



Lake Macquarie High School

Annual Report



2016



8210

Introduction

The Annual Report for **2016** is provided to the community of **Lake Macquarie 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.

Brendan Maher

Principal

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Message from the Principal

As my first full year at Lake Macquarie High School I am proud of what we have achieved as a staff and as a school community. The school went through a process of whole staff capacity building and redevelopment of the pedagogies employed in classrooms.

Our main focus was transforming Lake Macquarie High School into an effective STEM platform, that also supported our LMAC schools, from Year 3 to Year 10. This was reflected in the cooperative nature of program delivery and our successful HeadStart Transition Program. This was a first for the Hunter, incorporating Stage 3 students from across all partner and wider areas schools in a strategic transition program preparing them for Secondary Education. This project directly led to increased enrolments in Year 7, 2017.

As a school we also reimaged the school in terms of access to technology and the use of Modern Learning Environments. Classroom spaces have begun the shift away from rows to collaborative spaces, of student learning and teacher instruction. This focus will continue into 2019 to redevelop all teaching spaces across the school, including a major development in the Learning Hub.

I am proud of the staff commitment to building their capacity and developing the craft through professional learning activities that were unpacked with the entire staff. Sessions were held to map learning across all KLA's and move towards Project Based Learning in several areas.

We enjoyed a growing positive influence in the community, with feedback that the local and wider community are impressed with the school and what can offer our students.

The future for Lake Macquarie High School is bright as we move towards more development of pedagogies and closer links with partner and wider areas schools.

School background

School vision statement

Lake Macquarie High School is committed to the delivery of an inclusive and engaging curriculum in all areas of learning.

Through the effective use of technology and pedagogy we aim to build Science, Technology, Engineering and Mathematics (STEM) based skills, mapped across all Key Learning Areas.

As an inclusive school we acknowledge the contributions that the students cultures, communities and passions have on how we support their wellbeing and success in learning.

School context

Lake Macquarie High School is a comprehensive school located on the Western shore of Lake Macquarie. It caters to a diverse student body from low SES, Aboriginal and EALD backgrounds. It enjoys a growing connection with the local community and businesses.

The small size of the school is seen as an advantage, providing for better pastoral and wellbeing support for students. Enrolment at the school is projected to rise due to new developments in the local area.

Our school creates many pathways of future learning for our students that include, university, TAFE and careers. We are also a partner school with the University of Newcastle's Masters of Teaching Program.

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.

Within the Learning Domain we have moved to Sustaining and Growing in the "Curriculum and Learning" domain, showing reward for significant efforts in this area by the staff. Overall we are Delivering as expected but have identified Wellbeing and Learning Culture as the focus for improvement in the coming year. This will be achieved through an external leadership development program and increased focus on building staff capacity across all areas of curriculum planning and delivery.

In relation to the Teaching domain we have made stable growth in many areas, with Effective Classroom Practice and Professional Standards reviewed as Sustaining and Growing. The big picture for teaching still remains as Delivering, as we need to focus further on the effective dissemination and use of Learning and Development and how our new learning informs our teaching practice.

Within the Leadership domain we have shown growth in several areas with an overall assessment of Delivering. Our focus for the next 12 months is to review Management Practices and Processes to reflect the needs of the school and to ensure processes support future focus of the staff in terms of evidence based decision making. In 2017, we will be undertaking a Leadership Development project to build the capacity of all executive to lead innovation and change in their subject areas. This will allow the school to keep moving ahead with its STEM focus.

Our self-assessment process will assist the school to refine the strategic priorities in our School Plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<http://www.dec.nsw.gov.au/about-the-department/our-reforms/school-excellence-framework>

Strategic Direction 1

Quality Learning for All

Purpose

To implement and maintain a curriculum to meet the needs and aspirations of all learners. This will be achieved through the use of individualised planning and evaluation for all students.

Overall summary of progress

Progress in achieving the aspects of this Strategic Direction are on track with staff developing many strategies and curriculum to incorporate STEM and Project Based Learning skills across all subjects. We have had delays and gaps in our PLP process that through improvement processes will see these being an effective data source for staff to use in planning. Classrooms have been standardised in terms of teaching and learning assets available for teachers to use. New Modern Learning Environment equipment has also been an added advantage to the classrooms and well received by all staff and students..

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
PLP's/IEP's established for all ATSI students and those receiving targeted funding support.	<p>Processes were established for the completion and distribution of information from our PLP process. 10% were not completed which caused issues with student support. This issue was addressed and further support was provided for staff. There was significant support provided through Norta Norta and mentoring programs which directly led to our students having higher engagement and receiving targeted tutorial support. We had a slight increase in overall Aboriginal student attendance, which is attributed to these processes.</p> <p>The LST processes for supporting students with complex learning needs were very successful. The NCCD collection was effective and highlighted to staff the various issues students present in class.</p>	AEO/LST – \$18000 HT role allocation Norta Norta – \$45000
IEP/PLP's used to inform curriculum differentiation.	<p>PLP and IEP development were completed to assist staff to establish effective learning experiences for identified students.</p> <p>Staff accessed regional support and external agencies for advice and professional learning to develop effective strategies to engage students in class with complex learning needs.</p> <p>These processes were linked with our HeadStart transition program allowing more detailed support for students and staff to develop more effective support plans and curriculum.</p>	HT role allocation LST – \$5000
Classroom environments developed to allow for implementation of STEM pedagogies.	<p>Classroom upgrades to promote engagement in STEM and emerging pedagogies is well underway. All legacy ICT equipment has been replaced with new systems, standardising the platforms in every teaching space. Classrooms have been scheduled to be repainted in the main building, which will also improve the learning spaces further.</p> <p>Research and planning has now been completed to use Modern Learning Environment furniture in</p>	RAM – \$130000 PL – \$5000

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Classroom environments developed to allow for implementation of STEM pedagogies.	<p>classrooms to allow for flexible delivery and alternative strategies in classrooms.</p> <p>The purchase of over 60 laptops and services also allowed students to use current technology to access the curriculum.</p>	
Classroom pedagogies improved to promote and embed Project Based Learning and STEM development.	<p>Through the effective use of Professional Learning funds our staff have completed a significant amount of PL that was directly related to STEM, Project Based Learning and curriculum differentiation. Through extra SDD sessions the staff developed whole school processes to support each other and the development of curriculum across a number of subject areas.</p> <p>A powerful component of this process was that staff developed PL events for each other which showcased their learning and emphasised the high capacity the staff at LMHS to commit to change and create positive learning environments.</p> <p>As a way to promote the engagement in STEM, the school purchased a large amount of STEM resources. LMHS is the only school in Australia with the capacity for large scale 3D printing and scanning, we also purchased CircuitScribe kits, extra robotic lab kits and piloting emerging technology in coding and STEM.</p>	PL – \$45000 LMAC SDD – \$3000

Next Steps

To progress this Strategic Direction to completion the next stage will be to complete the deployment of ICT and MLE assets to all classrooms and common learning spaces. The Library will be reviewed and formed into a Learning Hub, with various technology available for students to use at any time.

The employment of a second AEO will also allow the school to more effectively complete PLP and support processes for all Aboriginal students.

Curriculum development and professional learning will be intensified to build capacity of leaders and staff to develop PBL based curriculum.

Further ICT is planned to be purchased such as 100 laptops, in conjunction with a senior students BYOD program. Systems will have charging bays also purchased. We are also developing two maker spaces and will install a laser forge as part of the manufacturing part of the STEM curriculum.

Strategic Direction 2

Increasing Teacher Capacity

Purpose

To build a culture of professional excellence and establish a learning environment focused on the ongoing success of every student. Reflecting the aims of the School Excellence Framework in developing teacher and leadership capacity.

Overall summary of progress

Quality Teaching Rounds process did not occur due to various reason in 2016. It is envisaged that this will be redeveloped in the 2018–2020 SMP.

Curriculum differentiation and inclusion of STEM in lessons was achieved to varying degrees across all KLA's. The STEM Focus days allowed all KLA's to contribute to the development of curriculum to engage future learners at LMHS. This process also encouraged cooperation between all schools in LMAC.

Our Careers program was successful in engaging students in developing pathways post school and informing subject selection processes.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
STEM integration in curriculum	<p>STEM pedagogies and curriculum were employed across several areas of the whole school.</p> <p>iSTEM was developed for implementation in 2017 for Stage 5 elective classes. This was supported by professional learning, external support and planning.</p> <p>The other facet of the integration was with the use of STEM and PBL based activities with our HeadStart program used to engage students Year 3 to Year 6.</p>	<p>PL – \$30000</p> <p>RAM – \$10000</p> <p>Staffing allocation</p>
Curriculum differentiation evident in all teaching and learning programs	<p>Executive capacity was built to further support staff to plan, deliver and assess students with complex learning needs.</p> <p>Differentiation processes were implemented in teaching and learning programming to allow for easy access for all staff to successful strategies for identified students. It also allowed for quick collation of data for LST and NCCD processes. The importance with the staff was building effective processes to provide quality evidence of students accessing learning, not just making extra work.</p>	<p>PL – \$4000</p> <p>AEO/LST Involvement</p>
Careers education mapped across all areas of learning 7 – 12	<p>Our Careers program was successful in ensuring all HSC students were able to access meaningful post school opportunities, with an increase in the percentage of students gaining employment (38%) and moving to university (36%).</p> <p>We promoted links between our Learning Community schools by hosting a K – 12 Careers Market Day. This demonstrated the importance of Careers Education to younger classes as it also shaped their view of subjects they are successful in leading to post school pathways.</p>	School to Work – \$2000

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Literacy and numeracy data is mapped across Stage 4	<p>Based on the work across the Lake Macquarie Area Collegiate, the Principal team commenced a process to map all students K – 10 along the literacy and numeracy continuums. This was seen as a process to further support differentiation and support for students.</p> <p>Stage 3 data provided to LMHS staff informed planning for the HeadStart program. LMHS started the process to support the mapping of literacy and numeracy in Stage 4 later in Term 4. This will directly inform and support curriculum decisions and support in the coming years.</p>	<p>LDI Project – \$2500</p> <p>Staffing allocation</p> <p>HT Allocation</p>

Next Steps

The focus for the next 12 months will be to maintain the focus on building the skills of all staff. The External Eye Process will be used to gain information on areas for development and then support executive to lead change management in these areas. This will reinforce the work around Quality Teaching and TAA compliance.

Literacy and Numeracy tracking will be used to track growth of our students on a term by term basis. We will then be able to map achievement from Year 3 to Year 10. This will be a powerful tool for future planning at LMHS.

Strategic Direction 3

Community Inclusion

Purpose

To provide pathways for community inclusion and participation across all areas of school life.

To develop and extend the collegial links of the Lake Macquarie Area Collegiate (LMAC) partnership schools to build a strong public education presence in the community.

Overall summary of progress

There were many successes in this Strategic Direction this year. Lake Macquarie Area Collegiate was successful in many ways such as combining staff for professional learning and building links between schools for curriculum development.

Increasing our local and social media usage also allowed us to inform the community of the many successes achieved by our school. The perception of the school is changing for the better very quickly, we have to maintain the focus on using feedback as an opportunity to improve.

HeadStart Transition was a Hunter first and a testament to professionalism and passion of our staff. It directly led to a higher retention in Year 7 in 2017 and has developed a core leadership group in the staff to develop curriculum. It was a success also for students as it removed a lot of anxieties of moving to secondary education.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Establish Lake Macquarie Area Collegiate	<p>This was a significant success for the school communities as it linked the schools together in common purpose to strengthen the presence of Public education in Newcastle.</p> <p>Some of the successes were:</p> <ul style="list-style-type: none">– Launch of LMAC to the wider community– Development and delivery of a comprehensive transition program– Development of combined PL opportunities– The LMHS students acting as mentoring for sporting and academic events	<p>Principal allocation</p> <p>Staffing allocation</p> <p>PL – \$6000</p>
Increased community involvement and awareness of school projects	<p>In the recent past LMHS has had minimal involvement from the community. This year we developed communication and events that encouraged community and business involvement.</p> <p>LMHS is now linked with the MEProgram to develop links to local businesses and learning resources related to ICT and STEM in education.</p> <p>We had increased community involvement across many events throughout the year, such as:</p> <ul style="list-style-type: none">– Combined Careers Market Day– LMAC Launch– HeadStart Graduation	<p>Social Media administration</p> <p>RAM – \$3000</p>

Progress towards achieving improvement measures		
Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Increased community involvement and awareness of school projects	<ul style="list-style-type: none"> – Music and Drama performance evenings – Information nights for prospective parents 	
Improved communication to the local and wider community	<p>Communication to the local and wider community were seen as critical to school improvement and raising the awareness of the positive changes occurring at LMHS.</p> <p>Communication strategies included:</p> <ul style="list-style-type: none"> – Increased use of Facebook as a communication platform of events and allow for feedback from the community – Use of TTFM survey to establish data on the school culture and areas to improve. – Wider community media releases to raise awareness of the benefits of student enrolment at LMHS – Frequent development of a school newsletter to showcase student achievements, both at school and in other arenas. <p>Facebook has also afforded the community another effective way communicate with school executive, which allowed for timely handling of issues raised.</p>	
Improved programs for wellbeing and cultural inclusion through our wellbeing hub.	<p>LMHS has a diverse student population that requires new and innovative approaches to meet their needs as learners and maturing young adults.</p> <p>Through our Chaplaincy program we commenced several program to foster positive relationships between students. This is being extended other agencies to support programs under a Wellbeing Hub model.</p> <p>To build the profile of cultural inclusion we have worked with several regional and external agencies to develop programs and events to promote the culture of our students.</p> <p>We continued hosting Japanese exchange students and ran successful NAIDOC events. A highlight was the establishment of our Didgeridoo group, that performed at school events in Term 4.</p>	RAM – \$10000
Implementation of HeadStart Transition program.	<p>To address the critical issue of low retention from partner primary schools to LMHS, we developed the HeadStart Transition program.</p> <p>The premise is to provide more contact between prospective students and families to the LMSH staff and school learning environments. It was also developed to transition students with complex needs to a secondary environment.</p> <p>A point of difference of this program is that it involved all Stage 3 students, essentially leading to</p>	RAM – \$15000 Resourcing – \$4000

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Implementation of HeadStart Transition program.	<p>a 2 year transition program for our partner primary schools.</p> <p>The majority of LMHS staff were involved in the delivery of lessons for the HeadStart classes, with positive feedback based on the way the students became more confident as learners as the program progressed.</p> <p>A core group of classroom teachers, working as curriculum leaders, at LMHS developed the program and processes. The program was a success due to their high capacity as education practitioners.</p> <p>Community feedback was very positive and we saw an increase in Year 7 (2017) enrolments of 40% compared to Year 7 enrolments in 2016.</p>	

Next Steps

LMAC has moved to four focus areas to refocus the needs of the collegiate, with Principals taking on leadership roles across all schools.

HeadStart will be reviewed and redeveloped based on student and staff data. This will go from strength to strength.

A wellbeing hub is being developed for 2017 to attract and engage with external providers.

Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	<p>Lake Macquarie High School employs a full time Aboriginal Education Officer to support in school support for students and to create links with external agencies and events.</p> <p>We also employ 2 Norta Norta tutors, assigned to either juniors or seniors. They were successful in supporting over 50% of our Aboriginal students in individual tutorial sessions and in class support. These students were identified through consultation with staff.</p> <p>One of the highlights for the year was a successful NAIDOC Day celebration based on Songlines. We involved students from all of our partner primary schools to further strengthen links between the schools on cultural basis. This was also a whole school event.</p>	
Low level adjustment for disability	<p>The LST went through a process of refining referral processes and outcomes for supporting students. There was a higher emphasis on completing access requests for students to gain funds to support students in class. SLSO's were employed based on their skillsets and best mapped to students. Maths mastery groups were also held to build confidence in numeracy for targeted kids. An increasing number of students were accessing counselling external to the school, necessitating the school develop more links with external agencies.</p>	<ul style="list-style-type: none"> • Low level adjustment for disability (\$205 720.00)
Socio-economic background	<p>Several programs external to the strategic direction were used to support our students. We were involved in the Youth Frontiers program which allowed for two groups of students to be mentored through various school and community improvement projects. We also delivered a strong school volunteering program and canteen volunteering program. Our STEM focus allowed us to access high level PL for staff and students and the purchase of ICT assets such as 80 new laptops, MLE furniture and robotics equipment.</p>	<ul style="list-style-type: none"> • Socio-economic background (\$245 139.00)

Student information

Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	232	221	196	186
Girls	214	209	198	182

Data indicated an overall decrease in enrolments across the school. This can be attributed to the removal of several enrolments for long term absence and disengagement. The decrease is also due to the historic perception of the school by families. In 2016 we have commenced work with our partner primary schools and wider areas primary schools to capture all local area students zoned for LMHS. I have appreciated the support of local high schools for their role in advising parents of the changes at Lake Macquarie High School and leading to more in zone students moving to Year 7 in 2017.

Student attendance profile

School				
Year	2013	2014	2015	2016
7	89.2	90.7	86.4	87.7
8	85.2	86.7	87.6	83.3
9	83.2	84.4	83.9	86.9
10	82.5	82.3	80.5	78.3
11	78.6	81.6	78	77.4
12	81.6	84	82.8	84.4
All Years	83	84.7	82.7	82.8
State DoE				
Year	2013	2014	2015	2016
7	93.2	93.3	92.7	92.8
8	90.9	91.1	90.6	90.5
9	89.4	89.7	89.3	89.1
10	87.7	88.1	87.7	87.6
11	88.3	88.8	88.2	88.2
12	90.1	90.3	89.9	90.1
All Years	89.9	90.2	89.7	89.7

Management of non-attendance

Non-attendance is a long term issue at Lake Macquarie High School. Several strategies were employed throughout the year to re-engage students with schooling.

- Frequent communication through our SENTRAL system and executive to follow up absences.

- Phone home program aimed at students who were absent more than three days in a row and our Aboriginal students.

- Increased emphasis of the N warning process for Record of School Achievement students (Year 10 – 12) to address low attendance affecting achievement of HSC requirements.

We also worked with a small number of students, with HSLO support, to action possible legal action for serial non-attendance at school.

The above strategies showed some improvements in individual attendance, but as a school it is an area we will continually focus on.

In terms of management of successful attendance, we awarded over 40 students achieving in excess of 98% attendance, with over 80 achieving over 95% attendance.

Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10%	Year 11%	Year 12%
Seeking Employment	0	0	12
Employment	0	0	36
TAFE entry	0	0	7
University Entry	0	0	38
Other	0	0	7
Unknown	0	0	0

Data for Post School destinations was collated for HSC only.

2016 saw a major increase in the number of students progressing to University education. We had 100% success in student gaining course offers through the Student Recommendation Scheme (SRS). We also saw an increase in the number of students transition to either full time or casual employment.

Included in the 7% that accessed other avenues, 5% were successful in gaining apprenticeships/traineeships. The remainder was students accessing NDIS support.

Lake Macquarie High School has a comprehensive careers and school to work program that empowers individual students to consider multiple options for future pathways.

Year 12 students undertaking vocational or trade training

Our students were involved in 7 Framework courses in 2016.

Locally delivered courses included:

Hospitality – 4

Retails Operation – 13 with 3 sitting the HSC exam

Construction Pathways – 8 with 2 sitting the HSC exam

Metals and Engineering – 3 with 2 sitting the HSC exam

VET Framework courses delivered externally, such as TAFE

Information Technology and Digital Media – 1 student enrolled in both course and HSC exam

Retail Baking – 1 student enrolled

Electrotechnology – 1 student enrolled in both course and HSC exam

Year 12 students attaining HSC or equivalent vocational education qualification

100% of our enrolled HSC students achieved the HSC in 2016.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	1
Head Teacher(s)	7
Classroom Teacher(s)	20.2
Learning and Support Teacher(s)	1.4
Teacher Librarian	1
School Counsellor	1
School Administration & Support Staff	10.38
Other Positions	7.3

*Full Time Equivalent

Workforce remained very stable throughout 2016. We had one teaching staff retirement and 2 non-teaching staff retirements.

We have one teacher staff member that identifies as being of Aboriginal decent.

Forecast staffing changes include several teaching staff retirements, which will be filled through Department processes.

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	5

Professional learning and teacher accreditation

One of the main focus for this year was the building of teacher capacity to implement a new pedagogy that was based in STEM and Project Based Learning.

Some of the events that staff, both teaching and non-teaching, accessed includes:

- EduTech
- ClassTECH
- INSPIRE
- ME Program – RDA Australia
- Curriculum development workshops and planning sessions
- Cooperative sessions with local schools and University of Newcastle

To support the large number of professional learning activities, the schools also provided extra time and resources for staff to access to further develop their curriculum and integration of STEM focus across all areas. This was allocated by request with a majority of staff taking extra PL time to work as steams preparing curriculum for the HeadStart program.

All permanent staff are now proficient under the BOSTES Teacher Accreditation process. Lake Macquarie High School continues to work with all of our Temporary and Casual staff to give them more opportunities to completed these requirements.

Financial information (for schools using OASIS for the whole year)

Financial information

This summary financial information covers funds for operating costs to <insert date> and does not involve expenditure areas such as permanent salaries, building and major maintenance.

Income	\$
Balance brought forward	502 443.00
Global funds	385 007.00
Tied funds	606 616.00
School & community sources	110 040.00
Interest	11 456.00
Trust receipts	23 045.00
Canteen	0.00
Total income	1 638 607.00
Expenditure	
Teaching & learning	
Key learning areas	74 513.00
Excursions	32 509.00
Extracurricular dissections	22 676.00
Library	7 861.00
Training & development	323.00
Tied funds	791 127.00
Short term relief	67 862.00
Administration & office	92 194.00
School-operated canteen	0.00
Utilities	65 184.00
Maintenance	73 227.00
Trust accounts	24 105.00
Capital programs	0.00
Total expenditure	1 251 581.00
Balance carried forward	387 026.00

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

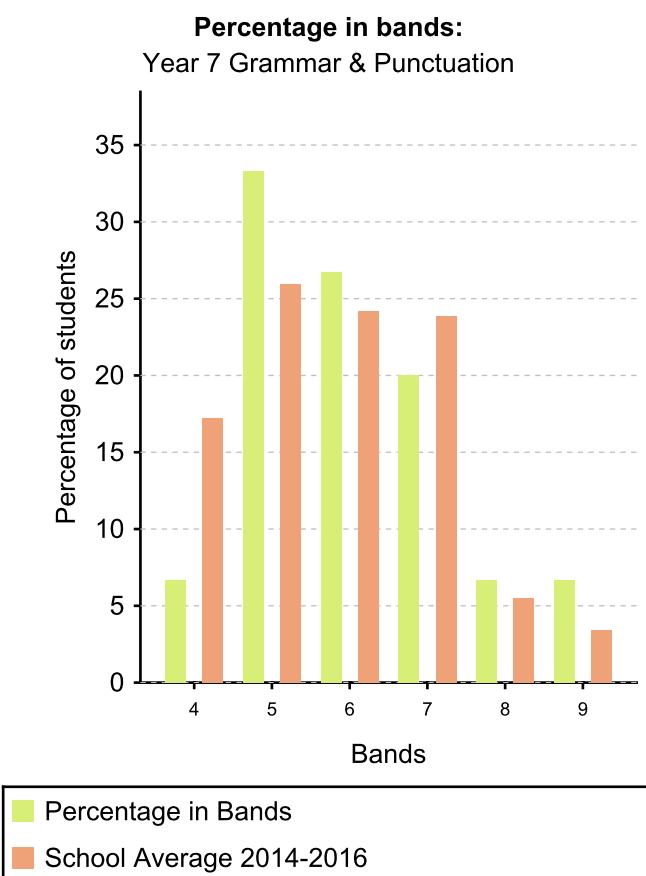
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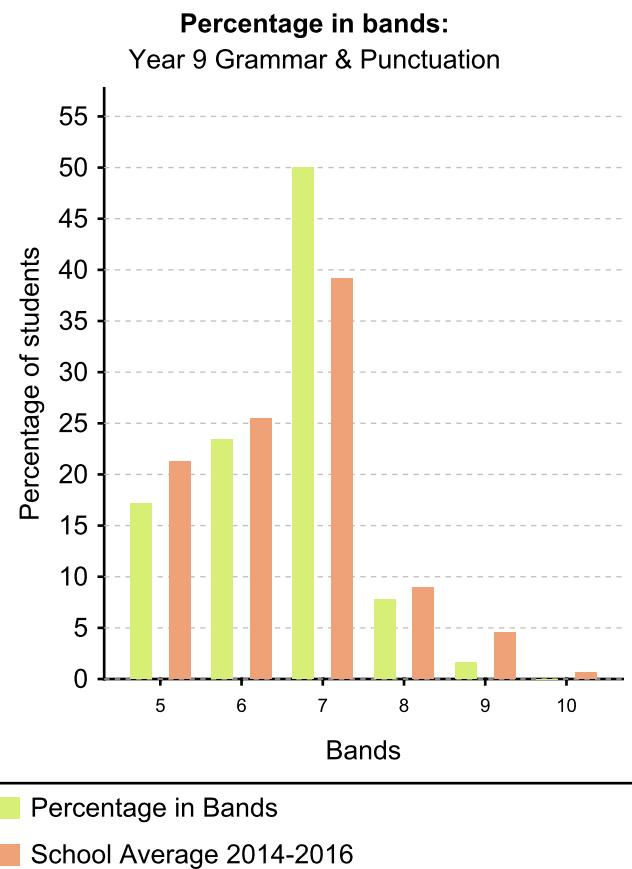
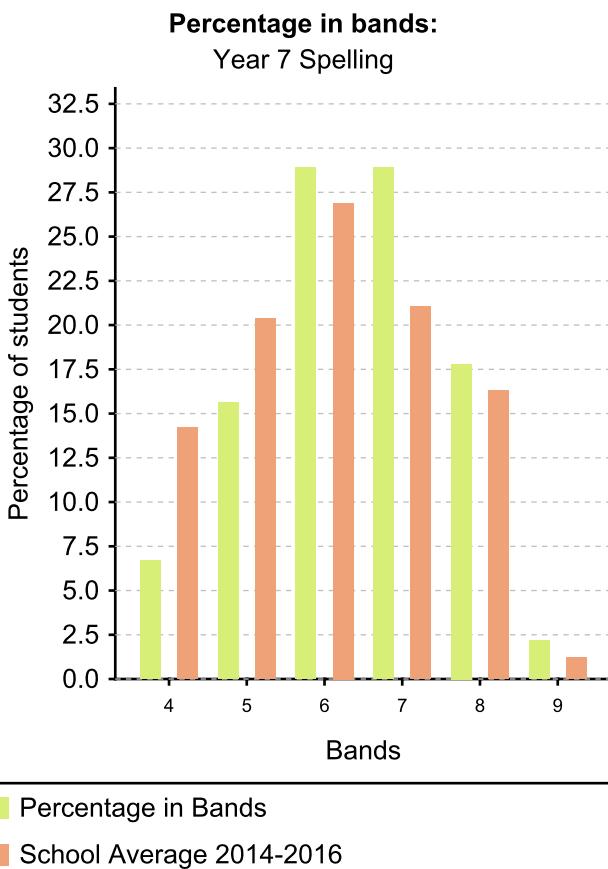
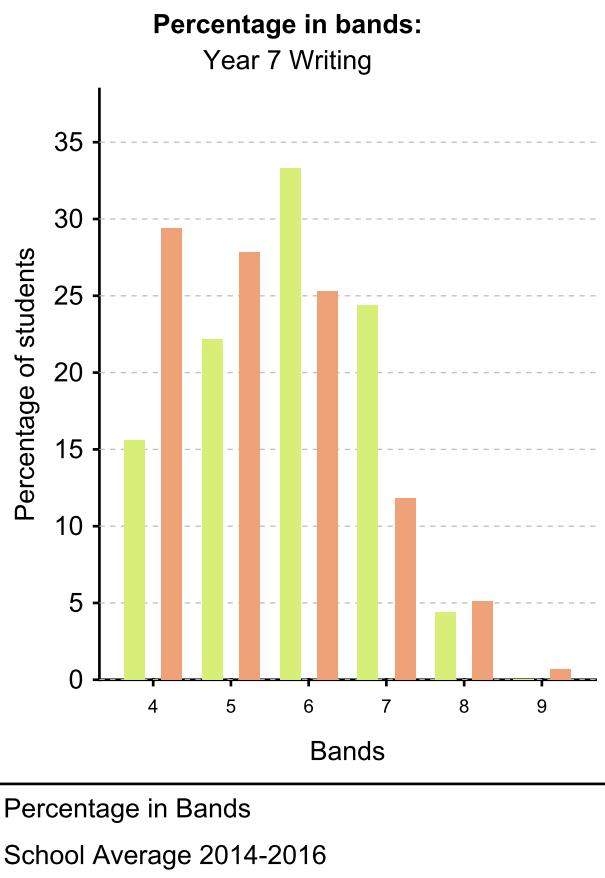
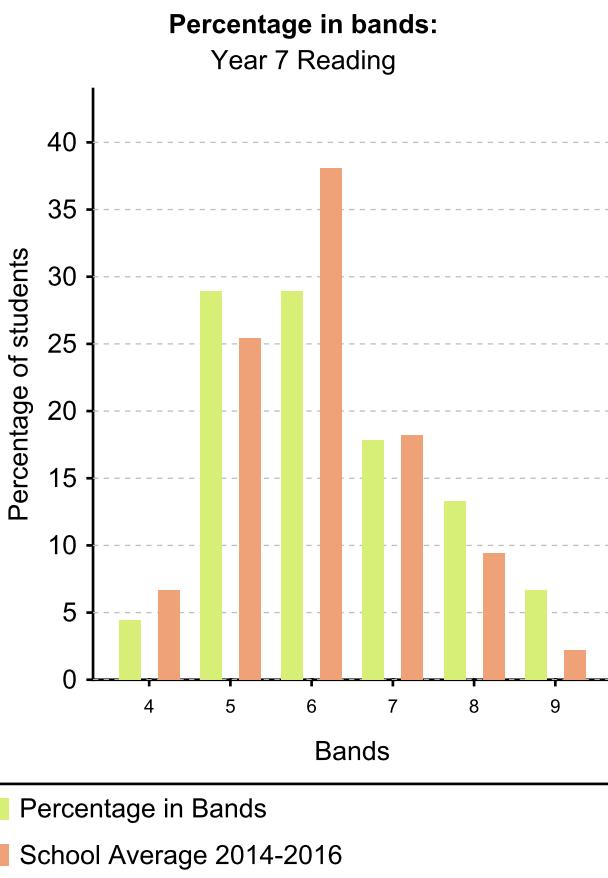
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these

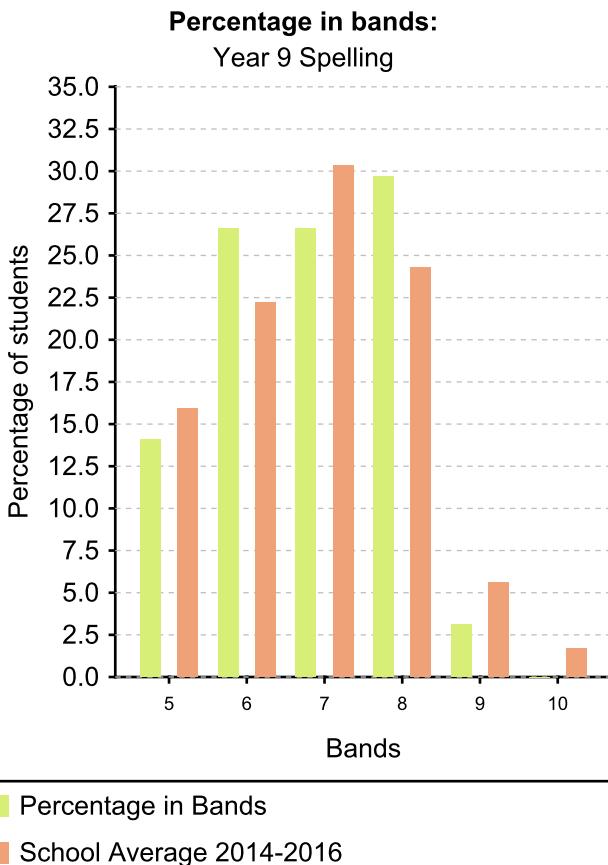
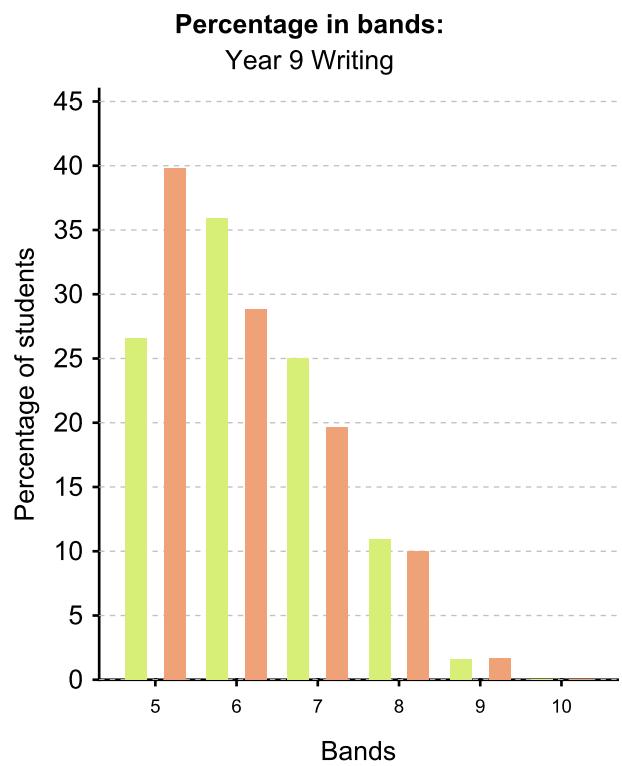
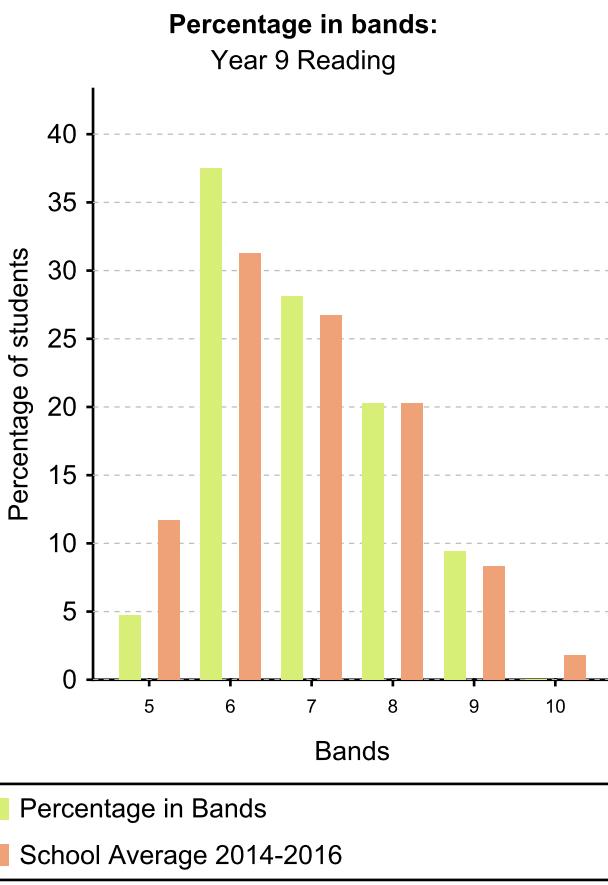
assessments.

Literacy results for Year 7 NAPLAN 2016 were pleasing in that a significant majority of students had growth across all four areas. There was noticeable growth in Reading and Writing for female and Aboriginal students. Growth can be attributed to effective placement of support based on LST processes and classroom differentiation based on student data from transition.

Year 9 results were substantial with good percentage of students accessing the higher bands. Value adding and growth was above average with many students achieving growth in Spelling and Grammar and Punctuation. The group as a whole is relatively well placed for high levels of achievement in their RoSA. Based on these results two students moved to early commencement HSC in 2017.

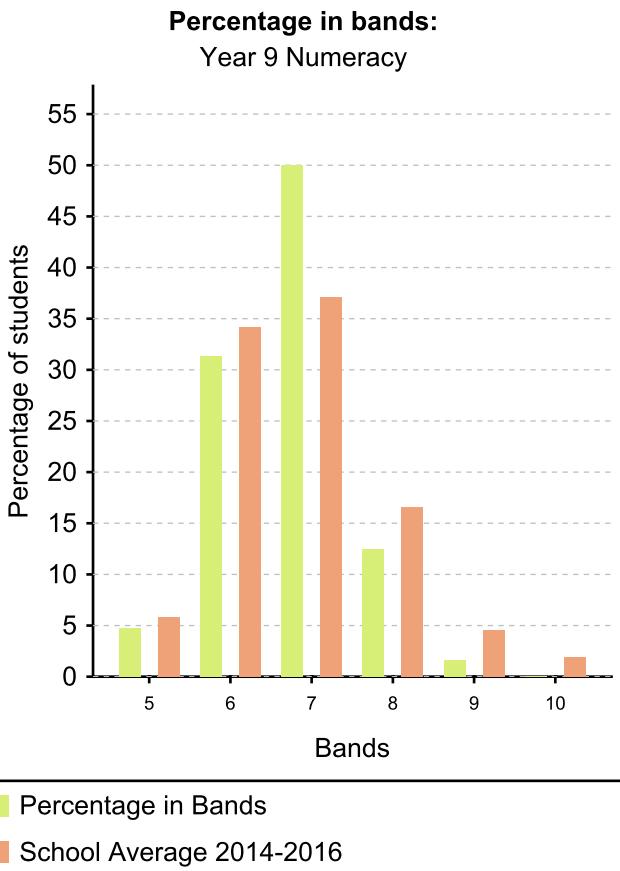
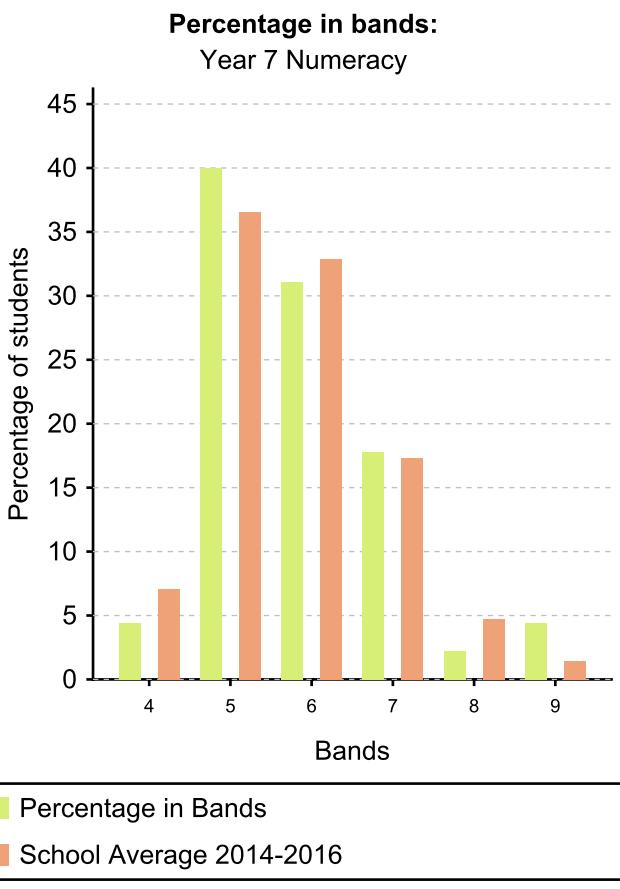






Our Year 7 results in Numeracy demonstrated growth for students across various backgrounds. The area with the largest improvement was Number, Pattern and Algebra, with over 90% of students having growth, with some of the higher levels of growth found in students with IEP support.

Year 9 exhibited expected growth across all areas, with a small percentage having minimal or negative growth. This cohort were involved in Maths Mastery session based on QuickSmart automaticity training. These were small groups developed to hone mental skills in accessing numerical literacy and pattern.

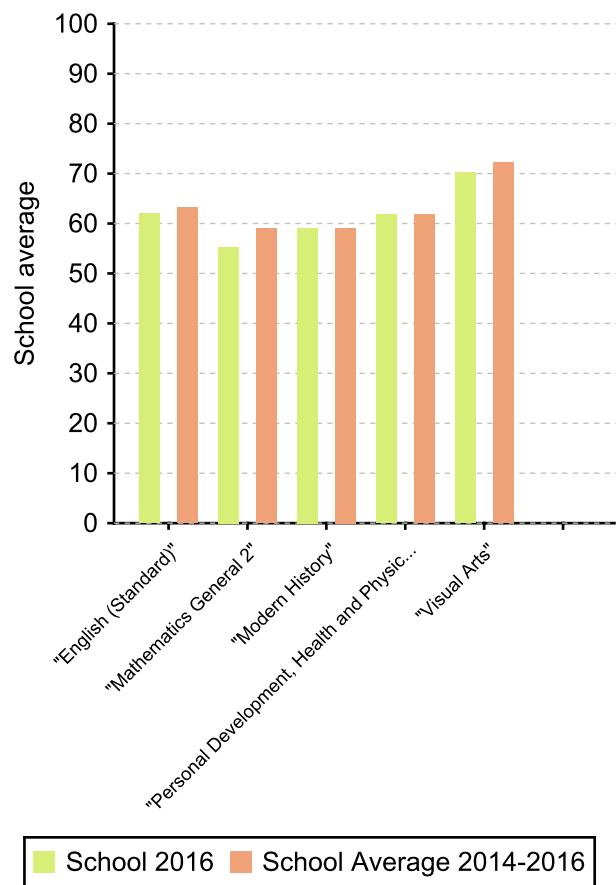


Our Aboriginal students average results were in line with expected growth and targets. Maths Mastery group were funded through our RAM and tutorial support funded under Norta Norta. The effective use of PLP's, in conjunction with our LST processes, allowed staff to make meaningful adjustments to allow more students to

access the curriculum.

Higher School Certificate (HSC)

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



Our overall HSC results were in line with previous years with significant growth in Technology and Applied Science and Mathematics subjects. One student achieved a Band 6 result with an increase in the number of Band 4 and 5 results. There is a reduction in Band 1 results indicating further growth in our students results.

We have areas to develop further in Science and English based subjects.

Parent/caregiver, student, teacher satisfaction

TTFM was the main forum for feedback from all areas of the school community. Anecdotal evidence of improving relations with the community were based on larger parent engagement and attendance to school events and through social media. As summary for each report area:

Parents and Caregivers – 15 responses –

– want more communication from staff related to their child's learning

– recognised increasing support for students exhibiting positive behaviours at school

– want to have more subject diversity

Teachers – 28 responses –

– recognise a positive change in the collaborative and learning culture of the school

– still see leadership of the school as an area for development to continue overall change and improvements

– strong uptake in the employment of ICT in curriculum planning and delivery

Students – 255 responses –

– student optimism regarding their education and learning is in line with state average

– bullying has been identified as a major reason for student anxiety regarding school, including bullying through social media.

– Stage 4 students have high aspiration for their education and future pathways

Lake Macquarie High School is committed to improving in all areas of education and we welcome input from all stakeholders. Our social media presence and newsletter have been very successful.

Policy requirements

Aboriginal education

Lake Macquarie High School employs a full time Aboriginal Education Officer to support in school support for students and to create links with external agencies and events.

We also employ 2 Norta Norta tutors, assigned to either juniors or seniors. They were successful in supporting over 50% of our Aboriginal students in individual tutorial sessions and in class support. These students were identified through consultation with staff.

One of the highlights for the year was a successful NAIDOC Day celebration based on Songlines. We involved students from all of our partner primary schools to further strengthen links between the schools on cultural basis. This was also a whole school event.

Multicultural and anti-racism education

Lake Macquarie High School has a proud history of hosting International students. In 2016 we hosted 2 exchange students from Japan, with further students expected in 2017.

As part of the implementation of the new National Curriculum in NSW, we have worked with the local

community and agencies to further develop Aboriginal Perspectives in all teaching and learning programs developed.

As part of the process to further support Aboriginal and Torres Strait Islander students, we have held sessions unpacking PLP and IEP documents to inform better teaching practice.

Other school programs

HeadStart Transition – this is a first for a Hunter high school to develop and deliver a large scale, long term transition programs for Year 5 and Year 6 to high school. The Lake Macquarie Area Collegiate (LMAC) developed the plan to raise the positive nature of LMHS and the success students will achieve through attending our school.

Components of the program included:

– STEM Focus days replacing GATS days so that ALL students are engaged in challenging learning activities.

– HeadStart+ was developed as an extra level of support for students exhibiting behaviours and anxieties based on work carried out by LST in each Primary School.

– Term 4 was a 5 week program over 15 days with students attending Primary lessons on site at Lake Macquarie High School then transitioning to high school subjects for the second half of each day.

– Staff across all schools cooperatively developed curriculum mapped to both Stage 3 and 4 outcomes to build report feedback for parents.

– HeadStart culminated in a positive assembly that recognised the great work of students and staff.

– Based on EOI process we saw an increase in Year 7 retention in excess of 85% for 2017.