on contextual and evidence based professional learning. This goal was supported by the allocation of one period per fortnight where teachers could engage in professional learning in alignment with identified What Works Best themes of High Expectations and Explicit Teaching. Teachers were able to explore strategies outlined in this resource to strengthen teaching practice to support greater student understanding and achievement.

This involved teachers logging their professional learning period activities including readings and research undertaken and teaching strategies explored, as a record of engagement and self-efficacy over the course of the year. This process was also used to support the Accreditation and Performance and Development Plan process.

The establishment of a Programming Strategic Improvement Plan (SIP) Team allowed for staff from across different key learning areas to collaborate with the goal of producing an exemplary program for their faculty to use as a model of best practice including differentiated learning activities and strategies. This team met throughout Semester 2 to determine key elements of an effective teaching and learning program including NESA elements and components to support the achievement of some of the school's goals and targets. The Quality Teaching Rounds Team was able to harness the wealth of knowledge shared by the team leader and were able to critically analyse best teaching practice and reflectively apply these findings to improving their own teaching practice. Within the group of four participants was a mixture of curriculum experience, thus filtering the knowledge and experience gained by this opportunity into four faculties.

As a result of the above mentioned initiatives, teachers were afforded different opportunities to engage in regular professional learning options over the course of the year to strengthen practice, based on evidence-based effective teaching strategies. Each teacher had a concise record of their self-directed professional development undertaken through this in-built professional learning period initiative which has complimented the Performance and Development Plan and Accreditation process. Survey results show that teachers are appreciative of this opportunity and find this time a valuable asset in supporting professional development in tangent with achieving school goals and targets.

The Strategic Improvement Teams aligned to this strategic direction will continue to have opportunities to work together to share findings, strategies and resources to further support each team to impact more widely across the school to promote improved learning outcomes for students and greater teacher capacity for continuous improvement.

Next year the focus will remain on supporting teachers to engage with evidence-based professional learning to enhance, knowledge, skills and teaching practice and to build collective efficacy through the provision of a one period professional learning time allocation per fortnight. Teachers will continue to work collaboratively in SIP Teams with an ongoing focus on programming and quality teaching to build expertise across teams to deliver targeted instruction to improve teaching and learning programs in keeping with school goals and targets, and promote quality teaching practice including the opportunity to develop the instructional leadership skills of participants.

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 students in the top 3 bands by 6%.	2022 HSC results were not as strong as the 2021 results. Increasing the number of students in the top three HSC bands will continue to be a school focus.
Increased percentage of staff participate in high-quality collaborative practice including 50% of teachers involved in coaching/mentoring relationships.	All teachers are participating in one of seven targeted Strategic Improvement Plan (SIP) Teams operating since Term 3. These collaborative forums provide the opportunity for all teachers to engage with colleagues from other faculties and share findings, progress and best practice back to each faculty to develop collective knowledge and skills for improvement. Additionally, the Quality Teaching Rounds Team has engaged in high-impact, evidence-backed professional development designed to empower teachers to enrich student learning through collaborative, teacher-driven analysis and refinement of practice evidencing an increased number of teachers supporting peers in coaching/mentoring relationships.



Professional Learning for our Science Teachers in STEM

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

Aboriginal background: \$16,109.78
Refugee Student Support: \$831.87
English language proficiency: \$67,054.18
Socio-economic background: \$154,255.98
Integration funding support: \$41,412.75
Low level adjustment for disability: \$183,873.60
Location: \$65,350.85
Professional learning: \$11,796.50
Student support officer (SSO): \$96,058.00

Summary of progress

The focus for 2022 was to build strong connections across the school community to support students to connect, succeed, thrive and learn, including a focus on key transition points. Underpinning this overarching goal was the ongoing promotion of school values to encourage students to be respectful, responsible, learners. These values are the cornerstone of the Positive Behaviour for Learning (PBL) framework implemented to promote improved learning and wellbeing outcomes for staff and students. A renewed approach to improving student attendance was also a priority in 2022 requiring new systems and structures to drive a multi-faceted improvement plan. Semester 2 saw the involvement with the team from Safeguarding Kids Together (SKT) team who offered wrap around support to enhance community engagement, staff and student wellbeing, attendance, understanding of Aboriginal histories and cultures and policy development supports.

Additional opportunities for the community to learn more about Leeton High School in order to support key transition points as student prepared to enter or leave high school, were provided with the leadership of the Wellbeing Team, Academic Mentor Program and the Careers Department. Events such as the inaugural LHS EXPO Evening encouraged community members to visit the school site to participate in enriching activities designed to familiarise students and their families with school facilities and opportunities to experience 'lessons' from each faculty. Additionally, the Academic Mentor Program launched in 2021 and refined for 2022 was designed to better support Year 10 students and their parents in their decision making for senior studies and tertiary post school pathways. The Careers Department supported and prepared students to exit their schooling through the annual careers EXPO held at Leeton High School, university, workplace and industry visits and various other links opportunities to provide our most senior students with key pathway information.

The Attendance Team implemented a revised strategy to improve systems and processes to monitor and manage attendance concerns. The Attendance Team, comprising of key wellbeing, teaching and learning and executive members, monitored students across particular attendance bands with appropriate interventions employed for the point of need. Improving communication between school and home was a priority with a raft of improvements to consistency and timing with concern correspondence to parents. Advertising the importance of good attendance, through various school mediums, was also at the forefront of this renewed approach, as was more regular liaisons with network support staff. In Term 4 staff commenced working with the Strategic Support Team to ensure the considered and effective continuation of the goal to improve school systems to support more students attending above 90%.

The continued promotion of PBL school values through tailored, year specific lessons delivered once a week in PBL classes to maintain the focus on expectations held by the school. Weekly lessons explored data driven themes around resilience, positive relationships, anti-bullying, mindfulness, healthy lifestyles, study skills and more. These themes were also responsive to each semester's Tell Them From Me student surveys with a focus on fostering a greater sense of belonging, advocacy and expectations for success. In mid Term 4, the introduction of YONDR pouches to house mobile phones during the school day was also pivotal in supporting greater engagement in learning and improved wellbeing by

removing mobile phone distraction from learning and access to social media during the day.

As a result, students and their families were able to liaise with school staff and student helpers and engage in a variety of activities including participating in a traditional Aboriginal Smoking Ceremony as a welcoming which was greatly appreciated by all in attendance. The school will continue to facilitate this opportunity to share and showcase the school to the local community. The Academic Mentor program for Year 10 drew strong interest from students and parents with approximately 60 students and their parents attending the information session around subject selections. This is a rewarding testimony to the thoroughness and professionalism of this program, delivered during PBL lessons by teacher mentors assigned to each student. Staff will continue to refine the program as it has proven to be a valuable transition support resulting in less changes to subject selections at the commencement of Year 11 in comparison to prior years. This can be attributed to the extensive information and guidance students, and their parents, receive resulting in more appropriate and purposeful choices being made at school for productive future pathways aligned to students' interests.

PBL continues to be of central importance for communicating expectations to students. PBL lessons continue to evolve in response to need, and over the course of a year many important topics are the focus for students to support learning and wellbeing. To date 29,194 positive PBL entries have been logged evidencing a generous school commitment to this initiative and a great endorsement of student being respectful, responsible learners at Leeton High School. Tell Them From Me student survey results continue to justify the whole school PBL focus to ensure values remain a constant reminder of expectations.

Support from the Safeguarding Kids Together (SKT) experts have enabled school teams to update many policies and procedures including the anti-bullying policy, a community engagement plan, a Student Wellbeing Action Plan and the school will continue to improve its approach to prioritising staff wellbeing. The school is able to call on its SKT experts for ongoing advice and guideline to improve existing school processes for students, staff and our community.

Next year the focus will be on improving community engagement by continuing to offer inclusive events such LHS EXPO, a responsive Transition Program to support students at key learning points such as Year 6 and Year 10 to better engage with their educational stage. Our Positive Behaviour for Learning initiative will be enhanced with a school focus on learning more about restorative practice which aligns to the resources associated with the NSW Department of Education's Behaviour Strategy. The school will strengthen its approach to improving attendance by both refining school processes, building team expertise and incorporating creative initiatives to encourage students whose attendance needs to improve.

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% by 5%.	While we did not make progress on this target, the Attendance Team refined their practice to improve systems and processes to improve students attendance.
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.
Increase students' sense of belonging, advocacy and expectations for success by 4%.	Students in Years 11 and 12 reported the strongest sense of belonging in the school. The students reported that they feel they have someone at school who consistently provides encouragement and can be turned to for advice. The greatest sense of advocacy in the school environment was felt by students in Years 9, 10, 11 and 12 which exceeded comparative results of the NSW Govt Norm from the student Tell Them From Me survey. Every year reported a strong sense of advocacy outside of school and that teachers held high expectations for success. The school will continue to focus on supporting students' learning and wellbeing by an ever-growing host of programs, initiatives and platforms for student voice.



Smoking Ceremony 2022

Funding sources	Impact achieved this year
<p>Refugee Student Support</p> <p>\$831.87</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"> • Connect, Succeed, Thrive and Learn <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of additional staff for targeted student support • release time to engage staff in targeted professional learning <p>The allocation of this funding has resulted in the following impact: Students have been thoroughly supported at different key transition points through the assistance of additional teacher mentoring time and specific support resources resulting in more students seamlessly transitioning to high school through the extension of our Year 6 into & Transition Program, Year 10 students moving into Year 11 as evidenced by the responsive parent attendance (60) at the subject selection and HSC information Academic Mentor session, and increased opportunities for students transitioning to the workforce or tertiary pathways via career or study support and hands on links organised by our active Careers Department.</p> <p>After evaluation, the next steps to support our students will be: The continuation of the upskilling our English as an additional language or dialect (EAL/D) teachers with additional professional learning and resources to support refugee students. The school will maintain a responsive resource bank to service our growing refugee community.</p>
<p>Integration funding support</p> <p>\$174,303.75</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"> • Data-driven approach to improve reading and numeracy outcomes • Connect, Succeed, Thrive and Learn <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing to assist students with additional learning needs • staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs) • employment of staff to provide additional support for students who have high-level learning needs <p>The allocation of this funding has resulted in the following impact: Through the analysis of student performance data and teacher observations, additional learning support has been deployed to greater numbers of students resulting in additional targeted learning support to meet individual reading and numeracy needs. Staff have been released to work with students, parents and any other school personnel to plan for improved learning and wellbeing outcomes resulting in updated learning plans and/or behaviour support plans. The capacity to deliver small group tuition programs such as QuickSmart literacy and numeracy programs and our foundational literacy class for identified students has increased via the strategic use of this funding which has allowed for additional administrator training to equip more staff to deliver this intensive support program for identified students and to release an English teacher to work with an evolving small group of Year 7 students to support their foundational literacy growth and improvement. The continued upgrade to whole school and classroom technology for staff</p>

<p>Integration funding support</p> <p>\$174,303.75</p>	<p>and student use and the purchase of evidence based teaching and learning technology based programs has resulted in ready access to diverse teaching and learning tools and applications to meet the different needs of students and staff for greater engagement. The delivery of key teaching and learning programs such as Maths Pathway has resulted in point of need teaching and learning tailored to every students across Years 7-10 including the tools for acceleration when curriculum mastery occurs by the student.</p> <p>After evaluation, the next steps to support our students will be: Continue to enhance teaching and learning programs through technology and hands on resources 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. Prioritise the creation/updating of student support plans to ensure student needs and interest are known and catered for through the release of support staff to liaise with families.</p>
<p>Socio-economic background</p> <p>\$547,039.00</p>	<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"> • Differentiation to support reading and numeracy improvement • Effective classroom practice • Connect, Succeed, Thrive and Learn • 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 support various school program implementations such as the formation of a Literacy Class for Stage 4 student and our Hands on Learning program. • staff release to increase community engagement • resourcing to increase equitability of resources and services • employment of external providers to support students with additional learning needs • providing students without economic support for educational materials, uniform, equipment and other items <p>The allocation of this funding has resulted in the following impact: The employment of additional learning support staff has resulted in greater access to support inside and outside of the classroom for better learning and wellbeing outcomes for students. The provision of opportunities for students to engage in alternate learning programs such as Hands on Learning and LHS Learning links has resulting in the building of greater social and personal skills which has greatly enhanced our students' ability to navigate school and beyond while forming relationships with community providers to foster a greater school experience. The facilitation of Wellbeing Days by external providers to support and encourage Stage 5 and 6 students to be resilient, positive and self-aware and to set goals for a purposeful future has garnered very positive student survey responses indicating the usefulness of such programs as a 'whole' student support and development measure. The delivery of the school's inaugural EXPO community event to showcase the subjects, programs and facilities available drew a welcome number of visitors resulting in positive feedback from parent, carers and students about the school. This event was also used as part of our Transition Program resulting in an increased number of Year 7 enrolments when compared to the prior year and a platform for our students leaders to develop their leadership skills and our performers to showcase their talents to our visitors. Resourcing our Positive Behaviour for Learning system to promote school values has assisted in maintaining the constant focus on our school values of being respectful, responsible learners. This has resulted in excess of 29,00 positive incidents of students demonstrating our values as logged by staff members for 2022. Supporting the Student Representative Council to increase their profile in</p>

<p>Socio-economic background</p> <p>\$547,039.00</p>	<p>the school and community with uniform and fundraising has been a priority in 2022. As an example, student blazers were purchased for SRC members to encourage a greater sense of pride and purpose resulting in blazers being worn at school functions to increase visibility and accountability from our student leaders.</p> <p>After evaluation, the next steps to support our students will be: To provide students with additional support for learning and wellbeing in the classroom and through extra-curricular activities and enhancement programs. To continue to support students to learn in a non-traditional capacity to cater to diverse needs of student community. Develop greater connections with the community by hosting events and using the expertise within the school community. Increasing support of student leaders and their initiatives to have a greater impact on the school. Resourcing the PBL reward system through innovative new means.</p>
<p>Aboriginal background</p> <p>\$95,712.78</p>	<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"> • Data-driven approach to improve reading and numeracy outcomes • Connect, Succeed, Thrive and Learn <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 • employment of specialist additional staff (SLSO) to support Aboriginal students • employment of additional staff to support literacy and numeracy programs <p>The allocation of this funding has resulted in the following impact: Greater links between school and home for our Aboriginal students through a refined Personalised Learning Pathway (PLP) process has resulted in additional opportunities for our Aboriginal students to participate in tailored programs to meet learning and tertiary aspirations. The release of staff members to work collaboratively to create and update Personalised Learning Pathway has resulted in our Year 7 students and new students having a current guiding plan and other Aboriginal students having an evolving and responsive plan reflecting their current needs and aspirations.</p> <p>After evaluation, the next steps to support our students will be: Continue to improve the Personalised Learning Pathway 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>\$67,054.18</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"> • Connect, Succeed, Thrive and Learn <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • provision of additional EAL/D support in the classroom and as part of

<p>English language proficiency</p> <p>\$67,054.18</p>	<p>differentiation initiatives</p> <ul style="list-style-type: none"> • additional staffing intensive support for students identified in beginning and emerging phase • additional staffing to implement Individual Educational Plans for all EAL/D students <p>The allocation of this funding has resulted in the following impact: The employment of a specialist English as an additional dialect or language (EAL/D) teacher 3 days per week to work with students at different phases of their language development has resulted in the assessment, planning and delivery of individualised support to all EAL/D students to meet their diverse needs. The provision of professional learning to support the teacher for the best outcomes of students has assisted improved outcomes for EAL/D students and their English language development and acquisition. Refined transition process for EAL/D students into the school with immediate support from a specialist teacher has enabled a far more effective transition process into high school.</p> <p>After evaluation, the next steps to support our students 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>\$260,038.97</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"> • Data-driven approach to improve reading and numeracy outcomes • Connect, Succeed, Thrive and Learn <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 • 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 • 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 the following impact: Additional Student Learning Support Officers have been employed to assist students with their learning and wellbeing in the classroom, playground and for offsite activities. These additional personnel help to facilitate a range of learning experiences for students with a disability including work placement with local businesses. Technology based programs such as Accelerated Reader continue to support reading mastery or identify areas for intervention through extensive data produced for teacher analysis. English teachers are able to access this information resulting in a targeted approach to reading improvement and potential identification of students as candidates for QuickSmart or the Year 7 Literacy support class. Additional resources have also been purchased resulting in students with a disability being able to access individualised teaching and learning supports such as iPADS, ergonomic student seating, kitchen equipment and classroom decorations linked to learning and wellbeing.</p> <p>After evaluation, the next steps to support our students will be: Deliver evolving and responsive learning support and wellbeing programs to meet student needs, including the purchase of subscriptions to specific learning programs to support reading. 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,</p>

<p>Low level adjustment for disability</p> <p>\$260,038.97</p>	<p>skills and confidence.</p>
<p>Location</p> <p>\$65,350.85</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 the following impact: Students are able to access a variety of excursions offered by the school to enhance learning and wellbeing through subsidised transport and fees. The ongoing maintenance and purchasing of technology has resulted in equitable access to important learning tools and platforms for all students.</p> <p>After evaluation, the next steps to support our students will be: Continue to support student learning and wellbeing with subsidised costing for excursions and extra-curricular activities and to ensure students are afforded every opportunity to engage in quality experiences in our local network and beyond.</p>
<p>Professional learning</p> <p>\$42,886.50</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> <ul style="list-style-type: none"> • Differentiation to support reading and numeracy improvement • Effective classroom practice • Connect, Succeed, Thrive and Learn <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Releasing teachers to participate in Quality Teaching Rounds to influence improved practice across the school. • Supporting staff participation in external professional learning opportunities. • Teacher release one period a fortnight to engage in professional learning based around the What Works Best toolkit to support teaching and learning. <p>The allocation of this funding has resulted in the following impact: Staff are encouraged to access a wide variety of professional learning opportunities locally and wider afield to support student learning and wellbeing. Beginning teachers and their mentors work together to strengthen understanding of best teaching and learning practice supported by professional development opportunities. Staff are able to participate in professional learning as individuals or as part of a collaborative team resulting in support toward achieving 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 to improved students outcomes.</p> <p>After evaluation, the next steps to support our students will be: Aligning school practice to support the meeting of Strategic Improvement Plan targets and emerging needs through targeted professional learning for staff. Staff surveys and meetings show a strong engagement and</p>

Professional learning \$42,886.50	productivity with the in-built professional learning period. This timetable allocation will be applied into 2023. Staff will continue to explore the What Works Best theme of Classroom Management commencing Semester 1 2023 building on their knowledge of other themes High Expectations and Explicit Teaching to strengthen practice and to support many new teachers to link with current school professional learning priorities.
COVID ILSP \$125,645.00	<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 2022.</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"> • providing targeted, explicit instruction for student groups in literacy/numeracy - QuickSmart • providing intensive small group tuition for identified students who were needing intervention to support learning progress. <p>The allocation of this funding has resulted in the following impact: Identified students benefited from small group tuition in literacy and numeracy on a weekly basis through explicit programs such as QuickSmart, the Literacy class and small group supports delivered by teachers and support staff.</p> <p>After evaluation, the next steps to support our students will be: Determine the most effective COVID ILSP strategy for 2023, based on 2022 review, in consideration of available staff and system priorities to deliver additional tuition.</p>
Student support officer (SSO) \$96,058.00	<p>These funds have been used to support improved outcomes and the achievements of staff and students 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"> • Connect, Succeed, Thrive and Learn <p>Overview of activities partially or fully funded with this Staffing - Other funding include:</p> <ul style="list-style-type: none"> • the delivery of a daily Breakfast Club and the running of key support programs with students. • interventions and support for students to manage wellbeing needs. <p>The allocation of this funding has resulted in the following impact: The SSO has been invaluable in providing on the ground wellbeing support to students across the school. The SSO has supported individuals and groups by running programs based on need including the RAGE program and co-ordinating Breakfast Club to ensure our students begin their day ready to learn. The SSO also provides advice on managing conflict and has supported restorative practice as a means to build relationships and repair friendships. The SSO also liaises with families, network and external organisations to facilitate the best wellbeing outcomes for identified students and their families.</p> <p>After evaluation, the next steps to support our students will be: The SSO will expand programs delivered to students in 2023 supporting the delivery of a Girls Cultural Group and a group to improve attendance.</p>



Hands on Learning Program 2022.

Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	225	224	227	215
Girls	242	238	237	233

Student attendance profile

School				
Year	2019	2020	2021	2022
7	88.6	87.6	86.3	84.1
8	87.8	82.9	80.1	76.0
9	83.5	83.4	78.8	70.8
10	80.2	75.7	74.3	65.9
11	83.8	83.5	69.0	59.7
12	85.3	82.6	79.6	76.0
All Years	85.1	82.8	78.3	71.6
State DoE				
Year	2019	2020	2021	2022
7	91.2	92.1	89.7	85.5
8	88.6	90.1	86.7	82.1
9	87.2	89.0	84.9	80.5
10	85.5	87.7	83.3	78.9
11	86.6	88.2	83.6	80.0
12	88.6	90.4	87.0	83.9
All Years	88.0	89.6	85.9	81.7

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 from 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 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.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2022, student attendance was impacted by a range of factors:

- Families evacuating and relocating due to NSW floods
- Sick students staying at home until a negative COVID-19 test was returned
- Household members testing positive to COVID-19
- The easing of COVID-19 border controls at the beginning of 2022 which allowed families to travel inter-state and overseas.

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	41	20
Employment	52	43	22
TAFE entry	4	2	0
University Entry	0	0	38
Other	5	8	5
Unknown	0	2	15

Year 12 students undertaking vocational or trade training

26.19% of Year 12 students at Leeton High School undertook vocational education and training in 2022.

Year 12 students attaining HSC or equivalent vocational education qualification

94.1% of all Year 12 students at Leeton High School expected to complete Year 12 in 2022 received a Higher School Certificate or equivalent vocational education and training qualification.



Work Ready Day 2022.

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
School Counsellor	1
School Administration and Support Staff	11.78
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 2022, 4.6% of the department's overall workforce identify as Aboriginal and/or Torres Strait Islander Peoples.

Aboriginal and Torres Strait Islander school workforce composition

Staff type	Benchmark ¹	2022 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.00%	4.10%
Teachers	3.00%	3.30%

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.

Additionally, the school delivers its own professional learning agenda on a fortnightly basis based on school and system

targets and goals. Through this platform, a strong pipeline of instructional leadership is developed across the school and collaborative practice continues to be valued and promoted.



LHS Teachers at 2022 Colour Run Fundraiser

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2022 to 31 December 2022. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2022 Actual (\$)
Opening Balance	1,315,639
Revenue	8,955,192
Appropriation	8,853,548
Sale of Goods and Services	7,453
Grants and contributions	84,076
Investment income	8,625
Other revenue	1,490
Expenses	-8,736,657
Employee related	-7,303,638
Operating expenses	-1,433,019
Surplus / deficit for the year	218,535
Closing Balance	1,534,174

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.



Senior Dance Troupe 2022

Financial summary - Equity loadings

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

	2022 SBAR Adjustments (\$)
Targeted Total	175,136
Equity Total	969,908
Equity - Aboriginal	95,713
Equity - Socio-economic	547,039
Equity - Language	67,117
Equity - Disability	260,039
Base Total	6,642,986
Base - Per Capita	119,583
Base - Location	65,351
Base - Other	6,458,052
Other Total	768,186
Grand Total	8,556,217

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.



LHS Careers EXPO 2022

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.

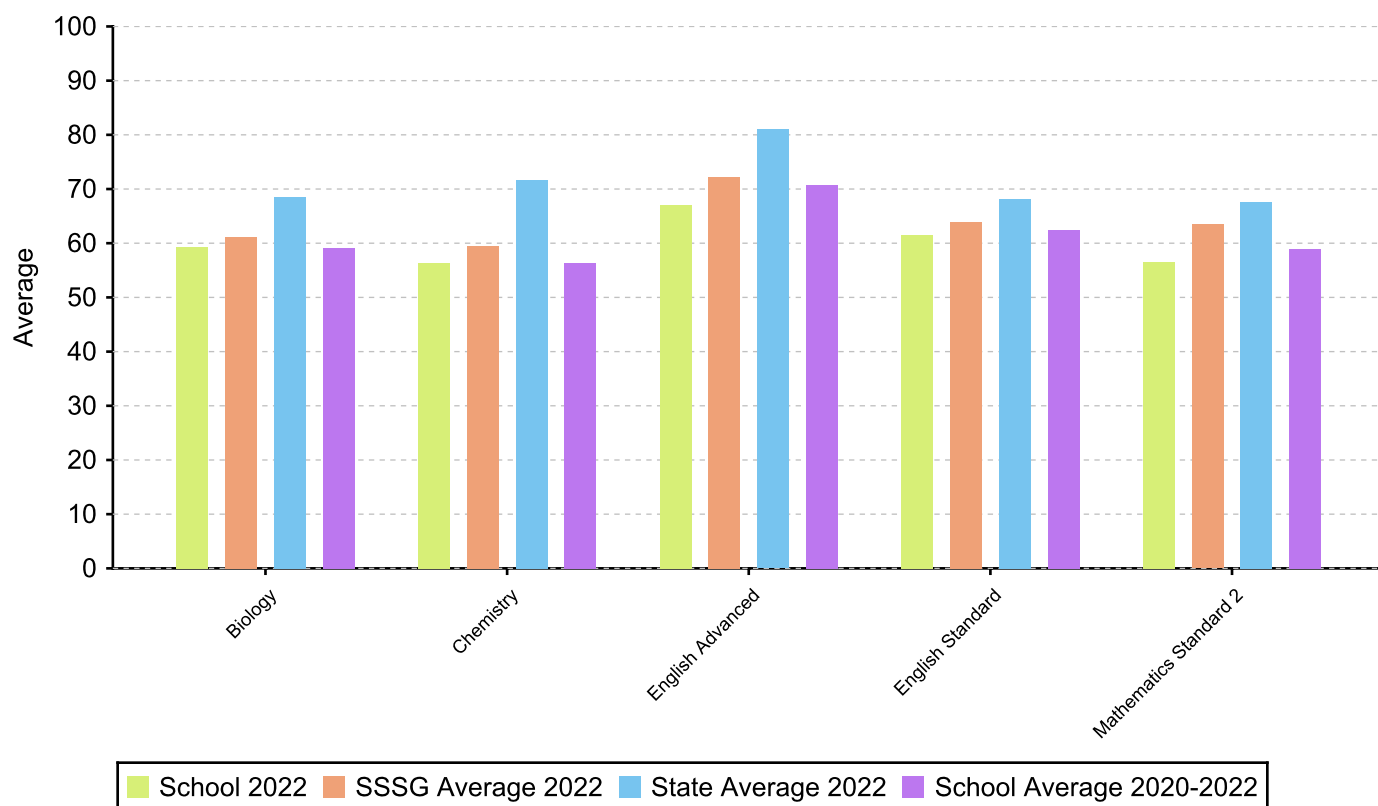


Year 8 Boys Team - Mathematics Challenge Day Winners 2022.

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 2022	SSSG	State	School Average 2020-2022
Biology	59.3	61.1	68.5	59.0
Chemistry	56.3	59.5	71.7	56.4
English Advanced	67.1	72.2	81.0	70.7
English Standard	61.5	63.9	68.1	62.5
Mathematics Standard 2	56.5	63.5	67.6	58.9



Parent/caregiver, student, teacher satisfaction

The 2022 Tell Them From Me Parent Survey provided some useful feedback to assist in decision making for school improvement. Survey results indicated that parents identified the school newsletter and text messaging as the most useful form of communication to share information about school events, pertinent learning and wellbeing information and student progress. In response to questions regarding learning, parents are very positive about their role in supporting learning from home and the school's success in supporting learning in general. A pleasing number of parents reported that semester reports are written in terms they understand. There is an increase in respondents reporting that the school supports positive behaviour. Feedback for improvement from the survey suggests that parents need to be better informed about school events and would like to feel more welcome through improved communication channels.

Tell them From Me Student Survey reports for 2022, in some areas, indicate a more positive response with higher levels of optimism, perseverance, and academic self concept. Students were above state comparison for participating in sports and extra-curricular activities, and maintained strong positive teacher-student relations and intellectual engagement. Areas identified for improvement link to much of what the school is trying to achieve in the Strategic Improvement Plan with a focus on improving learning and wellbeing outcomes, creating engaging learning experiences for students with different needs, a greater connection to the school community and avenues for increased student voice and leadership opportunities.

The Tell Them From Me Teacher Survey 2022 indicates an upward trend with some responses to eight drivers of student learning in comparison to previous surveys and in some cases in comparison to NSW government norm including the use of data to inform practice and the incorporation of technology into teaching. The People Matters Survey (PMES), undertaken by staff each year, indicate strengths in the area of feedback to help staff improve their work, an understanding of the expectations associated with the job, and a confidence to inform the manager of workplace risks. The school's most notable areas of improvement in 2022 as indicated by staff is in the area of feedback, the promotion of collaboration between organisations, career development opportunities, speaking up and sharing different views to others within their organisation and that senior managers communicate the importance of customers in the workplace.

The school continues to explore options and opportunities for continuous improvement and for more productive engagement with the school community to seek feedback critical for improvement.



Award winners Leeton Eisteddfod 2022.

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.



Stage 4 DaVinci Decathlon Participants