Lithgow High School

2019 Annual Report

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Introduction

The Annual Report for 2019 is provided to the community of Lithgow High School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self–assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

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School background

School vision statement

Opportunities for Everyone"

Lithgow High School seeks to develop a culture of equity and excellence, where all students become successful learners, confident and creative individuals, and active and informed citizens. Lithgow High School seeks to achieve these national goals through the development of a school culture that values and rewards effort and innovation, collaborative and reflective practice. A culture where organisational systems and practice value learning as a first priority in preparing students for the global environment.

The school plan 2018–2020 is underpinned by the whole school focus on the Positive Behaviour for Learning Framework. The sustained and consistent implementation of universal targeted and intensive strategies will ensure all students have the opportunity to succeed.

Staff, students and parents will feel they are valued as full participants in the school community.

School context

Lithgow High School is located two hours west of Sydney. The school is comprehensive and inclusive and is a member of the Lithgow Valley Educational Community. The school has a history of academic, cultural, and sporting achievements, provides a broad curriculum including academic extension courses, diverse electives and vocational programs. The school excels in offering a wide range of extra–curricular activities: sporting, creative, academic and STEM. The school includes a Special Education Unit of six classes catering for a range of students with disabilities. Aboriginal students are approximately 12% of the student enrolment, Lithgow High School attracts substantial additional funding.

The Lithgow Valley is experiencing economic change due to reduced employment opportunities. Once a strong industrial and mining centre many families have to leave the district to gain employment.

Significant progress was made in improving and implementing whole school programs in wellbeing and learning in the 2015–2017 plan. The school has reinvigorated a positive learning culture and created an effective wellbeing framework that individualises educational opportunity for all students. Improvements have been made at the whole school level in building hope, aspiration and concrete opportunities for students. The challenge of the 2018–2020 plan is to embed and consolidate the framework within the accepted pedagogy of every classroom.

Self-assessment and school achievement

This section of the annual report outlines the findings from self–assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self–assessment using the School Excellence Framework. The Framework is a statement of what is valued as excellence for NSW public schools, both now and into the future. The Framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

Each year, we assess our practice against the Framework to inform our school plan and annual report.

Our self–assessment process will assist the school to refine our school plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:
https://education.nsw.gov.au/teaching–and–learning/school–excellence–and–accountability/school–excellence

Self-assessment using the School Excellence Framework

Elements	2019 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Excelling
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Delivering
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Excelling
LEADING: School resources	Excelling
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1

Teaching and Learning

Purpose

Our purpose will be to excel in the implementation of high quality curriculum and assessment designed to increase the learning of every student. Including a particular focus on building exceptional reflective classroom practice leading to improved performance in students

Improvement Measures

ALARM is embedded across the school from Year 9 and leads to improved HSC value added, and Internal data indicates improved extended response completion.

Increased percentage of students demonstrating expected growth in literacy and numeracy of every student using a range of measurements.

Increasing numbers of students achieve minimum standard.

Increased numbers of staff engaged in reflective classroom observations and strengthened classroom practice, as measured by the numbers of participants and records of observations.

Progress towards achieving improvement measures

Process 1:   Sustained professional learning, in literacy, in particular reading and writing to assist students meet the minimum standard and where possible achieve the premier's priorities.

Evaluation	Funds Expended (Resources)
accelerated reader reports for all classes showed average growth in Year 7 of 0.8 or 10 months in reading age. Some students made significant growth. 121 Year 7 students completed the post test PAT–M tests 41% of students increased their year level. 40% of students stayed where they were. 19% of students went down a year level.	

Process 2:   Sustained faculty based professional reflection on ALARM, and embedding higher order thinking and extended response strategies in stage 5 and6 programs.

Evaluation	Funds Expended (Resources)
Evidenced through registrations of programs. Evidence of ALARM embedded in year 10 – 12 English and Science , progress in PDHPE. Continued improvement in HSC results in extended response. significant reduction in N award warnings issued	

Process 3:   Sustained professional learning at whole school and faculty level in effective literacy and numeracy strategies in stage 4. Development of staff capacity to analyse and implement strategies based on PAT results.

Progress towards achieving improvement measures	
Evaluation	**Funds Expended (Resources)**
end of year PAT tests completion numbers for PRC , of accelerated reader accelerated Reader results cohort growth results for year 7 indicate an average reading age growth of .8 of a year. Year 8 results were less impressive at only .1 242 students completed the Premiers Reading Challenge	PAT test subscriptions accelerated reader subscription student software $29,000 ebooks $1500

Progress towards achieving improvement measures	
Evaluation	**Funds Expended (Resources)**

Strategic Direction 2

Wellbeing and Success

Purpose

Development of highly positive school culture with a focus on student wellbeing as a foundation for effective and engaging learning experiences.

A school which values the diversity of learners where students and staff are valued, acknowledged and supported in aspiring to achieve their personal best.

School will excel in wellbeing procedures and processes to ensure every student improves and is known, valued and cared for.

Improvement Measures

Increased proportion of students who have regular opportunities to meet with an identified staff member who can provide advice, support and assistance to help students fulfil their potential.

Evidence indicates:
 • Most classrooms and other learning environments are well managed within a consistent, school–wide approach.
 • Well planned teaching is taking place, so that all students can engage in productive learning, with minimal disruption.
 • Most teachers model and share a flexible repertoire of strategies for classroom management and promotion of student engagement and responsibility for learning.

The school has implemented data driven change to whole school practices, resulting in measurable improvements in wellbeing and engagement to support learning .

Progress towards achieving improvement measures

Process 1: Professional learning in, and Implementation of, a range of wellbeing programs focussed on social and emotional wellbeing in particular on anti–bullying, resilience, anger management, and mental health.

Evaluation	Funds Expended (Resources)
Whilst suspensions and PB4L data remains concerning , much progress has been made on training staff in positive education. Students at the school evaluation meeting noted an improvement in relationships between students and staff.	

Process 2: Implement Functional Behaviour Assessments, and Intensive Support Hub framework to provide wrap around support for Tier 2 and 3 students .

Evaluation	Funds Expended (Resources)
All PB4L lessons written with student input. A team of students taking a fundamental role in design and delivery of PB4L messages. Social skills delivered to all year 7 and to targeted groups. For 2020 2 staff have allocated periods for social skills and all Year 7 are completing second step in PDHPE.	google survey

Process 3: Design and implement a Wellbeing centre delivering a diverse range of services including 1–1 and groups around health, including mental health and students at risk.

Evaluation	Funds Expended (Resources)
analysis of pre and post data around wellbeing, student interviews and provider interviews. 1283 were the total visits to providers accessed by students in 2019	

Strategic Direction 3

Leadership and Community

Purpose

To create a school–wide culture of high expectations and a shared sense of responsibility for student engagement, learning, development and success. Students benefit from the school's planned and proactive engagement with parents and the broader community. Effective communication and clear procedures and guidelines ensure that operational issues, such as resource allocation and accountability requirements, serve the overarching strategic vision of the school community.

Improvement Measures

Increased effective collaboration with parents, educational partners and the community lead to identification of strategic priorities, development and implementation of plans for continuous improvement as measured by data from the evaluation plan.

Increasing numbers of staff have capacity in distributed instructional leadership sustaining a culture of accountable, effective, evidence–based teaching and ongoing improvement so that every student makes measurable learning progress and gaps in student achievement decrease.

Most teachers have participated in capacity development programs and implement principles of evaluative thinking, continually monitoring the impact of programs and approaches used and improves practice as required as evident by PDPs, Programs and PL participation.

Progress towards achieving improvement measures

Process 1:   Leadership capacity of school executive is enhanced via timely review of programs, and assessment practice. DPs and Faculty Head teachers ensure teachers they supervise create , implement, differentiate, assess ,and evaluate and report on teaching programs.

Evaluation	Funds Expended (Resources)
Science and HSIE faculty reviews effectively completed, stage 6 program audits completed . Timeline created for review of recommendations implementation	

Process 2:   Relationships with local schools, parents and community partners is strengthened by our engagement in community wide initiatives including; PBL, elibrary, work experience, wellbeing centre, and the transition process is strengthened.

Parents are confident that the school acknowledges and celebrates the achievements of all.

Evaluation	Funds Expended (Resources)
All incoming yr 7 students were profiled prior to arrival and information effectively shared with staff at Day 1 2020. Joint Staff development Day term 3 built effective relationships around social and emotional learning across schools. Development of community of schools student leadership led to the creation of the Lithgow Valley Oath of Kindness. Continued development of complex case processes and improved links with Communities and justice, Police and Health.	

Process 3:   Leadership capacity of teachers, Head Teachers and DPs is enhanced through the coaching, evaluation , monitoring and mentoring process

Embedded sustainable faculty, team and school practice around evaluation of classroom practice

Evaluation	Funds Expended (Resources)

Progress towards achieving improvement measures	
enhanced attendance at PL at all levels, Increased levels of staff presenting to colleagues. Highly effective staff development day where 10 Lithgow High School staff presented to community of practice. Especially Pivotal , Berry Str, Rooty Hill HS, curriculum, network events.	

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading		Aboriginal students were effectively supported in both literacy and numeracy growth and in building strong cultural identity. All Aboriginal students have a PLP , updated annually. NAPLAN year 9 growth results show the majority of students are at or above expected growth.
English language proficiency	LaST $29,958.00 English language proficiency **Funding Sources:** • English language proficiency ($29 958.00)	Staff illness caused a disruption to support for these 12 students. The other learning and support teachers have monitored and supported their progress. A staff member will be trained in 2020
Low level adjustment for disability	LaST $26,678.92 SLSO $45,359.13 SAO $37,919.78 Low level adjustment for disability **Funding Sources:** • Low level adjustment for disability ($109 957.83)	Students effectively supported through wellbeing Hub and centre with over 1500 visits to external providers.
Quality Teaching, Successful Students (QTSS)		This aspect is not funded at Lithgow High School and included accidentally. Not applicable
Socio–economic background	LaST $160,073.52, BM $75,195.61, CEO $66,121.02, TSO $88,502.39, HT Admin $33,109.00, SLSO $105,230.77, Student Assistance $20,000.00, Faculty Resources $20,000.00, Consumables $5000.00, Additional PL $65,000.00, Additional resources $30,000.00, Student IT resources $29,000.00, Rock 'n' Water $15,000.00, HSC Program $6000,.00, Counselling services $16,800.00, Elevate Education $12,000.00, Wheelers e–books $1500.00, Computer Coordinator $20,000.00 Socio–economic background **Funding Sources:** • Socio–economic background ($768 532.31)	Students were effectively supported in achieving growth in reading, and HSC results and achievement of minimum standards through the use of funds to staff the senior tuition , run the accelerated reader wide reading program, provide additional PL to staff , purchase software, textbooks, laptops and counselling services.
Support for beginning teachers	1.0 Teacher $106,716.00	All eligible beginning teachers receive allocated time and mentor

| Support for beginning teachers | PL $5081.90

Support for beginning teachers

Funding Sources:
 • Support for beginning teachers ($111 897.90) | All beginning teachers participate in a fortnightly induction program. |

Student information

Student enrolment profile

Students	Enrolments			
	2016	**2017**	**2018**	**2019**
Boys	437	418	422	410
Girls	370	364	376	358

Student attendance profile

School				
Year	**2016**	**2017**	**2018**	**2019**
7	90.9	91	87.9	86.5
8	90.6	88.1	86.4	84.7
9	85.2	88	83.9	83.8
10	82.9	81.1	83.7	82.3
11	90	85.3	78.5	85.2
12	89.7	89.1	86.3	86.5
All Years	88	87	84.8	84.7
State DoE				
Year	**2016**	**2017**	**2018**	**2019**
7	92.8	92.7	91.8	91.2
8	90.5	90.5	89.3	88.6
9	89.1	89.1	87.7	87.2
10	87.6	87.3	86.1	85.5
11	88.2	88.2	86.6	86.6
12	90.1	90.1	89	88.6
All Years	89.7	89.6	88.4	88

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	1.4	1	6
Employment	5	7.6	14
TAFE entry	1.5	15.2	12
University Entry	0	0	68
Other	0	0	0
Unknown	0	0	0

Year 12 students undertaking vocational or trade training

39.02% of Year 12 students at Lithgow High School undertook vocational education and training in 2019.

Year 12 students attaining HSC or equivalent vocational education qualification

96.5% of all Year 12 students at Lithgow High School expected to complete Year 12 in 2019 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)	47
Learning and Support Teacher(s)	1.7
Teacher Librarian	1
School Counsellor	1
School Administration and Support Staff	18.08
Other Positions	1.5

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2019, 3.9% of the Department's workforce identify as Aboriginal people.

Workforce ATSI

Staff type	Benchmark[1]	2019 Aboriginal and/or Torres Strait Islander representation[2]
School Support	3.30%	7.20%
Teachers	3.30%	2.90%

Note 1 – The NSW Public Sector Aboriginal Employment Strategy 2014–17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

Note 2 – Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

Teacher qualifications

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 2019 to 31 December 2019. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2019 **Actual** ($)
Opening Balance	2,052,962
Revenue	11,317,615
Appropriation	10,938,177
Sale of Goods and Services	5,952
Grants and contributions	353,476
Investment income	20,010
Expenses	-11,138,720
Employee related	-9,993,421
Operating expenses	-1,145,299
Surplus / deficit for the year	178,895

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.

	2019 **Approved SBA** ($)
Targeted Total	1,681,560
Equity Total	1,160,117
Equity - Aboriginal	124,849
Equity - Socio-economic	713,996
Equity - Language	29,958
Equity - Disability	291,315
Base Total	7,211,767
Base - Per Capita	195,965
Base - Location	14,068
Base - Other	7,001,734
Other Total	541,484
Grand Total	10,594,928

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.

From 2018 to 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in NAPLAN on paper and others online. Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should be treated with care.

NAPLAN Online

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. As schools transition to NAPLAN online, the band distribution of results is not directly comparable to band averages from previous years. While the 10 band distribution available to schools who completed NAPLAN online is a more accurate reflection of student performance, caution should be taken when considering results relative to what was formerly a six band distribution. As the full transition of NAPLAN online continues, the most appropriate way to communicate results for NAPLAN online is by scaled scores and scaled growth. This is the reporting format agreed by state and territory education ministers, and is reflected on the myschool website.

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.
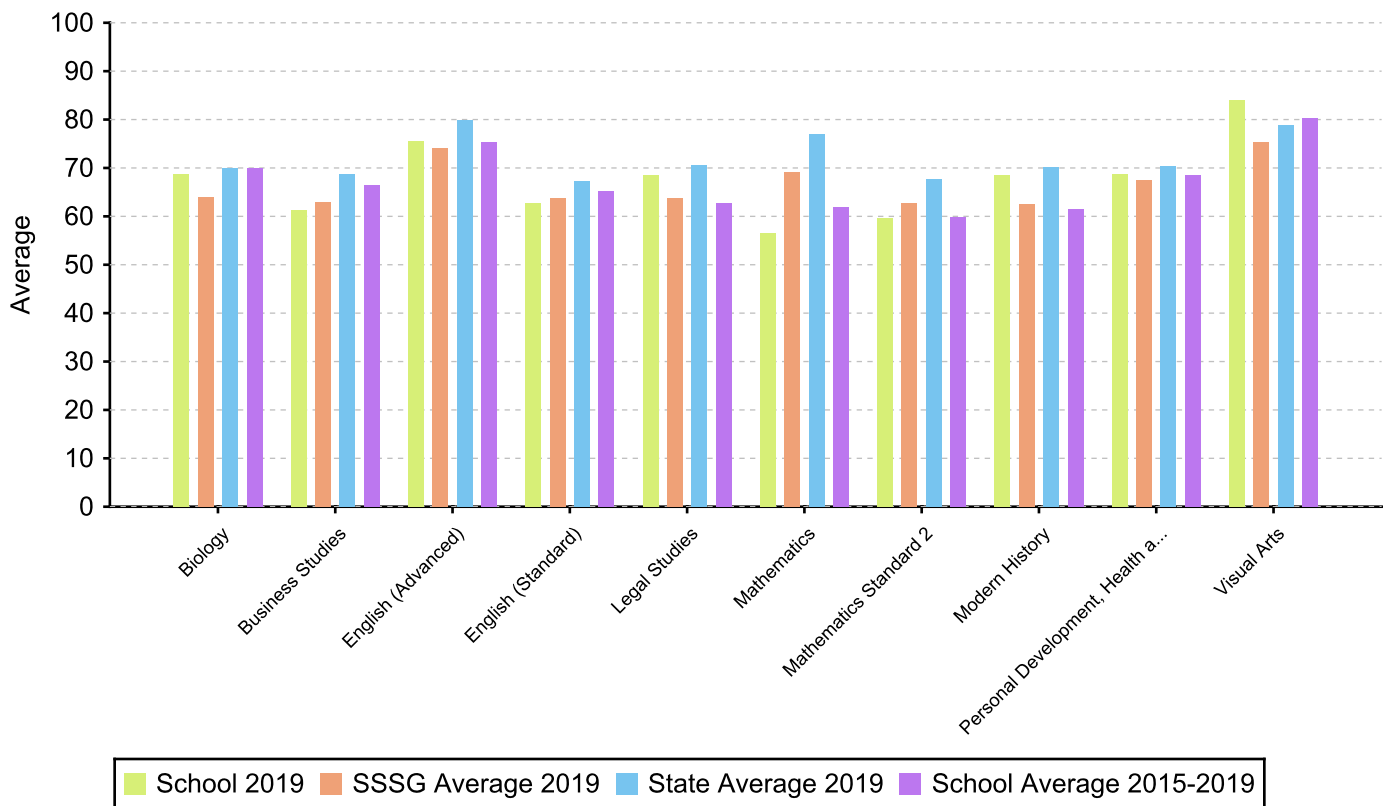
Subject	School 2019	SSSG	State	School Average 2015-2019
Biology	68.8	63.9	69.9	70.0
Business Studies	61.2	62.8	68.6	66.5
English (Advanced)	75.6	74.1	80.0	75.4
English (Standard)	62.8	63.7	67.3	65.1
Legal Studies	68.4	63.7	70.6	62.8
Mathematics	56.5	69.1	76.9	61.9
Mathematics Standard 2	59.7	62.8	67.7	59.7
Modern History	68.5	62.5	70.2	61.4
Personal Development, Health and Physical Education	68.8	67.5	70.5	68.5
Visual Arts	84.0	75.3	78.8	80.3

School performance - HSC

Parent/caregiver, student, teacher satisfaction

Lithgow High School completed the Tell Them from Me Parent and Student Surveys in 2019.

Key learning from the parent survey include:

The school well informed parents about activities relating to the school. Written information from the school is conveyed in a clear manner. Academic reports issued by the school were easy to understand. All of these indicators were above the state average. The other area that indicated strengths was in the area of the school being clear about rules, reaching 8.2 out of 10. Areas where Parents **perceived** problems in school performance included updating parents on the social and emotional well–being of students, and in classroom management.

Key learning from the student survey include:

Social Engagement – Students who are socially engaged are actively involved in the life of the school; their friends are there and they are involved in sports or other extra–curricular activities. This involvement can give them a sense of belonging at school and increase academic motivation. The data indicates a 5% rise in students involving themselves in extra curricular activity

Institutional Engagement – Students who value schooling outcomes and meet the formal rules of schooling are considered institutionally engaged. These students feel that what they are learning at school is directly related to their long–term success, and this view is reflected in their school and class attendance and their effort in doing homework. Levels of institutional engagement at Lithgow High School are presented with 86% of students indicating positive behaviour in the classroom. However only 68% valued school outcomes.

Intellectual Engagement– Some students meet the institutional demands of school, but they are not truly engaged in their learning. Intellectual engagement entails a serious emotional and cognitive investment in learning, using higher–order thinking skills, to increase understanding, solve complex problems, and construct new knowledge. Students are more engaged when their level of skills is consistent with the challenges presented to them in their classes. These students are often deeply absorbed in academic activities.

Drivers of student engagement – Measuring Student Engagement study found that there were considerable differences among schools in their levels of engagement and only some of this variation was attributable to students' family backgrounds. Four school–level factors were consistently related to student engagement: quality instruction (averaged across students and three key subjects), teacher–student relations, classroom learning climate, and teacher expectations for success. Lithgow High School was above the NSW Govt norm in all areas.

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

Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.