

Lake Munmorah High School

Annual Report



2016



8279

Introduction

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

Lindsay West

Principal

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School background

School vision statement

Our vision is to create a school that makes a difference – a school where every member of the school community:

- accepts their responsibilities
- values learning
- strives for improvement
- works together in caring, committed partnerships

To support this vision our school community established the following set of beliefs based on our school motto:

Setting the Standard

We believe that:

- we all have the right to learn/the right to teach
- we accept responsibility for our learning and behaviour
- learning should be enjoyable in a caring and secure environment
- people and property should be respected and valued
- achievements should be valued and recognised
- positive relationships are built on communication and co-operation
-

School context

Lake Munmorah High School is a modern comprehensive high school established in 2000. The school population is comprised of approximately 730 students, 52 of whom identify as Aboriginal or Torres Strait Islander. A large percentage of students are from an English speaking background.

The FOEI (Family Occupation and Education Index) is 132, indicating significant socio-economic and educational disadvantage. The parent community appreciate the effective support and guidance provided to their children in selecting appropriate educational and employment pathways. The school's student wellbeing, curriculum and teaching and learning programs recognise and proactively address identified aspects of disadvantage.

The grounds of the school are extensive and well maintained and teaching facilities include a commercial standard kitchen, trade training centre (construction) workshops and a performance space. The school hosts a special education support unit for students with identified autism spectrum disorders, emotional disturbances and intellectual disabilities.

Students are able to access the Internet and the school Intranet from all learning areas and many learning spaces are equipped with interactive whiteboards.

The extensive HSC curriculum at the school is delivered in a compressed format known as the 3+3 model, with students undertaking three stage 6 courses in each of Years 11 and 12.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

This year, our school undertook self-assessment using the School Excellence Framework and participated in an external validation. 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. During the external validation process, an independent panel of peer principals considered our evidence and assessment of the school's progress, aligned with the standards articulated in the School Excellence Framework.

On 16th August 2016 our school will participate in external validation. In preparation for this meeting the required body of evidence has been prepared, reviewed and annotated. The Executive Summary synthesises the annotated information provided in the body of evidence.

In the School Excellence Framework domain of **Learning** the school has collected evidence to justify assessing our

performance as **Delivering**. Data and documentation from TTTM, NCCD, Student profiles, Website records, NAPLAN and HSC–RAP have been reviewed and presented in the form of Evidence Sets focussing on key areas of school operation, namely Learning Support Team, Communication, Welfare and Discipline and Student Learning. The school's focus has been on learning culture, wellbeing, and curriculum and learning. The embedding of a positive learning culture has been enhanced through a deep understanding of, and a shared commitment to, high expectations across the school learning community. A focus on strategies to improve students' readiness to engage with their learning continues to effectively support and improve classroom culture. Evidence exists that students are taking greater responsibility for their behaviour and that as a result, students enjoy improved quality learning time. Efforts to provide students clear expectations and skills to interact with staff and with one another in a respectful manner have shown positive results with a continuing decline in the frequency of events requiring school disciplinary interventions. The wellbeing of students is supported by a coordinated team of specialist staff and services including attendance, counselling and bullying intervention programs. Students also enjoy access to an onsite GP Youth Health Clinic. In curriculum and learning, there is heightened awareness of, and commitment to, personalised and differentiated learning and support for every student to succeed. This has been supported by the engagement of staff in professional learning in the effective implementation of the Nationally Consistent Collection of Data (NCCD). Students have also benefited from improved access to learning technologies to support their capacity to connect, succeed and thrive.

In the School Excellence Framework domain of Teaching the school has collected evidence to justify assessing our performance as **Delivering**. Data and documentation from TTFM, NCCD, Student profiles, VET audit, Attendance/Retention records, Suspensions, Quality Teaching Rounds, BOSTES Accreditation, NAPLAN, Student Transition programs and staff surveys have been reviewed and presented in the form of Evidence Sets focussing on key areas of school operation, namely Learning Support Team, Staff Professional Learning, Communication, Welfare and Discipline and Student Learning. Our major focus has been on collaborative practice for staff members. The vehicle used to support staff in developing effective classroom practice has been Quality Teaching Rounds. This model, based on the Quality Teaching pedagogy, allows all staff access to best practice and is the framework underpinning each staff members' performance and development goals. All staff have successfully engaged with the newly introduced Performance and Development Framework (PDF) and a strong culture of collaborative practice with a focus on mentoring and coaching support is developing as a result. The school engages effectively with the Lakes Learning Community through a comprehensive transition program. This program supports the learning and welfare needs of students as they move into high school.

In the School Excellence Framework domain of Leading our school has collected evidence to justify assessing our performance as **Delivering**. Data and documentation from TTFM, Quality Teaching Rounds, PDPs, BOSTES Teacher Accreditation, Financial/Teaching/Technology resource management have been reviewed and presented in the form of Evidence Sets focussing on key areas of school operation, namely Learning Support Team, Staff Professional Learning, Communication, Welfare and Discipline, Resource Management, Leadership and Student Learning. Priorities have been to progress leadership and management practices and processes. A strong ethos of leadership capacity building is central to school culture and enhances progress to achieving school excellence. Opportunities for purposeful leadership roles have resulted in a wide-spread commitment to distributed leadership for both staff and students. Systems for improving communication, professional learning and resource management continue to develop and support staff in their leadership roles in the school.

Our self-assessment and the external validation 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

Developing successful lifelong learners

Purpose

To provide a learning environment that fosters high expectations and that supports all students to maximise their learning outcomes by developing their skills in literacy, numeracy and ICT.

Overall summary of progress

Continued implementation of the NCCD and Learning Support Team interventions (with recommendations) have provided staff with additional guidance on how they can differentiate learning to the individual needs of students. Where students have shown that they are better focussed on their learning this has resulted in improved behaviour in the classroom. This has enabled staff to provide a stronger, more focused level of support for individual students. There has been a focus on raising expectations of better student attendance as better full day attendance leads to improved student outcomes. The increased focus of school resources on improving literacy and numeracy outcomes has had mixed success. Of most concern is the large number of students in Year 9 who have not met the Literacy and Numeracy targets.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
50% of Year 9 (47.5% in 2015) will achieve expected or above expected growth in Reading NAPLAN testing.	46.9% of students in Year 9 achieved at or above expected growth in Literacy NAPLAN testing.	\$11735 (using English language proficiency funding)\$98000 (using socio-economic background funding and Aboriginal background funding)
54% of Yr 9 (51.7% in 2015) will achieve expected or above expected growth in Numeracy NAPLAN testing.	44.8% of students in Year 9 achieved at or above expected growth in Numeracy NAPLAN testing.	See above
Increase number of students achieving in top 2 bands Year 9 Reading NAPLAN. 4.4% (2015) to 7% (2016).	The number of students in the top 2 skill bands for 2016 was 10.8%, exceeding the target of 7.0%	\$65000 (using socio-economic background funding)
Increase number of students achieving in top 2 bands Year 9 Numeracy. 8% (2015) to 10% (2016).	The number of students in the top 2 skill bands for 2016 was 4.0%, not meeting the target of 10.0%	See above
Nationally Consistent Collection of Data (NCCD) process shows that the learning needs of all students with a disability are accommodated, documented and communicated to parents.	All students with diagnosed and undiagnosed disabilities are support through the Learning Support Team. These students are provided with a Learning Adjustment Plan or Individual Education Plan.	See above
Less than 15% of results achieved in HSC are bands 1 or 2. (29% in 2015)	31.8% of students achieved at bands 1 or 2 in the HSC. This did not meet the target of less than 15% but was similar to the results of 29% in 2015.	See above
Increase number of Aboriginal students in the top two Year 9 NAPLAN bands in Reading and Numeracy from 15% (2013/2014 baseline) to 21% in 2017 and 25% in 2019.	In Year 7 Reading and Numeracy, 11.1% of Aboriginal students were in the top 2 skill bands. An increase of 0.0% from 2015.	See above

Next Steps

Continue to work with the Lakes Learning Community schools to increase focus on staff capacity to use data to more effectively target students requiring support and deliver explicit literacy and numeracy teaching.

To increase the number of students achieving band 8 or above in Year 9 NAPLAN. Target professional learning in Mathematics faculty and across all KLA's in Literacy.

Strategic Direction 2

Developing high performing staff

Purpose

To develop a collegial community of educators demonstrating curriculum innovation, quality teaching and leadership capability that inspires learning.

Overall summary of progress

Quality teaching and the use of effective feedback have continued as key professional learning areas for 2016. The number of staff involved in the Quality Teaching Rounds process has increased and skill sets developed have enabled continued professional dialogue related to teaching and learning within the school. All teaching staff have articulated a Performance and Development Plan (PDP) as part of the Performance and Development Framework and this has indicated Professional Goals and Professional Learning to support those goals with evidence. The PDP was reviewed mid-year and annually. The School Excellence Framework has also provided a dialogue tool for staff to engage in high order conversations around student learning and outcomes. Processes for ensuring all staff remain current with the mandatory training requirements continue to improve.

Quality teaching is central to improving student learning. All teachers are preparing to or maintaining their professional accreditation with BOSTES. Achieving at the various accreditation levels offers teachers a chance to progress professionally, access support and be recognised for their skills.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Evaluation of professional goals as articulated by staff in their Performance Development Plan will indicate success in moving to or achieving superior standards of practice.	In 2016 all teaching staff had a performance and development plan (PDP) based on the new Performance and Development Framework. Evaluation of professional goals as articulated by staff in their PDP will indicate success in moving to or achieving superior standards of practice.	\$55103 Professional Development Funds
All staff will gain and maintain certification in all aspects of mandatory training.	During 2016 all staff continued to complete mandatory training requirements including those related to WHS, Code of Conduct, Child Protection, e-Emergency Care, Anaphylaxis e-learning, School Communities Working together and First Aid (selected staff).	See above
All teachers undertaking accreditation are successful in completing or maintaining the process.	Targeted programs are in place to support: teachers requiring accreditation and probationary teachers, early career teachers, teacher leaders aspiring to higher levels of accreditation and promotion, teachers who are experiencing difficulty. Leadership coaching and mentoring supports aspiring and existing executive staff.	See above \$34917 Beginning Teacher Funding
The proportion of staff engaged in the Quality Teaching Rounds process increases to 50%. (34% in 2015)	How many trained in 2016 and what is the total now? Quality Teaching Rounds are embedded as the key vehicle for developing a culture of reflective practice. Staff participate in professional and community networks, forums and training to broaden knowledge and improve practice.	\$30000 Quality Teaching Rounds (from low-socio economic funding)

Next Steps

The continued development of staff as professional and effective practitioners is supported by Quality Teaching Rounds, the School Excellence Framework and Performance Development Framework.

Staff will continue to access training opportunities that link to their professional goals, incorporate the Australian Professional Standards for Teachers and align with the school plan. Selected staff to be identified and encouraged to apply for accreditation at higher levels.

All teaching and non-teaching staff will negotiate a performance and development plan (PDP) based on the new Performance and Development Framework.

Strategic Direction 3

Developing high quality systems

Purpose

To enable the school to operate in a sustainable and efficient manner and to provide a quality learning environment and a collaborative school culture which values education, acceptance, endeavour and success.

Overall summary of progress

Developing high quality systems enables a collaborative school culture that values learning and is focused on continuous improvement. This relates to the leadership and management of the school, office administration, communication systems with and outside of the school, interaction with the greater learning community and outside service providers.

School communication processes continue to improve with a growing number of parents and students accessing school information via the school website, Facebook pages and SENTRAL portal.

Technology plays a vital role in the effective use of quality systems. Students are readily able to access the web so that they can interact live in the classroom to access data, video, and articles related to classroom subject matter. Access to technology continues to improve as does the provision of hardware to support learning was improved. As with 2015 student attendance continues to be monitored utilising additional staff and SENTRAL.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
The student attendance rate increases to 86% (82% in 2015).	The overall student attendance rate for 2016 was 88.4 %. This exceeds the school target and is close to meeting the state DoE attendance rates. (See student information data for further detail).	
Measures of student classroom engagement (identified by TTFM data) including: effective classroom learning time (6.2/10), relevance (5.4/10) and rigour (5.8/10) improve to state average (6.3, 5.8 and 5.8 respectively.)	Students rated effective classroom learning time as 6.1 (girls) and 6.2 (boys). Students rated relevance as time as 5.6 for both girls and boys, which was an improvement from 2015. Students rated rigour as 5.6 (girls) and 5.8 (boys).	
Transition program survey data shows that students and parents value these programs.	Feedback from students, parents and partner primary school staff confirms that LMHS's transition program is a valuable and effective model that supports Year 6 students moving to the high school setting.	
The percentage of students identifying themselves as being intellectually engaged increases from 38%(current) to 46% (NSW average) as measured by the TTFM survey.	37% of girls and 38% of boys in this school acknowledged that they were intellectually engaged, remaining steady with 2015 data	
The number of student disciplinary interventions resulting in suspension decreases by 10%.	This target has been met. Since 2014 there has been a 30% a decline in the number of suspensions.	

Next Steps

Staff continue to up-skill themselves to use SENTRAL as a tool that supports school organisation and student monitoring..

Staff become familiar with SALM and SAP tools to monitor finance, student attendance and welfare as part of the Learning Management & Business Reform (LMBR).

Use data and SENTRAL to improve student attendance particularly those students who are regularly late to school, have a less than 85% attendance rate and or are chronic non-attenders.

Ensure that the NESAs (formerly BOSTES) N Award warning processes are used promptly and consistently to inform parents and students of not meeting Course Completion Criteria. This is more important in the College Years 11 and 12.

Ensure that staff and students are taking full advantage of recent improvements in class learning time and learning culture.

Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	Analysis of Aboriginal students' achievement in NAPLAN, HSC and internal assessment as well as school welfare data shows incremental improvement in achievement of academic and social outcomes. This was evidenced in Personalised Learning Support for Aboriginal students evaluation submitted to DoE and AECG as well as in ATSIEAP outcomes report for 2016 Annual Report.	\$34642 Equity loading. \$14187 Personalised Learning Support for Aboriginal students
English language proficiency	Report prepared by EALD/D teachers tabled at Learning Support Team meeting showing student achievement against EAL/D scales.	\$11735
Low level adjustment for disability	All initiatives to support students with an identified disability are evaluated and reported on in the 2016 Annual Report and the NCCD report.	\$314686
Socio-economic background	Student welfare referrals and TTFM survey data showed positive impact of engaging additional welfare specialists. 12 additional staff were trained and participated in peer observation using the QTR process. Student attendance monitoring improved. A career pathway plan was developed for the majority of senior students – feedback suggests that this process can be further developed in 2017. Library technology centre furniture, equipment and security was upgraded. The school computer network and laptop fleet are operating efficiently under the supervision of the school technology manager.	\$400703
Support for beginning teachers	Relevant staff received release from face to face teaching as well as mentor support. Two teachers are working towards accreditation at proficient standard while two staff are consolidating their skills.	\$21539

Student information

Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	419	405	384	352
Girls	431	399	381	347

Student attendance profile

School				
Year	2013	2014	2015	2016
7	88.9	92.2	88.7	91.2
8	84.8	86.1	85.3	89.9
9	83	84.8	81.9	88.9
10	81.2	81.4	77.8	86
11	82.7	83.7	77.6	89
12	82.1	88.1	83.1	84.8
All Years	83.9	85.7	82	88.4
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

Overall Lake Munmorah High School's attendance data is slightly below State DoE data. It has, however, shown a significant upward trend over the past four years. This is particularly noticeable in Years 10 and 11 and could be attributed to the compressed curriculum model.

Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10%	Year 11%	Year 12%
Seeking Employment	0	27	18.3
Employment	0	12	24.1
TAFE entry	0	6.9	6.9
University Entry	0	0.7	32.1
Other	0	0	1.82
Unknown	0	0	16.1

Year 12 students undertaking vocational or trade training

In 2016, 25% of Year 12 students undertook at least one vocational or trade training course. School Vocational Education Training (SVET) was delivered at the school site while TAFE colleges delivered TVET courses.

Year 12 students attaining HSC or equivalent vocational education qualification

98.0% of Year 12 students attained their HSC in 2016.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	2
Head Teacher(s)	10
Classroom Teacher(s)	37.6
Learning and Support Teacher(s)	2.3
Teacher Librarian	1
School Counsellor	2
School Administration & Support Staff	13.68
Other Positions	4.68

*Full Time Equivalent

5% of the workforce at Lake Munmorah High School identifies as Aboriginal. During 2016 there was a RAM Equity funded third Deputy Principal and a teacher employed in a Student Services role.

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	92
Postgraduate degree	8

Professional learning and teacher accreditation

Professional Learning and Teacher Accreditation

Deputy Principals, Mark Dehn and Leah Watts, coordinated and led professional learning at Lake Munmorah High School during 2016. A major procedural initiative that occurred in this year was the significant extension of leadership capacity with all executive joining the Professional learning team team to approve professional learning activities in line with staffs personalised Performance and Development Plan.

The allocated funding for Professional Learning for 2016 totalled \$55,103 which were expended on training course fees, casual salaries, travel, accommodation and associated TPL in adherence to DoE policy.

Additional funds were allocated in 2016 to Beginning Teachers resource allocation of \$34,917. Beginning Teachers funding focussed on TPL to continue to ensure staff are delivering appropriate differentiated curriculum differentiation, curriculum mastery and behaviour management was implemented in all settings. A successful Induction Program was delivered to all new staff to the school.

The school supplemented Professional Learning to focus on Quality Teaching rounds. The expenditure of \$31,970, funded from school funds, was in line with the school strategic direction with the aim of supporting staff in seeking and gaining professional feedback on their classroom delivery from a panel of teachers. This is the third year the program has run at Lake Munmorah High School.

Teacher Professional Learning during 2016 resulted in the following outcomes:

All staff has a personalised Performance and Development Plan(PDP). Access to training is approved by the Professional Learning Team and takes into account the executive support for the development. All staff has completed DoE mandatory training in WHS Induction, anaphylaxis, response, emergency care and child protection updates. The Leadership team have been conscious to develop leadership density within the school. Mentoring has

been significant, opportunities to relieve in higher duties encouraged as well as opportunities to gain KLA or leadership learning from networks outside the school.

Staff Development Days in Terms 1, 2 and 3 have focussed on ongoing training in Literacy and Numeracy with a focus on writing. Team Building was also a focus of one day.

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

Financial information

This summary financial information covers funds for operating costs to 30th November, 2016 and does not involve expenditure areas such as permanent salaries, building and major maintenance.

Income	\$
Balance brought forward	539 970.10
Global funds	645 469.80
Tied funds	784 060.54
School & community sources	148 483.76
Interest	11 958.44
Trust receipts	15 455.85
Canteen	0.00
Total income	0.00
Expenditure	
Teaching & learning	
Key learning areas	3 015.25
Excursions	78 220.95
Extracurricular dissections	12 382.45
Library	0.00
Training & development	49 194.71
Tied funds	847 666.33
Short term relief	242 332.50
Administration & office	130 060.61
School-operated canteen	0.00
Utilities	79 845.33
Maintenance	102 115.12
Trust accounts	10 809.31
Capital programs	166 469.00
Total expenditure	0.00
Balance carried forward	0.00

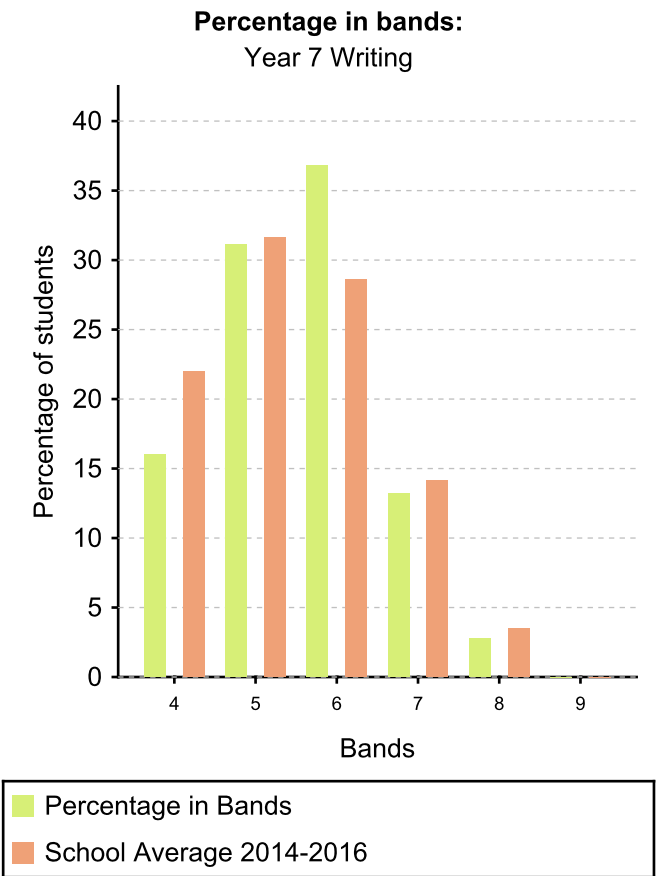
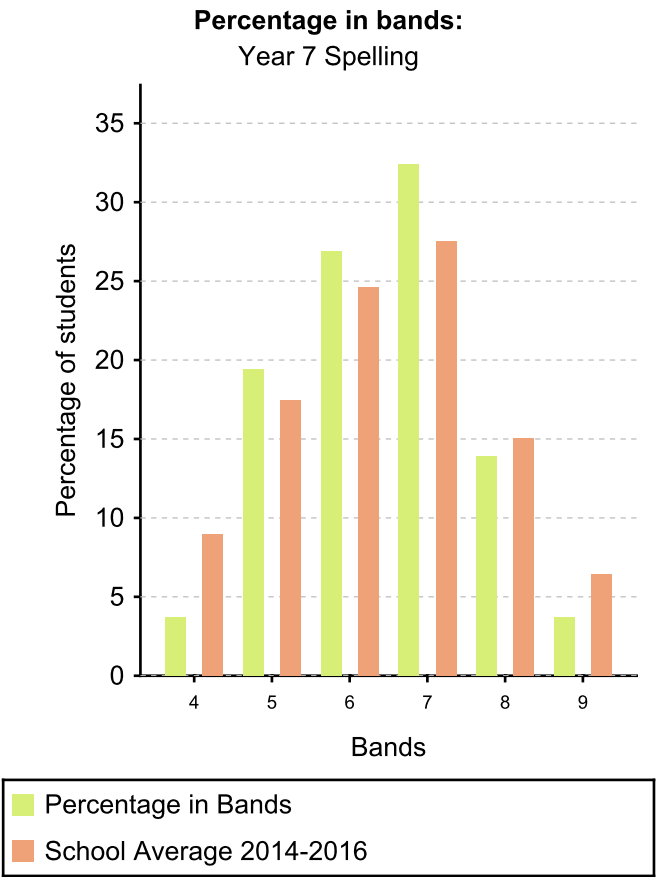
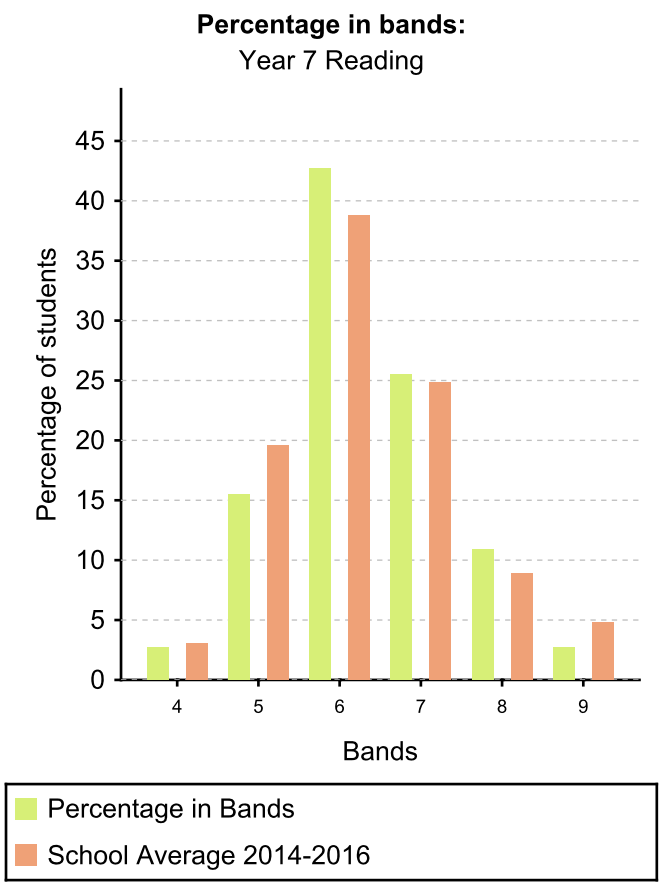
A full copy of the school's financial statement is tabled

at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

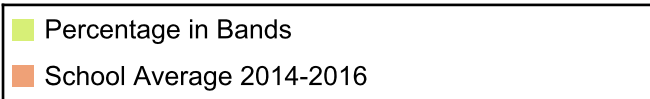
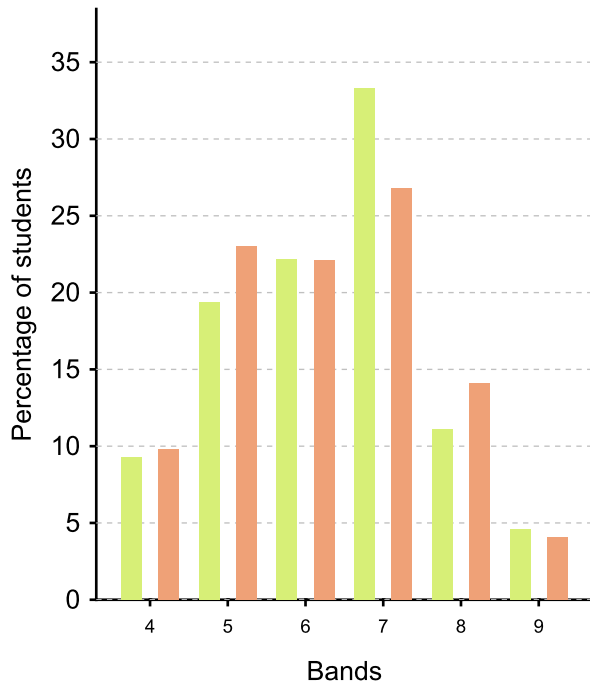
School performance

NAPLAN

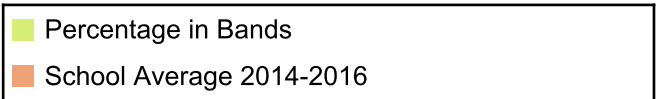
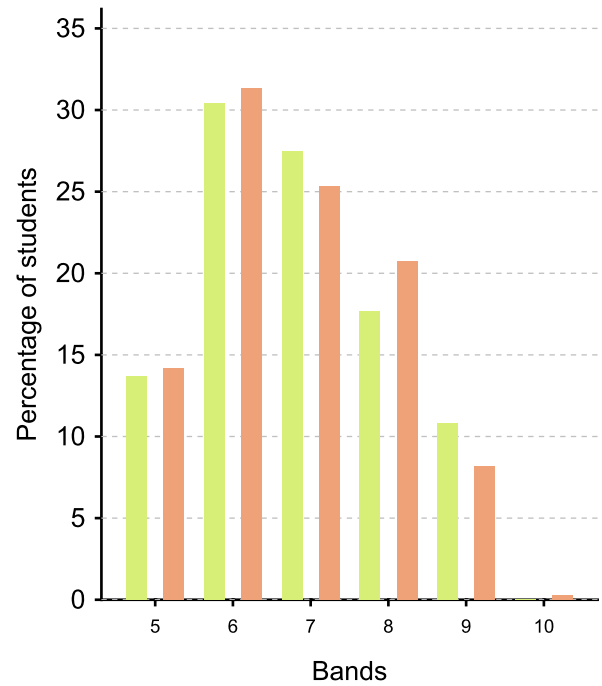
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.



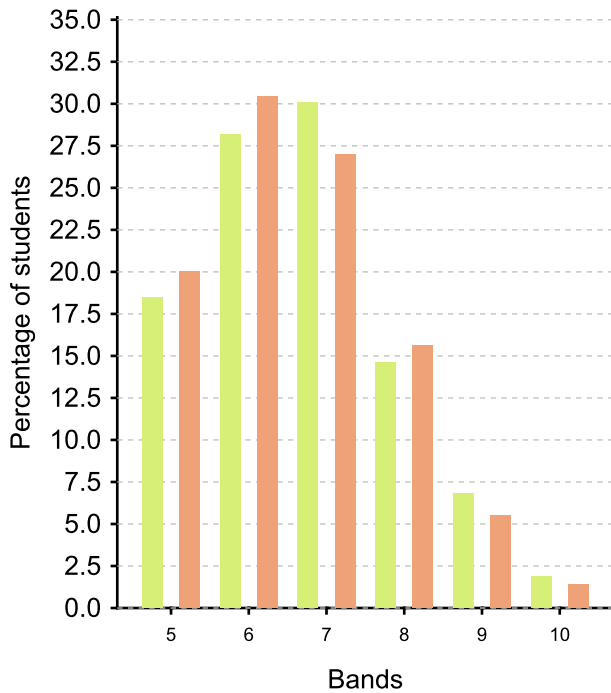
Percentage in bands:
Year 7 Grammar & Punctuation



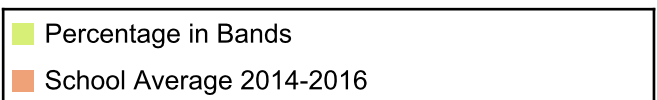
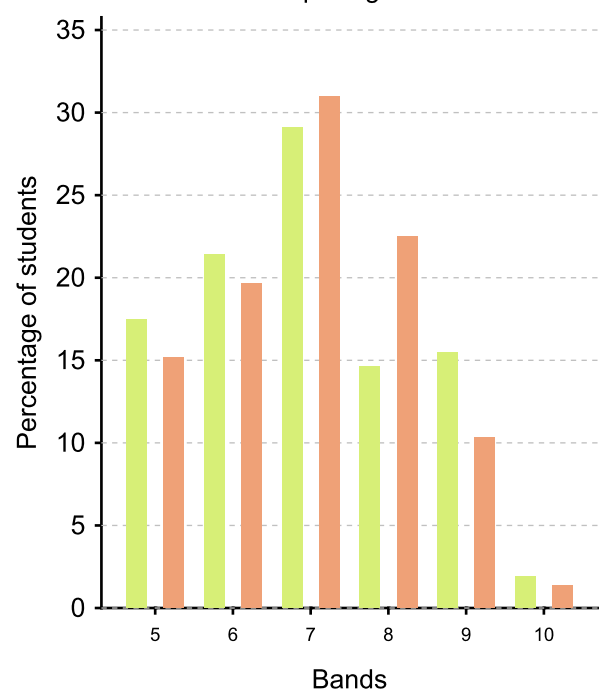
Percentage in bands:
Year 9 Reading



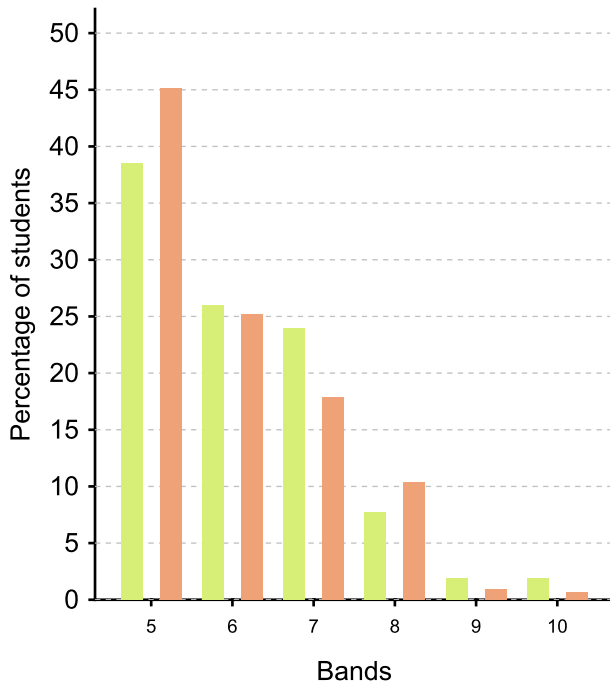
Percentage in bands:
Year 9 Grammar & Punctuation



Percentage in bands:
Year 9 Spelling

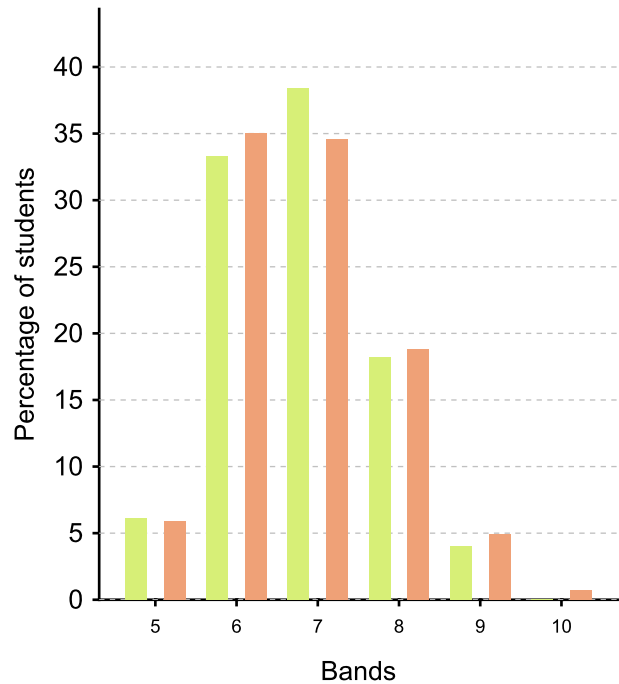


Percentage in bands:
Year 9 Writing



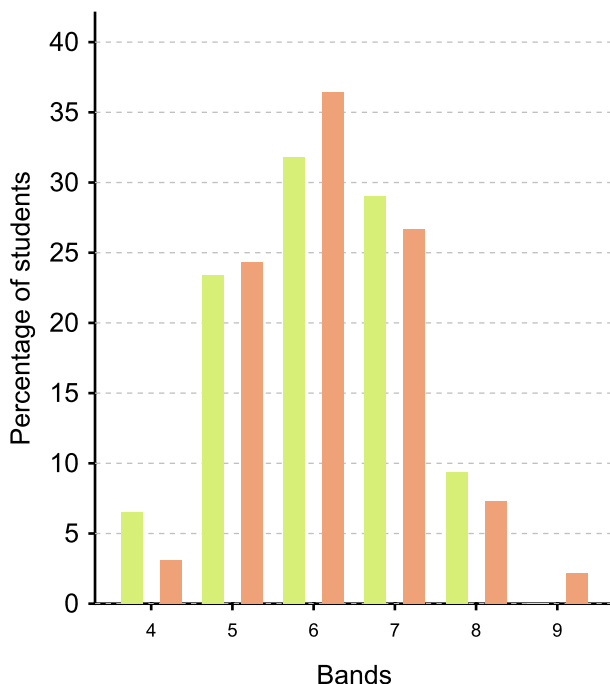
Percentage in Bands
School Average 2014-2016

Percentage in bands:
Year 9 Numeracy



Percentage in Bands
School Average 2014-2016

Percentage in bands:
Year 7 Numeracy



Percentage in Bands
School Average 2014-2016

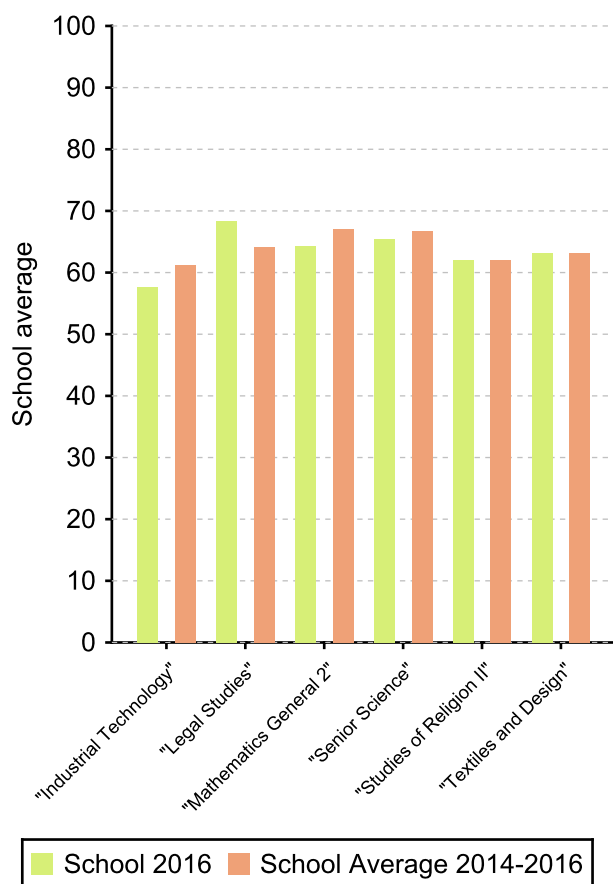
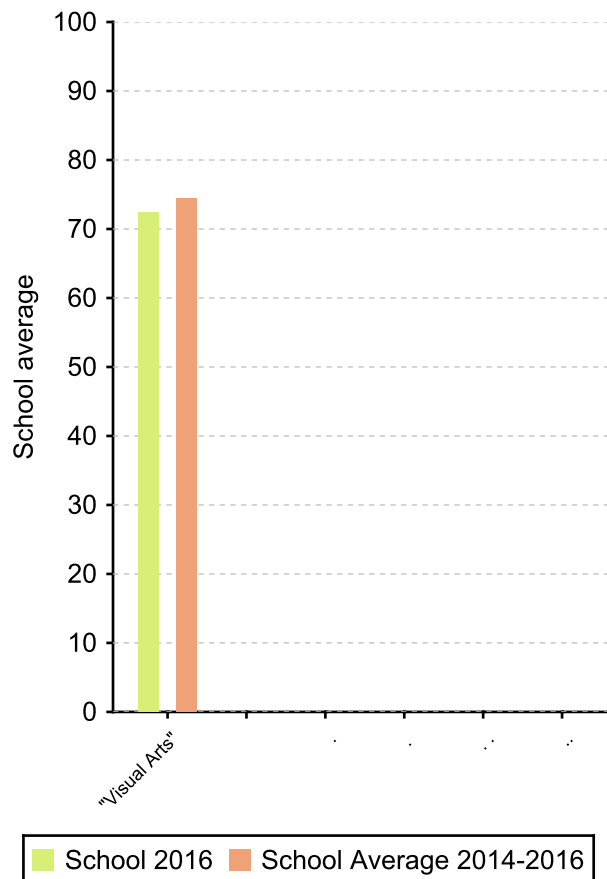
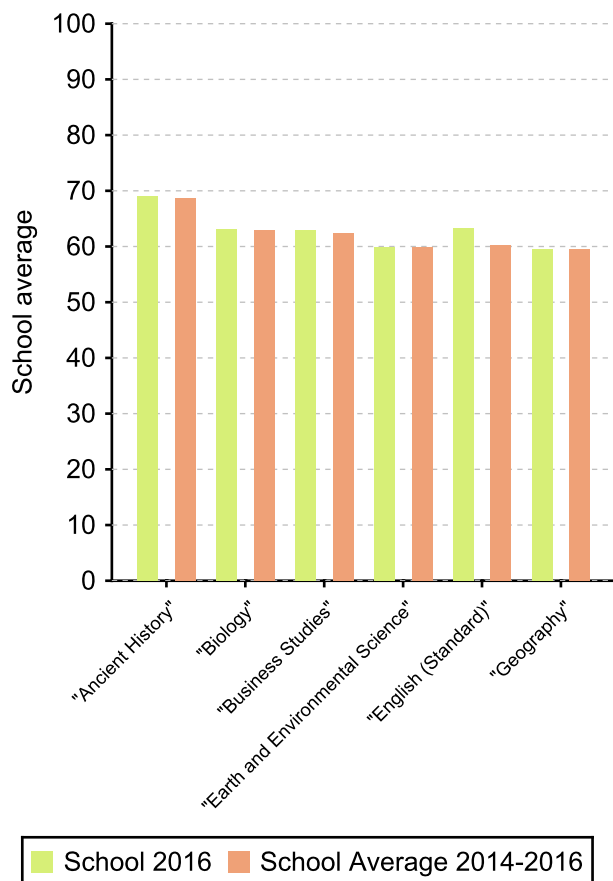
The My School website provides detailed information and data for national literacy and numeracy testing. Click on the link <http://www.myschool.edu.au> and insert the school name in the Find a school and select GO to access the school data.

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Higher School Certificate (HSC)

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



Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents/caregivers, students and teachers about the school.

The school once again participated in the Tell Them From Me (TTFM) survey. This survey provided valuable feedback on what our students and parents/caregivers think about school life, how engaged they are with school and the different ways that teachers interact with them.

Of the 620 students in the school that participated in this survey between 20 March 2016 and 17 April 2016:

77% had medium to high levels of optimism in the school environment

86% of students have a medium to high level of happiness with their life.

87% of students feel that they have a medium to high level of success with their school work.

60% Of students at LMHS believe that education will benefit them personally and economically compared to 72% of the NSW Government norm.

Of the 44 staff respondents learning culture, teaching strategies and school inclusivity were identified as strengths of LMHS. Teachers identified feedback and high expectations as being effective in their classroom. Teachers link prior learning to current pedagogy and articulate clear behaviour expectations in the

classroom..

A very small number of parent/caregivers participated in the "Partners in Learning" Parent Survey and is viewed as too minimal a sample to provide a true picture of community satisfaction.

Policy requirements

Aboriginal education

Overall, 2016 has been an exceptional year for Lake Munmorah High School in terms of Aboriginal Education. We have implemented significant changes in terms of the cultural presence within the school. Some of the highlights for this academic year are:

We held our first NAIDOC Day celebration event in several years.

Established the first Aboriginal Education Team in several years.

Saw significant improvements in NAPLAN data through the Norta Norta Program and its literacy and numeracy intervention.

Successful implementation of the Strength Program and statistically significant improvements in student attendance and behaviour data.

Established positive partnerships with several external providers and tertiary education institutions.

Recognised by District Office as demonstrating best practice in Aboriginal Education for our NAIDOC Celebration and the design and implementation of the Strength Program.

This year has been positive and we have made significant improvements in Aboriginal Education. Next year we aim to build upon the foundations of 2016 and continue to demonstrate best practice in Aboriginal Education.

Multicultural and anti-racism education

Lake Munmorah High School continued to focus on inclusive teaching practices which recognised and valued the backgrounds and cultures of all students. The learning support team, under the leadership of Head Teacher Welfare Ms Ironside also identified specific EAL/D students to ensure that their educational needs were met, and that all staff recognised their role in providing teaching and learning programs that catered for English language acquisition.

Students learning English as a second language were provided with appropriate support to develop their English language and literacy skills, so that they were able to work towards fully participating in schooling and

achieving equitable educational outcomes. Consultants and resources linked with English as an Additional Language or Dialect (EAL/D) student support were employed to develop EAL/D students' English language competence and improve their learning outcomes throughout the curriculum.

LakeMunmorah High School celebrates Harmony Day every year in March which coincides with the United Nations International Day for the Elimination of Racial Discrimination. Ms Plane organised the 2015 event with the theme 'everyone belongs'. Students were enthusiastic participants in the planned activities which acknowledged Australia's diversity and celebrated cultural respect for all Australians.

The school Anti-Racism Contact Officer (ARCO), Ms Russell, was one of three staff trained to mediate incidents, collaborate with parents/caregivers and staff, and educate students to ensure that all racially based harassment was addressed in accordance with the school conflict resolution policy.

Other school programs

Quality Teaching Rounds

Quality Teaching Rounds (QTR) is a process designed to support improvements in teaching across the school by creating links between individual classroom practice and school wide teaching practices. The rounds process supports participants to develop common understandings of effective teaching and learning through the use of agreed protocols to observe classrooms and develop collective expertise in analysis and feedback.

Twelve teachers and head teachers, representing a range of faculty areas, worked in partnership with the Faculty of Education from the University of Newcastle to train and participate in Quality Teaching Rounds at Lake Munmorah High School during 2014.

A further eight teachers and head teachers participated in training in 2015 and the two groups were combined to form five groups of four. Each Quality Teaching Round group was comprised of a head teacher and at least one experienced QTR participant. The groups were also formulated to ensure that they were mixed gender, contained mixed faculty areas, and that the initial 2014 group members were now in teams with new people.

Head Teacher Mr Rosser supervised the round process which involved staff engaging in professional readings, group discussion, teaching demonstrations, observations, coding and feedback. Rounds were completed in Terms 1, 2 and 3.

Positive feedback from participants has ensured that Quality Teaching Rounds continue to be an integral component of Strategic Direction 2 of the school plan, with further staff development and rounds anticipated for Term 2 2016.

Youth Health Clinic

LakeMunmorah High School, in partnership with Central Coast Local Health District (CCLHD) offers our students and young people from our local area a free (bulk billed) youth health clinic based on our school site. This partnership, established in late 2014, is a ground breaking endeavour as it is the first such clinic located on a NSW Department of Education school site to operate within school hours.

A Local Area Health nurse and private practice doctor operate this medical service. The cost of prescription medication is charged to CCLHD in partnership with local pharmacies.

In 2015 the LMHS Youth Health Clinic was represented at the National Youth Health Conference in Melbourne by LMHS staff member, Ms Fitzgerald and the Manager of CCLHD Youth Health Service, Dr Lane, as an exceptional example of health and educational agencies combining to provide outstanding well rounded health care to young adults. In 2015 the clinic was open thirty six weeks (Wednesdays 9:30am to 2pm) and overall a total of two hundred and fifty three appointments were scheduled by enrolled students, past students and young adults from the local community.

Student Services Support

Student Services Support is a school funded non-teaching position that was created at Lake Munmorah High School in 2015. The position plays an important role in the school and works closely with Senior Executive and the Head Teacher Welfare to support the overall wellbeing of all students at Lake Munmorah School. Responsibilities of Student Services Support is assessing students welfare needs and making the appropriate referrals, coordination of the Year 6 to 7 Transition Program, coordination of the School Merit System, coordination of Year Group Wellbeing Days, management of student health care plans, coordination of the GP Youth Health Clinic, supporting the Deputy Principals in the review of student welfare data, management of the school time out card process, supporting the Conflict Resolution Team and play an important role in both the School Welfare Team and the Learning and Support Team.

The Student Services Support role now also manages Whole School Attendance. This involves the coordination of the Phone Intervention Program, Year Advisor Intervention, SASS Intervention, conducting of parent phone calls, student/parent interviews, HSLO meetings, submitting HSLO referrals, support HSLO Caseload students, referring Educational Neglect to