

Leonora District High School

Annual Report 2020



We Care We Succeed



We Care We Succeed

Message from the Principal

This report is based on information gained over the year, however it must be noted that 2020 was an extraordinary year with the global health epidemic COVID 19. The impact this had on education was enormous with teachers and students being introduced and adapting to the world of online learning. What came out of this crisis was a community that is resilient and innovative, creating new and diverse opportunities to learn.

In Semester Two I came on board as the temporary Principal, as the school and indeed WA came out of this epidemic. With this came the major challenge in getting our students to return to school, by being culturally responsive to the needs of the community.

The school business plan is now into its second year of the three-year cycle, and the data collated may not necessarily reflect too much progress, but considering the challenges that have been faced, the fact there has been some improvement is testament to the staff, students and families which make up Leonora DHS and the persistence, ingenuity and resilience they have demonstrated.

Coming into this leadership position, and viewing the school community through a different lens, I can endorse the sense of care and positive respectful relationships, which are demonstrated through every interaction within the school and were highlighted in the 2018 review. I believe the focus now needs to be on 'We Succeed' and academic outcomes for all students at Leonora DHS, supporting the strategic directions of the WA Education Department improvement driver to 'provide every student with a pathway to a successful future.'

The school 'Business Plan' (2019-2021) has set the priorities on Attendance; On Entry Data; Reading; and Mathematics. This report will review where the school is sitting in regards to achieving these targets, at the end of 2020, and the recommendations of the targets to be set in the '2021 Operational Plan'.

New inclusions for the '2021 Operational Plan' are:

- Cultural considerations in our 'Induction' processes;
- A goal set around community engagement and
- A focus on senior schooling, with a two-year goal of students having the opportunity to achieve WACE, including the introduction of a Regionally Funded Youth Transition Coordinator
- 'Student Voice' and 'Student Leadership' to be included throughout our planning

Regardless of the forced interruptions of 2020, students have had the opportunity to engage in many experiences throughout the year. These opportunities are due to the incredible generosity of our community. Without the support of our parents and families, community groups, the Leonora Shire, mining companies and other business groups, our students would not experience the wonderful opportunities they have been able to access.

This year we have celebrated improved attendance, and students are now also showing improvement in achievement, to which I am looking forward to continuing in 2021.

Bridgid Lafferty

Principal

March 2021

Our Vision

Our priority is to develop positive relationships with students to ensure they become confident, well-balanced, lifelong learners. We listen to parents and community members in order to know what issues our students face and what they want for their children's future. In creating and maintaining a collaborative environment, we are able to work together to achieve a common goal – that the academic, physical and social-emotional needs of our students, and community, are met.

We believe interesting and relevant learning experiences are vital to student engagement. We tailor programs to individual interests and learning styles, giving our students the support and opportunities they need to succeed. Our programs integrate the teaching of skills and knowledge relevant to life in Leonora with mandated Western Australian curriculum, so students receive both a practical and holistic education. Students learn to think critically and actively about the world they live in.

To ensure our learning programs remain effective and relevant we continually collect data from a range of culturally appropriate assessments. We involve key stakeholders and parents in the evaluation process in order to gain valuable insight into the needs of our students, and to inform our future teaching and learning. We continually reflect on how we can improve to ensure success of our students.

Staff at Leonora DHS apply a consistent approach to behaviour management throughout the whole school to maintain the safety and wellbeing of all students and staff. We set realistic, clear and concise expectations and consequences of behaviour.

Leonora DHS is a community that values respect for ourselves and each other, and appreciates the differences amongst us. We work hard to build and develop positive and productive relationships. We are a community that cares about the success of all students, be it academic, physical, social or emotional. **We care, We Succeed.**



Our Core Values

We value each other

We show respect to all

We build resilience in each other

We care

*We value each other's
cultural heritage*

We have fun



Our Priorities

1. High Expectations High Performance
2. High Quality Teaching
3. Safe and Supportive Learning Environment
4. Community Relationships

Milestones Achieved

1. High Expectations High Performance
 - ✓ Behaviour expectations are embedded. Expectations are a whole school language.
 - ✓ Attendance for Semester Two on an upward trend.
 - ✓ Reading Targets on track with 33% of students at or above reading age.
2. High Quality Teaching
 - ✓ Whole school approaches being used and visible in all classrooms.
 - ✓ Lead teachers for whole school programs utilised.
 - ✓ Assessment schedule developed and adhered to.
 - ✓ Staff using data to inform planning.
 - ✓ Brightpath implemented and used for moderating.
 - ✓ Staff engage in collaborative and phase of learning meetings.
 - ✓ Two-way science team and roles and responsibilities established.
 - ✓ Staff engage in celebrating success at the end of each week and each term.
 - ✓ Data wall for attendance in each classroom.

3. Safe and Supportive Learning Environment

- ✓ Induction process in place for all new staff 2021, including a staff support program.
- ✓ PBS lesson plans and expected behaviour teaching videos used for explicitly teaching expected behaviours.
- ✓ PBS data collection used to inform planning.
- ✓ Staff health and wellbeing team established.
- ✓ Baseline data for staff health and wellbeing collected through an interview process with an external School Psychologist and incoming Principal. Outcomes of this, will be the basis of 'Planning 2021', 'Staff Induction' and 'Operational Planning' with the establishment of a staff 'Health and Wellbeing' team.
- ✓ Introduction of 'Good Standing' and 'Reward' activities to support positive behaviour choices and attendance.
- ✓ Develop staff wellbeing lead team and plan, using the data collected.

4. Community Relationships

- ✓ Increased parent involvement in school activities.
- ✓ Multicultural events celebrated: NAIDOC Week & Harmony Day.
- ✓ School events incorporate community: Athletics Carnival, P&C Halloween Trick or Trunk
- ✓ Increased engagement with allied professionals including Centrecare, HOPE, PATCHES, WAPOL, Local business, The Shire of Leonora and YMCA.

Recommendations

1. High Expectations High Performance

- Songlines to be reviewed and updated to be in line with the school review domains.
- Promote K-12 autonomy every teacher understands, in that they have their bit to play on the final achievement of students completing Year 12.
- Implementation of 'Senior School' pathways
- New strategy for bringing students back to school. Begin a school bus run every morning.
- Include Maths in the Early Intervention Strategy (EIS).

2. High Quality Teaching

- Ensure data is the focus at collaborative meetings, class and Individual Learning Plans.
- Introduce an Inclusive Learning Support role to assist teachers with their planning.
- Data attainment to be part of Professional Development Processes.
- Continue developing systems and structures for reflective practice. E.g. peer observations and feedback.
- Staff to contribute to the 'North Country Network' through connect.
- Continue to work on developing two-way strategies and integration of on-country science in other learning areas.
- Develop a self-assessment schedule relevant to the Leonora context.

3. Safe and Supportive Learning Environment

- Focussed deputy role in PBS and Positive Behaviour Management
- Referrals to SSEN:BE and SSEN: D to provide extra support for TEIR 3 students and their teachers.

4. Community Relationships

- Introduce a Community Inclusion Lead team with a focus on hosting whole school events for community to be engaged in each term.
- Continue the focus on communicating with parents/carers with both 'Positives and Challenges'
- Continue to promote achievements and school events through regular Facebook posts and displays around town.
- Update the school website.

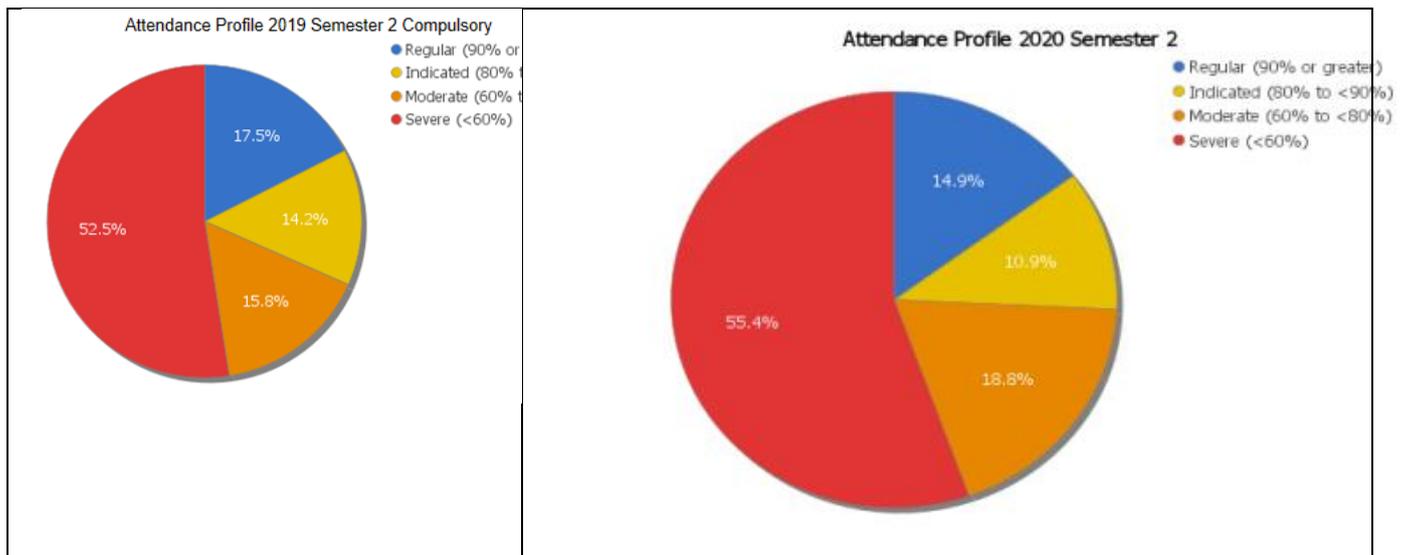
Attendance

Significant attention has been given to provide our students with an engaging and relevant curriculum, through the implementation of a range of programs and strategies. Through the provision of a personalised learning approach, and emphasis on developing a culture of high care and cultural responsiveness, a safe and orderly environment has been created where students feel safe, well supported and cared for.

Schools online have not published the 2020 attendance data as an indicator of whole school improvement, as they were adversely affected by the COVID-19 pandemic and are not comparable to previous years. The data for Semester Two 2020:

- 51.5% Overall attendance rate
 - Primary School 55.77%
 - High School 37.32%
- 15% Regular attendance

Although this data can be considered as abnormal in a historical context, it must be included to ensure our processes and targets are in line with returning our attendance to pre-COVID statistics for 2021 and beyond.



Recommendations for Attendance 2021

- Every classroom to have an attendance data wall and to use this same data to set goals with students. This is also to be included in ILP's.
- To implement WACE pathways for Senior School students including opportunities for work placement and to complete Certificate courses.
- To introduce a regional Youth Transition Coordinator who will support students to engage in education and transition to work, and or further education and training.
- Document effectively interactions with families.
- Place a high priority on teachers making connections with families to celebrate achievements and to follow up on attendance.
- To implement a Community Inclusion Lead team to support 'Whole School' events and initiatives encouraging our community to support student attendance.
- Continue the focus on engagement.
- Continue strategies that reward attendance e.g. reward activities for most improved, certificates, end of term rewards for students attending 90% and over.

Student Behaviour

With the implementation of our Positive Behaviour Support processes and the explicit teaching of our expected behaviours, suspensions have decreased from 36 suspensions in 2019 to 26 suspensions in 2020. COVID-19 may have influenced this data however, the overall impact is still positive. The continued efforts of developing community and school relationships have enabled positive support around behaviour issues.

Student Achievement

The school has placed student performance as its top priority. High transiency of students (97.5%) and small cohorts make it difficult to interpret longitudinal data and to track progress.

Literacy – No NAPLAN in 2020

Academic data for 2020 was extremely difficult to monitor due to the disruptions in the academic year. The focus for 2020, when we resumed face-to-face delivery of curriculum, was re-engagement and attendance of students. However, with the introduction of the data wall there was visible evidence of improvements in Reading, with 33% of students at or above their reading age in 2019, to 36% of students in 2020. The target set in the 2019-2021 SBP is 40%.

Percentage of students 'At' or 'Above' Reading Age

Year Group	2019 %	2020 %	2021 TARGET %
Year 1	11	33	
Year 2	20	33	
Year 3	33	25	
Year 4	42	25	
Year 5	33	42	
Year 6	57	37	
Year 7	50	62	
Year 8	25	71	
Year 9	50	33	
Year 10	50	80	
TOTALS	33	36	40

Recommendations Student Achievement

- Continue a personalised approach to target setting and expand to writing and numeracy using Brightpath writing data and Pat-M testing.
- For Early Childhood use the data collated from On Entry Testing as the basis for Individual Learning Plans and individual targets.
- Introduce an Inclusive Learning Support teacher to assist teachers to write and set targets for their class and students.
- Continue collaborative and phase meetings.

Recommendations for Literacy 2020

- Continue whole school approaches in Literacy – Letters and Sounds, Two-Way Language and Talk for Writing and ensure they are implemented with fidelity.
- Ensure all staff are trained in PM benchmarking and quality control processes.
- Ensure assessment schedule is well communicated through term planner and daily notices.
- Focus on Reading Strategies.
- Every child reads every day (through different strategies such as peer mentors, early intervention strategy (EIS))
- Continue to develop staff capacity to use a data literate approach to planning and assessment.

Recommendations for Numeracy 2021

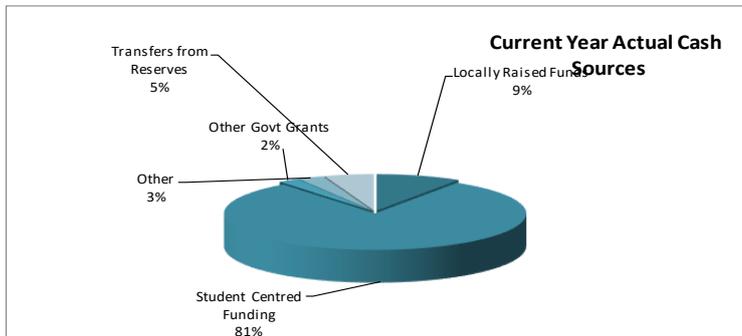
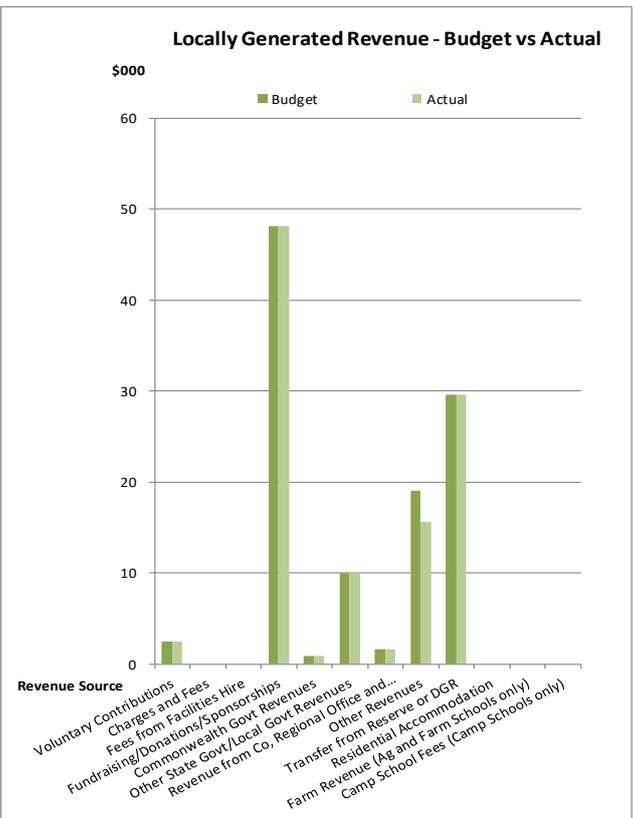
- Continue whole school approach – lesson plan structure: First Steps
- Continue focus on hands-on approach that allows practise of target skills.
- Continue to develop staff capacity to use a data literate approach to planning and assessment. Diagnostic measure PAT-M



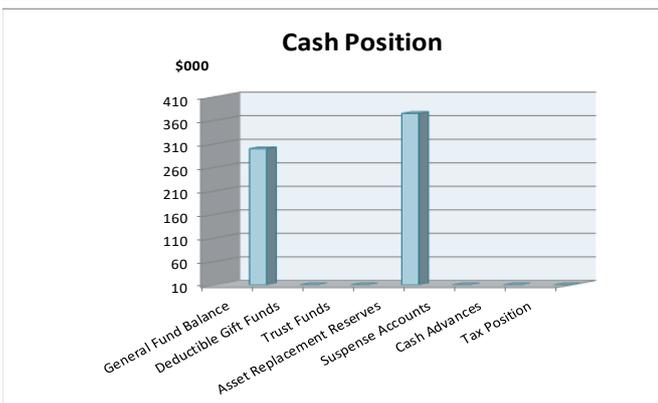
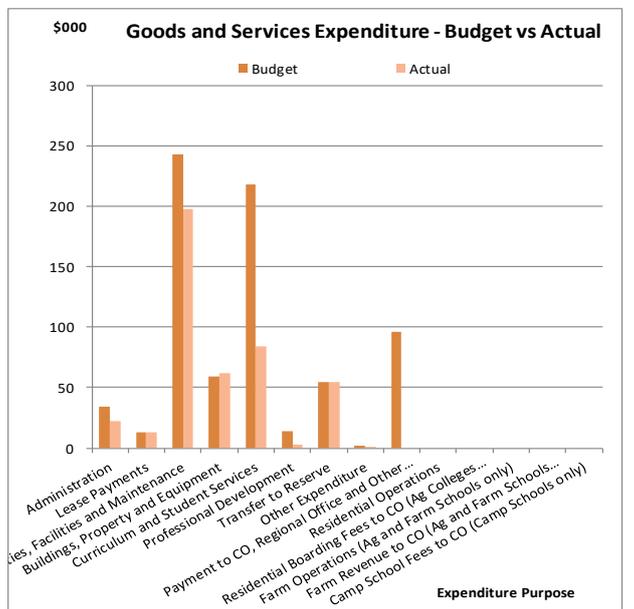
Leonora District High School

Financial Summary as at 31 December 2020

Revenue - Cash & Salary Allocation	Budget	Actual
1 Voluntary Contributions	\$ 2,468.00	\$ 2,468.00
2 Charges and Fees	\$ -	\$ -
3 Fees from Facilities Hire	\$ -	\$ -
4 Fundraising/Donations/Sponsorships	\$ 48,125.00	\$ 48,125.80
5 Commonwealth Govt Revenues	\$ 909.00	\$ 909.09
6 Other State Govt/Local Govt Revenues	\$ 10,029.00	\$ 10,029.32
7 Revenue from Co, Regional Office and Other Schools	\$ 1,601.00	\$ 1,600.84
8 Other Revenues	\$ 19,101.00	\$ 15,580.25
9 Transfer from Reserve or DGR	\$ 29,580.00	\$ 29,579.50
10 Residential Accommodation	\$ -	\$ -
11 Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
12 Camp School Fees (Camp Schools only)	\$ -	\$ -
Total Locally Raised Funds	\$ 111,813.00	\$ 108,292.80
Opening Balance	\$ 180,040.00	\$ 180,040.26
Student Centred Funding	\$ 445,954.00	\$ 445,953.64
Total Cash Funds Available	\$ 737,807.00	\$ 734,286.70
Total Salary Allocation	\$ -	\$ -
Total Funds Available	\$ 737,807.00	\$ 734,286.70



Expenditure - Cash and Salary	Budget	Actual
1 Administration	\$ 34,242.00	\$ 21,739.92
2 Lease Payments	\$ 13,053.00	\$ 12,879.84
3 Utilities, Facilities and Maintenance	\$ 242,449.00	\$ 197,127.20
4 Buildings, Property and Equipment	\$ 59,037.00	\$ 61,976.36
5 Curriculum and Student Services	\$ 218,125.00	\$ 83,597.42
6 Professional Development	\$ 14,137.00	\$ 2,380.61
7 Transfer to Reserve	\$ 54,098.00	\$ 54,098.00
8 Other Expenditure	\$ 2,252.00	\$ 1,086.06
9 Payment to CO, Regional Office and Other Schools	\$ 95,883.00	\$ -
10 Residential Operations	\$ -	\$ -
11 Residential Boarding Fees to CO (Ag Colleges only)	\$ -	\$ -
12 Farm Operations (Ag and Farm Schools only)	\$ -	\$ -
13 Farm Revenue to CO (Ag and Farm Schools only)	\$ -	\$ -
14 Camp School Fees to CO (Camp Schools only)	\$ -	\$ -
Total Goods and Services Expenditure	\$ 733,276.00	\$ 434,885.41
Total Forecast Salary Expenditure	\$ -	\$ -
Total Expenditure	\$ 733,276.00	\$ 434,885.41
Cash Budget Variance	\$ 4,531.00	



Cash Position as at:		
Bank Balance	\$	665,923.51
Made up of:		
1 General Fund Balance	\$	299,401.29
2 Deductible Gift Funds	\$	-
3 Trust Funds	\$	-
4 Asset Replacement Reserves	\$	374,244.70
5 Suspense Accounts	\$	407.52
6 Cash Advances	\$	-
7 Tax Position	\$	(8,130.00)
Total Bank Balance	\$	665,923.51

Highlights for 2020



Two-Way Science & Bush Day



The Athletics Carnival



Awesome Arts



Mental Health Week



NAIDOC Week & Yabu Band



ANZAC Day



High School Living to Learn Camp



COVID-19 Home delivered school packs



Teach Learn Grow Visits



End of Year Presentation Night



Endorsement

School Council Chair

Terry Demasson

Signed: _____

Date: _____

Principal

Bridgid Lafferty

Signed: _____

Date: _____