

# Leumeah High School

## 2019 Annual Report



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## Introduction

The Annual Report for 2019 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 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.

### School contact details

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## School background

### School vision statement

Leumeah High School provides quality learning for every student in a safe and supportive environment demonstrated through our core values of preparation, respect, co-operation and aiming to achieve one's best (PRAC). Leumeah High School fosters positive community engagement that is inclusive of and responsive to our community needs. Our highly committed staff pursue excellence in teaching to ensure our students become successful learners and confident, creative and responsible global citizens.

### School context

Leumeah High School is a large, co-educational, comprehensive school in South Western Sydney. Approx 43% of students are from non-English speaking background. Approx 7% of the students are Indigenous. The school FOEI in 2017 was 124. Higher School Certificate results indicate that some students are not achieving their academic potential and this continues to be a focus of the new school plan with the aim of moving students from the lower and middle to the middle and high performance bands. Over the past five years the school has been recognised for its strong pastoral care 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 Focus on Reading, differentiated learning, the implementation of the Australian Curriculum and meaningful implementation of the Australian Professional Standards for Teachers being school priorities for professional learning.

There is a broad academic curriculum, a continuing focus on vocational education and the opportunity for students to participate in a wide range of extra-curricular programs. Students are encouraged to take personal responsibility for their learning. Each semester students reflect on their achievements and establish goals for the following semester. Student leadership is supported and encouraged through an active student representative council and in the arts, sports and school service.

Leumeah High School is part of a community of schools (Leumeah PS, Ruse PS and Kentlyn PS) and works with its partner schools to enhance the learning opportunities for all students.

## 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                                    | 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                          | Delivering             |
| 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            | Delivering             |

## Strategic Direction 1

### Quality Learning and Quality Teaching

#### Purpose

To enhance our learning environment of high expectations, while fostering creativity, critical reflection, collaboration and innovation, and encouraging students to be active owners of their learning.

#### Improvement Measures

42% of students in Year 9 achieve Band 8 or higher in reading and numeracy and 30% in writing. 40% of aboriginal students achieve Band 8 or higher in reading and 25% in writing and numeracy.

94% of Year 9 students perform at or above national minimum standards (NMS) in reading, 75% in writing, 98% in numeracy. 90% of aboriginal students perform at or above NMS in reading, and 75% in writing and numeracy.

All prospective HSC students achieve the Literacy and Numeracy requirements prior to the commencement of their HSC year.

Average Value-Added growth Years 9-12 will increase from 24.42 to 25.00 (2017 Baseline)

Intellectual engagement measures in Tell Them From Me surveys (TTFM) are at or above NSW State Schools norm in all 3 areas – interest and motivation, effort, and appropriately challenged.

#### Progress towards achieving improvement measures

**Process 1:** Implement a whole school literacy and numeracy initiative.

| Evaluation  | Funds Expended (Resources)  |
|---|---|
| <p>2019 saw A Learning And Response Matrix (ALARM) established at Leumeah High School. The first stage of this saw all executive members trained at our annual school conference by Max Woods who developed ALARM. This training was then expanded to include all members of the ALARM Action Team. This ALARM Action Team consists of members of all Key Learning Areas across the school. Training was also offered to staff as part of our regular twilight after school professional learning sessions. Max Woods was then brought back into Leumeah High School to work specifically with the English and HSIE faculties. Our local partner high schools were also given the opportunity to send staff along to be trained by Max and some of the schools took advantage of that offer. From this training, ALARM has been extensively incorporated into Stage 6 English classrooms and our students are now seeing the benefit of this. Leumeah High School sees great value in this process and program and will continue to invest in it throughout 2020.</p> <p>The English faculty is utilising ALARM in conjunction with all senior assessment tasks which has allowed students the scope to effectively address the question provided whilst allowing them the opportunity to demonstrate their learning. Students report feeling more confident in their own learning and written responses and this is reflected in an increase in HSC assessment task results.</p> <p>To support improvement in student's numeracy, RESPOND has been introduced. Each Year 8 student has a RESPOND lesson once per fortnight. In these lessons, students are explicitly taught how to decode numeracy problems in a systematic manner, demonstrating to students that it is not only the numbers in the question that important. This ensures students access the information from other areas of the question, such as the vertices of the axis of a graph, table headings or pictures and decoding the language of the question to ensure students build up their understanding. By doing this, students will often produce more than one way to answer the question, thus enabling all students to be exposed to a variety of problem-solving</p> | <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"><li>• Socio-economic background (\$11500.00)</li></ul> |

## Progress towards achieving improvement measures

strategies. Each fortnight students are exposed to a different topic and type of question.

**Process 2:** Embed the Pillars of Formative Assessment and the Leumeah High School Model of Learning across the curriculum in all Stages.

| Evaluation  | Funds Expended (Resources)  |
|---|---|
| <p>Throughout 2019, teachers across the school undertook a minimum of 5 hours of professional learning regarding implementation of the five pillars of formative assessment. A cross-KLA professional learning team was also established, allowing 25 staff to further develop their existing skills surrounding formative assessment. This professional learning team was tasked with enriching their knowledge and deepening their understanding of specific strategies and embedding these into their teaching and learning programs and daily classroom practice.</p> <p>The Formative Assessment Professional Learning Team engaged in over 20 hours of professional learning to enact the Leumeah High School Model of Learning. This model, not only incorporates the Five Pillars of Formative Assessment, but also requires teachers to integrate the SOLO Taxonomy and High Impact Teaching Strategies to bring about student learning growth.</p> <p>Teachers fully immersed themselves in this process, modifying existing programs and practices, as well as planning for future learning experiences.</p> <p>A clear plan for 2020 has been developed to continue implementation of the Five Pillars of Formative Assessment and the Leumeah High School Model of Learning.</p> | <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>• Socio-economic background (\$28000.00)</li> </ul> |

**Process 3:** Implement a future-focused strategy in the Junior school to actively teach the 4Cs.

| Evaluation  | Funds Expended (Resources)  |
|---|---|
| <p>This year saw the successful implementation of the self select BYO-iPad class 7T. Data from this class shows an increase in attendance among the these students (the highest attended class in the school) and a reduced amount of negative Sentral entries compared with other like classes (8% versus 21% respectively). 21 staff members engaged in more 18 hours of professional learning with demonstrated with demonstrated impact on classroom practice through the collection of student data and work samples. In the Future Focused area we also saw the introduction of coding with robotics and enhanced learning experiences through accessing STEM share kits and virtual reality technology. Continued faculty level Project Based Learning(PBL) initiatives along with professional learning will see the implementation of PBL electives in 2020. Additionally, with the success of the self select iPad class we will in 2020 upscale the project to include the entire year 7 cohort.</p> <p>To support this program, staff were issued an iPad for leading teaching and learning. 18 hours of professional learning was delivered to the 21 staff in the T4L group. Professional learning were utilised to cover classroom teachers for their involvement in Apple conferences, professional learning around Project Based learning and to support the implementation of the a Digital Learning Coach and three Digital Mentors.</p> | <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>• Socio-economic background (\$40000.00)</li> </ul> |

## Strategic Direction 2

### Leading Learning – Pedagogical Practice and Systems Management

#### Purpose

To have highly inspired and passionate teachers and school leaders who critically reflect on their impact on student learning on a regular basis, underpinned by best practice systems management and allocation of school resources to support student learning.

#### Improvement Measures

Formative Assessment strategies are evident across each classroom.

A whole-school professional learning plan supports the school's identified improvement strategies that is developed, implemented, monitored and evaluated in light of student achievement data.

Every teacher engages in Improvement Sprints to improve their practice.

School policies reflect DoE requirements, are reviewed and evaluated every three years, and demonstrate best-practice processes.

#### Progress towards achieving improvement measures

**Process 1:** Embed strategies such as Improvement Sprints to improve classroom practice, and in using data to measure impact on student learning

| Evaluation  | Funds Expended (Resources)   |
|---|--|
| Leumeah High School hosted and organised two, one day workshops with Dr Ryan Dunn from Agile Schools with executive staff from Leumeah, Ingleburn and Eagle Vale High School. Learning sprints is a hands on professional learning model that enables teachers to identify areas for improvement, conceptualise a strategy, trial the strategy, analyse its level of success and pivot for great success. Staff from Leumeah High School focused on areas of feedback and literacy on the basis of its significant effect size as outlined by Hattie. All staff were required to identify an area of need in literacy and in provision of student feedback and over two 4 week periods provided daily instruction to students. Improvement was noted through fortnightly sprint check-ins and subsequent post analysis of student work samples. | <b>Funding Sources:</b> <ul style="list-style-type: none"><li>• (\$15000.00)</li></ul> |

**Process 2:** The annual professional development program underpins the school plan to drive school improvement and is reflective of the professional development needs of staff.

| Evaluation  | Funds Expended (Resources)   |
|---|--|
| Throughout 2019, a number of initiatives were utilised to build the capacity in staff across the school. This year we were able to strategically plan and program Professional Learning for staff that aligns itself to school directions and planning. Faculties were able to plan and develop their staff through Faculty meetings, Staff Development days and after school PL sessions. Staff have been successfully tracking, uploading and evaluating their Registered and teacher identified professional learning hours through the eTAMS site and this was further facilitated through additional training to professionally develop staff in ensuring this process is conducted regularly. All staff implemented their Performance and Development Plan to professionally grow throughout the year. Supervisors were able to track and support the growth of teachers across the school through the school wide teacher observation process and Teacher Learning weeks. One of the highly successful highlights for 2019 was the design of the Professional Learning Teams concept. All staff were allocated to one of three teams for learning throughout the year: Formative Assessment, Technology 4 Learning and ALARM. The placement of all staff into an appropriate group was achieved by | <b>Funding Sources:</b> <ul style="list-style-type: none"><li>• (\$23000.00)</li></ul> |

## Progress towards achieving improvement measures

reviewing the PDP goals and consultation with their supervisor. Teaching staff then collaboratively shared their newfound knowledge and skills with their colleagues through the Faculty Professional Learning times scheduled throughout the year.

Faculties utilised the Professional Learning funds to support staff in school determined professional learning needs. Staff were able to attend professionally learning that related to Faculty, Portfolio or School Management needs. In 2019, we were able to successfully plan and manage the Professional Learning budget to ensure we maximised staff learning needs and school school directions appropriately. Staff continually contributed to after school training experiences through Twilight training sessions and all staff successfully completed their CPR and anaphylaxis practical training.

Executive members received professionally development through the strategically planned and implemented executive development time and the yearly Executive Conference. The major themes in 2019 included: Improvement Sprints, ALARM, embedding Formative Assessment and Technology 4 Learning, in particular, the use of iPads in the classroom. Planning and preparation for the 2020 school year occurred and school wide Professional Learning schedules for Teacher and Executive Learning where released in Term 4 2019. For 2020, the school plans to enhance its school based NESA Registered Professional Learning experiences to assist staff working towards accreditation goals.

**Process 3:** Conduct 3-yearly reviews of Administrative and School Management Procedures & Policies to ensure management best-practice underpins teaching and learning.

| Evaluation   | Funds Expended (Resources) |
|--|----------------------------|
| <p>Polices completed and published for the year include: Assessment Policy 7–10, Afternoon Bus Supervision, Blackout Procedures, Report Writing Policy Guidelines, Selection of Staff for EOI positions within the school, BYOD, Digital Learning Spaces, Malpractice in Exams and Assessments Policy, TPL Variations to Routine, Professional Learning Calendars, H&amp;S Consultation Statement and Managing Allergens in the Workforce. Staff Handbook reviewed and updated for 2020 school year.</p> |                            |



## Strategic Direction 3

### Enhancing Relationships and Communities

#### Purpose

To provide a supportive and inclusive school which fosters positive relationships through connectedness, engagement and empowerment, that enhances student wellbeing and includes family partnerships and community connections.

#### Improvement Measures

Increase in positive Sentral entries by 15% and decrease in negative Sentral entries by 15% (2017 Baseline data) by 2020.

TTFM Survey data in the areas of Sense of Belonging, Positive Relationships and Positive Behaviour at School increase by 10% (2017 Baseline data TTFM Snapshot 2).

Increased parent participation in school activities such as P/T nights, performance showcases, sporting fixtures and information sessions.

Planned professional learning occurs annually with our Community of Schools to address common student learning needs

#### Progress towards achieving improvement measures

**Process 1:** Implement a whole-school Student Citizenship program.

| Evaluation  | Funds Expended (Resources)   |
|---|--|
| <p>Leumeah High School has implemented many programs that have helped enhance the students' wellbeing and provided opportunities for them to develop skills that will enable them to become life-long learners and contribute to society. The following initiatives, some of which have been in conjunction with community organisations, reflect what has occurred over the past 12 months. Students who have willingly given up their time to participate in these programs have been able to complete sections of the Student Citizenship Passport. This passport is an initiative designed to encourage students to be more regular contributors to their school community.</p> <p>Breakfast Club – Is an initiative that provides all Leumeah students with breakfast every morning. It runs every morning from 7:50 – 8:25. Approximately 30 students attend every morning for breakfast. Students who have breakfast are better able to access their education as they are focused and more willing to engage on their learning. Students' concentration is improved as a result of a nutritious breakfast.</p> <p>Peer Support – is an initiative that supports year 7 with their transition to High School. Year 10 students offer their services as Peer Support Leaders. This program has been run at Leumeah for the past 15 years. As a result year 7 students experience fewer issues in their transition to high school. Students participate during their year 7 (Social Emotional Learning) SEL lessons. This complements the activities undertaken from SEL lessons. This program also provides leadership opportunities for year 10 students that are trained in Peer Support.</p> <p>LEAPS (Law Firms Encouraging and Assisting Promising Students)– Year 9 students have engaged in this program for 10 years. Students who participate in this program are teamed with a mentor from a law firm who provides the student with mentoring and support throughout the year. Through visits to the law firm's Sydney premises students are made aware of the opportunities available to them beyond school whilst remaining engaged in their studies.</p> | <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"><li>• (\$8000.00)</li></ul> |

**Process 2:** Refine current and establish new initiatives to increase parent and community engagement across the

## Progress towards achieving improvement measures

### Process 2: school.

| Evaluation   | Funds Expended (Resources)  |
|--|---|
| <p>Five wide ranging projects initiated across Terms 2 and 3 in 2019 were aimed to attract and increase the reach of engagement and level of parent/carer participation in school events. A year eight journalism project was investigated for weekly Facebook posts to promote students positive experiences of everyday learning and extra curricula activity. A showcase event for HSC Major Projects in Industrial Technology Timber, Music and Visual Arts was continued from the initiation in 2018. The enhancement included a focus on active work on the Visual arts projects as they applied the finishing touches to their art works, and musical performances by students to provide experience with a live audience in readiness for markers. The Parent Teacher evenings were reviewed with further features for parent interest including, displays of student work, a mobile notice board of upcoming events and facts sheets, informative signage and increased promotion on social media. An initiative was started to renew signage on buildings to allow for greater orientation and access, based on the main entry sign which has a colour coded layout. An Education Week series of events were planned including a celebration assembly, invitations to the school community, a school tour featuring students work and barbecue for awardees and families. The experiences and insight gained has been transferred to the next years plan. The team consensus was to focus on two events with a review of data. The vision is to create memorable experiences, that generate positivity and maximise parent/carer involvement, to carry forward and gain ongoing connectivity within the educational community.</p> | <p>Time in Portfolio Meeting.</p> <p>Funding for signage to improve navigation around the school.</p> |

### Process 3: Work with our Community of Schools to strengthen curriculum and wellbeing relationships that support transition to high school.

| Evaluation   | Funds Expended (Resources)  |
|--|---|
| <p>Conducted cross school collaborative learning opportunities during SDD with Ruse Primary and provided opportunity to access our high school for all feeder schools in our area throughout the year. This was mainly undertaken in term 4 COS visits and Orientation opportunities improving the transisiton of our students to High School.</p> | <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>• (\$10000.00)</li> </ul> |

| Key Initiatives                                   | Resources (annual)  | Impact achieved this year   |
|---|---|---|
| <p><b>Aboriginal background loading</b></p>       | <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>• Aboriginal background loading (\$54 663.00)</li> </ul>        | <p>Delivered an engaging Reconciliation week which was mixed with a multicultural day celebration of different cultures during which a hand print mural was created. The number of students that attended school in the lead up to Multicultural Day and on the day was above average.</p> <p>Successful participation in AAEPS AFL Competition where students from Leumeah HS competed in a range of sporting activities on the day. The aim of the day was to promote health with a focus on sexual health in 2019.</p> <p>Students created Totem Poles for the front of the school, participated in Yarning Circle activities and began planning the Aboriginal Garden.</p> <p>Students for Year 7 were inducted into the ARC for 2019 which is a leadership opportunity that enables monitoring of progress and celebration of culture.</p> <p>Aboriginal Initiative budget utilised to create supported learning in the classroom and opportunities for students to meet and share cultural experiences.</p> <p>Aboriginal Education Officer position maintained for 2019 including period allowance. This allowed for one on one mentoring with students and the creation and maintenance of a successful ARC leadership opportunities.</p> |
| <p><b>English language proficiency</b></p>        | <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>• English language proficiency (\$42 600.00)</li> </ul>         | <p>Identified students received direct support within the EAL/D program in a range of formats including direct instruction and support with assessment tasks, while classroom teachers were provided time to work with EAL/D teachers to adjust content and to differentiate lessons.</p>   |
| <p><b>Low level adjustment for disability</b></p> | <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>• Low level adjustment for disability (\$106 414.00)</li> </ul> | <p>The Learning and Support Team (LST), along with the Wellbeing team liaised with our primary schools to gather information about our incoming students in late 2018. Along with NAPLAN data, profiles of Year 7 students for 2019 were prepared and provided to all teachers to assist in the preparation of teaching programs. This data was also used to assist in determining priorities such as initial Student Learning and Support Officer (SLSO) requirements for our new students. During class time, our SLSOs supported students with personal organisation, task completion, time management and note-taking. Student progress was monitored on a fortnightly basis during LST meetings. Regular meetings with parents ensured that the school was working in partnership with</p>   |

|   |   |   |
|---|---|---|
| <p><b>Low level adjustment for disability</b></p> | <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>• Low level adjustment for disability (\$106 414.00)</li> </ul> | <p>families and outside agencies. Specialist teachers such as the Itinerant Support Teacher Vision, Itinerant Support Teacher Transition, the Learning and Wellbeing Officer and APLAs were utilised for their knowledge and expertise to enhance students' access to the curriculum and outline best practice for inclusion of students with additional needs. Separate examination areas continue to be allocated during examination periods to allow full and fair demonstration of student learning for those students with recognised learning disabilities. Learning is personalised and support given on the basis of the individual students' needs. LaSTs have worked both in upskilling staff and team teaching to differentiate the curriculum, learning activities and assessment activities. They have led in the collaborative development of Individual Learning Plans (ILPs) for students with diagnosed and identified disabilities and Out of Home Care students. The LaST team continued to build on the collection of data through the Nationally Consistent Collection of Data (NCCD) model in order to collate evidence on students with additional needs to ensure funding support for these students. All staff have been trained in how to document any planning, teaching, assessment and reporting adjustments made for individual students. The diverse range of student needs is regularly updated for staff. The improvement of student literacy skills has been addressed through targeted programs such as PEEEL/PEETEL as well as academic and emotional needs, students with medical and physical needs are constantly reviewed and up-to-date health care plans are provided and displayed in all faculties.</p> |
| <p><b>Socio-economic background</b></p>           | <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>• Socio-economic background (\$589 000.00)</li> </ul>           | <p>The additional Deputy Principal position, funded by our has enabled Leumeah High School to provide extra targeted support for teachers in their first years of teaching and also for those teachers with greater experience, particularly teachers seeking promotion or further accreditation. The position allows our school to grow our quality teaching practices in order to improve learning outcomes for students. Focus in 2019 was on the development Instructional Rounds and ALARM across the English and HSIE faculties. In 2020 ALARM will be adopted by all faculties. This position will continue to be funded in 2020.</p> <p>The ongoing investment in the Senior Study Center continues to assist in preparing Year12 students for their HSC. The Senior Study Centre is staffed by the equivalent of a full-time teacher. The study center co-ordinators assist Year 12 students with</p>  |

|  |   |   |
|--|---|---|
| <b>Socio-economic background</b>             | <b>Funding Sources:</b> <ul style="list-style-type: none"> <li>• Socio-economic background (\$589 000.00)</li> </ul>  | <p>study skills, exam technique, essay writing, completion of assessment tasks, summarising and note taking skills, and careers advice. This program will continue in 2019.</p> <p>Our Community Liaison Officer (CLO) has increased communication and enhanced connection with our school community. Data from the Tell Them From Me survey indicates a significant improvement in parent satisfaction with school communication and news through our website, Skoolbag app and Facebook page. This position is being reviewed for 2020.</p>   |
| <b>Support for beginning teachers</b>        | <b>Funding Sources:</b> <ul style="list-style-type: none"> <li>• (\$57 099.00)</li> </ul>   | <p>Beginning teacher funds were used to provide beginning teachers release time for additional preparation and to meet weekly with their mentors to enhance professional growth. Beginning teachers were provided substantial additional support from their Head Teacher, the Deputy Principals and the Principal through the school induction program for new staff which occurs 4 times a term. Observations and feedback sessions regarding lesson and unit planning occurred regularly. Beginning teachers were provided the opportunity to reflect on learning that was designed to improve student learning outcomes. Workshops were conducted on topics including: maintaining accreditation; examining the Australian Professional Standards for Teachers and collecting, collating and annotating evidence for accreditation. Staff also investigated areas of the Quality Teaching Framework and individual Professional Development Programs</p> |
| <b>Project Based Learning</b>                | <p>Google drive for the distribution of resources.</p> <b>Funding Sources:</b> <ul style="list-style-type: none"> <li>• Support for beginning teachers (\$44 000.00)</li> </ul> | <p>Successful development of a timetable structure that supports the implementation of new year 9 and 10 Project Based learning (PBL) electives. Staff applied to deliver a range of PBL electives which were selected through student choice. Staff successfully engaged in professional learning and the development of programs for new PBL electives to begin in 2020. All programs specifically target the 4C's as outlined in the school plan. Funding utilised to provide each staff involved two professional learning days for coaching in PBL and preparation of course program.</p>  |
| <b>Head Teacher Observations and Support</b> | \$43000   | <p>All Head Teachers were provided with relief each week to allow them to work closely with their faculty staff to further develop teaching skills. This involved observations, joint planning of programs and assessing of student work. This initiative allows Head Teachers to actively provide targeted support to assist staff working towards achieve their annual PDP goals. All members of the executive at the end of 2019 had undertaken Growth Coaching professional training to assist them in their leadership development.</p>  |
| <b>STEM Yr 7</b>                             | <b>Funding Sources:</b>   | <p>The Year 7 STEM initiative involved students</p>   |

|                         |   |   |
|-------------------------|---|---|
| <p><b>STEM Yr 7</b></p> | <ul style="list-style-type: none"> <li>• (\$21 000.00)</li> </ul>                               | <p>engaging in a Project Based Learning (PBL) strategy incorporating lessons from TAS, Mathematics and Science. PBL is a teaching method in which students gain knowledge and skills by working for an extended period of time to investigate and respond to an authentic, engaging and complex question, problem or challenge. This program concluded mid year due to staffing constraints.</p>  |
| <p><b>PRAC</b></p>      | <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>• (\$1 500.00)</li> </ul> | <p>PRAC Booklets – Many aspects of the PRAC Booklet were completed to a high standard. Whole school was engaged in the process. Planning for community projects continued with fundraising for local charities highly successful. PRAC Launch day was changed into rewards days to acknowledge positive behaviour. Personalised PRAC Merits were prepared and distributed to all staff, with all staff demonstrating renewed participation in the recognition process.</p> <p>Increase in distribution of merits (10% compared to previous terms this year) and increase in students reaching higher PRAC Recognition levels (8% increase compared to last year). Due to the success of the PRAC Blitz and Focus week, continued/planned implementation to occur terms 2–4 in the following year.</p> |

## Student information

### Student enrolment profile

| Students | Enrolments |      |      |      |
|----------|------------|------|------|------|
|          | 2016       | 2017 | 2018 | 2019 |
| Boys     | 381        | 374  | 385  | 403  |
| Girls    | 397        | 398  | 383  | 384  |

### Student attendance profile

| School    |      |      |      |      |
|-----------|------|------|------|------|
| Year      | 2016 | 2017 | 2018 | 2019 |
| 7         | 91.1 | 92.2 | 92.1 | 89.2 |
| 8         | 87.5 | 89.3 | 86.7 | 87.3 |
| 9         | 86.1 | 86.3 | 85.1 | 85.8 |
| 10        | 84.5 | 83.5 | 83.3 | 80.2 |
| 11        | 86   | 85.1 | 86.8 | 85.3 |
| 12        | 89.1 | 90.5 | 86.6 | 85.7 |
| All Years | 87.4 | 87.6 | 86.8 | 85.6 |
| 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   | 7         | 22        | 4         |
| Employment   | 21        | 41        | 49        |
| TAFE entry   | 4         | 3         | 13        |
| University Entry   | 0         | 0         | 33        |
| Other  | 68        | 34        | 0         |
| Unknown  | 0         | 0         | 0         |

## Year 12 students undertaking vocational or trade training

28.07% of Year 12 students at Leumeah High School undertook vocational education and training in 2019.

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

91.2% of all Year 12 students at Leumeah 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)                         | 10    |
| Classroom Teacher(s)                    | 41.5  |
| Learning and Support Teacher(s)         | 1.8   |
| Teacher Librarian                       | 1     |
| Teacher ESL                             | 0.4   |
| School Counsellor                       | 1     |
| School Administration and Support Staff | 13.68 |
| Other Positions                         | 5     |

\*Full Time Equivalent

## Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, 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 <sup>1</sup> | 2019 Aboriginal and/or Torres Strait Islander representation <sup>2</sup> |
|----------------|------------------------|---|
| 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 (\$) |
|---------------------------------------|------------------|
| <b>Opening Balance</b>                | 2,287,874        |
| <b>Revenue</b>                        | 10,944,335       |
| Appropriation                         | 10,448,438       |
| Sale of Goods and Services            | 290,395          |
| Grants and contributions              | 192,490          |
| Investment income                     | 13,012           |
| <b>Expenses</b>                       | -10,428,142      |
| Employee related                      | -9,149,210       |
| Operating expenses                    | -1,278,931       |
| <b>Surplus / deficit for the year</b> | 516,193          |

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 <b>Approved SBA</b> (\$) |
|-------------------------|-------------------------------|
| <b>Targeted Total</b>   | 794,842                       |
| <b>Equity Total</b>     | 1,032,449                     |
| Equity - Aboriginal     | 54,663                        |
| Equity - Socio-economic | 589,093                       |
| Equity - Language       | 90,190                        |
| Equity - Disability     | 298,502                       |
| <b>Base Total</b>       | 7,348,319                     |
| Base - Per Capita       | 183,478                       |
| Base - Location         | 0                             |
| Base - Other            | 7,164,842                     |
| <b>Other Total</b>      | 853,575                       |
| <b>Grand Total</b>      | 10,029,186                    |

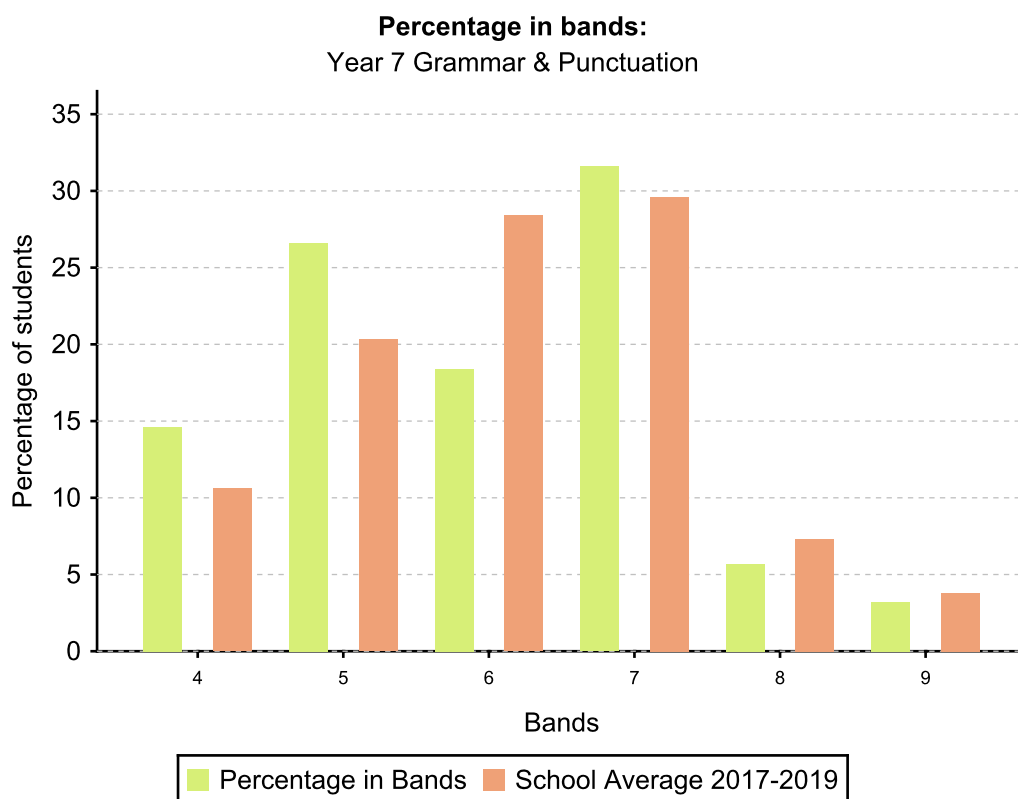
Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

## 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.

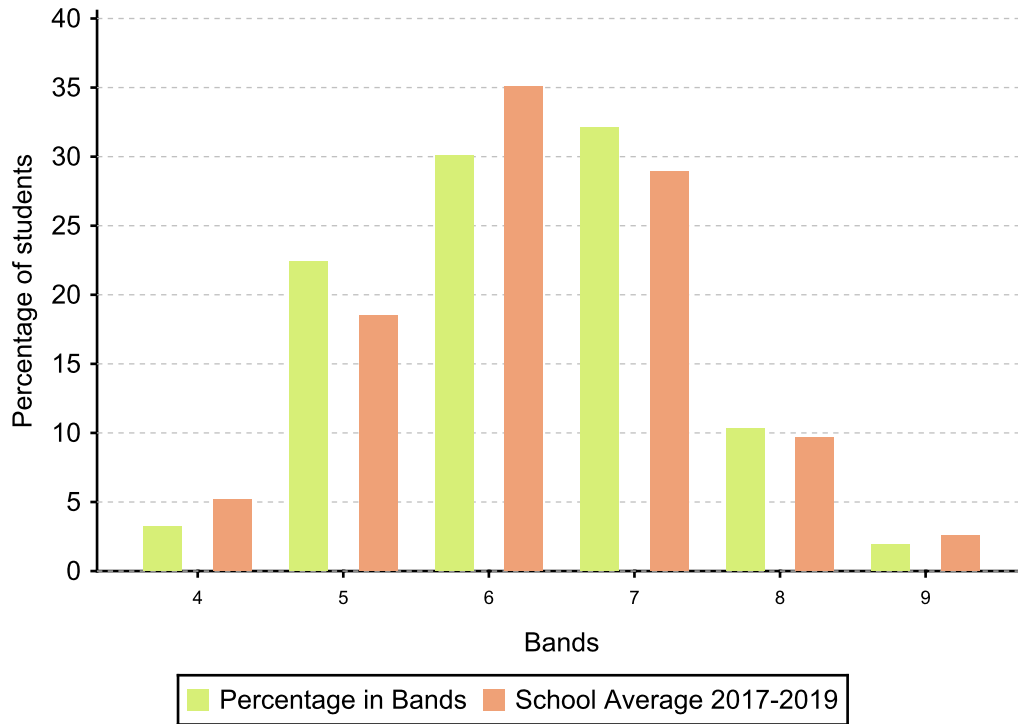
From 2018 to 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in NAPLAN on paper and others online. Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison 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.

### Literacy and Numeracy Graphs



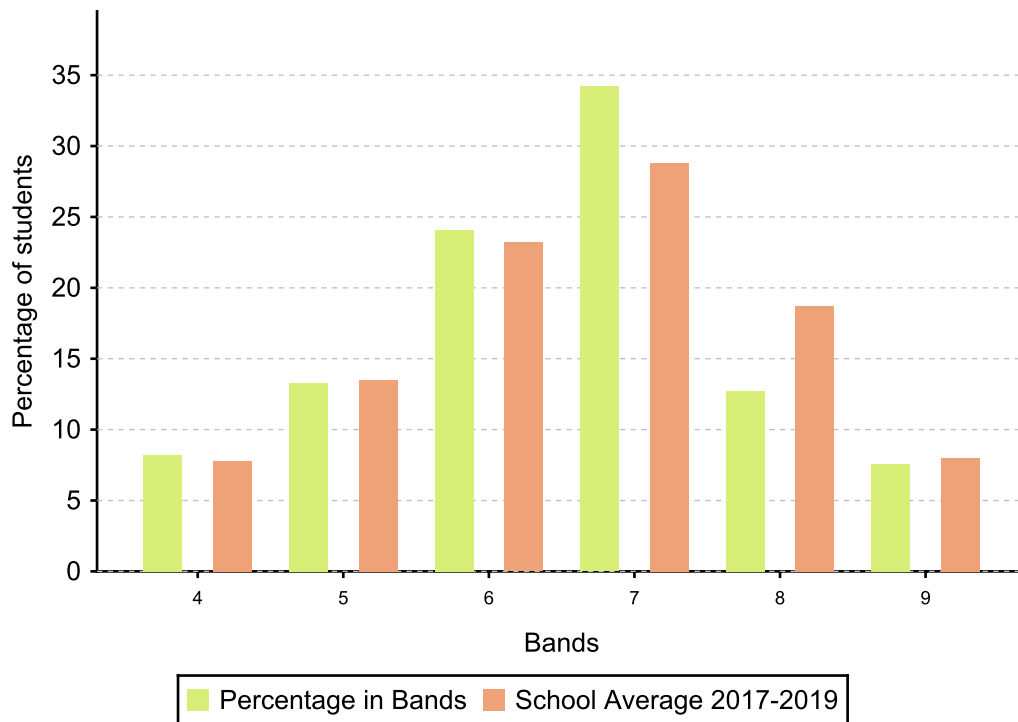
| Band                   | 4    | 5    | 6    | 7    | 8   | 9   |
|------------------------|------|------|------|------|-----|-----|
| Percentage of students | 14.6 | 26.6 | 18.4 | 31.6 | 5.7 | 3.2 |
| School avg 2017-2019   | 10.6 | 20.3 | 28.4 | 29.6 | 7.3 | 3.8 |

**Percentage in bands:  
Year 7 Reading**



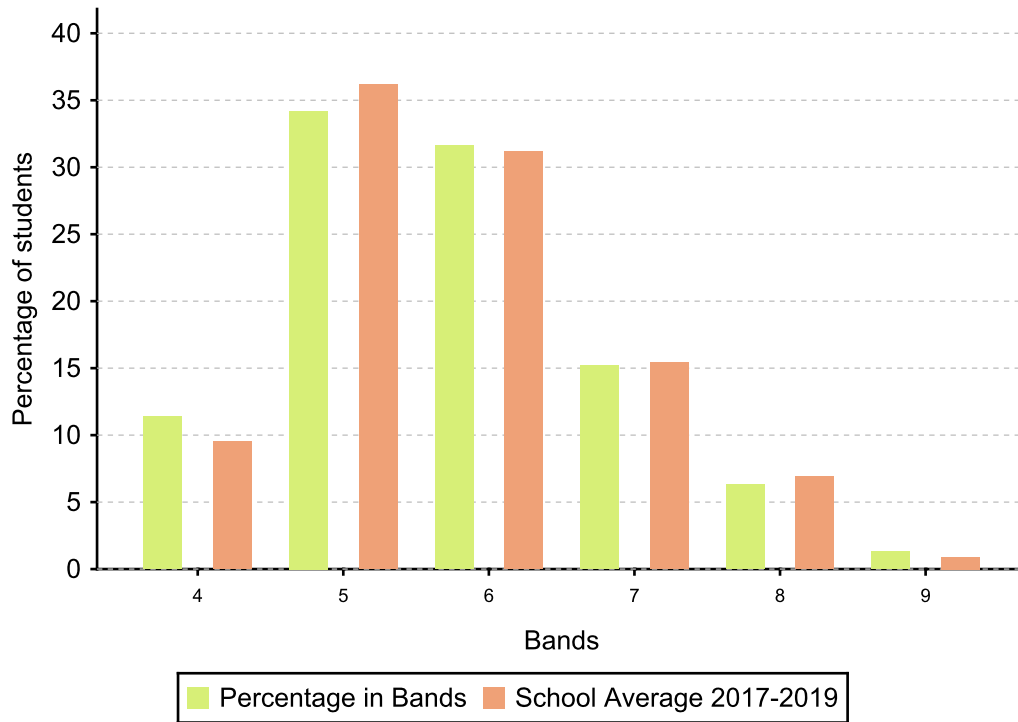
| Band                   | 4   | 5    | 6    | 7    | 8    | 9   |
|------------------------|-----|------|------|------|------|-----|
| Percentage of students | 3.2 | 22.4 | 30.1 | 32.1 | 10.3 | 1.9 |
| School avg 2017-2019   | 5.2 | 18.5 | 35.1 | 28.9 | 9.7  | 2.6 |

**Percentage in bands:  
Year 7 Spelling**



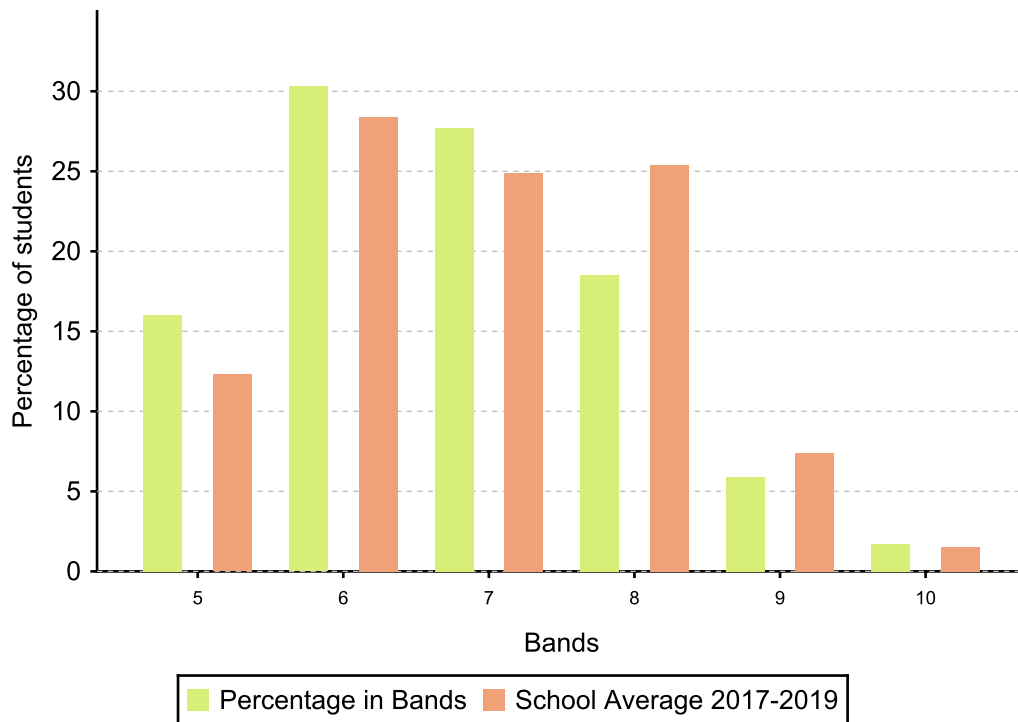
| Band                   | 4   | 5    | 6    | 7    | 8    | 9   |
|------------------------|-----|------|------|------|------|-----|
| Percentage of students | 8.2 | 13.3 | 24.1 | 34.2 | 12.7 | 7.6 |
| School avg 2017-2019   | 7.8 | 13.5 | 23.2 | 28.8 | 18.7 | 8   |

**Percentage in bands:**  
Year 7 Writing



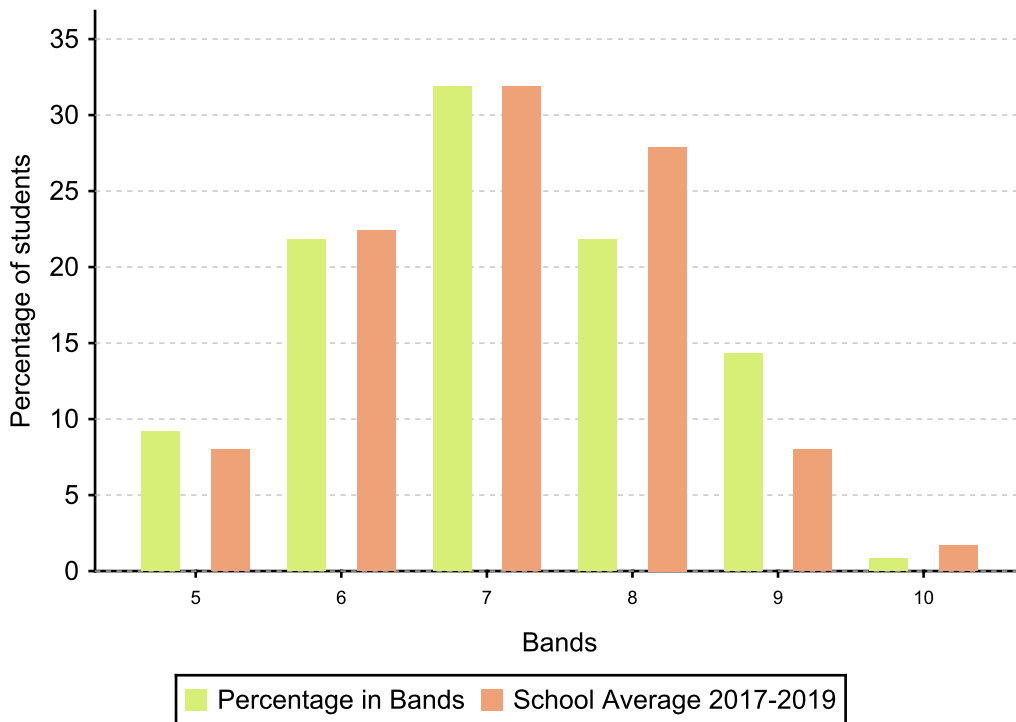
| Band                   | 4    | 5    | 6    | 7    | 8   | 9   |
|------------------------|------|------|------|------|-----|-----|
| Percentage of students | 11.4 | 34.2 | 31.6 | 15.2 | 6.3 | 1.3 |
| School avg 2017-2019   | 9.5  | 36.2 | 31.2 | 15.4 | 6.9 | 0.9 |

**Percentage in bands:**  
Year 9 Grammar & Punctuation



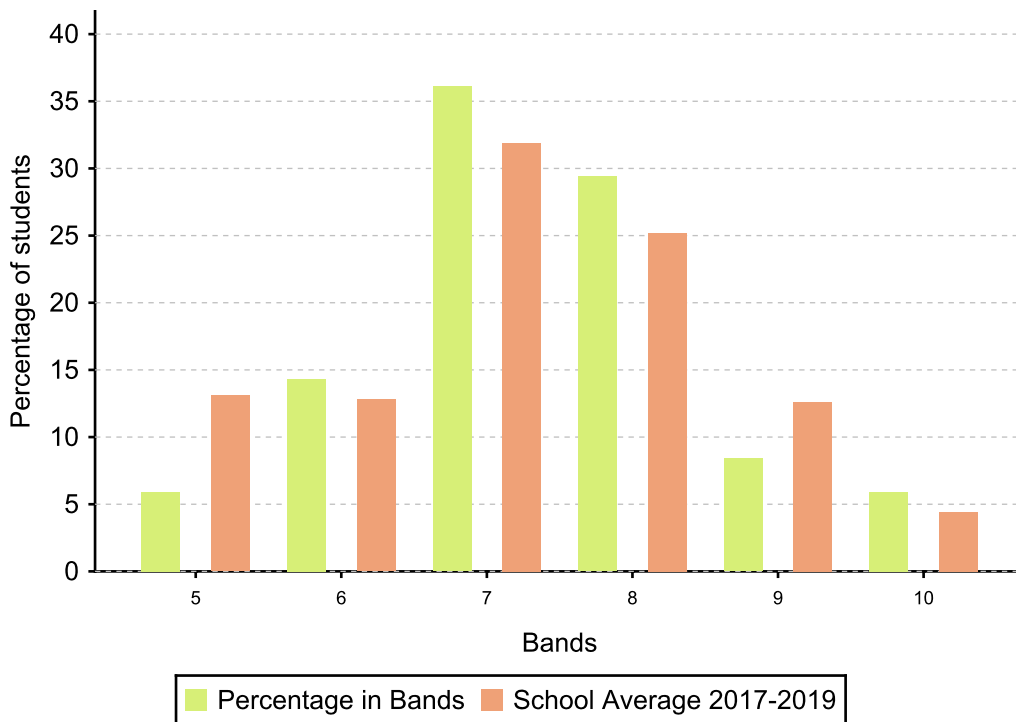
| Band                   | 5    | 6    | 7    | 8    | 9   | 10  |
|------------------------|------|------|------|------|-----|-----|
| Percentage of students | 16.0 | 30.3 | 27.7 | 18.5 | 5.9 | 1.7 |
| School avg 2017-2019   | 12.3 | 28.4 | 24.9 | 25.4 | 7.4 | 1.5 |

**Percentage in bands:  
Year 9 Reading**



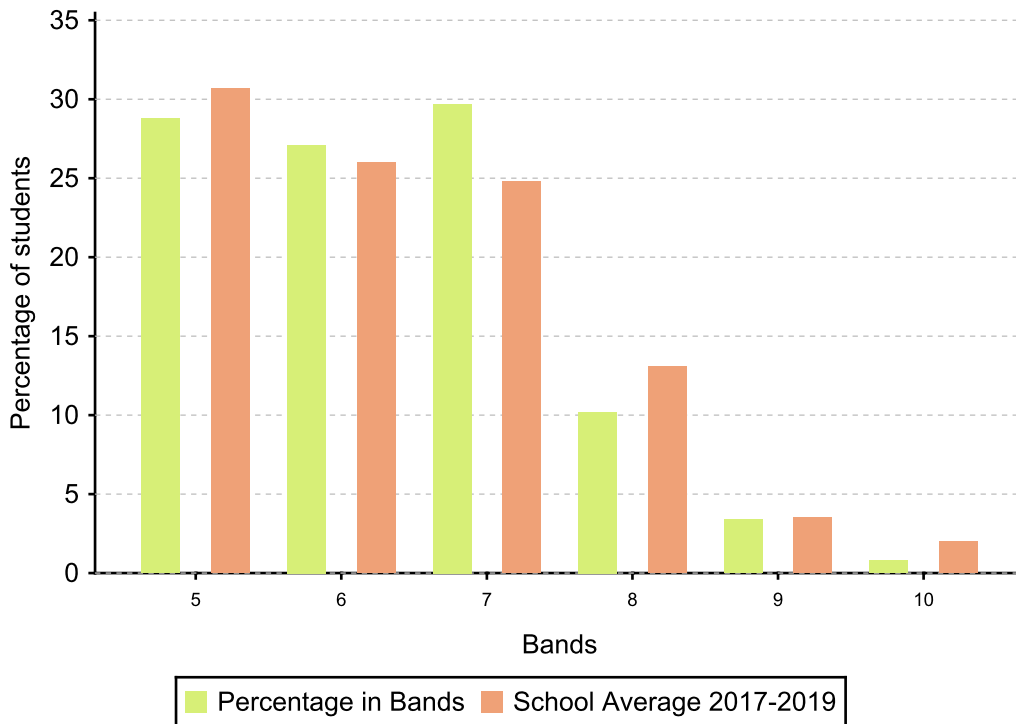
| Band                   | 5   | 6    | 7    | 8    | 9    | 10  |
|------------------------|-----|------|------|------|------|-----|
| Percentage of students | 9.2 | 21.8 | 31.9 | 21.8 | 14.3 | 0.8 |
| School avg 2017-2019   | 8   | 22.4 | 31.9 | 27.9 | 8    | 1.7 |

**Percentage in bands:  
Year 9 Spelling**



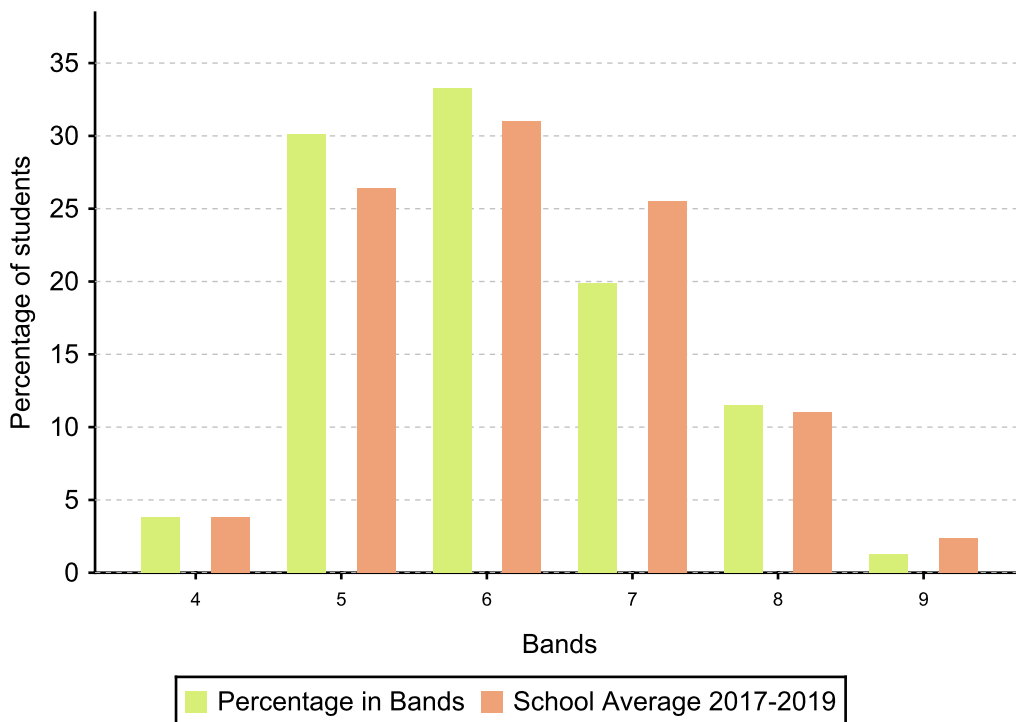
| Band                   | 5    | 6    | 7    | 8    | 9    | 10  |
|------------------------|------|------|------|------|------|-----|
| Percentage of students | 5.9  | 14.3 | 36.1 | 29.4 | 8.4  | 5.9 |
| School avg 2017-2019   | 13.1 | 12.8 | 31.9 | 25.2 | 12.6 | 4.4 |

**Percentage in bands:**  
Year 9 Writing



| Band                   | 5    | 6    | 7    | 8    | 9   | 10  |
|------------------------|------|------|------|------|-----|-----|
| Percentage of students | 28.8 | 27.1 | 29.7 | 10.2 | 3.4 | 0.8 |
| School avg 2017-2019   | 30.7 | 26   | 24.8 | 13.1 | 3.5 | 2   |

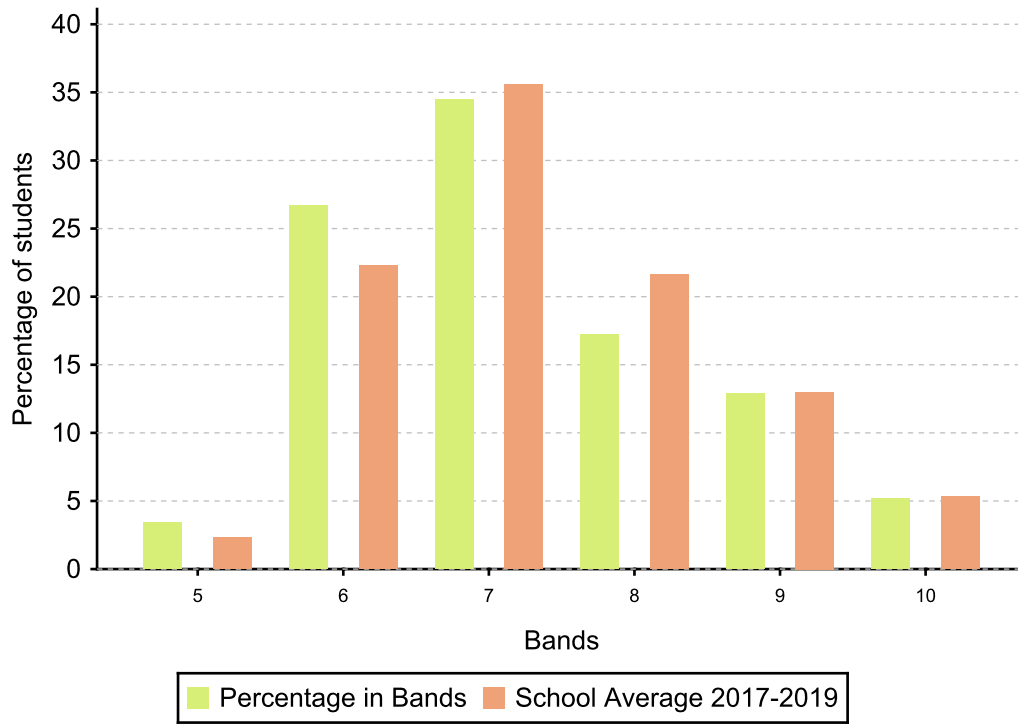
**Percentage in bands:**  
Year 7 Numeracy



| Band                   | 4   | 5    | 6    | 7    | 8    | 9   |
|------------------------|-----|------|------|------|------|-----|
| Percentage of students | 3.8 | 30.1 | 33.3 | 19.9 | 11.5 | 1.3 |
| School avg 2017-2019   | 3.8 | 26.4 | 31   | 25.5 | 11   | 2.4 |



**Percentage in bands:**  
Year 9 Numeracy

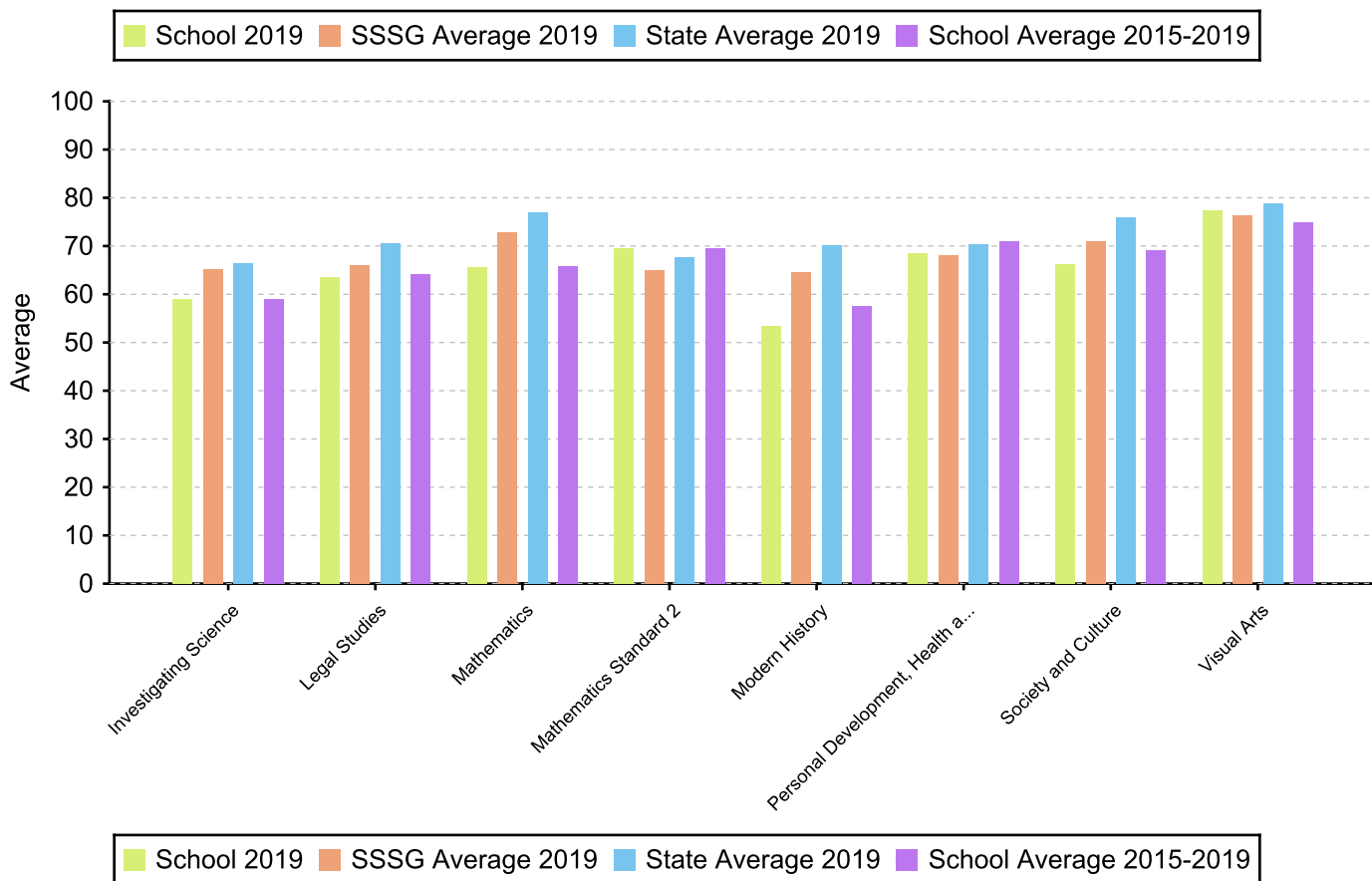
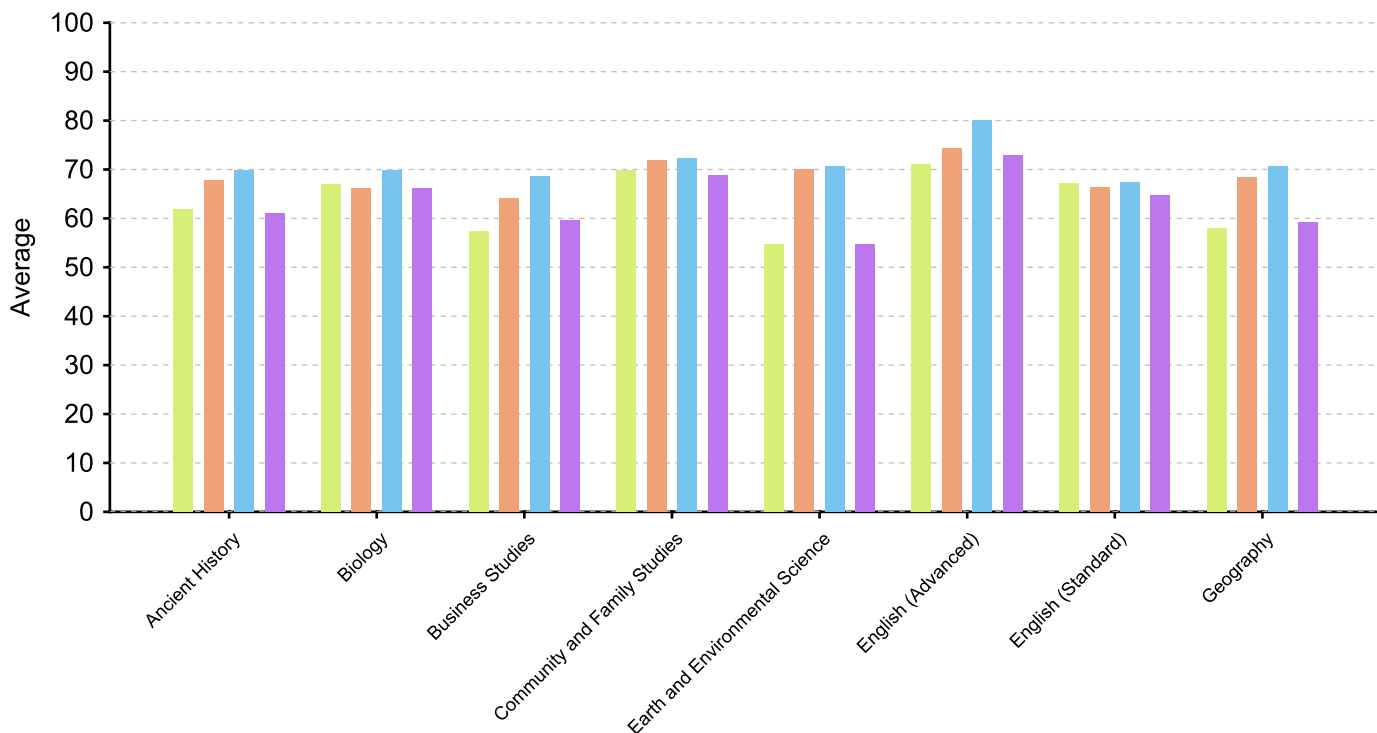


| Band                   | 5   | 6    | 7    | 8    | 9    | 10  |
|------------------------|-----|------|------|------|------|-----|
| Percentage of students | 3.4 | 26.7 | 34.5 | 17.2 | 12.9 | 5.2 |
| School avg 2017-2019   | 2.3 | 22.3 | 35.6 | 21.6 | 13   | 5.3 |

# School performance - HSC

The performance of students in the HSC is reported in bands ranging from Band 1 (lowest) to Band 6 (highest).

The information in this report must be consistent with privacy and personal information policies. Where there are fewer than 10 students in a course or subject, summary statistics or graphical representation of student performance is not available.



| <b>Subject</b>   | <b>School 2019</b> | <b>SSSG</b> | <b>State</b> | <b>School Average<br/>2015-2019</b> |
|--|--------------------|-------------|--------------|-------------------------------------|
| Ancient History  | 61.9               | 67.8        | 69.9         | 61.1                                |
| Biology  | 66.9               | 66.1        | 69.9         | 66.2                                |
| Business Studies                                       | 57.4               | 64.2        | 68.6         | 59.6                                |
| Community and Family Studies                           | 69.9               | 71.8        | 72.2         | 68.9                                |
| Earth and Environmental Science                        | 54.6               | 70.1        | 70.6         | 54.6                                |
| English (Advanced)                                     | 71.1               | 74.3        | 80.0         | 72.8                                |
| English (Standard)                                     | 67.1               | 66.4        | 67.3         | 64.6                                |
| Geography  | 57.9               | 68.4        | 70.6         | 59.3                                |
| Investigating Science                                  | 58.9               | 65.1        | 66.5         | 58.9                                |
| Legal Studies  | 63.5               | 66.0        | 70.6         | 64.2                                |
| Mathematics  | 65.7               | 72.9        | 76.9         | 65.8                                |
| Mathematics Standard 2                                 | 69.6               | 65.1        | 67.7         | 69.6                                |
| Modern History   | 53.4               | 64.6        | 70.2         | 57.5                                |
| Personal Development, Health and<br>Physical Education | 68.5               | 68.1        | 70.5         | 71.1                                |
| Society and Culture                                    | 66.2               | 71.1        | 75.9         | 69.2                                |
| Visual Arts  | 77.4               | 76.4        | 78.8         | 74.9                                |

## Parent/caregiver, student, teacher satisfaction

Each year our school undertakes a survey of our school community. This survey is called Tell Them From Me. The results of this survey provides one level of information about how our school community believes we are succeeding as an organisation. Students are asked to reflect on levels of engagement, student participation in school life and the quality of teaching and welfare provided at the school. Parents are asked to reflect on quality of communication and student progress whilst teachers are asked to reflect on leadership, opportunities for professional development and the like. The 2019 survey was conducted on two occasions, once in April and the second time in October 2019. The Tell Them From Me survey is an anonymous survey of students and parents and staff. In 2019 survey results were overall pleasing. Leumeah High School was level with the state average or was better than state average in the majority of areas the survey evaluated.

Some findings included the following. Leumeah High School Students reported a 15% increase in intellectual engagement along with a 10% increase in in their sense of belonging to the school. Students' interest and motivation to study rose from the previous year and is now in line with state average. There was a 10% increase to 81% of students that believed that Leumeah High School students display positive behaviour. Other positive results were students reporting positive teacher–student relations and that Leumeah High possessed a positive learning climate. These results were significantly higher than the state average. This is acknowledgement by the student and parent body of the efforts our staff contribute each day to make our school a great place to learn.

Students showed significantly improved results in the following three areas:

a) Students academic self–concept was high. Our students hold high expectations of themselves. Our students and parents had high levels of optimism about the future. b) Students see themselves expressing the desire for further study when they complete school such as University, TAFE, and apprenticeships. c) Leumeah High School Students are positive about their future after they leave our gates.

Students also reported high levels of personal growth. This is a credit to the strong home–school partnership that has been built and extended over many years.

## 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.