



Leonora District High School

2008 School Report

Using This Report

This report provides parents, care givers and members of the community information about the performance of Leonora District High School students. For deeper analysis the Directors report can be obtained from the school web site. This report provides a transparent view of student achievement and school functions throughout 2008.

This report needs to be viewed in conjunction with information such as student system level reports, teacher judgements, interviews and school system information.

Overview

Leonora has performed well when compared to like schools, but strives to improve student learning and outcomes at any possibility. In 2008 the school won two District level awards for Senior Schooling and Community Partnerships. Leonora has won district level awards since 2006 and continues to foster programmes that promote improvement in academic and social performance. Our school has integrated social skills education, rewards and fostered a community spirit that allows students to experience success at every possible opportunity.

School Context

Nature of the Community

Leonora is a small isolated community 810 km by road from Perth serviced by daily flights from Skippers aviation. Leonora is predominantly a gold mining town with businesses ranging from mining support industries to retailing. The Shire of Leonora administers the town.

The School

Leonora District High School is a Level 5D school 236km northeast of Kalgoorlie and just over 810km from Perth.

The school population is, on average, 147 students. This represents a population of 40% non-Aboriginal and 60% Aboriginal. The school population appears to be stabilising after some decline over recent years. The reopening of the Gwalia mine by St Barbara and other mining activity has had a positive impact on the school both in population and with regards to resourcing issues.

School Programs offered:

- Commonwealth Literacy and Numeracy Program (CLNP)
- Priority Country Areas Program (PCAP)
- Getting It Right (GIR) Literacy & Numeracy
- Languages –Indonesian and Indigenous
- Aboriginal Studies
- Yabby Farm (Primary Science)
- VET 8-12 inclusive
- ETPP – Education Training Participation & Planning Years 10-12
- Curriculum Council subjects
- School of Isolated and Distance Education (SIDE)
- Specialist Primary Science
- Specialist Physical Education
- Specialist Arts Focus 2008 & 2009
- You Can Do It Social Skills Program
- Change Makers
- CGEA Sustainable Senior Schooling program

Staff Attendance

Leonora staff attendance in 2008

Staff Type	2007	2008
Teaching Staff	99.7%	98.9%
School Support Staff	86.1%	90.7%
All School Staff	93.4%	95.3%

Staff Retention

Leonora staff retention has been pleasing, as this has assisted in program continuity. Staff well-being and people management have been a focus for administrators at Leonora District High School.

Total teaching staff - 2008	16
Teaching staff retained from previous year	14
Staff Retention Rate	87.5%

Leonora has both primary and secondary teaching staff	
No of Primary Teaching Staff	8
Minimum Days	8
Average Salary Rate	\$290
Subtotal	\$23,200
No of Secondary Teaching Staff	5
Minimum Days	9
Average Salary Rate	\$290
Subtotal	\$13,050
Total PL Expenditure	\$36,250
Average Teacher Expenditure	\$2,417

Teacher qualifications

All teaching staff at Leonora District High School meet the professional requirements to teach in Western Australian public schools and can be found on the public register of teachers of the *Western Australian College of Teaching*. All teaching staff have Bachelor degree qualifications while the majority have post graduate qualifications.

Teacher Professional Learning

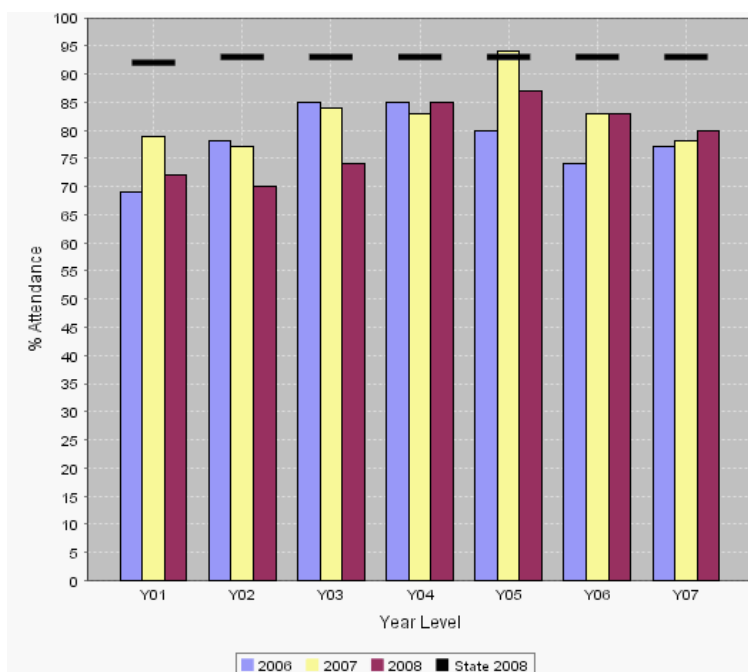
All teaching staff have been involved in the minimum requirements for professional learning. Staff at Leonora DHS have been involved in additional learning in the following:

- CMIS
- You Can Do It
- Bronze Medallion
- Raising the Bar – full day – all staff
- Using Electronic Whiteboards

Student Attendance

Leonora has invested resources in the area of indigenous attendance. The school employed five indigenous education staff in 2008 to assist classroom teachers with student attendance and participation. In the K-1 area an Early Years Attendance strategy has been in place for two years. While attendance has fluctuated, Leonora has worked at maintaining community relationships in order to track and facilitate more sustained student attendance. Leonora District High School places a high value on reward programs that promote attendance and participation.

Education Level/Year	2007		2008	
	School	State	School	State
Primary	82.2%	93.1	79.2%	92.6%
Secondary	57.9%	88.4	59.6%	87.6%



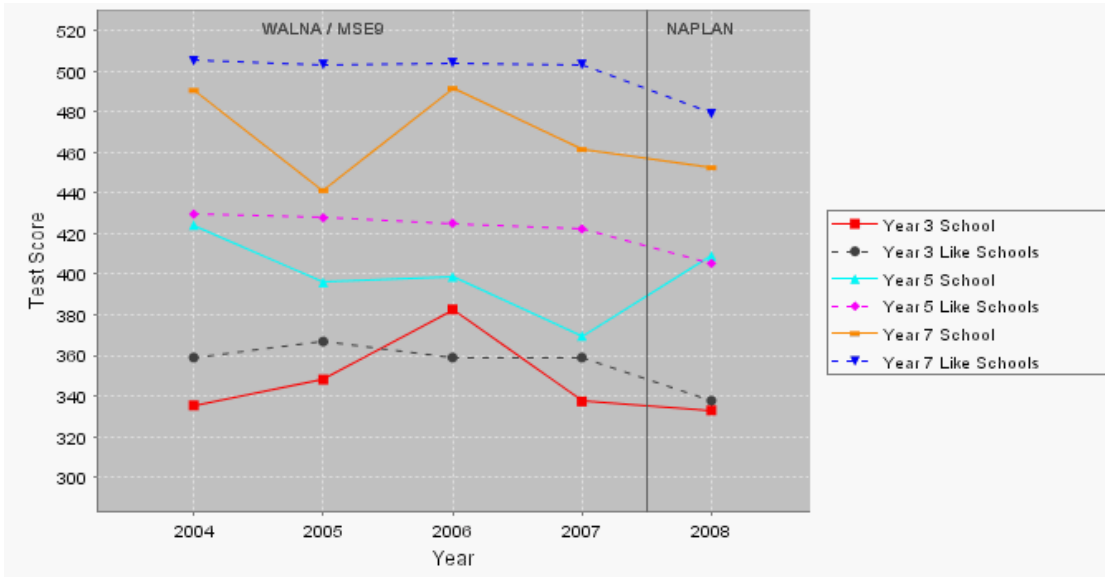
Bluey Day 2008

Proportion of Year 3, 5, 7, and 9 students at or above the national minimum standards for reading, writing, spelling and numeracy

The percentages of students in Years 3, 5 and 7 and 9 achieving the national literacy and numeracy minimum standards for their year at Leonora District High School. Numbers in years 3 & 9 were below 10 students so data was not provided.

Year	Task			
	Numeracy	Reading	Writing	Spelling
Year 3				
Year 5	87.5%	75.0%	87.5%	68.7%
Year 7	80.0%	60.0%	60.0%	70.0%
Year 9				

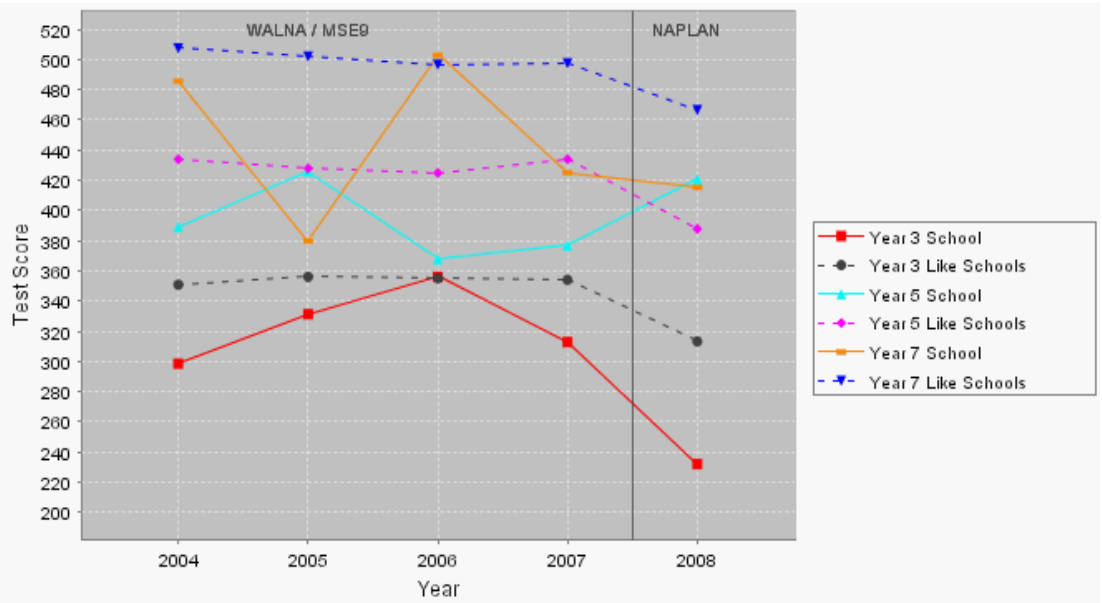
Numeracy Like Schools Comparison



- School has added value when compared to like schools
- Numeracy being addressed through GIR
- Need to strengthen all strands within numeracy
- Year 5 group good overall results emphasising the stronger maths area at LDHS.

Reading Like Schools Comparison

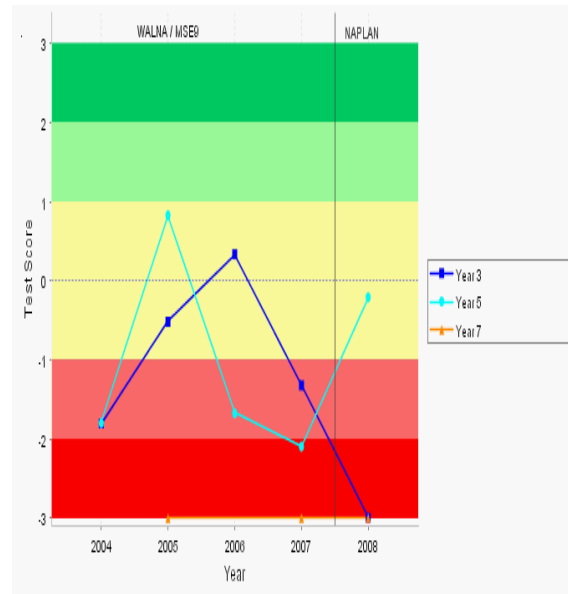
- Mixed results and definitely an area of need.
- Leonora has invested in reading, and encouraging use of the library.
- Principals Literary Award
- Targeted GIR sessions
- Focus on integrating writing with spelling and grammar.
- Reading recovery programme in the junior primary area.



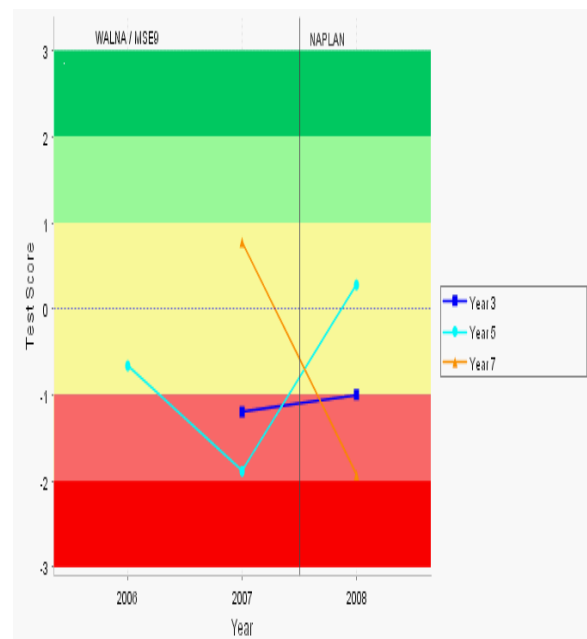
**Leonora Year 3, 5, 7 (2004 – 2008).
Comparisons for Numeracy, Reading, Writing
and Spelling.**

Data - Leonora data using test score comparisons. While highlighting areas of need, direct comparisons with NAPLAN are not applicable at this time.

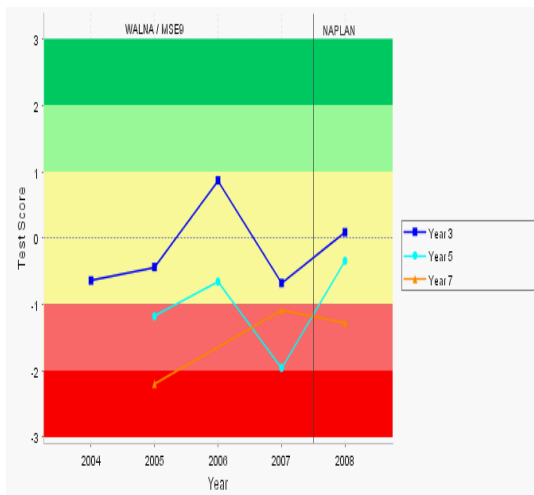
- Care must be taken when comparing one year level with the same year level as the student groups are different, however there has been value adding by the school.
- Spelling and writing needs improvement and a more direct teaching approach used in classrooms.
- Reading is also of concern with staff targeting students experiencing difficulties using a variety of strategies. In 2009 reading recovery programme implemented. Library specialist used and borrowing implemented across the school.
- Principal Literary prize implemented in 2008.
- In numeracy an overall emphasis on explicit teaching in all aspects combined with target setting in the number and measurement strands.
- Leonora addressing results through GIR specialists and support with additional time in 2009.



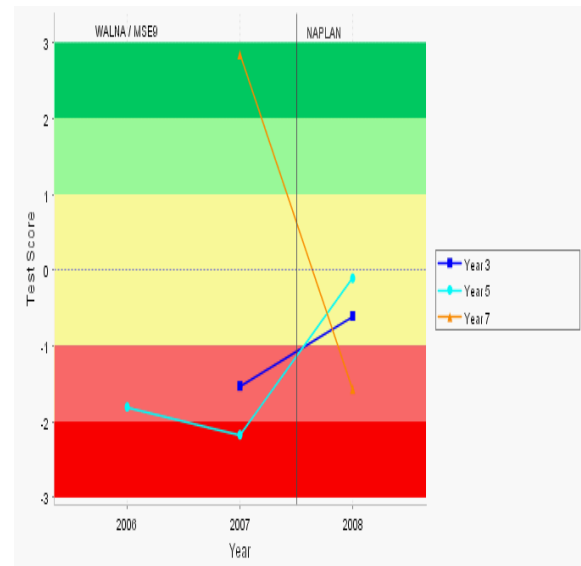
Leonora Reading Results year 3, 5, 7 – 2004 - 2008



Leonora Writing Results year 3, 5, 7 – 2006 - 2008



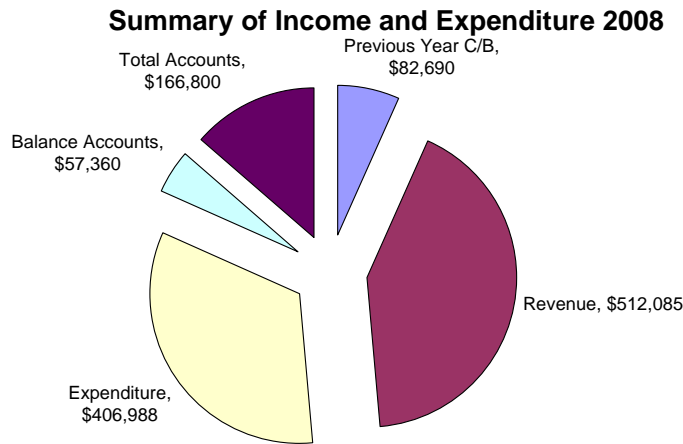
Leonora Numeracy Results year 3, 5, 7 – 2004- 2008



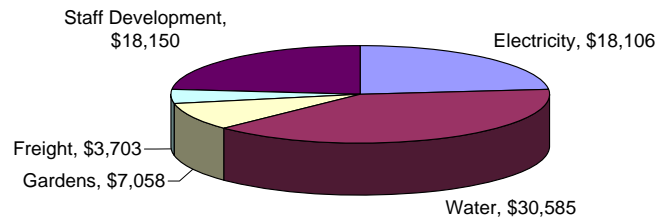
Leonora Spelling Results year 3, 5, 7 – 2006 - 2008

Financial Overview

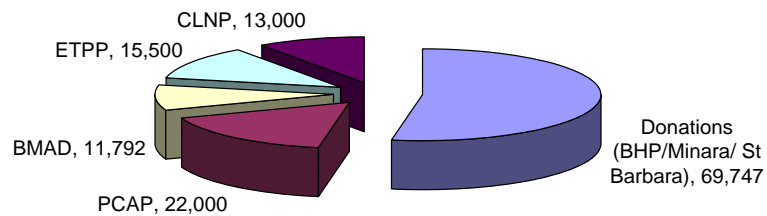
The following is a summary of Income and Expenditure for the 2008 school year at LDHS



Major Expenditure



Revenue Sources



Reserves

Reserve Allocation Total 57,360

Value Added

- Literacy Block - 9 hours
- Numeracy Block - 7 hours
- GIR Literacy/Numeracy.
- Science Specialist curriculum
- Principal's Literary Award
- Information Technology Specialist curriculum
- Arts Specialist curriculum
- Physical Education Specialist curriculum
- LOTE - two language options
- Target Setting Collaboration use of Curriculum Manager SIS.
- DOTT – equivalence for primary and secondary
- Change in school timetable to allow more learning time before lunch.
- Employment of additional support staff to assist teachers to move students along.
- Use of ITAS to assist indigenous students.

Our direction is supported by NAPLAN data that suggests that LDHS has made significant gains in adding value across all year groups. When compared to like schools Leonora DHS makes significant value adding between the years.

Our school has invested in specialist teaching in the Arts, Technology and Enterprise, Science and Health and Physical Education areas. Leonora has built a Environmental Learning Centre to support the Science objectives and student learning needs. Emphasis on building skills that are applicable across the curriculum is at the core of our curriculum. Whole school approach to Literacy and Numeracy is supported via blocks of time dedicated to this purpose combined with additional support staff to assist with this.

Leonora uses MIS data, has developed monitoring tools and uses the Curriculum Manger to support decision making and curriculum delivery throughout the school.



Spare Parts Puppet Theatre Workshops 2008

2008 Highlights:

- Winning Overall Goldfields Excellence Award for Education
- Literacy / Numeracy day
- Moorttij Health camp
- Awesome Arts Challenge
- Wakakkiri award
- Country Week with Wiluna & Leinster
- New cricket facility
- School Ball organised by Change Makers students.
- Vibe Alive Festival
- Performing Arts Festival
- ICT upgrade - network completed, two computer labs and eight interactive white boards as part of ICT.
- Grounds improvement
- Visiting Cartoonist
- Visiting Author-in-Residence
- Humphries Dance Studio Lessons
- Principal's Literary Award



Literacy / Numeracy Day

Average standardised assessment results for Year 9 students

The median score of Year 9 students doing standardised assessments, where available

Task	Numeracy	Reading	Writing	Spelling
School				
State	555	557	553	560

Please note: Median scores are not displayed if there are fewer than 10 students. Leonora year nine student's results are above like schools performance in all learning areas.

Post School Destination

Students at Leonora District High School have, since 2007, moved from the school into the following environments:

- BHP apprenticeship - Mechanical Fitter
- Universal Sudexho - Catering Apprenticeship
- Further training (both regional and metropolitan)
- Other Senior High Schools
- Boarding Schools

Parent Student and Teacher Satisfaction

In 2008 a survey was conducted by the school ascertaining parent satisfaction with the school and its performance. The majority of completed surveys showed an overwhelming confidence in the school's capacity. The School was awarded a Goldfields Education Excellence Award for its Community Involvement programme.



Leonora Kindy / PP students

LOOKING FORWARD TO 2009

School Priorities

The 2008 school priorities of literacy and numeracy are to continue into 2009 with emphasis on the conventions in literacy. The data and assessment from the priority areas of literacy and numeracy show that there is still a major need in both areas. NAPLAN data shows the need for continued emphasis in reading while the school also needs to improve writing outcomes.

Numeracy will be a key priority for the school. In 2009 numeracy will continue to receive GIR allocation and professional development in First Steps. A continued emphasis on planning with the GIR primary curriculum specialist will see more continuity and direction. Literacy and Numeracy block times will assist in the development of these areas. Appointment of GIR high school support will enable teachers to develop curriculum that meets student needs.

The high school will continue to see an emphasis on programs that develop skills towards further

training and employment. The appointment of a VET curriculum coordinator has assisted in developing curriculum that meets Curriculum Council WACE requirements. This will continue in 2009 with emphasis on the school providing sustained WACE accreditation in line with the further education and training directive by DET and the Aboriginal Education Plan. In 2009 students in the sustainable senior schooling model will be involved in the CGEA study program.

Retention is an issue at LDHS and linking good curriculum with strong community support will move towards addressing this issue in 2009. Leonora has had two students in the past two years secure apprenticeships as part of the schools' educational programme.

2009 Priorities

- Numeracy
- Literacy – emphasis on the conventions
- Science – whole school. Years 5-7 to receive additional Science instruction.
- Arts

Other Changes

The school also plans to continue the specialist teaching of Science from years 1–12 for the fourth year running. Students in years 5-7 will receive additional Science tuition as part of that initiative. The school will continue its performing arts focus in 2009 along with the continuation of links with BHP, Xstrata Nickel and ancillary employers in the promotion of apprenticeships and traineeships.

In 2009 the school will work at improving the performance of students in the mid-to-upper primary through additional teacher and specialist support. An Early Years strategy started in 2008 will continue. The school has fostered a whole school model that promotes student learning using a variety of teachers who have expertise in curriculum areas. Our school has moved to a community model where all staff connect in some way to all students who attend the school. This model has allowed for more effective collaboration and target setting in relation to student improvement. In 2009 this will be strengthened with additional GIR support and the continuation of a stable staff.

The school has become successful in post school links initiatives involving employment, training and apprenticeships. Leonora has developed a model that involves moving students in years 11 and 12 to the next level of learning via TAFE or employment training options.

Greg Fisher

Principal