

LEETON HIGH SCHOOL

Newsletter

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Principal: Mrs M Crelley

Issue No: 6

Term: 2

Monday 26th April, 2021

“Educating young people for active and responsible citizenship”

~~PRINCIPAL’S REPORT~~

Welcome back! I hope all students and families had a restful and healthy time over the Easter break. Also welcome to the new families that will join us this term at Leeton High School. We have several new enrolments which is great to see.

Athletics Carnival

Our annual Athletics Carnival was a fantastic way to end the term. I must commend all those who attended on their excellent behaviour and congratulate all who participated on the day. Results are as follows:

Age champions:

12 Years Hailey Smith and Sebastian Crelley
13 Years Madeleine Glenn and Riley Legge
14 Years Amelia Irvin and Tallis McMillan
15 Years Tamika Rourke and Jesse Watson
16 Years Madeline Irvin and Jhi Grundy
17-19 Years Brooke Eglinton and Dan Hillam

COVID Small Group Tutorial continue this term

COVID Small Group Tutorials continue as normal this term. If you do not want your child to continue to participate please let the office know on 0269532122. Alternately, if you need to change session times or days, please contact Meagan Crelley on 0269532122. Thank you.

Da Vinci Decathlon

On Wednesday and Friday last week, a Stage 4 and Stage 5 teams competed online against other schools across NSW in the Da Vinci Decathlon in the following areas: English, Creative Producers, Science and Ideation, Engineering Challenge, Mathematics, Art and Poetry and Cartography, Code Breaking and Legacy. The opportunity to participate in such a unique academic and creative experience really supports our implementation of the High Potential and Gifted Education policy and provides a very different forum for our students to demonstrate their knowledge, skills and talents. While students found some areas of the decathlon agenda challenging it was a pleasure to observe the team work, creativity, deep discussions and problem solving that went into providing responses to each component of the Da Vinci Decathlon. Thank you to Mrs Doig who organised this great opportunity to engage with other schools and to challenge ourselves and our thinking. I look forward to offering this opportunity next year to our students.



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LHS Sporting Success

This year has been a remarkably successful across many different sporting arenas for Leeton High School. Following from the end of last term, I congratulate Adelaide Heins (Year 9), who has qualified for the Riverina Golf team heading to Batemans Bay in Week 6. Congratulations also to Tamika Rourke, Charlize Simcoe and Eloise Crelley (Year 9) for their selection in the Riverina Under 15s Girls AFL team also to compete Week 6 in Albury. Best wishes girls!

Our Open Girls Cricket team also progressed to defeat Young High School by 4 wickets. Great bowling team and a fantastic 51 not out from Charlie Lamont (Year 10) will see the girls continue in the competition in Term 4.

Our open boys and girls touch teams had a fantastic day in Wagga at the end of last term. The girls team played well and had two wins and two loses. The boys went through undefeated playing some outstanding touch against much older teams and much larger schools. All students are to be proud of their efforts and the way they represented the school. Congratulations everyone and best of luck to the boys who will play in the Riverina finals later this term.

Our 2021 Riverina Swimming Representatives are off to the NSW CHS Swimming Championships this week at Homebush. Best wishes to individual Competitors - Tamika Rourke, Sebastian Crelley, Sari Leighton, Jack Miller, Raith Henman and Samantha Wharley.

Best wishes also to our various relay teams:

Boys 13 Years Relay - Conner Holden, Vula Wate, Kian Henman and Tennyson Sales

All-Age Girls Relay - Madeline Irvin, Madeleine Glenn, Tamika Rourke, Amelia Irvin, Samantha Wharley and Brooke Eglinton.

All-Age Boys Relay - Sebastian Crelley, Conner Holden, Jhi Grundy, Thomas Heins, Luca Deaton and Taj Lepper.

Last, but certainly not least, is a huge congratulations to Cody McCallum in Year 9 who has just won a state title and gold medal as member of the Riverina South West Under 15s AFL team at the NSWCHS Under 15 AFL Championships. Awesome effort Cody and congratulations to all the boys from the Riverina for their fine performance over the course of the state carnival.



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Boys Cultural Group – Birangu Ngalgarra (Boys Shine Together)

Our Boys' Cultural Group (Birangu Ngalgarra) recommenced this week with a strong focus on respecting and learning more about Aboriginal Culture. Our group will share their growing knowledge of Aboriginal culture across the school as the term progresses. The boys will also be demonstrating their leadership skills by taking our program into our local Primary schools to work with future young leaders.

Henry V Production

Congratulations to our two staff members, Mrs Alanya Skewes and Miss Cassandra Wynan on their performances in the outstanding Henry V production that ran this week at the Roxy Theatre. Our town has been incredibly fortunate to have this world-class production on our doorstep. Well done to all those involved and we look forward to further harnessing the talents and experience of Mrs Skewes and Miss Wynan in future theatrical and artistic endeavours. Thank you to the Roxy Theatre for providing 30 free tickets to our students. I am delighted to say that due to high demand for tickets from our students, the Roxy Theatre generously provided 65 tickets so our students could experience live theatre. Much appreciated!

ANZAC DAY Services 25th April, 2021

Due to COVID restrictions, a limited contingent of school representatives were permitted to attend ANZAC Day services this year. Thank you to our Prefects who attended both the dawn and 10am service representing Leeton High School. On Monday 26th April, Leeton High School will be holding our own commemorative service via a whole school assembly. Thank you to Mrs Lourigan and our Prefects for their roles in organising and hosting this important event and to our special guests invited to attend this commemorative occasion with us. Well done to Madeline Sachs (Year 10) for her outstanding effort on the bugle at Leeton Public School's ANZAC Ceremony last Friday and our school assembly and to our Army Cadets for their contribution to this significant event.



Year 8 Check-In Assessments

We will commence Year 8 Check-In Assessment online testing this week. This testing supplements existing school practices to identify how students are performing in literacy and numeracy and to help teachers tailor their teaching more specifically to student needs.

The Check-in assessment includes two online assessments for students:

- reading assessment
- numeracy assessment

Each assessment consists of approximately 40 multiple choice questions. If you have any questions regarding this testing please contact Madeline Roseby, Learning and Support Teacher, or Meagan Crelley on 0269532122.

Positive Behaviour for Learning

From this Monday our PBL weekly 30-minute lesson will focus on further developing respectful and responsible behaviours through an anti-bullying and resilience focus across Years 7-9. Students in Year 10 will commence an Academic Mentoring Program to best prepare them to undertake the transition into Year 11 in 2022. This program will support students in the subject selection process, to understand the requirements of courses, to explore ATAR and non ATAR study pathways, TAFE course options and more. This program will continue into Term 3. Year 11 and 12 will also explore being responsible, learners through a study-skills focus during their PBL lessons for Term 2.

Transition Program—Year 6 into Year 7 2022

We will commence our Transition Program to support Year 6 students with a smooth transition to high school in 2022. The Transition Team from Leeton High School will be visiting local primary schools from the 3rd-14th May. We can't wait to meet Year 6!

Leeton High School's Strategic Improvement Plan 2021-2024

Leeton High School's new Strategic Improvement Plan has now been published on our school website. This new plan, which scaffolds our focus for 2021-2024, continues to build on what we aspired to in our last plan period from 2018-2020 and allows for further expansion of our practice to enrich our students learning experiences, improve achievement outcomes, support wellbeing and promote best teacher practice across the school. Our plan has three **Strategic Directions** to guide what we do and how we do it to achieve our long-term goals. Our first Strategic Direction is **Student growth and**

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attainment which is mandated by the Department of Education to ensure school's have strategies in place to support the meeting of the Department of Education's mandatory Reading and Numeracy targets – to increase the proportion of students in the top 2 NAPLAN bands in Reading and Numeracy, to increase the number of Aboriginal students achieving in the top 3 NAPLAN bands in Reading and Numeracy and to increase the proportion of students achieving expected growth in Reading and Numeracy.

Our second Strategic Direction **Refined teacher practice and collaboration** supports staff to expand their knowledge and use of effective classroom practice strategies over time and to explore the most effective evidence based best professional learning practices based on research, for continuous improvement to our teaching. This Strategic Direction also supports our school to meet another of the Department's mandatory targets - to increase the proportion of HSC students in the top 3 bands.

Our third and final Strategic Direction, **Enrichment, engagement and recognition** supports our students to connect, succeed, thrive and learn through a renewed focussed on positive school community partnerships, our Positive Behaviour for Learning platform and developing a greater understanding of Aboriginal culture and identity. This Strategic Direction also aims to inspire our students to pursue their aspirations to achieve their best as students and leaders and to contribute to the building of a greater Leeton High School. This Strategic Direction supports our school to meet the System targets of increasing the number of students attending greater than 90% of the time, to increase the proportion of Aboriginal students attaining their HSC whilst maintaining their cultural identity and to increase students' sense of belonging, advocacy, and expectations for success as measured by Tell Them From Me surveys undertaken by students twice a year.

Leeton High School's Strategic Improvement Plan has been attached for your information.

Tell Them From Me Student Survey I

This term, our school will be participating in the Tell Them From Me student survey. Please see the information attached to this newsletter for more information.

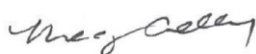
NAPLAN 11th -21st May 2021

Over the last week, students in Years 7 and 9 participated in practice online NAPLAN tests to help them prepare for the 'real' tests in May. Students in Years 7 and 9 will undergo testing in Reading, Writing, Conventions of Language and Numeracy during the NAPLAN test window which goes from 11th-21st May. More information will be sent out closer to the date.

Breakfast Club -every morning @LHS

We offer toast, cereal, fruit and Up and Go's every morning from 8.20-9.00am. Start your day the right way for learning! Thanks to Food Bank and the IGA for their generous support.

Leeton High School values the importance of communication between home and school. If you have any questions, please do not hesitate to call the school on 69532122. Stay in touch with events and information via the School Website <http://www.leeton-h.schools.nsw.edu.au/> or our Facebook page - <https://www.facebook.com/LeetonHS>.



Mrs Meagan Crelley
Principal

DATES TO REMEMBER

10th-17th May - Year 7-10 Mid-Course examinations.
Tues 11th May - Year 12 Semester Report to students
Fri 21st May - Year 11 Semester Report to Students
Tues 25th May - Year 11 and 12 Parent/Teacher Interviews (more information to come)
Wed 23rd-Thur 24th June – **SHREK** performance

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With Mrs Goring & Mrs Palmer



Leeton High School Careers



UPCOMING EVENTS:

- Term 2 – Win work experience commences
- June 16 **Western Riverina Tertiary, TAFE & Trade Careers Expo.**
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Western Riverina Careers Expo - Wednesday 16th June 2021



The Western Riverina Careers EXPO will take place at Leeton High School on Wednesday 16th June 9.30am-1.30pm. This year's expo will be a little different to previous years due to Covid safety protocols. Leeton High Students in Years 10-12 will still have the opportunity to attend the event, as well as parents, carers and members of the public.

Our exhibitors this year range from tertiary institutions, TAFE, regional businesses, government organisations and job network and apprenticeship providers.

WIN Program



Group 1 - students involved in the WIN Program commenced their work experience last week. It is a privilege to be part of the WIN program and we are sure they will be Respectful, Responsible, Learners and we wish them well over the following weeks.

A reminder that work experience journals must be placed in the tray in the Front Office for checking each week.

Group 2 - organisation is now under way for their work experience in Term 3. Please take note of any meetings over the coming weeks in preparation for Term 3.

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Tell Them From Me student survey:

Information for parents and consent form for parents and carers

This term, our school is taking part in the Tell Them From Me student survey. The survey will provide us with valuable feedback on what our students think about school life, how engaged they are with school and the different ways that teachers interact with them. Schools in Australia and around the world have used the Tell Them From Me survey to help them improve. The survey is completed online and is run by an independent research company, The Learning Bar which specialises in school-based surveys.

Staff in schools will not be able to identify individual students from their responses. To ensure confidentiality, participating students will receive a unique username and password. Where fewer than five students respond to a question, the results will be suppressed. The survey typically takes 30 minutes or less to complete and will be administered by the school during normal school hours. Once the surveys are completed by students, reports are prepared and in most cases are available to schools within three business days.

As well as schools getting student feedback, the Department of Education, through the Centre for Education Statistics and Evaluation (CESE), has access to data from across NSW and is running a research project to look at state-wide patterns of student wellbeing, engagement and effective teaching practices. The research is looking at how these things impact on student outcomes, including academic performance. Individual students will not be identified in any CESE publications, and all information will be handled in accordance with the relevant privacy legislation. Students' personal information will not be disclosed by the department to any other person or body other than as required by law.

This research will help schools in New South Wales to better understand how to improve student wellbeing and engagement. It will also help teachers and principals discuss what works to improve student outcomes. Participating in the survey is entirely voluntary. Your child will not take part if either you or your child do not wish. If, during the survey, your child is uncomfortable, he/she can choose to stop the survey at any time. The majority of questions in the survey can be skipped.

If you do **not** want your child to take part in the survey, please complete the form that your child received on Monday and return it to the school by **Thursday, April 29.** You may also call our Front Office and leave a message on 0269532122.

More information about the survey and the research is available at <https://education.nsw.gov.au/student-wellbeing/tell-them-from-me.html>



Strategic Improvement Plan 2021-2024

Leeton High School 8156



School vision and context

School vision statement

Leeton High School will deliver a strategic, planned approach to support the wellbeing of all students so they can connect, succeed, thrive and learn. Teachers will implement relevant, evidence-based teaching strategies to effectively meet student learning needs inspiring a culture of continuous improvement and collaboration. This refined teacher practice will support improved learning outcomes through a purposeful focus on students' literacy and numeracy skills. Effective partnerships between home and school will drive aspirational expectations to motivate students to deliver their best.

School context

Leeton High School educates 470 students with 14% of the student population being Aboriginal. The school has also experienced a steady increase in EAL/D enrolments in recent years.

Located on Wiradjuri land, Leeton High School is well-resourced, set on attractive and spacious grounds and offers a diverse curriculum to meet the needs of students to prepare them for a productive and successful future. We take great pride in delivering a variety of academic, sporting, cultural and vocational experiences and opportunities to all students. Leeton High School values and works to strengthen collaborative partnerships with our school community. We are a proud member of the Leeton Community of Public Schools.

To prepare this School Improvement Plan, the school community was consulted and contributed to a thorough Situational Analysis of school practice and progress. This feedback was used to develop our school's strategic directions for our 2021-2024 School Improvement Plan. This plan articulates Leeton High School's commitment to improving student growth and attainment in learning, through the refinement of teacher practice and collaboration. This plan additionally documents a renewed drive to enrich the learning and wellbeing of students and staff to promote greater engagement, enrichment of experience and recognition of effort and success within our school community.

The school will continue to monitor progress and adapt processes and practices to meet the evolving needs of our school community for continuous improvement.

Strategic Direction 1: Student growth and attainment

Purpose

To systematically develop students' reading and numeracy skills to improve student achievement and learning outcomes.

Improvement measures

Target year: 2022

Increase the proportion of students in the top 2 bands in NAPLAN in reading by 5%.

Target year: 2022

Increase the proportion of students in the top 2 bands in NAPLAN in numeracy by 5%.

Target year: 2023

Increase the proportion of students achieving expected growth in NAPLAN in reading by 7%.

Target year: 2023

Increase the proportion of students achieving expected growth in NAPLAN in numeracy by 6%.

Target year: 2022

Increase the proportion of Aboriginal students achieving top 3 NAPLAN bands in reading and numeracy by 5%.

Initiatives

Data-driven approach to improve reading and numeracy outcomes

Student assessment data is regularly used school wide to identify student achievement and progress, in order to reflect on teaching effectiveness and inform planning.

- Teaching practice is driven by the collection and use of informal and formal data to check and understand where students are in their learning.
- Achievement data is used to identify strengths and gaps to set learning goals for individual students and cohorts.
- Systematic and reliable assessment information is used to evaluate student learning over time and to inform changes in teaching that lead to measurable improvement in reading and numeracy outcomes.

Differentiation to support reading and numeracy improvement

Quality teaching and curriculum planning and programming promotes learning excellence to meet the needs of all students.

- Teachers differentiate curriculum delivery to meet the literacy and numeracy needs of students at different levels of achievement, including adjustments to support learning or increase challenge.
- Teachers are skilled in their teaching of literacy and numeracy to meet the needs of students in their subject.
- Teaching and learning programs across the school show evidence of adjustments to address individual student needs.
- Course specific opportunities to explicitly teach literacy and numeracy are embedded in teaching and learning programs.

Success criteria for this strategic direction

Teachers demonstrate improved capacity to analyse and interpret data to inform planning, identify interventions and modify teaching practice.

Learning goals for students and cohorts are informed by the analysis of internal and external student progress and achievement data. Progress towards established learning goals is monitored through the routine collection of quality, valid and reliable data.

All teachers understand and explicitly teach literacy and numeracy to students at all levels of achievement, in all subject areas, with success that can be measured by improved student progress and achievement data.

Teaching and learning programs contain adjustments in response to individual learning needs, ensuring that all students are challenged.

Programs support the attainment of reading and numeracy goals.

Evaluation plan for this strategic direction

To what extent have we achieved our purpose and can demonstrate impact and improvement of student outcomes in reading and numeracy?

The school will use a combination of data sources to regularly evaluate the effectiveness of key initiatives to satisfy this strategic direction. Data analysis will include but is not limited to: Best Start, PAT, NAPLAN, HSC Minimum Standards, work samples and observations.

Analysis of the above data will be used to inform teaching practice and refine processes to meet the literacy and numeracy needs of students.

Findings from the analysis will further shape the school's progress measures from 2022 onward. Annual reporting and school progress measures will reflect the effectiveness of our initiatives.

Strategic Direction 2: Refined teacher practice and collaboration

Purpose

To strengthen a culture of continuous improvement and collaboration, enabling teachers to implement relevant, evidence-based teaching strategies to effectively meet student learning needs.

Improvement measures

Target year: 2022

Increase the proportion of HSC students in the top 3 bands by 6%.

Target year: 2024

All staff participate in high-quality collaborative practice, including 50% of teachers involved in coaching/mentoring relationships.

Initiatives

Effective classroom practice

All teachers are committed to identifying, understanding and implementing the most effective, explicit teaching methods, with priority given to evidence-based teaching strategies.

- Lessons are systematically planned as part of a coherent program that has been collaboratively designed.
- Teachers are skilled in explicit teaching techniques to identify students' learning needs and are adept at using a range of strategies to drive improved student understanding and achievement.
- Assessment and feedback are used flexibly and responsively as an integral part of classroom instruction to support student achievement.
- Effective processes to support teachers' consistent judgement and moderation of assessment are embedded across the school.

Evidence based professional learning for continuous improvement

School systems support collaboration and professional learning across the school to sustain and grow quality teaching practice to improve student outcomes.

- Opportunities for professional dialogue, classroom observation, modelling of effective practice and the provision of authentic, timely feedback between teachers are embedded across the school.
- All staff actively participate in professional learning with a focus on continuous student improvement and the sharing of evidence-informed practices.
- High impact, explicit and differentiated teaching and learning strategies are promoted and implemented.
- Regular, dedicated time is prioritised and preserved to enable collaboration with colleagues to plan, develop, refine and share explicit teaching practices, teaching and learning programs and assessment.

Success criteria for this strategic direction

Teacher practice and programs are dynamic, showing evidence of revisions based on feedback on explicit teaching practices, consistent and reliable student assessment and continuous tracking of student progress and achievement.

Teachers are supported to develop consistent, evidence based judgement to enhance student achievement. Formative assessment is practiced expertly by all teachers.

Staff widely participate in internal and external professional learning opportunities to increase their skills and knowledge.

Staff evaluate professional learning activities to identify, implement and promote the most effective and explicit strategies to ensure effective classroom practice.

The school identifies expertise within staff and draws on this to further develop its professional learning community. Teachers are supported to trial innovative, evidence-based, and future-focused practices.

Evaluation plan for this strategic direction

How effective have improvements to teaching and learning programs and assessment practices been in improving student performance? Do all teachers collaborate, evaluate, reflect on and adapt their practice?

The school will use data sources including NAPLAN, VALID, HSC Minimum Standards, HSC, internal student performance measures, teaching and learning programs, observations, Professional Learning Logs and Performance Development Plans.

Data will be analysed to evaluate the effectiveness of key initiatives in improving teaching and learning across the school. Regular data analysis will be used to inform future directions and support staff to continue to improve their practice.

Strategic Direction 3: Engagement, Enrichment and Recognition

Purpose

To foster a school wide culture of high expectations and a shared sense of responsibility for student engagement, learning, development and success.

Improvement measures

Target year: 2022

Increase the proportion of students attending greater than 90% by 5%.

Target year: 2023

Increase the proportion of Aboriginal students attaining their HSC whilst maintaining their cultural identity by 21%, based on Narrandera network HSC attainment target.

Target year: 2024

Increase students' sense of belonging, advocacy and expectations for success by 8%.

Initiatives

Connect, Succeed, Thrive and Learn

A strategic and planned approach to developing whole school processes supports the wellbeing of all students so that they can connect, succeed, thrive and learn.

- Partnerships between school, parents, community and other agencies reinforce a collaborative approach to support improved attendance, wellbeing, engagement and learning outcomes for all students.
- The school's Positive Behaviour for Learning focus is systematically embedded as a platform for the consistent and regular communication of school values and expectations.
- Strong collaborations with parents, students and the community informs and supports the continuity of learning for all students at transition points.
- A framework for incorporating Aboriginal culture and identity is developed for the context of our school and broader community.

Inspiring students to achieve their best

The school culture is strongly focused on learning, the building of educational aspiration and continuous improvement.

- Diverse opportunities to expand learning pathways for talented, high potential and gifted students are designed and embedded to enrich students' learning, wellbeing and achievement.
- Students are encouraged and supported to feel connected to their learning and their school through increased opportunities for active leadership and a greater platform for student voice.
- Student and teacher mentors work collaboratively to build strong relationships across the school focused on resilience, empathy, restoration and aspiration.

Success criteria for this strategic direction

Evidence-based changes to school practices are implemented, resulting in measurable improvements in attendance, wellbeing and engagement to support learning.

Positive, respectful relationships are evident and widespread among students and staff ensuring optimum conditions for learning and wellbeing across the school.

Planning for transitions in learning are informed by sound holistic information about each student's wellbeing and learning needs in consultation with parents/carers and other stakeholders.

Effective partnerships with the local AECG, and other key organisations, enhance knowledge and understanding of Aboriginal culture, history and perspectives for students and staff.

Teachers demonstrate deep knowledge of the High Potential and Gifted Education Policy to effectively implement programs to enrich the learning and wellbeing of gifted, talented and high potential students.

Student leaders have a visible presence and actively contribute to key school community initiatives.

Evaluation plan for this strategic direction

How have whole school processes improved the engagement, enrichment and recognition of students and the broader school community?

The school will use external and internal data to regularly analyse the effectiveness of key initiatives. This data suite includes TTFM surveys, focus groups, teaching and learning programs, attendance and wellbeing data.

Regular data analysis will inform our approach to supporting wellbeing, enrichment and effective partnerships. These findings will shape the future direction of our initiatives to reflect the evolving needs of our staff, students and community.