

Lithgow High School Annual Report



2017



8125

Introduction

The Annual Report for **2017** is provided to the community of **Lithgow High School** as an account of the school's operations and achievements throughout the year.

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

Ann Caro

Principal

School contact details

Lithgow High School

1 Pau St

Lithgow, 2790

www.lithgow-h.schools.nsw.edu.au

lithgow-h.School@det.nsw.edu.au

6352 1422

School background

School vision statement

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

The school plan 2015 – 2017 will focus on building stage 6 value added literacy, digital literacy and numeracy. Organisational structures will be streamlined to ensure students select appropriate courses for their goals and ability and maximise learning opportunities. The school will work on further strengthening school culture by creating quality learning environments and up to date learning facilities. Staff, students and parents will feel they are valued as full participants in the school community.

School context

Lithgow High School is located on the eastern fringe of the Western NSW Region in the Lithgow Valley, two hours west of Sydney. The school is comprehensive and inclusive and is a member of the Western Gateway Education Community (WGEC). The school has a history of academic, cultural, and sporting achievements, provides a broad curriculum including academic extension courses, diverse electives and vocational programs. The school includes a Special Education Unit of 6 classes catering for a range of students with disabilities. Aboriginal students are approximately 10% of the student enrolment, attracting from 2013 substantial additional funding.

The Lithgow Valley is experiencing economic change due to reduced employment opportunities. Once a strong industrial and mining centre many families and young people have to leave the district to gain employment. This paradigm shift necessitates the school refocussing its efforts to ensure graduates leave with appropriate skills for the 21st century world of work. The shift is reflected in the increase in the Family Occupation and Education Index [FOEI] from 2013 where it was 124 gaining 8 points to 132 in 2014 indicating increased levels of economic disadvantage in the community.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

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 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.

Learning

The school promotes extra curriculum learning opportunities including STEM, Robotics, Aviation, Drama, Musicals, Agriculture, interest electives and a range of sporting opportunities for students. The school has established active partnerships with the community to support student learning and these are aligned with the school vision, values and priorities.

The school has a number of mechanisms to analyse student data and reflect on teaching practices. The school provides curriculum that is differentiated, student centered and meets the needs of all students. The school has achieved good value added results on external performance measures as detailed in the school performance section in this document. This has been achieved through the implementation of teaching strategies including ALARM, Athletics, Band 8 Project, Literacy Planet and 7 Steps to Successful Writing.

Positive, respectful relationships are evident among students and staff, promoting student wellbeing and ensuring good conditions for student learning. Well-developed and current policies, programs and processes identify, address and monitor student learning needs. The school has continued to promote and support Positive Behaviour for Learning (PBL) in the school. All teachers have been trained in Classroom Systems Training and the school qualified for Advance Tiers Training, one of only two high schools in the NSW to be approved to complete implementation at that level. Classroom Systems Training is a systematic approach to a positive learning environment that promotes positive behaviour. All school setting have lessons that are explicitly taught to students during roll call and programs including mentoring, social skill training and task adjustments are implemented to support student wellbeing and promote learning.

Teaching

The school has supported effective classroom practice by prioritising the analysis of student performance to guide the direction of teaching and learning within the faculty groups. All faculties complete Higher School Certificate analysis of all course results and present this information with improvement measures as a practice in the school. Students are given specific feedback in all Key Learning Areas across Year 7–12 with ALARM being the mechanism in years 11 and 12. The Tell Them From Me Survey Teacher Survey indicated that quality feedback to students was above the state norm. Teachers were required to answer 10 questions on a 5 point scale.

The school has systems to support formal mentoring for staff. This has been formalised through the Year 7 teaching team meetings that happen regularly throughout the year. All beginning teachers have a formal mentor and are provided with regular feedback and support. Staff in faculties are supported through the Performance Development Planning process with observations taking place throughout the year. Peer observation has been included to support the Positive Behaviour for Learning framework within the school.

The school targets professional development needs to individuals through the learning support team. All professional learning is linked to the plan and recorded in the milestone document. The school completes a fortnightly induction program with beginning teachers and teachers new to the school. The school actively encourages teaching staff to present professional learning. This has occurred during Staff Development Days and Twilight Sessions (4 times throughout the year). Teaching methods that address literacy and numeracy included the Band 8 Literacy and Numeracy Program.

The school provided explicit, specific and timely formative feedback to students on how to improve. ALARM strategies further developed in English, Science and HSIE throughout 2017 in Stage 6, PDHPE and Visual Arts faculties completed scaffolds and wrote programs to include the use of ALARM in all Stage 6 programs. HSIE, TAS and PDHPE in particular have worked hard to adapt ALARM for their specific KLA needs. With HSC results for the school being highly successful, and the school showing improving results in many areas, ALARM appears to be a strategy worth pursuing on an ongoing basis.

Leadership

The school participated in a review of wellbeing policies and processes in the school by consulting with external agencies, parent groups and DEC Intensive Support Team to develop consistent wellbeing and antibullying policies. The leadership team creates these policies and structures in line with legislative requirements and obligations. The school has provided opportunities for students and the community to provide constructive feedback through parent forums, information sessions, school evaluation team meetings and survey questions. These processes are streamlined and flexible and designed to strengthen community engagement.

The school has allocated funding to ensure that physical learning spaces are used flexibly and physical resources are maintained. The school leadership team has overseen a number of changes and refurbishments to classroom learning environments that have benefited students and staff. The school employs a Technology Support Officer and assign a computer coordinator to ensure that technology is accessible to staff and students.

The school has productive relationships with external agencies such as universities, business, industry and community organisations to improve educational opportunities for students. A Business Breakfast was hosted by the leadership team to promote Work Experience/ Placement and links with businesses in the community. The university continues to support the school and is working on a number of programs with the leadership team. A number of community organisations work with the school to support student learning.

The Tell Them From Me Staff Survey indicated that Leadership in the school had continued to build on strengths with a 0.7 mean improvement from 2015 – 2017. The survey asked questions that related to opportunities, feedback, observations, challenging learning goals and providing a safe environment for staff. The 2017 TTFM leadership section indicated that the school was above the state average on a five-point scale which is scored as follows: 0 (Strongly Disagree), 1 (Disagree), 2 (Neither Agree nor Disagree), 3 (Agree), and 4 (Strongly Agree). The data is scaled on a 10-point scale and the results are reported as 'the average score for leadership'.

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/sef-evidence-guide>

Strategic Direction 1

Teaching and Learning

Purpose

Our purpose will be achieved through the development and implementation of high quality curriculum and assessment designed to increase the learning of every student.

Via a whole school focus on embedding literacy, digital literacy and numeracy pedagogy in all teaching programs.

A focus on building capacity of staff to develop professional outcomes driven stage 6 pedagogy leading to improved performance in higher achieving students in all subjects including VET.

Overall summary of progress

ALARM strategies further developed in English, Science and HSIE throughout 2017 in stage 6, PDHPE and Visual Arts faculties completed scaffolds and wrote programs to include the use of ALARM in all stage 6 programs. HSIE, TAS and PDHPE in particular have worked hard to adapt ALARM for their specific KLA needs. With HSC results for the school being highly successful, and the school showing improving results in many areas, ALARM appears to be a strategy worth pursuing on an ongoing basis.

Premiers Reading Challenge (PRC) participants continued to grow in 2017. In Year 7, 119 students completed the PRC which is 90.8% of the Year. In year 8, 117 students completed the PRC which is 75% of the year.

Consistent application of assessment policies and procedures and a review of examination procedures has contributed to a drop in N Award Warnings from 111 to 45 in the Preliminary and 85 to 39 in the HSC.

Senior tuition program continued to increase voluntary participation from 4822 times in 2016 to 7588 in 2017, an increase of 55%. The program extended to include afternoon tuition with specific faculty teachers from Mon–Thurs until 5pm. This provided specific 1:1 and small group tuition for students studying some of the more academically rigorous courses including, Physics, Chemistry, Mathematics and English (extension 1–2.)

Year 12 teacher mentors were allocated to individual students with a structured program to assist students with study skills and exam preparation.

Mid 2017 two teachers from Lithgow High School travelled to Sydney and took part in a Numeracy Project based on improving NAPLAN results. This project looked at specific areas of need in individual schools while also developing strategies and lesson plans to improve outcomes in said areas with Lithgow High contributing along with many other schools to a valuable resource.

In response to the decision to link NAPLAN results to HSC eligibility, a review of the order that topics were taught in the Mathematics faculty was undertaken. It has resulted in a term one program for Year Nine that covers all five main syllabus areas, one each fortnight. Furthermore, a “trial” NAPLAN exam was held before the actual one, with as little variation to time, staff supervision, materials used to ensure that when NAPLAN was implemented the students had experience in this situation with the hope that the students would feel more at ease, allowing them to think clearly and produce their best work.

Results for the Mathematics section were recorded question by question, producing data strongly suggesting a significant improvement in their results. A three–pronged attack with a practice test; specifically chosen areas of focus based on previous school results and thirdly a condensed, generalised program in term one has produced more confident pupils that are better equipped to not only face NAPLAN but any other types of tests in the future whether for entry into employment or indeed the Higher School Certificate. Overall the project was an outstanding success and it continues to benefit students today.

The online Mathletics program continued to be strengthened throughout 2017. The biggest improvement from 2016 is the number of curriculum points obtained from students at Lithgow High. This rose from 846 860 in 2016 to 1 510 200 in 2017, an increase of 78.3%. Certificates gained in 2017 included 6 Gold, 24 Silver and 266 Bronze. 60% of students achieved greater than 85% on tasks, 86% greater than 50%. The Average time/student 2h 55min with 126 activities completed per student, 48% of these tasks were voluntary with 52% teacher assigned.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<p>Improved trend data in NAPLAN Reading , Writing and numeracy in year 9</p> <p>Improved trend data for HSC subjects. Evidenced by HSC assessment marks align closely with school assessment marks and HSC candidates show positive growth from the Preliminary year to HSC result</p> <p>Increased number of HSC courses trend towards state average</p>	<p>SLSOs – \$118 672</p> <p>LaSTs – \$203 149</p>	<p>Students in the top two bands of reading and numeracy 2017 15.43%</p> <p>Reduced numbers in Below National Minimum Standards</p> <p>236 students completed Premier's Reading Challenge</p> <p>HSC results 55% increase of library tuition to 8,800 sessions in 2017</p> <p>Reduction in N Award Warnings from 111 to 45 in the Preliminary and 85 to 39 in the HSC</p>

Next Steps

Sustained Faculty based professional reflection on ALARM, and embedding higher order thinking and extended response strategies in stage 6 programs. Sustained professional learning at whole school and faculty level in effective literacy and numeracy strategies. Development of staff capacity to analyse and implement strategies based on PAT results. Sustained professional learning, including Peer coaching in the 8 classroom systems elements including : Opportunities to Respond, Task Difficulty (differentiation), Task Sequence and Choice.



Strategic Direction 2

School Culture and Quality Learning Environments

Purpose

Our purpose will be achieved by the development of a highly positive school culture which values innovation, experimentation and reflective learning practice.

A school which values all learners, allows risk taking and failure, where students and staff are rewarded for effort and achievement.

Where success is celebrated at all levels. Students and staff are engaged in the positive learning process. School procedures and management ensure positive student and staff wellbeing for learning.

Overall summary of progress

During 2017 Lithgow High School had a significant reduction in suspensions as a result of review and implementation of wellbeing structures introduced into the school. The school had reduction of 41% in long suspensions and 34.5% reduction in short suspensions.

The school has continued to promote and support Positive Behaviour for Learning (PBL) in the school. All teachers have been trained in Classroom Systems Training and the school qualified for Advance Tiers Training, one of only two high schools in the NSW to be approved to complete implementation at that level. Classroom Systems Training is a systematic approach to a positive learning environment that promotes positive behaviour.

As part of the Advance Tiers Training Intensive Support Hubs have been set up in 2017 to support each year group in the school. A multidisciplinary team collects learning and behaviour data to design an individual learning plan for students requiring additional support.

Expect Respect Anti-Bullying program was implemented at the beginning of 2017 to assist the school with implementation of the Departments Antibullying policy. Students and staff have been trained on how to respond to bullying with a script to ensure consistency. Students have also been trained in strategies of how to respond to bullying. Victim data is collected and analysed on a fortnightly basis to identify patterns and implement preventative strategies.

Online reward system VIVO – 85% of staff logged in and using their allocated points on a weekly basis. Total number of VIVO points increased from 169 254 points in 2016 to 423 216 points in 2017. The number of students achieving the level system increased significantly. Students receiving Bronze Certificates (250 points) 202 in 2016 to 626 in 2017, students receiving Silver (500 points) 175 in 2016 to 358 in 2017. Students receiving Gold (750) points 27 in 2016 to 126 in 2017. The school also introduced a Platinum level for students receiving 1000 points in the year. This was a very positive way to acknowledge students hard work and positive behaviour in the school.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none">Reduced behaviour referrals and suspensions. Increased levels of gold awards. Improved attendance across the school.Increased numbers of staff participate in collaborative professional learning projects. Increased staff presentations at staff meetings and SDDs from 10 in 2014 to 15 in 2015.	DP3, CLO, LaST Additional Professional Learning funding \$319 415	Total reduction suspensions 2015–2017 short – 40.90% long – 47.50% total – 35% 4 twilight sessions with LHS staff leading Professional Learning PBL team active fortnightly meetings, with all faculties represented, enhanced environment, in a range of settings All learning spaces have appropriate technology, plans developed for 2018 Support unit to be renovated and painted – a much more inviting space.

Next Steps

Implement Functional Behaviour Analysis, ERASE and Intensive Support Hub framework to provide wrap around support for Tier 2 and 3 students . Design and implement a Wellbeing Centre. Professional learning in, and implementation of, a range of wellbeing programs focussed on social and emotional wellbeing, in particular on anti-bullying, resilience, anger management, and mental health.



Strategic Direction 3

Organisational Leadership

Purpose

Our purpose will be achieved when all policies and procedures provide consistent and clearly understood management practice, minimising paperwork and enhancing learning focus.

Staff, students and parents will collaborate in building policy around student wellbeing, transition, opportunities and assessment processes.

Communication pathways within the school and to the extended community will be clear and positive, celebrating consistently all school successes.

Overall summary of progress

During 2017 the school continued the implementation of the Sentral administration software for Wellbeing, reporting/assessment timetabling and attendance. The school uses the data gathered in Sentral to implement strategies for key areas across the school. The PBL fortnightly focus is identified by data from Sentral and expectation is reinforced through lessons and promotion closely linked to the VIVO reward system. All reports and learning plans are developed and stored on Sentral. Parent letters and communication is delivered through the Sentral portal via email. Attendance and roll marking is completed through Sentral, during 2017 the school moved to SMS messaging to notify parents when students are absent from school.

The school reviewed and updated the Anti-Bullying Policy during 2017. The Expect Respect initiative was developed and implemented as a result of student and teacher collaboration. The program was developed by a student group led by Mrs Cross and Ms Hotham to provide students with a clear response to bullying. A consistent stop word 'enough' was agreed upon by staff and students. A clear process for staff to follow was implemented and distributed on lanyards for all staff to use. Lessons were developed and taught by the PDHPE faculty on protective strategies for preventing bullying in the school. As a result of this initiative incidents of bullying have decreased and victim data is identified through Sentral. This data is followed up on by the Intensive Support Teams in the school. These teams work closely with the Peer Mediators, a student leadership group in the school trained in mediation intervention strategies.

The school continued to develop transition strategies to provide students with the best opportunity for success. In years 6–7 a number of strategies included increased visits to the high school throughout the last year. A technology program was implemented to ensure that students are ready for the BYOD environment in all faculty areas. Close planning between feeder primary schools to identify learning needs of individual and student groups. Students are closely monitored in the first few weeks of High School to ensure a smooth transition. This is achieved through regular Year 7 teaching team meetings built into the timetable.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none">Assessment procedures in stage 6 are consistent with published policy. Stage 5 and 6 reduced number of N Award warning letters.All teaching staff enter the BOSTES accreditation environment by 2017.	<ul style="list-style-type: none">Sentral purchaseVIVO rewards programBYOD PL and devicesTSO\$106 000	<ul style="list-style-type: none">Reduction in use of paper , postageFacebook page followed by over 2500 people.Attendance procedure rewritten, flow chart in staff handbook 2018New year 11 assessment schedules completed and compliant with new rules1100% of staff completed PDPs. All faculties have uploaded registered programs

Next Steps

Leadership capacity of school executive enhanced via timely review of programs and assessment practice. DPs and Faculty Head teachers ensure teachers they supervise create , implement, differentiate, assess and evaluate and report on teaching programs. Leadership capacity of Head Teachers and DPs is enhanced through the evaluation, monitoring and mentoring process. Embedded sustainable faculty, team and school practice around evaluation of classroom practice Relationships with local schools, parents and community partners is further strengthened by our engagement in community wide initiatives including; PBL, elibrary, work experience, wellbeing hub, transition process strengthened. Parents are confident that the school acknowledges and celebrates the achievements of all.



Key Initiatives	Resources (annual)	Impact achieved this year
<p>Aboriginal background loading</p>	<p>LaST \$32801.00 SLSSO \$59366.00 SISTASPEAK & BROSPEAK Cas/Sal \$3920.95 Resources \$3430.75</p> <ul style="list-style-type: none"> Aboriginal background loading (\$99 488.70) 	<p>Year 12 completion of HSC, one student enters medicine degree</p> <p>Aboriginal Attendance was at 76.81%</p> <p>Year 7 NAPLAN Analysis 2017 (14 students)</p> <p>Reading: Our students performance in Reading was better than the state average for Aboriginal students. There was a substantial improvement on previous years. Writing: More than 1/4 of students achieved a Band 8 in Writing. Grammar and Punctuation: Our students performed better than the Aboriginal State average. Numeracy: No students were performing at Below National Minimum Standards and the cohort showed a great improvement on previous years and performed at better than the Aboriginal state average.</p> <p>Year 9 NAPLAN analysis 2017 (13 students)</p> <p>Reading: 11.8% of students achieved a Band 9. However Yr 9 Reading remains an area of focus for improvement. Writing: Writing was an area of big improvement on previous years and the cohort performed better than the Aboriginal state average. However there is still a need to focus on Aboriginal students who are achieving a Band 4. Numeracy: Most students achieved between band 6 and Band 8 with a small number achieving a Band 4. Numbers, Patterns and Algebra: students showed a great improvement on previous years and students performed better than the Aboriginal state average Grammar and punctuation: students showed a great improvement on previous years and students performed better than the Aboriginal state average</p>
<p>English language proficiency</p>	<p>TOTAL: LaST \$45357.18</p> <ul style="list-style-type: none"> English language proficiency (\$45 357.18) 	<p>In 2017, all EALD students from Beginning English to Consolidating English on the learning progression scale, received English Language tuition on a regular basis. This included both individual and small group tuition. The impact on these students included: improved confidence in speaking, listening and responding in English, improved ability to read and understand a wide variety of texts in a range of different contexts and improved ability to compose including improved vocabulary choice and spelling. On a larger scale, this meant that EALD students improved their ability to follow classroom instructions and increased their social interaction with teachers and peers.</p>

<p>English language proficiency</p>	<p>TOTAL: LaST \$45357.18 • English language proficiency (\$45 357.18)</p>	<p>By the end of 2017 LHS had the following percentages of LBOTE students performing in the various EALD Phases:</p> <p>Not Required – 62.9%</p> <p>Beginner – 7.4%</p> <p>Emerging – 14.8%</p> <p>Developing – 11.1%</p> <p>Consolidating – 3.7%</p>
<p>Low level adjustment for disability</p>	<p>LaST \$50209.00 LaST \$23689.00 • Low level adjustment for disability (\$73 898.00)</p>	<p>Students with disability are supported through Integration Funding Support and low-level adjustments for disability funding. Students are assessed for learning needs using NAPLAN and internal assessments. Functional Behaviour Assessments (FBA) and Personalised Learning And Support Signposting Tool (PLASST) are used to determine behavioural needs. Using data collected and involving stakeholders such as counsellors and outside agencies, Individual Learning Plans (ILP) are negotiated. 167 students in LHS have ILPs that are reviewed by LaST and Intensive Learning Support Teams (ILST), made up of a Deputy, Year Advisor, Counsellor, Student Support member and LaST. Goals are put in place and learning needs are communicated to staff with information about meaningful adjustments that can be made in the classroom to support learning. Year 7 teaching teams meet once every 3 weeks to determine the learning needs of year 7 students and are continuously reviewed and monitored, chaired by the LaST. SLSO staff are trained in literacy and numeracy programs such as QuickSmart and MultiLit and work with targeted students 1-1 or in small groups. Alternative learning spaces using the Library and Hub for students who need individualised support.</p>
<p>Socio-economic background</p>	<p>CLO \$66200.00 .9 LaST \$41208.00 .2 LaST \$22542.00 Business Manager \$112540.00 SLSO \$50209.00 SLSO \$50209.00 Consumables \$5000.00 Student Assistance \$25000.00 Enhance Faculty Budgets \$58000.00 Technical Support Officer \$54691.34 BYOD – G Childs \$11608.80 Student IT resources \$29557.00 DP3 \$26173.00 HT Admin \$17492.00 PL \$4837 (yr 7 Tch Teams) Computer Coordinator \$30000.00</p>	<p>Equity funds have been used to provide:</p> <p>Additional staffing to support the implementation of administrative procedures in the school. This ensures efficient application of curriculum, data analysis, teaching and learning in the school. These additional staff have allowed a much more coordinated focussed attention on student wellbeing and released the Principal to focus on leading learning within the school.</p> <p>Enhanced student resources, such as software, technology, student assistance for students and families suffering financial hardship helps to close the gap for disadvantaged students.</p> <p>Equity funded additional SLSO and Support teachers work with students who require assistance and assist in the transition to high school from school to work. This increases the capacity to provide quality well-being</p>

<p>Socio-economic background</p>	<p>Additional Integration SLSO \$24500.00 PL other \$52563.86 • Socio-economic background (\$682 331.00)</p>	<p>programs in the school. The Community Liaison Officer position improves student attendance and communication in the school and community.</p> <p>Equity funded additional Professional Learning has: developed innovative welfare programs; provided professional learning for staff around Technology in Education and Higher Order Thinking and learning and effective classroom management.</p>
<p>Support for beginning teachers</p>	<p>1.0 Teacher • Support for beginning teachers (\$101 574.00)</p>	<p>All eligible beginning teachers receive allocated time and mentor. All beginning teachers participate in a fortnightly induction program.</p>



Student information

Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	441	436	437	418
Girls	386	382	370	364

Student attendance profile

School				
Year	2014	2015	2016	2017
7	91.3	91.6	90.9	91
8	88.9	88.4	90.6	88.1
9	89.5	87.2	85.2	88
10	88.7	87.5	82.9	81.1
11	89.7	90	90	85.3
12	87.1	90.8	89.7	89.1
All Years	89.2	89.1	88	87
State DoE				
Year	2014	2015	2016	2017
7	93.3	92.7	92.8	92.7
8	91.1	90.6	90.5	90.5
9	89.7	89.3	89.1	89.1
10	88.1	87.7	87.6	87.3
11	88.8	88.2	88.2	88.2
12	90.3	89.9	90.1	90.1
All Years	90.2	89.7	89.7	89.6

Management of non-attendance

Student Attendance Profile

2017 saw an increase in our focus on school attendance. Attendance monitoring is part of our Positive Behaviour for Learning (PBL) framework. Each year has an Intensive Support Team which looks after issues with learning, behaviour and attendance. Each team consists of: Deputy Principal, Year Adviser, School Counsellor, Learning and Support Teacher and a Student Support Teacher. Issues relating to attendance are considered at the fortnightly meeting.

2017 also saw some administrative changes to our Attendance monitoring. We began using SENTRAL as our school management system. This meant adapting to a new system and there was a lot of Professional Learning that needed to be completed by staff. Aspects of the system such as the text messaging to parents of

absent students, has meant that our level of unexplained absences has fallen. The system has also allowed us to be more efficient in monitoring both attendance and levels of truancy. A new Home School Liaison Officer was appointed in 2017. This has also contributed to our renewed focus on attendance.

Management of Non –Attendance

Several methods were used to deal with poor attenders and truants, including regular letters, phone calls, referrals to relevant agencies and people such as the home school liaison officer, school counsellors, mental health professionals, welfare agencies, the school's learning support team and the school's student support officer. The team also liaised with local police; including the regions police youth liaison officer.

The introduction of electronic roll marking every lesson has also tightened the accuracy of roll marking from period to period. Monitoring cards were used by the Intensive Support Teams to reduce truancy.

Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10%	Year 11%	Year 12%
Seeking Employment	0	7.1	17.8
Employment	9.2	21.4	37.5
TAFE entry	3.8	11.1	6.3
University Entry	0	0	46.9
Other	0	0	2.1
Unknown	0	0	0

Year 12 students undertaking vocational or trade training

Year 12 vocational or trade training: 12 students, 12.5%, left during the year or at the end of the year to undertake an apprenticeship or traineeship

Year 12 students attaining HSC or equivalent vocational education qualification

Year 12 attaining HSC or equivalent : 88 students, 91.7 % successfully completed the HSC

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	2
Assistant Principal(s)	0
Head Teacher(s)	9
Classroom Teacher(s)	47.6
Teacher of Reading Recovery	0
Learning & Support Teacher(s)	1.8
Teacher Librarian	1
Teacher of ESL	0
School Counsellor	1
School Administration & Support Staff	17.08
Other Positions	1.5

*Full Time Equivalent

Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools.

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	20

Professional learning and teacher accreditation

Lithgow HS – there were 5 full time teachers and 4 temporary teachers who were working through the accreditation process in 2017. These teachers were involved in the school's beginning teacher program, which occurred during a fortnightly regular meeting, and in class support. An internal mentor teacher provided mentoring for these beginning teachers. Other internal personnel involved included the DP and HT Teaching and Learning.

No staff were working towards the higher stages of the Australian Professional Standards for Teachers. 20 teaching staff are maintaining accreditation at Proficient, Highly Accomplished and Lead Teacher stages of the Australian Professional Standards for Teachers. One teacher is maintaining at Lead level.

Staff Development Day 1 was focused on PBL, Anti-bullying – launch of Expect Respect program, SENTRAL implementation, Band 8 program and Year 7 Teaching Teams. Staff Development Day Term 2, all Central West Secondary schools attended EDTech Central West 2016 and focused on our strategic direction 1 area of BYOD. Term 3 SDD – the school focussed on implementing the PBL Classroom Systems for Learning and Tier two Targeted Interventions.

The school initiated twilight sessions that ran over four evenings to allow for an alternative to the Term 4 SDD dates in December. These twilight sessions focused on the following areas: CPR and Anaphylaxis training, ALARM Stage 6 implementation, Assessment and Reporting and Program Development. High levels of participation were achieved for these evening sessions. There was still a need for the usual Term SDD dates to run at school supervised by senior executive to enable staff who did not attend to obtain the professional learning in these areas.

Permanent teachers who were appointed in the previous year were supported with an identified HT mentor, that focused on classroom support systems and programming. Other internal PL included in-class observations to observe other teacher's practice, and team teaching with their mentor teacher. Teachers were provided with access to external PL target towards their personal PL needs and aligned to the school's strategic directions and School plan.

Expenditure on professional learning from the Staff Professional Learning tied grant totals \$149102.44. This includes the PL grant and additional RAM funding. The targeted areas for PL link to the school plan strategic directions with areas including BYOD, ALARM, stage 6 implementations, Literacy, Numeracy, Transition programs, Welfare programs, PBL, Learning environments, Communication, Beginning Teacher/ Accreditation.

Financial information (for schools using both OASIS and SAP/SALM)

Financial information

The three financial summary tables cover 13 months (from 1 December 2016 to 31 December 2017).

The financial summary consists of school income broken down by funding source and is derived from the school Annual Financial Statement.

This summary financial information covers funds for operating costs to 30/11/2017 and does not involve expenditure areas such as permanent salaries, building and major maintenance.

The school's canteen is run by the P&C Association.

Receipts	\$
Balance brought forward	1,392,197
Global funds	1,035,968
Tied funds	1,273,708
School & community sources	194,401
Interest	26,035
Trust receipts	234,601
Canteen	0
Total Receipts	2,764,713
Payments	
Teaching & learning	
Key Learning Areas	58,179
Excursions	57,413
Extracurricular dissections	83,367
Library	6,519
Training & Development	11,967
Tied Funds Payments	782,125
Short Term Relief	124,065
Administration & Office	160,792
Canteen Payments	0
Utilities	75,445
Maintenance	149,008
Trust Payments	141,867
Capital Programs	125,390
Total Payments	1,776,137
Balance carried forward	2,380,773

	2017 Actual (\$)
Opening Balance	0
Revenue	2,522,937
Appropriation	2,401,282
Sale of Goods and Services	9,386
Grants and Contributions	110,606
Gain and Loss	0
Other Revenue	0
Investment Income	1,664
Expenses	-745,376
Recurrent Expenses	-745,376
Employee Related	-492,213
Operating Expenses	-253,162
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	1,777,562
Balance Carried Forward	1,777,562

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.

The information provided in the financial summary includes reporting from 1 January 2017 to 31 December 2017.

The Opening balance for the 2017 school financial year is displayed in the OASIS table as Balance brought forward. The financial summary table for the year ended 31 December 2017 shows the Opening balance as \$0.00 because the Opening balance for the 2017 school financial year is reported in the OASIS table (as Balance brought forward).

The amount displayed in the Appropriation category of the financial summary table is drawn from the Balance carried forward shown in the OASIS table and includes any financial transactions in SAP the school has undertaken since migration from OASIS to SAP/SALM. For this reason the amount shown for Appropriation will not equal the OASIS Balance carried forward amount.

Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

	2017 Actual (\$)
Base Total	7,188,937
Base Per Capita	129,215
Base Location	14,097
Other Base	7,045,625
Equity Total	1,083,635
Equity Aboriginal	99,489
Equity Socio economic	682,331
Equity Language	45,084
Equity Disability	256,731
Targeted Total	1,426,684
Other Total	247,161
Grand Total	9,946,417

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.

A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

School performance

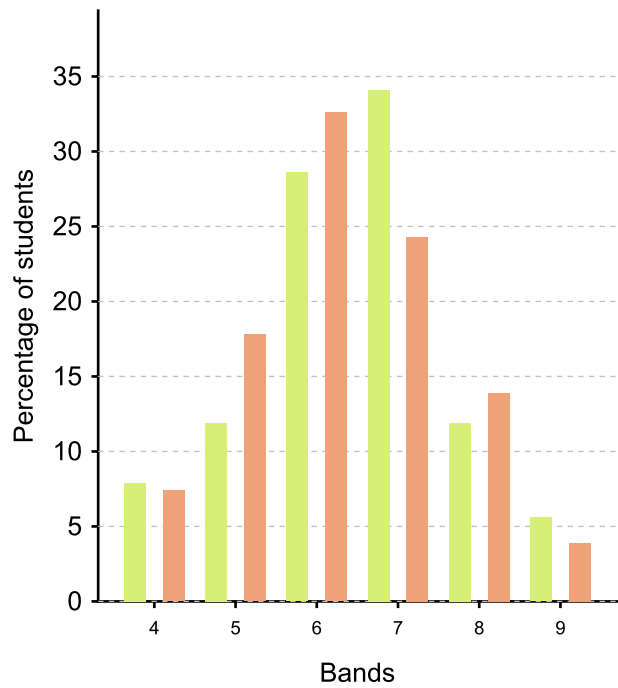
NAPLAN

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

The results for Year 9 for reading indicate that there has been a significant growth of students achieving Band 8 to Band 10 from 2016 to 2017. In 2016, 33.9% of students achieved Bands 8 to 10 in reading. This was increased to 47.1% in 2017. This indicated that 59.3% of students had a greater than or equal to expected growth.

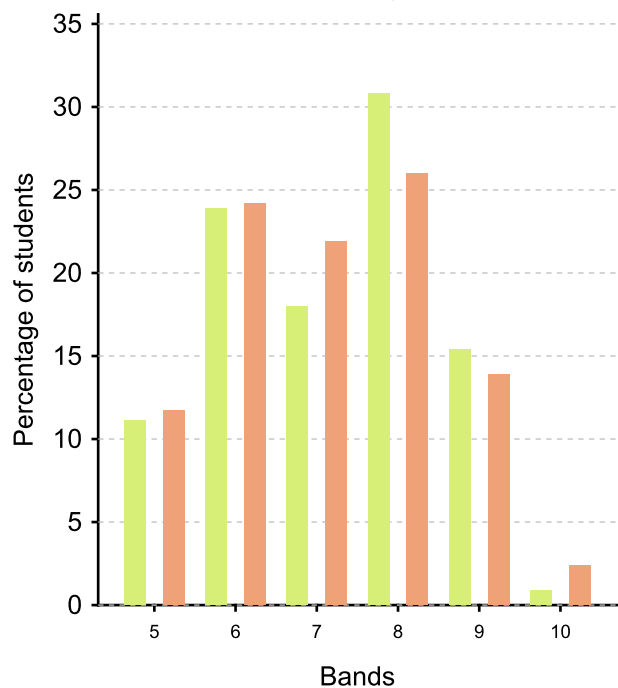
The results for Year 9 writing indicate that there has been a growth of students achieving Band 8 to Band 10 from 2016 to 2017. In 2016, 20.7% of students achieved Bands 8 to 10 in writing. This was increased to 27.1% in 2017. The data indicated that 42% of students had a greater than or equal to expected growth.

Percentage in bands:
Year 7 Reading



Band	4	5	6	7	8	9
Percentage of students	7.9	11.9	28.6	34.1	11.9	5.6
School avg 2015-2017	7.4	17.8	32.6	24.3	13.9	3.9

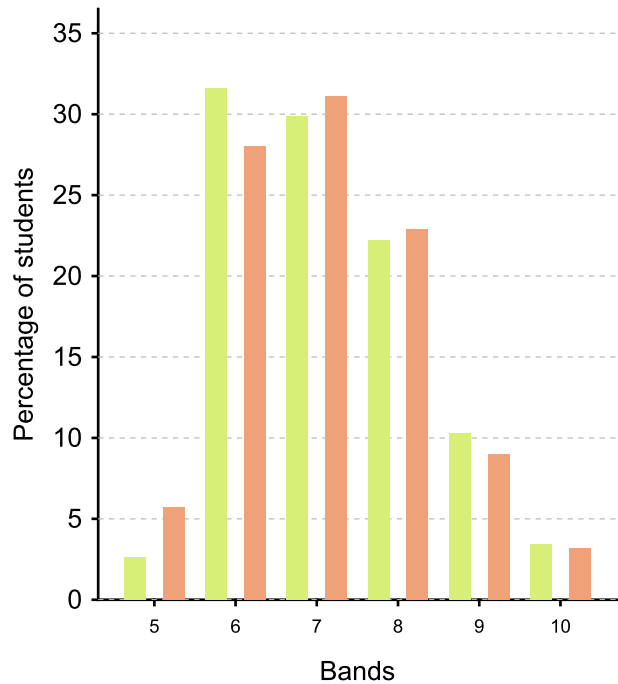
Percentage in bands:
Year 9 Reading



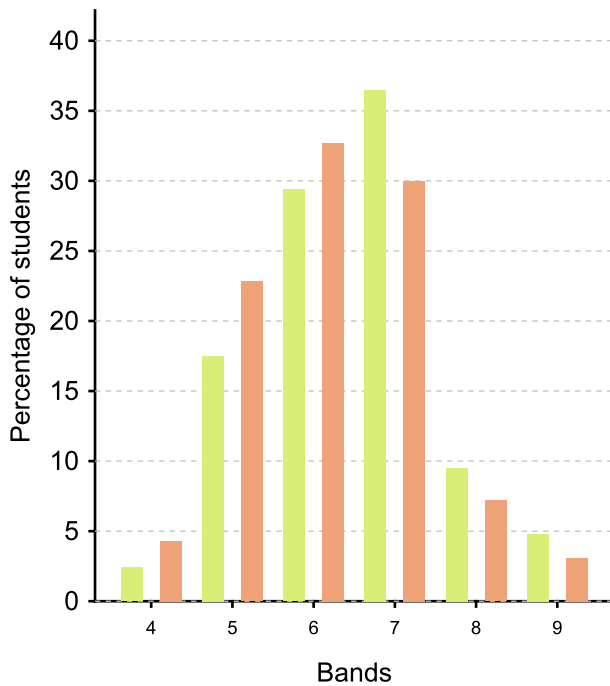
Band	5	6	7	8	9	10
Percentage of students	11.1	23.9	18.0	30.8	15.4	0.9
School avg 2015-2017	11.7	24.2	21.9	26.0	13.9	2.4

The results of Year 9 Numeracy indicate that there has been a significant growth of students achieving Band 8 to band 10 from 2016 to 2017. In 2016, 28.2% of students achieved Bands 8 to 10 in numeracy. This was increased to 35.9% in 2017. The data indicated that 73.6% of students had a greater than or equal to expected growth in Numeracy.

**Percentage in bands:
Year 9 Numeracy**



**Percentage in bands:
Year 7 Numeracy**



Percentage in Bands
School Average 2015-2017

Band	5	6	7	8	9	10
Percentage of students	2.6	31.6	29.9	22.2	10.3	3.4
School avg 2015-2017	5.7	28.0	31.1	22.9	9.0	3.2

The My School website provides detailed information and data for national literacy and numeracy testing. Go to <http://www.myschool.edu.au> to access the school data.>

Percentage in Bands
School Average 2015-2017

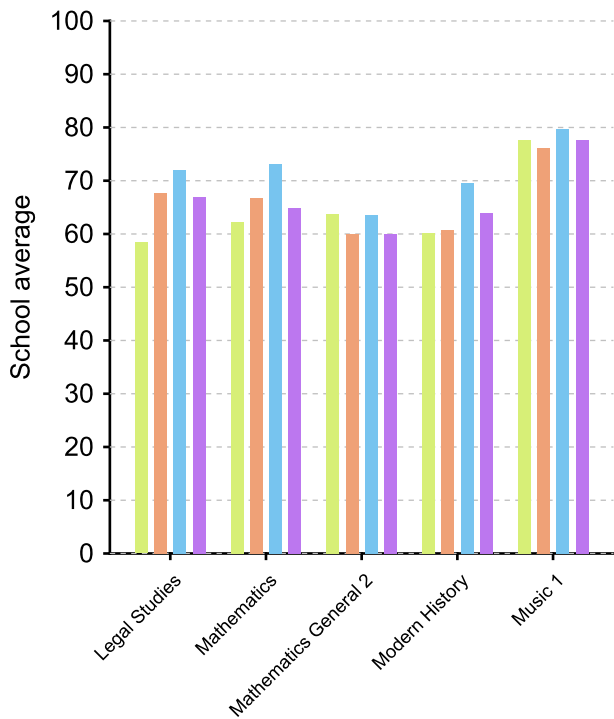
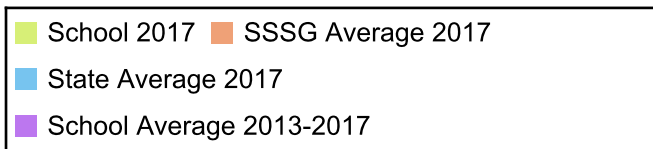
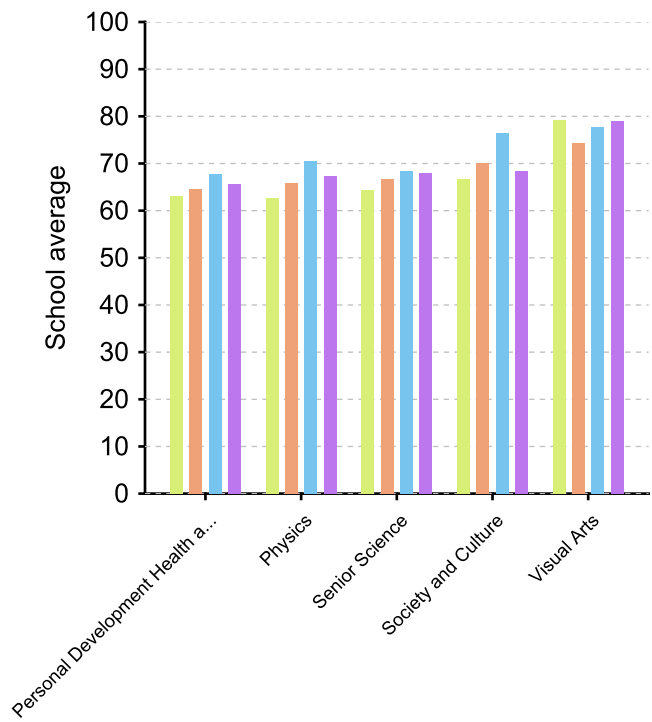
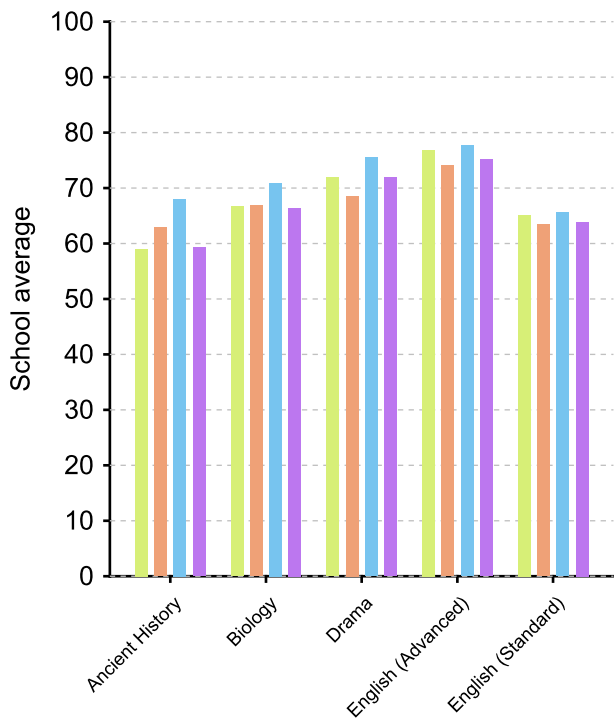
Band	4	5	6	7	8	9
Percentage of students	2.4	17.5	29.4	36.5	9.5	4.8
School avg 2015-2017	4.3	22.8	32.7	30.0	7.2	3.1

Higher School Certificate (HSC)

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

Trend data improved substantially across a number of subjects including Mathematics general 2 (58.8– 63.8) English Advanced (75.5–76.9) Biology (63.00–67.7) Business (66.1–68.4) Drama (64.9–71.9) Industrial Technology (66.00–75.00) Construction (73.00–77.5)

The Year 12 cohort of 2017 achieved 9 band six results In 2017 64 Band 5 results compared to 52 band five results in 2016 a 17.5% increase. In 2017 the school also reduced the number of students achieving Band 2, in 2017, 51 students received Band 2 compared to 62 in 2016 a 17.78% decrease.



Subject	School 2017	SSSG	State	School Average 2013-2017
Ancient History	59.0	62.9	68.1	59.3
Biology	66.7	66.9	70.9	66.4
Drama	71.9	68.6	75.5	71.9
English (Advanced)	76.9	74.1	77.6	75.1
English (Standard)	65.1	63.4	65.6	63.9
Legal Studies	58.4	67.8	72.1	66.9
Mathematics	62.3	66.8	73.2	64.9
Mathematics General 2	63.8	59.9	63.6	60.0
Modern History	60.1	60.8	69.6	64.0
Music 1	77.6	76.1	79.7	77.6
Personal Development Health and Physical Education	63.0	64.5	67.7	65.6
Physics	62.6	65.9	70.4	67.2
Senior Science	64.3	66.8	68.3	67.9
Society and Culture	66.7	70.0	76.4	68.3
Visual Arts	79.1	74.4	77.7	78.9



Parent/caregiver, student, teacher satisfaction

Lithgow High School completed the Tell Them from Me teacher and student surveys in 2017.

Key learning from the student survey include:

Social Engagement– Students who are socially engaged are actively involved in the life of the school; their friends are there and they are involved in sports or other extra-curricular activities. This involvement can give them a sense of belonging at school and increase academic motivation. 79% percentage of students at Lithgow High School reported that they were socially engaged compared with 78% NSW Govt school students at the same year level.

Institutional Engagement– Students who value schooling outcomes and meet the formal rules of schooling are considered institutionally engaged. These students feel that what they are learning at school is directly related to their long-term success, and this view is reflected in their school and class attendance and their effort in doing homework. Levels of institutional engagement at Lithgow High School are presented with 88% of students indicating positive behaviour in the classroom. However only 67% valued school outcomes.

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

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

The teacher survey provided the following results:

In Tell Them From Me, teachers respond to multiple items on a five-point scale which is scored as follows: 0 (Strongly Disagree), 1 (Disagree), 2 (Neither Agree nor Disagree), 3 (Agree), and 4 (Strongly Agree). The data are scaled on a 10-point scale and the results are reported as 'the average score '.

The school recorded about the state norm for the following areas and also reported higher than the last 3 years. Challenging and visible goals (7.5), collaboration (7.5), data informs practice (7.8), inclusive school (8.2),

leadership (6.7), learning culture (7.8), overcoming obstacles (7.6), parental involvement (6.6), planned learning opportunities (7.5), quality feedback (7.3), teaching strategies (7.8) and technology (7.3).



Policy requirements

Aboriginal education

Academic Assistance

Aboriginal students were provided with academic assistance in the form of a Student learning Support officer in class, one-on-one tutoring for reading intervention and small group tutoring with a teacher for both Maths and English. All Aboriginal students have their learning monitored through Personalised Learning Plans (PLPs).

Aboriginal Parents Advisory Group

Staff working with Aboriginal students have continued to build relationships with Parents and Carers of the Aboriginal Students and the Aboriginal Community within the Lithgow area through the Aboriginal Parents Advisory Group afternoon teas. During terms 1 and 3, parents and carers were invited to attend an afternoon tea where they could discuss their child's needs, meet other parents and discuss the school's Aboriginal Programs.

SISTASPEAK/BroSpeak

Bro Speak was offered to Years 7 and 8 Aboriginal Girls/ Boys. The program was very successful and focussed on the importance of education, improving self-esteem and engaging with mentors from the Aboriginal Community. During the program the students were able to participate in many cultural activities including: Dance, Bush Tucker Cooking, Art Activities and on country experiences. They were also provided with the opportunity to learn traditional weaving and how to make therapeutic oil blends using native bush essential oils.

Indigenous Games

In 2017 Lithgow High held its 5th annual Traditional Indigenous Games event. The Games are traditional indigenous games that have been played for thousands of years and originate from many different Aboriginal and Torres Strait communities Australia-wide. The Games were run by LHS Indigenous Leaders who all received specialised training to lead the Games. All indigenous students were invited to participate and many brought friends along to enjoy a fun and inclusive afternoon.

Aboriginal Dance

Aboriginal girls from years 7–12 were invited to attend cultural dance workshops held by the renowned Wiradjuri dancer and choreographer, Jo Clancy. The girls joined in with the little sistas from Wallerawang, Coerwull, Zig Zag and Lithgow primary schools. The troupe danced at the Lithgow High School NAIDOC assembly and at the Coerwull P.S. 150th anniversary events.

NAIDOC Debating

Every year Lithgow High School participates in the

NSW NAIDOC Debating Challenge. The theme of NAIDOC was *Our Languages matter* and the debating topic was *Indigenous languages should be a part of the school curriculum*. Our team beat Bathurst High in the first round and then went on to win the Regionals against Tottenham Central held at Dubbo's Western Plains Zoo. This was the first time our school had won at the Regional level and the hard work of the students, Alayah Lincoln, Ebony Seymour, Kate Francis and Alannah Stoneley; former student and debating coach, Chris Seymour and teacher Ms Abigail Cases. The team fought a hard battle at the State Finals but lost by a few points to Wagga Wagga High. The team is keen to participate again in 2018 to claim the State title.



Multicultural and anti-racism education

Multicultural Education is for all students and school communities. It promotes intercultural understanding and community harmony, provides programs for English language learners, refugees and newly arrived students and supports engagement with culturally diverse communities.

All schools are required to have a trained Anti-Racism Contact Officer (ARCO). This officer assists parents, staff and students who have complaints regarding racism and facilitates the complaints handling process. In 2016, Ms Abigail Cases and Mrs Rosie Galloway received DEC training to become ARCOs and continued this role during 2017, assisting students and staff with any issues related to racism.

Lithgow High School continues to encourage multicultural education both within the curriculum and through extra curricula activities. In 2017 we had a number of individual exchange students join us throughout the year. French was taught as the mandatory language to year 7 and offered as an elective for years 8–10.

Other school programs

Student Representative council

The student representative council has worked tirelessly this year to hone their leadership skills, encourage and facilitate positive social interactions and foster citizenship in both the local Lithgow community and the globe.

Fundraising and philanthropy – The SRC has endeavoured to stage a variety of fundraising events focusing heavily on both awareness and monetary contributions. Students worked collaboratively to select social causes that were meaningful to them and set about designing, organising and running a range of activities with the goal of raising funds for people in need and making the student body more informed about the hardships and challenges present in society.

Likewise, students' sought to offer more opportunities for students to interact and socialise with one another in positive and engaging ways. This included presenting PBL focus' at assemblies, organising and running a school social and BBQ's

Leadership opportunities – Students were also offered the opportunity to expand their minds and understanding of leadership through mentorship and education. This was most significantly actioned at the Young Leaders where students were exposed to an array of leaders, sharing their philosophies and experiences. Similarly, students were able to interact and network with fellow young leaders from around the state.

Overall the SRC has had a productive and successful year and are inspired to continue to demonstrate leadership within the school community, the local Lithgow region and the global world in which they live.

Festival of Speech

Lithgow High School hosted its 51st annual Festival of Speech on the 1st of June. This event gives students the opportunity to display their public speaking and debating skills across a range of topics. Eight schools from the public and private sectors travelled to Lithgow to participate in this wonderful battle of minds, words and wits.

The structure of the competition allows students to engage with the wider school community and to match wits and intellect with students from a range of backgrounds and school environments. Teams compete in three debates which lead to a final. This allows students to experience working under time pressures while refining their rhetorical skills. This year, 20 teams from numerous schools participated in the festival. Lithgow High School students consistently step up and face these pressures with grace and professionalism. The junior teams debated some very difficult topics, and the competition was very fierce. Lithgow High School entered 4 teams into the competition this year, with 16 students actively involved in the debate competition. Public speakers also

competed in junior and senior divisions. Former Lithgow High School Principal Andrew Foy, who adjudicated the competition, commented upon the high standard of the speeches.

It goes without saying that we could not hold such an event without our wonderful team of adjudicators. Many of our highly experienced LHS staff as well as visiting teachers participated enthusiastically in this role. A number of students also assisted in the running of the day by volunteering to chair debates and be timekeepers.

Drama

2017 was a great year for Drama. Classes ran in Year 7, 8 and Stage 5, and HSC. Under Mr Jeffers' leadership, the year 12 class achieved good results including a Band 5. The Shakespeare Evening was again a critical success, focusing this year upon the idea of love. Many of our Drama students also participated in the School's Performance night.

Stage 5 Drama students produced a full length play titled, 'Abigail's Coven' – a backstory to Arthur Miller's famous play, 'The Crucible'. Directed by Ms. Cases, students in the class were involved in all aspects of the production process from acting, lighting, music, set design and front of house. It was a fulfilling experience for the students and the majority of the class have selected Drama as an elective in 2018.

It cannot be overstated how well the Drama students have worked this year. For each of these performances they have taken on many production roles as well as acting ones. The teamwork they have shown and the results they have achieved have been nothing short of inspiring.

2017 Sport Report

2017 has been another successful year in sport for Lithgow High School students in a wide range of sports. In addition to their on field success our students have been complimented on their sportsmanship, leadership and citizenship during CHS competition this year.

There have been many team and individual highlights during the year, highlighted by the U15 girls basketball team winning the New South Wales Combined High School championship. A fantastic result.

The team consisted of Kallan Phillips, Kyra Phillips, Geordie Goodwin, Meleke Jenkins, Alaya Lincoln, Bailey Shead, Hayley Ranse, Beth Newsome and Sophie Swift.

The Open girls basketball side finished 4th in the State, a great effort for such a young side. Other strong team performances include the open boys' soccer side finishing 2nd in Western region and the open girls team finishing third. The open boys Hockey side reached the final 16 in the State before being narrowly defeated. Students also competed at state carnivals in Athletics, Boys and girls basketball, boys touch football,

swimming, cricket and golf. Individual honours saw a number of students selected to represent Western Region in various sports.

2017 Western Region Representatives were

- Ashton Arnott Webb, Logan Inwood, Chloe Anlezark and Tayla Lloyd for soccer,
- Ashton Arnott Webb for touch football,
- Kyra Phillips, Kallan Phillips, Geordie Goodwin, Meleke Jenkins, Hayden Cox, Mitchell Gurney and Kobe Hunter for Basketball with Kobe, Mitch and Hayden being part of the Western Region side that won the State title.
- Kelsey White, Dane Guffog, and Logan Hunter for hockey,
- Kobe Hunter for Golf.
- Logan Hunter was also selected in the NSW CHS team that competed in the Australian Championships.

Peer Support Program

The Peer Support Program is a peer led, skills based, experiential learning program. It encourages peer connections throughout the school and assists students in developing practical skills to enhance social and emotional well-being.

Students in Year 7 work in groups of 8–10 students with 2 Year 10 Peer Leaders, meeting fortnightly. Peer Leaders are put through an intensive two day training course before the commencement of the program. Peer Leaders facilitate a series of activities with Year 7 students covering a range of skills and concepts.

Throughout the year students will cover 3 modules, these include: Rethinking Challenges, Strengthening our Connections and Behaving with Integrity. All Peer-led modules are designed to equip young people with the skills to deal proactively with life experience.

The Peer Support Program is coordinated by Mrs Cross and Mrs Moore.

STEM/ Robotics

STEM is the learning of science, technology, engineering and mathematics in an interdisciplinary or integrated approach. A number of STEM extra curricular activities and programs were introduced to cater for both a growing need and interest in the area. Specific STEM programs included MakerBlocks, where students built and coded small robots then programmed them to carry out particular tasks, such as search and rescue, pop the balloon games and robotics soccer. Makey Makey where students used electronics to build and code electronics devices such as musical bananas, cat activated drinking trays, and musical stairs. Extension activities included participating in the international FRC robotics competition, and the International Landcruiser 4x4 challenge. A maker space was created in E26 which allows students to work collaboratively in making, learning, exploring and sharing in the use of high tech to no tech

tools. This space is available to all students before school, at lunch and recess. Students use this space to explore and experiment with a variety of maker equipment including 3D printers, laser cutters and robotic platforms. A strong focus of the maker space is development of mechatronics and robotics. In response to demand two new STEM specific courses were introduced as electives in Yr8 and Stage 5.

Science Faculty

The faculty has been very busy this year developing the new Stage 6 Programs for the new HSC courses that are set to be implemented in 2018. As part of this update we offered Earth and Environmental Science to the 2018 intake, which will run for the 2019 HSC. This and succession planning were very much the focus of last year and will continue into 2018. With a number of less experienced teachers we have in place a mentoring program to assist these teachers with their first HSC cohort. We are also focussing on possible future careers paths in science for students.

VALID results:

The number of students in the top 2 bands was down a little on last year with 9.5 % of students achieving in this group; 82% of students achieved in the middle bands, with the number of students in band 4, 11% up on last year; and only 8.7% achieved in the lower 2 bands, down on last year – only one student achieved a band 1.

Over all trend data is up 2% compared to last year with Lithgow 2% below state overall and 2.2% above similar school groups. Boys' performance was a little better than girls' performance and our Aboriginal cohort performed close to State.

Science Stage 3–4 Transition Program

This was once again a great success in 2017 with the 4 largest feeder primary schools receiving 4 visits each. These visits involve lots of great hands on activities to encourage the development of an inquiring mind. The modelling by science teachers of how to teach science in Stage 3 classrooms continues to contribute greatly to Stage 3 teachers' increased engagement and confidence with teaching science. Year 7 students in 2108 arrived in science with great enthusiasm. As part of our succession planning new science faculty teachers have been participating in this program.

Visual Arts

25 students sat HSC Visual Arts in 2017. 21 of these had Visual Arts as their best HSC result. One student (Kaitlyn Trounce) achieved Band 6. 11 students achieved Band 5.

One Visual Arts student (Joshua Stait) had work selected for the 2018 Art Express exhibition.

The selection of this HSC artwork for the Art Express exhibition brings to 56 the number of works chosen for the exhibition from Lithgow High School since 1997. Art

express is an exhibition of about 150 outstanding artworks chosen from a field of over 9000 works from the HSC practical examination.

Several former Lithgow High School Visual Arts students had their HSC artworks selected for exhibition at the opening of Gang Gang Gallery in Main Street Lithgow

Lithgow High School initiated and hosted a Visual Arts Teacher's Day in November attended by 13 participants

Music

"Calamity Jane" featured as the annual school musical in July

10 students sat HSC Music in 2017. Four students achieved Band 5. Four students achieved Band 4. Two students achieved Band 3.

Film Making

2017 marked a busy year for Film Making in both stage 5 and stage 4 non elective.

Students began the year working with Blackheath area Neighbourhood Centre on an NRMA sponsored road safety campaign. The program saw stage 5 Lithgow High students working with and mentoring Mt Victoria Public students in the making of three 30 second road safety service announcements that were screened in cinemas encouraging safety around pedestrian crossings. The ads feature major Australian actors Joanne Sammuels (Mad Max) and Tiral Mora (The Castle, King Kong) who donated their time to the cause.

Students were also commissioned to film the annual Halloween celebrations for Lithgow Council and the footage has been used as part of a national ad campaign encouraging tourism to the area.

Students produced a documentary about the worlds first solar train which was built in Lithgow a world exclusive.

Students produced a short animated film about bullying.

Students documented the annual school events including the swimming carnival and work experience program.

In December and January Lithgow was the location for a major new Australian feature film called Book Week featuring a number of well known and loved Australian stars and some new upcoming screen talent . Lithgow High School students had the rare opportunity to participate in the making of the film as extras and were also able to get behind the scenes access to the cast and crew working on the film who were very supportive in encouraging new film talent.

Lithgow High School Special Education Unit

The SEU currently has 45 students enrolled, 1 head teacher 7 classroom teachers and 6 school learning support officers who provide exceptional special education to students, empowering them to participate in collaborative communication and learning. The SEU caters for students with a range of disabilities (IM,IO,IS,AU,ED), comprising of six classes. Students are placed into classes in stage four, five and six and are taught by specialist teachers in each subject.

Student learning is fundamental to our success across the school excellence framework. Within our learning culture we are delivering student engagement and consistent expectations of behaviour across years 7-12. This is done through a variety of programs relating to the specific communication and behavioural needs of students including a whole school approach to Positive Behaviour for Learning (PBL) as well as individual education plans, individual behaviour management and risk assessment. Teachers in consultation with parents develop focused and individualised learning plans that target specific skills development for each student. These plans range in their focus depending on the needs of the individual students. Students are offered a range of programs both on and off campus including transition to work, TVET, community access, regional sport days, external provider programs and agriculture.

Agriculture

The school farm has continued its improvement program: the pasture quality continues to improve with fencing keeping the kangaroos out of the pastures and the cows out of the bush; and fox proofing the chook runs to allow for the development of wider and better products. Again a big thank you to the hard work of our Ag teacher and Ag assistant in this area. Plus, we would like to acknowledge the great contribution of one of our late students, Jack Willott, to building the new chook runs, he is greatly missed by all.

The Show Summary for 2017 is set out below.

Bathurst Show

Champion Ewe; 2 1sts; 3 2nds

Sydney Royal Easter Show

1st Sires fleece; 1st ram over 2 schools competition; Highly commended; 3 3rds; 2 4ths; a 2nd in Junior handlers

Dubbo Show

2nd in Goongunyah Sheild (schools team competition); 7 1st; 1 3rd

Lithgow Show

Defended our title in the Young Farmers Challenge.