

2022 Annual Report

Leumeah High School



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Introduction

The Annual Report for 2022 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.

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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.

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 are equipped with iPads to enable them to access the innovative teaching and learning programs. 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	2022 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Delivering
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Delivering
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	Delivering
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

Professional learning: \$51,170.00

English language proficiency: \$67,365.00

Low level adjustment for disability: \$287,778.00

Socio-economic background: \$39,625.00

Integration funding support: \$229,173.00

Summary of progress

Progress and achievement of goals for Strategic Direction 1, Student growth and attainment, had some areas of significant gain, whilst other system bound targets were not met.

The most impressive area of growth was within the domain of HSC results. HSC course results at Leumeah High School showed a significant improvement in the percentage of students attaining the top 3 HSC bands, to be measured at 41.4%. This was only 1.3% below the systems bound target of 42.7%. However, most pleasingly, was the improvement in the percentage of students attaining the top 3 HSC bands from 29.4% in 2021. 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 to the implementation of the Parent Partnerships Learning Ecosystems Project in HSIE, which focused on developing explicit teaching strategies with HSIE staff.

Whilst there was not significant improvement in NAPLAN results, the continued implementation of the LitFit program will hopefully have a positive impact on future student achievement in this reading. Improved results in writing were seen in terms of achievements of students in Bands. However, this was unable to be quantified as there were no benchmarks for comparison due to COVID lockdowns during the 2020 NAPLAN period. In 2023, Leumeah High School is focusing on improving results in Numeracy with the introduction of a Numeracy Ninjas program once a fortnight, where explicit Numeracy lessons, built and created by each KLAS have been integrated into classroom practice.

Faculty Plans developed collaboratively by Faculty Professional Learning Communities (PLCs) integrated explicit literacy and numeracy goals. These goals and associated teaching strategies were continually reviewed and modified and were used by Head Teachers who lead classroom teachers in 2022 to enhance student learning and engagement. Additionally, this was key in continuing to develop resources and also teacher capacity and confidence in delivering and integrating literacy and numeracy into classroom practice.

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 HSC bands by 3% to be measured at	352 HSC examinations were attempted by 78 students in the Year 12 cohort of 2022. There were 142 results where a Band 4, 5, & 6 was attained. This included 5 Band 6 results in the KLAS of Science and Mathematics. As such there was a significant improvement in the

42.7%.	percentage of students attaining the top 3 HSC bands from 29.4% in 2021 to 41.4% in 2022.
At Leumeah High school we will see an Improvement in the percentage of students achieving in the top two bands in Year 9 NAPLAN to be above the schools lower-bound system negotiated target of 22.7% in numeracy and 13.6% in reading.	At Leumeah High School there was no improvement in the percentage of students achieving in the top 2 bands of NAPLAN in the domain of Numeracy. There was a continued decline to 7% in 2022 from 9% in 2021. This target is significantly below the schools lower-bound systems negotiated target of 22.7%
At Leumeah High school we will see an Improvement in the percentage of students achieving in the top two bands in Year 9 NAPLAN to be above the schools lower-bound system negotiated target of 22.7% in numeracy and 13.6% in reading.	At Leumeah High School there was no improvement in the percentage of students achieving in the top 2 bands of NAPLAN in the domain of Reading. There was a slight decline to 8% in 2022 from 9% in 2021. This target is below the schools lower-bound systems negotiated target of 13.6%.
Improve the percentage of students at Leumeah High School who achieve NAPLAN results in writing at or above expected growth to 53% by Year 9.	Due to COVID, the 2022 Year 9 cohort did not sit the 2020 NAPLAN examinations. As such, there is no way to measure expected growth in writing. However, students at Leumeah High School exceeded the percentage of students in the top 2 bands for writing within the SSSG by 0.5%
The percentage of Year 9 Aboriginal students at Leumeah High School who achieve NAPLAN results in the top three bands improves to be 11% in Reading and 20% in Numeracy.	No Aboriginal students achieved a result in the top 3 bands for Numeracy in 2022. However, 60% of Aboriginal students achieved a Band 7 in NAPLAN in the domain for Numeracy.
The percentage of Year 9 Aboriginal students at Leumeah High School who achieve NAPLAN results in the top three bands improves to be 11% in Reading and 20% in Numeracy.	20% of Aboriginal students achieved a band 8 in Reading. This exceeded the result across the Year 9 cohort. Further to this, 40% of Aboriginal students achieved a Band 7 in NAPLAN in the domain for Reading.
The school is validated as operating at Sustaining and Growing in the Teaching Domain of "Data Skills and Use" in the School Validation Process.	Staff continued to undertake professional learning activities in using data to plan teaching and learning. However, the staff have identified that they still assess their capacity to use Data Skills in the SEF and in the process of undertaking Evaluation as Delivering.

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: \$20,996.00

Socio-economic background: \$623,500.00

Summary of progress

Under the area of Strategic Direction 2 - Best Practice, Common Practice, staff have continued to make gains in their ability to utilise the innovative use of technology in the classroom. Due to lost professional learning time and staff change over and as indicated through staff feedback, professional learning in this area was redirected towards upskilling and reinforcing staff skills. 97% of staff have foundational skills as indicated by their Apple Teacher status while we continue to celebrate leaders within the school who have engaged in leadership programs and expert teachers who have been invited to share their practice with other schools. Faculties continue to develop engaging and innovative programs and assessment including, notably, App development in partnership with Apple.

In the absence of available professional learning in the Curiosity of Powerful Learning (CPL) Framework, the team began work in the area of Learning Intentions, Narrative and Pace. In Term 4, a new School Improvement Team was formed as the availability of professional learning came online. While our work on Learning Intentions, Narrative and Pace was meaningful, feedback through the executive has lead the new School Improvement Team to refocus their initial theory of action to 'setting challenging learning tasks.' This will be a key feature of our professional learning in 2023.

Teaching Sprints proved to be a highly useful method for staff development, allowing a non confrontational, collaborative and reflective process to improve teacher practice. Through our two Sprints in 2022, we developed our staff's capacity to undertake a sprint and saw significant gains in their ability to engage in meaningful reflective practice and their ability to collect data to inform their practice. This model will continue to be used as we embark on our work with CPL.

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
40% of staff are identified at Intermediate Practice in the CPL rubric for Harness Learning Intentions, Narrative and Pace.	The Curiosity and Powerful Learning Team led the executive through a review of the current teaching practices aligned with Learning Intention, Narrative, and Pace. The extent and mode of delivery were investigated through faculty-monitored observations. Feedback from HTs aligned with the original 60% of staff consistently utilising LISC within their lessons each week.
20% of staff are identified at intermediate practice in the CPL rubric for Connect Feedback to Data.	Due to continuing Covid-19 restrictions impacting the availability of experts in CPL, staff training induction training did not commence until the end of Term 4. The following was completed in order to implement a Professional Learning journey for 2023. All staff were introduced to CPL and the School Improvement Team was established with a mix of Senior Executive, Executive, and Classroom Teachers. CPL will move to the forefront of all PL in 2023 with a reimaged focus on High Expectations and Challenging Learning Tasks.

100% of Years 7, 8, 9 and 11 programs clearly show authentic integration of a range of ICT use.	There has been progress in the integration of authentic use of ICT in teaching programs. In Term One, the HT Future Focused Learning met with Head Teachers to develop a personalised plan for faculties. Strategic Direction 2 goals were discussed as well as an implementation process. The implementation process began in Term 2 with faculties workshopping to develop digital learning portfolios in stage 4. In Term 3, the HT Future Focused developed an ICT integration document for faculty reflection to identify areas of strength and to inform future developments in this space.
100% of Stage 4 teachers regularly utilise ICT to formatively assess and provide feedback to students.	The lead up to this target has been greatly impacted by Covid 19. As a school, the loss of professional learning time along with staff turn over has lead to a need to renew staff understanding and skills in the use of technology for teaching before delving deeper into formative assessment.
Training of new staff to ensure 100% of staff are Apple Teacher trained including new inducted staff.	Training for new staff has become more streamlined and ongoing in 2022. The Head Teacher Future Focused has met with new staff to ensure personalised support for new staff in attaining their Apple Badges. This has seen 97% of staff at Leumeah High School attain their Apple Badges.
Apply again to become an Apple Distinguished School If unsuccessful in 2021.	Leumeah High School has been recognised as an Apple Distinguished School for 2021-2024 for its innovative use of technology in teaching and learning. Apple Distinguished Schools are centres of innovation, leadership and educational excellence.
60% of staff confidently use Teaching Sprints to improve their teaching practice.	All staff engaged in two term-long Teaching Sprints with a focus on collaboration. Through staff surveys, 68% indicated that the whole school sprint provided an overall improvement in their teaching practice. Staff have responded positively to the use of Sprints as a tool to foster and improve their practice and teaching skill sets in areas outside of the designated targets, additionally, 78% of staff stated that they felt the structure and nature of Teaching Sprints provided a focused approach to practice improvement and that it had sustained impacts within their classroom
60% of staff are utilising the data collected from their Teaching Sprint to inform their future practice - Data Informed Practice	Overall, at the conclusion of the second Teaching Sprint, 74% of staff had collected, analysed and adjusted their practice to ensure that the Teamwork teaching strategy was being implemented effectively in their classroom. Staff members collated evidence that demonstrated the positive impact of teamwork on academic achievement and engagement. Between the identical sprints in Term 2 and 4, there was a 20% improvement in evidence collection that reflected the targets set by staff and 34% improvement in the overall collection of evidence.

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: \$68,400.00

Aboriginal background: \$57,954.00

English language proficiency: \$1,500.00

Low level adjustment for disability: \$16,000.00

Summary of progress

Overall progress in this area has been consistent in the latter part of the year, considering the circumstances around Covid-19 cohorting and to the ongoing interruptions to learning in 2022. As a whole, the school recovered well and student and parent engagement was enhanced from Term Two. The key focus was on rebuilding relationships and improving school culture and engagement. A number of community events were held including the Multicultural Harmony Day, Eid Breakfast and Z Elective Showcases. This improved student wellbeing and overall sense of belonging and unity.

The response from students and parents to the Tell Them From Me (TTFM) surveys showed a declining trend in how the school is perceived and valued by our community. These results, however, are not replicated when students are spoken to either formally or informally or when they undertake school created surveys. The anecdotal data indicates that our students and families have a stronger connection to Leumeah High School. The data gathered by the TTFM survey is not always indicative of students real feelings as students sometimes answer survey questions without taking serious consideration to what they are answering.

Overall, there are areas where the school needs to explore opportunities to improve our relations with the community. Further to this, the school needs to support students, staff and parents in the accurate completion of the TTFM survey.

Ongoing focus on Aboriginal Culture and Education led to the continued development of Aboriginal Student Leadership opportunities and the creation of the ARC Constitution. Aboriginal leaders were invited to participate in the planning of an Aboriginal Mural and Yarning Circle at the school to be commenced in 2023. This will provide additional opportunities for Aboriginal students to engage with culture and for the school to include the parent community in authentic cultural celebrations.

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
Connected Citizens 60% of all students report feeling a sense of belonging (from TTFM. Baseline data 52%)	School Pride is an area of concern. only 24% agreed or strongly agreed that they had pride in Leumeah High School. Aboriginal students see their sense of pride in Leumeah High School is increasing. There has been a decrease across all years in the school of their connection and sense of belonging when compared to our pre-Covid levels. As a school we will be using this data to inform our future initiatives and activities. Our aim will be

<p>67.3% of students indicate positive wellbeing.</p> <p>50% of girls will indicate a positive sense of belonging.</p> <p>50% of Aboriginal students either agree or strongly agree that they feel a sense of pride in their school.</p>	<p>to work with students to improve their relationships with each other and with the school.</p> <p>The school will be conducting focus groups in addition to TTFM and will be educating students on the importance of completing the survey accurately.</p>
<p>Attendance - At least 53% of students will have attendance greater than 90%</p>	<p>In 2022, 30% of our students had an attendance rate over 90%. We have had many long term absences in the senior school, due to students finding work, but not following DoE guidelines to leave school.</p> <p>Our HSLO has worked with our Wellbeing Team and Deputy Principals to assist students with long term absences to return to school and provide support to the families. The school will need to work to ensure students and their families value attendance. An analysis of data and interview students and families of our lower attending students will occur.</p> <p>Students and families will be encouraged to improve attendance and will receive recognition and rewards when they do.</p>
<p>Wellbeing - 55% of students respond with a positive score for Advocacy, Expectations and Belonging on the TTFM survey.</p>	<p>Advocacy is an area that has improved at Leumeah High School.</p> <p>68% of students identified that they have a teacher or staff member they can go to for support. This is a positive outcome for our school as it is well above the target that was set.</p> <p>46% of students identified that they have a positive sense of belonging at Leumeah High School. Girls are almost at target with 54% agreeing with the statement. The peak for boys is in Year 11 with 65% agreeing. When looking at a Positive Learning Culture, Leumeah High School is at State average, with boys marginally more positive than girls. This positive wellbeing outcome is a reflection of the hard work and resources Leumeah High School has and continues to put in place to support our students.</p>
<p>Increasing the wellbeing and sense of belonging of female students in years 8 to 10 by 55 %</p> <p>43% of Aboriginal students either agree or strongly agree that their teachers have a good understanding of their culture as indicated by TTFM.</p> <p>58 % of students have a positive growth orientation, setting challenging goals for themselves in their school work and aiming to do their best.</p>	<p>Leumeah High School continues to be a school where Aboriginal culture is respected and promoted. 53% of Aboriginal students have indicated that teachers have a good understanding of their culture. 56% of Aboriginal students said they feel good about their culture. As a school we promote events both within the school and in the wider community that show our pride in our indigenous students and the wider indigenous community. We have employed targeted staff to provide Aboriginal students with a mentor and who is a safe person they can go to for support. NAIDOC week saw an increased focus on culture and belonging that was then continued throughout the remainder of 2022 and will be continued into 2023.</p> <p>Our Tell Them From Me data showed that our Year 8 to 10 girl's sense of belonging sat just below our target at 52%. Our Tell Them From Me data showed that students with a positive growth orientation had not met our aspirational target. There are many factors that could have affected this including the cohorting at the start of the year. We are still seeing the effects of the two Covid Lockdowns.</p>

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$229,173.00</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>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"> • LANE - Literacy and Numeracy Empowerment <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 targeted professional learning around [course] <p>The allocation of this funding has resulted in the following impact: Students with high-level learning needs are being catered for more adequately. Students are better able to access the curriculum due to the in-class support. In addition, students' general wellbeing was further supported by the SLSOs who were allocated to each student. There has been some improvement in overall student attendance. Attendance is monitored daily and clearly links with wellbeing support. Teachers monitor a case load of students, with support from a SLSO, and are responsible for maintaining regular parent communication around attendance and wellbeing. HT Wellbeing/Learning Support works with HTs to differentiate assessments and classwork for students with disability (Autism, IM, Behaviour needs). Personalised Learning and Support Plans (PLaSPs) for students are created to tailor specific learning and social and emotional support for these students. The LaS teacher implements strategies and collaborates and team teaches with teachers to best support students with complex learning needs or students with disability. Staff work with therapists, external agencies in ensuring students' needs are addressed. They assist families with NDIS documentation and maintenance of the registration.</p> <p>After evaluation, the next steps to support our students will be: To continue to identify and support eligible students and other moderate and high level needs students in mainstream classes. To continue intensive learning and behaviour support for funded students To provide release time for classroom teachers to liaise with stakeholders to develop and conduct regular reviews of students' personalised learning and support plans (PLaSPs) To facilitate the implementation of targeted programs to differentiate teaching and learning programs</p>
<p>Socio-economic background</p> <p>\$731,525.00</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>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"> • LANE - Literacy and Numeracy Empowerment • Teaching with Technology • Connected learners • Connected Citizens <p>Overview of activities partially or fully funded with this equity loading include:</p> <p>The allocation of this funding has resulted in the following impact: Provision of additional staff to support the Strategic Directions of the school, namely an additional Deputy Principal position and Head Teacher Future</p>

<p>Socio-economic background</p> <p>\$731,525.00</p>	<p>Focused Learning to drive the implementation and development of the school's commitment to technology in particular Apple technology. The additional staff have assisted teachers in the implementation of innovative teaching and learning activities around iPad technology and delivered professional learning on best practice. The additional Deputy Principal also has the added responsibility of monitoring and supporting the wellbeing of two year groups, namely, Years 8 & 9. This additional support has resulted in more timely management of behaviour and learning needs of our students and a more individualised approach.</p> <p>Provision of an additional (1.0 FTE) LaST to meet the high learning needs of our students. As there are a high number of students with complex wellbeing, behaviour and learning needs, the school utilises these funds to ensure that staff are supported in providing adequate differentiation in the classroom via the skills of the LaST. The additional LaST provided team-teaching and professional learning opportunities for staff to implement strategies that deliver improved student outcomes.</p> <p>Provision of an additional teacher to supervise the Senior Study Centre. This initiative has continued to deliver improved student outcomes and achievement in the HSC. Students are supported, monitored and tutored during their study periods by experienced English and Maths trained teachers with a wealth of experience of senior syllabus. Students are more engaged in their lessons as they have the additional support provided during their study periods.</p> <p>Provision of 0.4 literacy and numeracy teacher to assist Years 10, 11 and 12 students to pass the HSC Minimum Standard tests. Students were withdrawn from class and offered tutoring in either literacy and or numeracy. Resources were created and differentiated to meet students' learning needs. These withdrawal groups for literacy and numeracy were implemented twice per week to maximize learning and achievement. Ongoing school-developed workshops assisted students further until they achieved the HSC minimum standard tests.</p> <p>A Community Liaison Officer of Pacific Island background was employed to assist teachers and the leadership team to communicate with the school's Pasifika community. Communication surrounding wellbeing, learning, and behaviour is vital to inform and engage parent support in achieving the school's strategic directions.</p> <p>After evaluation, the next steps to support our students will be:</p> <p>Continued provision of additional Deputy Principal and HT Future Focused Learning to provide ongoing mentoring of students and development of technology-based teaching and learning activities.</p> <p>Continued provision of an additional LaST to ensure students with complex learning needs are catered for and their teachers are better able to support them.</p> <p>Continued provision of additional staff to tutor and mentor senior students in the Senior Study Centre to ensure that students are supported and engaged during their study periods and are better prepared to improve their results at the HSC.</p> <p>Continued provision of individualised and small group tuition will continue in literacy and numeracy for Stage 6 students to achieve HSC Minimum Standards.</p> <p>Continued provision of Pasifika CLO to support our Pasifika community and ensuring their children are supported and strengthen the channels of communication between home and school.</p>
<p>English language proficiency</p> <p>\$68,865.00</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>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"> • Enhancing Evidence Informed Practice • LANE - Literacy and Numeracy Empowerment • Connected learners <p>Overview of activities partially or fully funded with this equity loading include:</p>

<p>English language proficiency</p> <p>\$68,865.00</p>	<p>The allocation of this funding has resulted in the following impact: The HT Learning Support and the EALD teacher completed the EALD survey which provided an insight into the learning needs of EALD students. Various strategies were utilised to support these students learning leading to literacy and numeracy development. Increased opportunities for in- school and online intensive group work for students identified in the emerging and developing phases.</p> <p>After evaluation, the next steps to support our students will be: Engaging the EAL/D regional consultant to conduct whole staff professional learning in identifying and supporting EAL/D student language proficiency against the EAL/D scales and progressions in modes of reading, listening and viewing, and writing; Additional support for students in the emerging and consolidation phases to ensure they access the required literacy support to achieve outcomes in other KLAS</p>
<p>Low level adjustment for disability</p> <p>\$303,778.00</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>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"> • Enhancing Evidence Informed Practice • LANE - Literacy and Numeracy Empowerment • Connected learners • Connected Citizens <p>Overview of activities partially or fully funded with this equity loading include:</p> <p>The allocation of this funding has resulted in the following impact: This funding has supported a 100% increase of personalised learning plans for students identified with low level adjustment for disability and increased access to NDIS providers. All students with additional learning needs have a PLASP created through a collaborative meeting with parents/carers. PLASP proforma designed to replicate NDIS areas of learning. Additional LAST and SLSOs to provide additional support to staff in supporting students with identified additional learning needs or disabilities.</p> <p>After evaluation, the next steps to support our students will be: Learning Support teacher to implement strategies and collaborate with teachers and team teach to best support students with learning support needs or with disability/DisCon. Ongoing individualised support for identified high needs/complex students to ensure achievement of outcomes and equal access to the curriculum.</p>
<p>Professional learning</p> <p>\$72,166.00</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 Leumeah 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"> • Enhancing Evidence Informed Practice • LANE - Literacy and Numeracy Empowerment • Developing Expert Practitioners • Teaching with Technology <p>Overview of activities partially or fully funded with this initiative funding include:</p>

<p>Professional learning</p> <p>\$72,166.00</p>	<p>The allocation of this funding has resulted in the following impact: A refined and cyclical focus on Staff Professional learning on literacy and numeracy strategies across the school. CPL training and implementation of CPL Framework to enhance delivery of a high impact high leverage strategy. Ongoing evaluation of teaching and learning activities to deliver improved student outcomes.</p> <p>After evaluation, the next steps to support our students will be: Continued cycle of fortnightly PL focussing on key areas of literacy, numeracy, CPL , implementation of ALARM, behaviour management, Aboriginal and Torres Strait Island culture education and effective classroom management strategies. Ongoing support for all teachers with implementation of CPL Framework Ongoing support for ECTs through their accreditation processes.</p>
<p>COVID ILSP</p> <p>\$500,000.00</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 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> <p>The allocation of this funding has resulted in the following impact: Term 1 Tuition began in Week 5 but was heavily impacted by staff absences, onboarding of new staff and the later resignation of a key tutor. · Literacy Tuition focused on either Reading and Comprehension skills (CARS and STARS program) or writing persuasively, discursively and imaginatively. In all, 539 individualised student programs were conducted in Intensive Learning Support Programs of Literacy and/or Numeracy over the course of the year. Based on Pre-testing, classroom observations and post-testing, data analysis undertaken by Covid Tutors shows some improvement in most students and demonstrable improvement in 30-40% of students, in their reading and comprehension skills, their writing skills and/or their numeracy skills in terms of three or more identified and targeted Literacy and/or Numeracy progressions. This data has been reported in SPARO. All students involved in COVID tutoring issued with a Certificate of Participation based on the degree to which they engaged with the key elements of the program.</p> <p>After evaluation, the next steps to support our students will be: 7L and 8L Literacy groups - priority for CARS and STARS Term 1 2023. ·Year 8 (2022) going into Year 9 already identified on the basis of need for special writing program 2023. Hopefully this can be extended to key groups of identified students in Year 10, 2023.</p> <ul style="list-style-type: none"> · Year 8 (2022) going into Year 9 already identified on the basis of need for supplementary numeracy tuition. · Week 2 of Term 1 2023 - pre-testing of all Year 7 (2023) in Literacy and Numeracy to form groups in need of COVID tutoring. <p>Ongoing Student Surveys indicated overall students appreciate and value the tutoring interventions</p>
<p>Aboriginal background</p> <p>\$57,954.00</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>Aboriginal background</p> <p>\$57,954.00</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"> • Connected learners • Connected Citizens <p>Overview of activities partially or fully funded with this equity loading include:</p> <p>The allocation of this funding has resulted in the following impact: Ongoing commitment and support of Aboriginal students' education through SLSO and AEO personnel. Aboriginal students had their Personal Learning Pathway (PLP) completed to identify and support their learning and personal goals, connection to community and cultural identity. With their participation, students led and ran the Reconciliation and NAIDOC week whole school assemblies. Additionally, they ran and organised various cultural activities to be shared with all students. In class lessons were also taught about the Aboriginal and Torres Strait Islander, this year it was "Get up! Stand Up! Show Up!" Visual Arts activities have been given to students to reflect their own creativity about the perspectives, people, histories and stories. Resources were given to teachers to utilise in class and teach students about the culture, history and tradition. Leadership opportunities for First Nations' students have been established and enhanced with discussions around the possibility of creating the Aboriginal Representative Council Constitution and ARC badges being introduced in 2022. Families were invited to a Leadership Assembly to celebrate their child's achievements as leaders of the Aboriginal Community. A number of programs are in place to further support culture and student engagement, including NRL School to Work Program and Pathways to Dreaming.</p> <p>After evaluation, the next steps to support our students will be: Continued individualised support for First Nations' students. Continued cultural activities that celebrate country and culture, utilising Uncle Charlie. Continued commitment to students' leadership opportunities to ensure equal status of ARC with SRC in the school. Additional whole school Professional Learning on Aboriginal and Torres Strait Islander culture and identity.</p>
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Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	403	390	401	384
Girls	384	344	352	334

Student attendance profile

School				
Year	2019	2020	2021	2022
7	89.2	91.8	86.3	84.3
8	87.3	89.1	85.9	81.7
9	85.8	89.6	83.7	80.4
10	80.2	87.9	83.9	77.3
11	85.3	88.4	86.7	82.4
12	85.7	89.6	85.9	83.2
All Years	85.6	89.4	85.3	81.4
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	0	5
Employment	2	3	10
TAFE entry	1	2	19
University Entry	0	0	41
Other	2	0	8
Unknown	0	0	10

Year 12 students undertaking vocational or trade training

25.47% of Year 12 students at Leumeah High School undertook vocational education and training in 2022.

Year 12 students attaining HSC or equivalent vocational education qualification

88.5% of all Year 12 students at Leumeah High School expected to complete Year 12 in 2022 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)	9
Classroom Teacher(s)	41
Learning and Support Teacher(s)	1.8
Teacher Librarian	1
Teacher ESL	0.2
School Counsellor	1
School Administration and Support Staff	13.28
Other Positions	6

*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.

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	1,884,641
Revenue	12,410,173
Appropriation	11,908,349
Sale of Goods and Services	315,258
Grants and contributions	167,650
Investment income	15,115
Other revenue	3,800
Expenses	-11,987,998
Employee related	-10,417,067
Operating expenses	-1,570,931
Surplus / deficit for the year	422,175
Closing Balance	2,306,816

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

Financial summary - Equity loadings

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

	2022 SBAR Adjustments (\$)
Targeted Total	229,173
Equity Total	1,162,121
Equity - Aboriginal	57,954
Equity - Socio-economic	731,525
Equity - Language	68,865
Equity - Disability	303,777
Base Total	8,374,754
Base - Per Capita	193,962
Base - Location	0
Base - Other	8,180,792
Other Total	1,115,728
Grand Total	10,881,776

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

School performance - NAPLAN

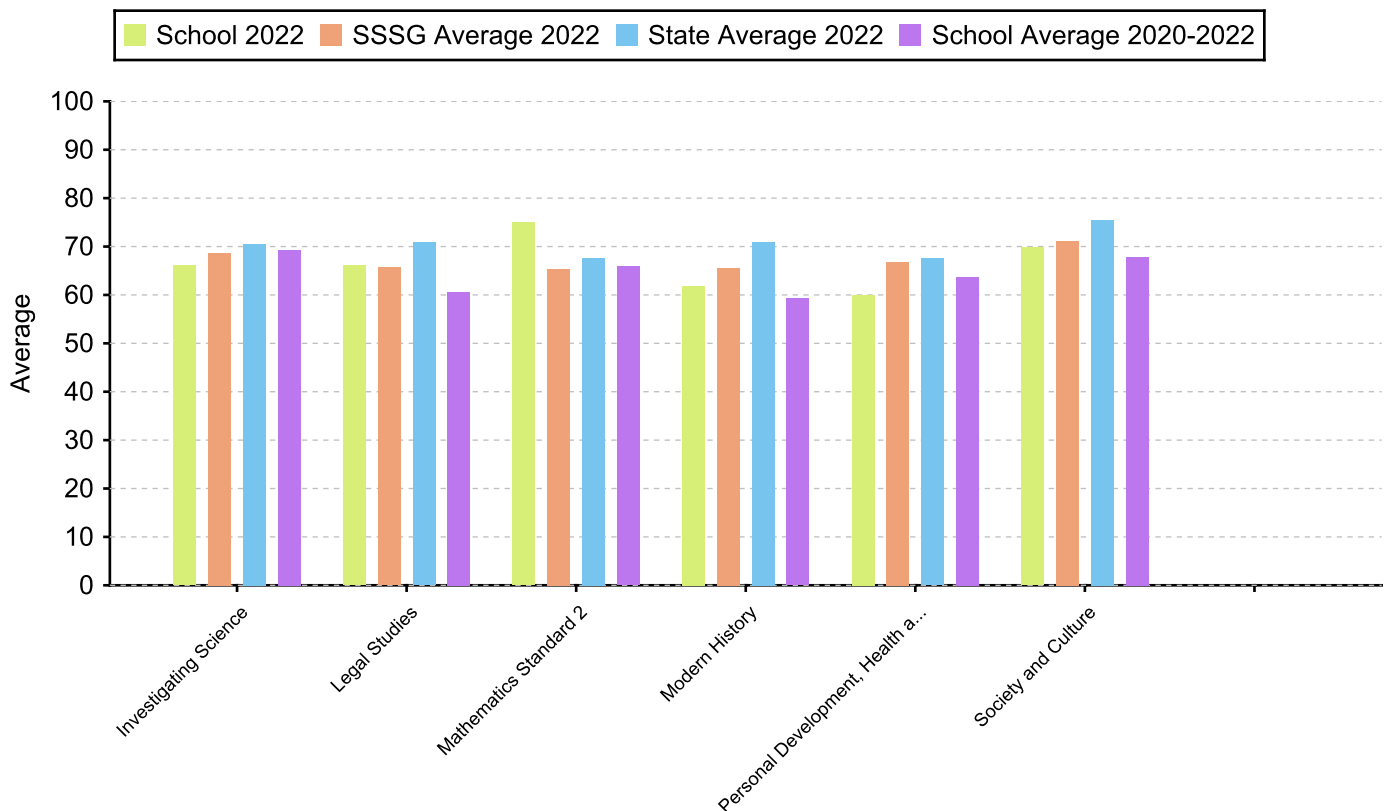
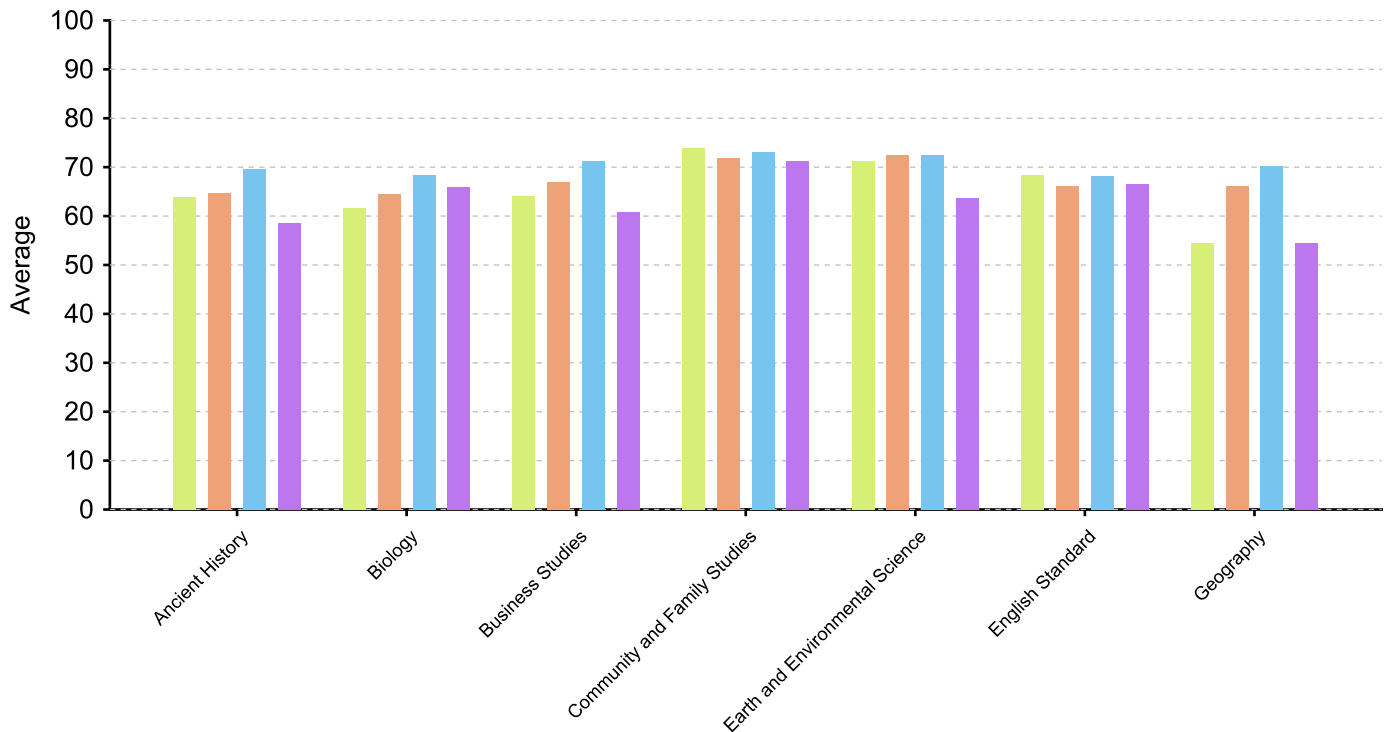
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

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

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
Ancient History	63.8	64.8	69.6	58.6
Biology	61.6	64.5	68.5	65.9
Business Studies	64.2	66.9	71.2	60.8
Community and Family Studies	73.9	71.9	73.2	71.3
Earth and Environmental Science	71.2	72.4	72.5	63.8
English Standard	68.4	66.1	68.1	66.4
Geography	54.4	66.1	70.2	54.4
Investigating Science	66.1	68.7	70.6	69.2
Legal Studies	66.1	65.7	70.8	60.6
Mathematics Standard 2	75.0	65.4	67.6	65.8
Modern History	61.9	65.5	70.9	59.3
Personal Development, Health and Physical Education	60.0	66.9	67.5	63.7
Society and Culture	69.8	71.1	75.5	67.8

Parent/caregiver, student, teacher satisfaction

Parents/Caregivers

This report provides results based on data from 56 respondents who completed the Parent Tell Them From Me Survey between 27 October and 13 November 2022. The 'Partners in Learning Survey' is based on a comprehensive questionnaire covering several aspects of parents/caregivers' perspectives of their children's experiences at home and school.

'Two-way Communication with Parents' data revealed that parents/caregivers feel welcome when they visit the school at a score of 6.7 out of a possible 10 points, this is a slight decline from the NSW Govt Norm of 7.4 out of a possible 10 points. P&C meetings resumed in 2022 with more parents/caregivers in attendance and involved in decision-making processes.

In general terms, parents/caregivers feel informed about their child's academic progress and behaviour. The school has increased its communication via the Skoolbag app, school website, Showbie and Google Classroom and positivity letters.

Parents/caregivers reported that the Reports on their child's progress are written in terms they understand and that when there were concerns with their child's behaviour, the teachers would inform them immediately at a score of 6.8 out of a possible 10 points, which is slightly above NSW Government Norm.

Overall in most aspects, the school data is in line or just below the NSW Government Norm, with parents/ caregivers indicating that they are generally happy with the school environment and culture.

Teachers

This report provides results based on data from 34 respondents in this school who completed the Teacher Survey between 26 October and 09 November 2022.

In relation to the eight drivers of student learning, teachers rated that school leaders create a safe and orderly school environment leadership of the school at 7.5 out of a possible 10 points compared with NSW Government norm of 7.1, being the highest score by teachers related. Overall, the results from the survey indicated that an increased focus in the eight drivers of student learning and professional development will be needed to improve.

Teachers rated the overall learning culture of the school at 7.5 out of a possible 10 points which is slightly less than the NSW Government Norm. Teachers reported highly on, 'My assessments help me understand where students are having difficulty' at 8.2 out of a possible 10 points. This is reflective of the increased focus on teachers' reflective practices around Teaching Sprints and assessment practices.

Students

This report provides information based on data from 450 students who completed the student survey between 25 October and 10 November 2022.

Students were asked about engagement in learning and the number of factors including a positive sense of belonging and intellectual engagement at school. Overall, there is a decline in students with positive relationships, students with valuing schooling outcomes, and increased truancy. However, students rated the school as providing a positive learning climate at 5.5 out of a possible 10 points, 0.1 below the Government Norm. Covid -19 may have impacted students' motivation and application to academic studies. Positively, teacher-student relationships is in line with the Government Norm.

56% of Year 7 students 'are interested and motivated', with 73% of Year 11 feeling motivated, unfortunately, only 32% of 12 students are interested and motivated in their learning. This could be a result of the STEP class which did not focus so much on academic achievement but more on transition to the workforce. The school is developing more programs with external agencies to build an increased sense of belonging for students.

Overall 54% of LHS students value their schooling outcomes in comparison with 72% of the Government Norm. This will be addressed through additional Professional learning for teachers on effective classroom management and challenging learning tasks.

Overall, LHS students' rate the following school-level factors associated with student engagement; Quality instruction, positive teacher-student relations, positive learning climate and expectations for success as just below the Government Norm, indicating a need for further development in this area.

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.