

Lake Illawarra High School

Annual Report



8474

Introduction

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

School contact details

Lake Illawarra High School
Reddall Pde
Lake Illawarra, 2528
www.lakeillawa-h.schools.nsw.edu.au
lakeillawa-h.School@det.nsw.edu.au
4296 3844

Message from the Principal

Lake Illawarra High School is a place where our highly motivated and caring staff strive to motivate, engage and inspire our students to achieve their personal best. I am proud of our school community and will continue to ensure that we provide the opportunities for our students to succeed in what ever they do.

During 2016 staff have continued to improve our programming to ensure that the students have access to the most engaging lessons that address the learning needs of every student. Coupled with this is the determination to also continue to raise the expectations of our students so that they can achieve to their potential. This 'raising the bar' was particularly evident with 7 of our HSC students in the 2016 Distinguished Achievers List with our highest ATAR score being 92.65. Around twenty five of our students were accepted into University, while around 95% of our remaining students gained apprenticeships, traineeships and full-time work. This achievement was significantly supported by our JET program.

The school continued to excel in the sporting arena, The school entered in a wide range of Combined High School (CHS) knockout competitions as well as zone competitions. As always our students represented the school with great pride and displayed exemplary sportsmanship. In 2016 Lake Illawarra High School had its first Australian CHS representative in a decade with Sam Hooper gaining selection in the U/15's Australian Rugby League Team. We also had Blake Dowell representing NSW CHS in the U/15's Rugby League side and Josh Dowell gaining selection in the Open CHS Rugby League team. Jarrod Dyer competed at the Australian All Schools Swimming Championships and Tarren Dyer, Jarrod Dyer and Blake Dowell all competed at the Swimming Championships.

The school continues to forge partnerships with many businesses and the community as a whole. We had our inaugural Community Breakfast during the year which allowed the school to develop new and closer ties with our business community.

Lake Illawarra High is committed to our students and their well-being. Through our well-being frameworks students have access to many levels of support both within the school and if needed external to the school. We are a 'Positive Behaviour for Learning' (PBL) school which means we are proactive in promoting student resilience, empathy and responsibility. This framework supports the school in explicitly teaching and modelling our values of RESPECT, RESONSIBILITY and SAFETY. It is with much pleasure and pride that I present our 2016 Annual School Report.

Yours faithfully,

Tony Hicks

Principal

School background

School vision statement

Our Lake Illawarra High School community aims to provide a safe and caring community where all students reach their highest potential through positive and enriching learning experiences. All staff support life-long learning and a consistent and fair approach that promotes a positive future for every student. We provide opportunities for our students to become responsible citizens who care for and respect themselves, each other and the community, and who can adapt to adversity and the challenges of a changing world.

At Lake Illawarra High School we believe that;

LIHS is a safe place which provides a creative, stimulating and pleasing learning environment.

Every child has a right to learn.

LIHS offers a diverse curriculum and many extra-curricular opportunities for all students.

All staff consistently recognise student achievement and provide support and/or consequences for inappropriate behaviour.

School context

Lake Illawarra High School is a comprehensive high school situated on the foreshores of Lake Illawarra on the traditional lands of the Wadi Wadi clan.

In 2016, we have a mainstream enrolment of 626 students, with 19% (106 students) identifying as being of Aboriginal or Torres Strait Islander background. The school is also home to the 'Harbour Centre', a special education unit, which caters for 50 students and has two ED classes, one IM class, two MC classes and one Autism class.

Lake Illawarra High School has a FOIE of 152 and under the Resource Allocation Model received \$384,694.53.

At Lake Illawarra High School we accommodate for a wide range of student abilities and as a result offer an extensive curriculum and many opportunities to engage in extra-curricular activities. The school provides up-to-date technology to maximise learning opportunities and industry standard facilities for vocational training.

The staff at Lake Illawarra High School utilise quality teaching practices, in a safe, secure and well-managed environment, in order to provide an excellent standard of education. They are committed to stimulate in students the desire to grow and learn.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

For all schools (except those participating in external validation processes):

During 2016 the school utilised the School Excellence Framework (SEF) to make determinations regarding our benchmarking against the elements contained in the Teaching, Learning and Leading domain of the SEF.

In the Learning domain the school was assessed as Delivering. The schools focus on building positive and respectful relationships between students and staff was supported by the further consolidation of the Positive Behaviour for Learning initiative. This initiative continues to improve the consistency of adhering to our high expectations of behaviour across every classroom through the explicit teaching of those expected behaviours.

Staff also participated in the How 2 Learn initiative which allows for students to engage, succeed and thrive in all areas of the learning. This initiative will continue to be a focus of the schools future directions.

In the domain of Teaching the school has been assessed at being at the Sustaining and Growing level of the SEF. Through our dedicated professional learning periods staff have gained deep knowledge in the use and interpretation of the data for improved learning and pedagogy, increasing their capacity to develop improved programming and assessment for their students.

The establishment of school teams which consists of a member from all KLA's in the areas of Literacy and Numeracy has allowed all KLA's to embed these areas into all programming across the entire school. Early career teachers have benefited from having mentors who have guided and supported them in pedagogy, programming and assessment in the development of their Professional Development Plans.

In the Leading Domain the school was assessed as Delivering on the basis that we continue to endeavour to develop positive relationships with both external agencies as well as our community. We continue to have excellent relationships with the University of Wollongong and other external providers. We have also seen a major improvement in our relationships with business and industry.

One of the initiatives that the school implemented during 2016 was the introduction of a community breakfast where around forty community groups and local businesses were invited into the school to learn more about us and what we can do in partnership with them. This has lead to a number of opportunities presenting themselves for both our students and the school.

The school has also focussed on developing the capacity of our staff in the area of leadership by providing professional learning opportunities as well as distributing leadership roles to staff by giving them the opportunity to be responsible for whole school initiatives. Our self-assessment process will further assist the school to refine the strategic priorities in our School Plan leading to further improvements in the delivery of high quality 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

IMPROVING STUDENT OUTCOMES

Purpose

To build staff capacity to develop and establish quality teaching programs and assessment and reporting practices that identify and address the learning needs of all students.

Overall summary of progress

We continue to focus on building staff capacity through professional learning and support to improve pedagogy in the classrooms. This includes working with the staff to ensure that programming and assessments are linked and that there is a consistent practice of excellence throughout the school.

The ongoing professional learning involves a specific focus on programming and assessment using the NESA framework. We have also embedded the How 2 Learn program which has supported staff in developing quality programming and assessment practices.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Improved student achievement in the HSC by improving school performance relative to the state mean, including Aboriginal and Torres Strait Islander students. Specifically, positive movement in student band achievements.	Student achievement in most HSC subjects improved relative to the state mean. Seven subjects achieved scores above the state mean, with students achieving Band 6 results increasing from one in 2015 to seven in 2016.	\$130,000 (Using equity funding) \$16315 (Using Aboriginal background funding) \$73942 (Using Norta Norta funding)
Improved student NAPLAN results by increasing the number of students performing at or above National Minimal standard in Year 9 for both literacy and numeracy.	The number of students performing at or above the national Minimum Standards rose in the areas of writing and reading but declined in spelling, numeracy and grammar.	\$110,000 (Using equity funding)

Next Steps

- Continue to implement How 2 Learn philosophies and pedagogies into all classrooms.
- Provide extensive professional learning on programming and assessment. The aim will be to have a consistent approach to the assessment across all years and KLA's by the beginning of 2018.
- Continue to provide professional learning on differentiation within the curriculum.

Strategic Direction 2

CREATE A CULTURE OF HIGH EXPECTATIONS

Purpose

To create and foster a learning environment that is safe, respectful and inclusive and which stimulates intellectual rigour.
To promote and achieve a culture of mutual trust and support among staff, students and the wider community.

Overall summary of progress

Our Positive Behaviour for Learning (PBL) focus has enabled the school to achieve significant progress in student wellbeing and learning. PBL has allowed the school to adopt a consistent approach to student's wellbeing through specific teaching by all staff of expected behaviours and what they look like as well as promoting mantra of students taking responsibility for their learning.

The PBL initiative has also been supported by the How 2 Learn professional learning that staff have undertaken which helps to create a culture that shows learning is central to all school decisions.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<ul style="list-style-type: none">• A positive learning culture that is safe, inclusive, challenging and supports:• Improved attendance patterns both whole school and partial days.• Decreases in the number of negative behavioural referrals.• Decrease in the number of suspensions.	<ul style="list-style-type: none">• Sentral data indicated the number of negative behavioural referrals dropped by 14% from 2015 to 2016.• Suspensions dropped from 195 in 2015 to 187 in 2016.• Attendance improved from 83.9% in 2015 to 86.2% in 2016.	\$110,000 (Using equity money)
All staff recognises and celebrates positive behaviour through the VIVO reward system and regularly utilises 75% of their quota.	<ul style="list-style-type: none">• 80% of staff regularly utilised 75% of their VIVO points.• Supporting the PBL focus of reinforcing Positive Behaviour for Learning.	\$30,000 (Using equity money)

Next Steps

- Continue to embed PBL into the school culture. Move to initiating classroom implementation from 2017.
- Staff will continue with How 2 Learn professional learning in 2017. This will build on the concept that the process of culture change requires honesty, scrutiny, reflection, action and commitment.

Strategic Direction 3

HIGHER ORDER TEACHING AND LEARNING

Purpose

To ensure that all teachers understand and implement quality, higher order pedagogical practices to maximise student learning outcomes in every classroom.

Overall summary of progress

Staff will continue to access professional learning on the Quality Teaching Framework and the Professional Teaching Standards. The incorporation of the Agile minds framework has helped staff to design and implement appropriate program and lesson design. This has also improved the alignment of assessment tasks.

Professional Learning on the use of and understanding of data as part of the evidence gathered to evaluate teaching practice has led to staff having a more strategic and focussed approach to calculating and reflecting on the pedagogy.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
All teaching programs and practices are aligned with the Quality Teaching Framework and Professional Teaching Standards.	At the end of 2016 all staff have completed How 2 Learn professional learning. Most programs align with NESA requirements or systems have been developed to support programs to align with NESA requirements.	\$130,000 (Using equity funds)
All teachers know their students and how they learn and use a range of evidence to inform their teaching practice – Evidence—“Tell Them From Me” teacher survey indicates improvements across the domains of Learning Culture, Data Informed Teaching Practice, and Teaching Strategies.	All staff have been trained in understanding the use of the data as evidence to inform teaching practice. Staff are constantly reflecting and evaluating individual lessons and programs.	\$110,000 (using equity funds)

Next Steps

- Incorporate use of Professional Teaching standards into PDP's and the subsequent discussions with supervisors.
- Staff to have designated professional learning time built into their allocation.
- Professional Learning to be allocated to ensure high level assessment tasks are being developed across all KLA's.

Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	<p>100% of students have a personalised learning plan. An ASTI team was formed this year which has helped to strengthen partnerships within the Aboriginal community. The NORTA NORTA tutors have worked closely with both junior and senior Aboriginal students, which has led to an improvement in the engagement and learning outcomes for our Aboriginal students.</p> <p>Partnerships with Aboriginal elders have resulted in a number of mentoring sessions between elders and our students. Our Aboriginal students have also worked with tutors from AIME who have linked our students with the University of Wollongong.</p>	<p>\$61,0587 AEO</p> <p>\$10,577 AIME</p> <p>\$109,302 Norta Norta Tutors</p>
English language proficiency	Student support provided in individual classrooms through the Learning and Support.	\$5648 SLSO
Low level adjustment for disability	The Learning and Support Team (LaST) allocate the Learning and Support Teachers and Student Learning Support Officers to individual students who are referred by the teaching staff. These students have received specialised support in the identified areas. The Learning and Support Teachers also work with classroom teachers to differentiate the teaching of material for the identified students. This has led to greater engagement and improved learning outcomes for the identified students.	<p>\$200,000 Learning Support Teachers</p> <p>\$75,000 2 x Student Learning Support Officers</p>
Socio-economic background	<p>Strategic Direction 1</p> <ul style="list-style-type: none"> • Whole staff professional learning in the H2L program is creating consistency and an increase in staff expectations of students. • Professional learning in the area of data analysis for HSC, NAPLAN and other areas has increased staff ability to identify areas that we need to focus on. <p>Strategic Direction 2</p> <ul style="list-style-type: none"> • Embedding of PBL into school culture has lifted student expectations in terms of behaviour and taking responsibility for their learning. • Creating student support position to ensure student access to inter-agency as well as school support. This has improved student support and has also led to closer ties with outside agencies. <p>Strategic Direction 3</p> <ul style="list-style-type: none"> • Creation of a Numeracy team which is working to implement Numeracy into all programs across the school. Also partnerships with our feeder schools has allowed staff to work together to improve the transition from stage 3 to stage 4. 	<p>\$130,000 Creation of Deputy Position</p> <p>\$20,000 Professional Learning</p> <p>\$20,000 PBL Budget</p> <p>\$10,000 Chaplain</p> <p>\$32,000 Youth Worker</p> <p>\$120,000 Head Teacher Welfare</p> <p>\$24,000 Teacher Release</p> <p>\$12,000 Professional Learning</p>

Support for beginning teachers	<p>Two first year teachers received two periods a cycle of release time while second year teachers received one period a cycle release time. During this time they worked with mentors in various capacities. The beginning teachers also undertook an induction program which ran for the first semester and was coordinated by a Deputy Principal.</p> <p>Beginning staff also had access to a number of Professional Learning activities.</p>	<p>\$30,000 Release time</p> <p>\$5,000 Professional Learning Funds</p>
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Student information

Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	341	360	308	307
Girls	348	360	322	293

Lake Illawarra High has created a designated Head Teacher Engagement position. This position involves promoting the benefits of regular school attendance as well as following up students whose attendance is of concern.

The school works closely with the HSLO and other agencies to ensure that students are attending school.

Student attendance profile

School				
Year	2013	2014	2015	2016
7	88.3	89.9	87	91.2
8	83.8	86.9	87.6	86.8
9	85.8	81	84	85.5
10	81.7	82.9	78.9	84.3
11	87.2	84.8	84.6	82.9
12	89.8	86.1	81.5	88.2
All Years	85.8	85	83.9	86.2
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

Lake Illawarra High places a high value on school attendance. The school has a designated Head Teacher who works with our Year Advisers and other members of our Learning and Support Team to ensure all students attend school. Maintaining communication with parents is also very important and allows for early intervention if issues arise.

Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10%	Year 11%	Year 12%
Seeking Employment			8
Employment		9	30
TAFE entry			14
University Entry			24
Other		5	17
Unknown	5	11	6

YEAR 12

UNIVERSITY

Twenty one (21) students have been offered University places. All offers were at our local award winning University of Wollongong (UOW) with whom we have a very positive relationship through our In2Uni program.

These students will be studying across various faculties including Business, Psychology, Engineering, Medical Science, Creative Arts, Media Communications, Music, Social Sciences, Primary Teaching, Science and Physical Education Teaching. Two students deferred their offers until 2018 and one has a traineeship and the other is currently working casually in a gap year before starting their university courses next year.

Two students were successful in achieving scholarships while the students study at university, one for the Youth Off the Streets and the other for teaching. The successful student in Science Education Teaching was also successful in gaining a Cadetship where they will be working part time in a local Illawarra high school while completing their university degree.

TAFE

Twelve (12) students have started their tertiary studies at TAFE NSW across the three Illawarra Campuses. One is studying a new Bachelor of Early Education Degree and others are engaged in courses such as Community Services, Hair and Beauty, Health Services, Travel, Fitness and Business Services.

PRIVATE COLLEGES

One (1) student has enrolled in studies in the private sector and is studying a course in Beauty.

APPRENTICESHIPS/ TRAINEESHIP

An increase has occurred again this year in the number of students successfully achieving apprenticeships and traineeship with local employers. Nine (9) students are employed as apprentice's in the areas of Building and

Construction, Landscaping, Hairdressing and Baking. Two of these students are continuing careers in the same area of their Year 12 VET courses. Six (6) students have traineeships in the following areas: Dental, Manufacturing, Administration, Real Estate, Financial Services and Maintenance. Four (4) of these trainees have gained employment in subject VET courses that they studied and completed this year.

EMPLOYMENT

Five (5) students are in fulltime employment and twenty (20) are currently employed in part-time work in various businesses in the district. Their current jobs include being in the hospitality industry, retail, sales, labouring and construction work.

OTHERS

Six (6) students are currently unemployed and are actively seeking employment.

YEAR 11 COHORT 2016

The majority of students have continued onto HSC study in 2017. Year 11 leavers during 2016 before completing the preliminary course include: three (3) to apprenticeship/traineeships in business and panel beating. Other Year 11 leavers after completing the Preliminary HSC include: one (1) gaining an apprenticeship in landscaping, seven (7) to full-time employment and others to further training elsewhere.

YEAR 10 COHORT 2016

The majority of the students have returned to Year 11. Year 10 leavers included five (5) moving out of area while the remaining students shifted to other schools.

Year 12 students undertaking vocational or trade training

Thirty four (34) students of Year 12 undertook vocational or trade training.

Year 12 students attaining HSC or equivalent vocational education qualification

Eighty seven (87) students completed year 12 and obtained the HSC.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	2
Head Teacher(s)	9
Classroom Teacher(s)	33.1
Learning and Support Teacher(s)	2.1
Teacher Librarian	1
School Counsellor	1
School Administration & Support Staff	16.48
Other Positions	6.7

*Full Time Equivalent

Lake Illawarra High had 2 ATSI teaches, 1 AEO and 3 SLSO's employed in 2016.

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	76
Postgraduate degree	24

Professional learning and teacher accreditation

In 2016 Lake Illawarra High School has had five (5) teachers working towards BOSTES accreditation and fifteen (15) teachers maintaining accreditation at proficient. All staff participated in Professional Learning activities that were held at staff meetings, executive meetings and Key Learning Area meetings throughout 2016.

Activities in which staff participated included the following;

- Quality Teaching Framework
- Professional Learning Plans
- How 2 Learn
- H.S.C Monitoring
- The use of data as evidence
- PBL
- Mind Matters
- Assessment/Programming

There were also a number of external professional learning activities that targeted individual teachers participated in, based on identified school priorities and teachers professional learning goals.

These included professional learning on;

- Higher Order Thinking Skills
- Programming and assessment
- Leadership
- BOSTES Accreditation
- Literacy and Numeracy
- Student Welfare

Professional Learning that occurred on the staff professional learning days targeted;

- Mandatory training on Child Protection and Anaphylaxis
- How 2 Learn
- Participation in the Curriculum Network Illawarra initiative

The average expenditure per teacher in 2016 was \$1,400. Total school expenditure on professional learning was \$101,352.20.

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

Financial information

This summary financial information covers funds for operating costs to 30/11/16 and does not involve expenditure areas such as permanent salaries, building and major maintenance.

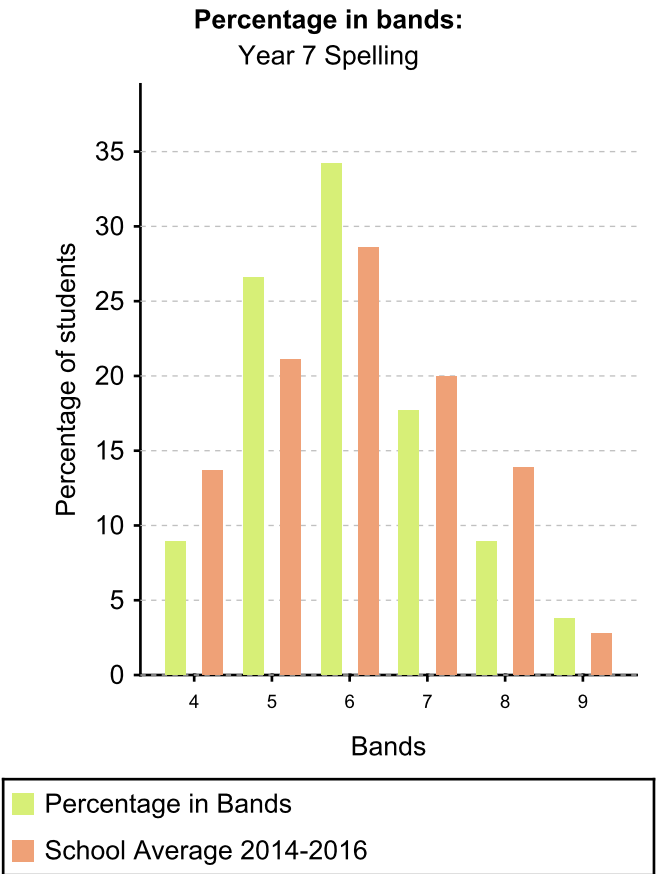
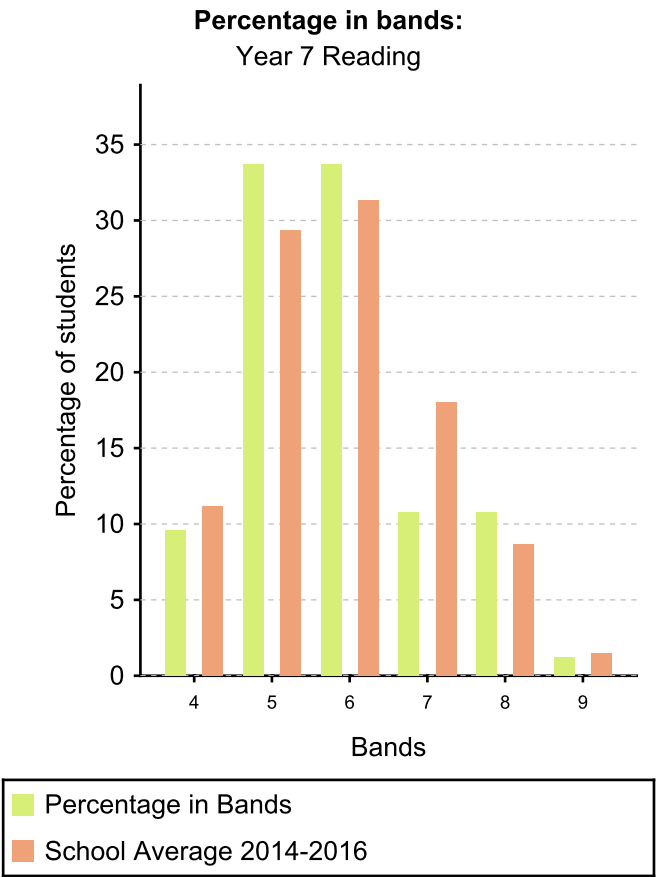
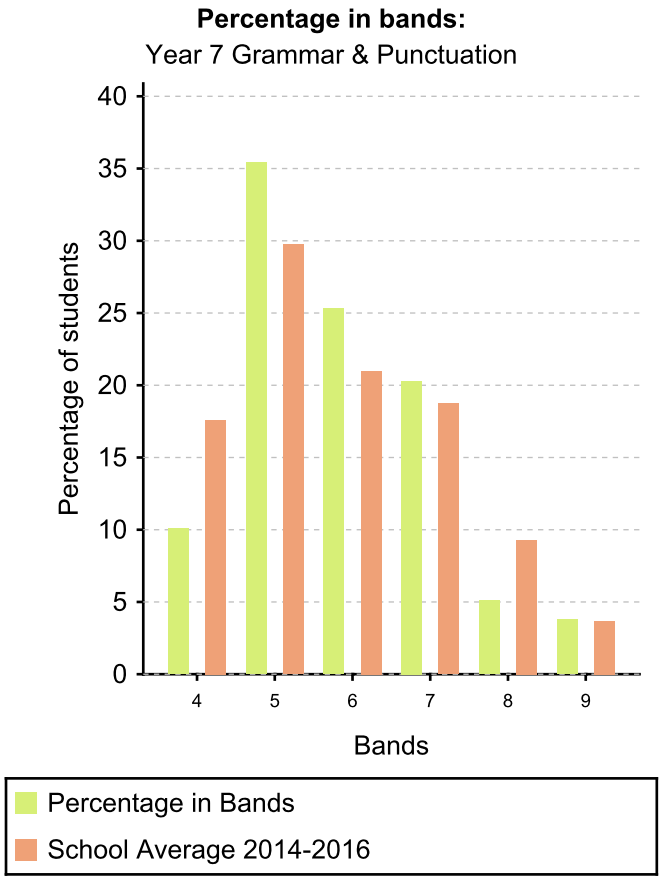
Income	\$
Balance brought forward	1 114 124.20
Global funds	632 995.42
Tied funds	1 188 368.60
School & community sources	95 926.30
Interest	20 820.88
Trust receipts	30 291.70
Canteen	160 054.64
Total income	3 242 581.74
Expenditure	
Teaching & learning	
Key learning areas	0.00
Excursions	32 526.94
Extracurricular dissections	34 289.72
Library	28 627.45
Training & development	3 490.29
Tied funds	1 025 147.34
Short term relief	202 400.56
Administration & office	150 870.28
School-operated canteen	156 445.84
Utilities	103 853.18
Maintenance	57 751.91
Trust accounts	27 094.22
Capital programs	72 002.40
Total expenditure	1 894 500.13
Balance carried forward	1 348 081.61

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.

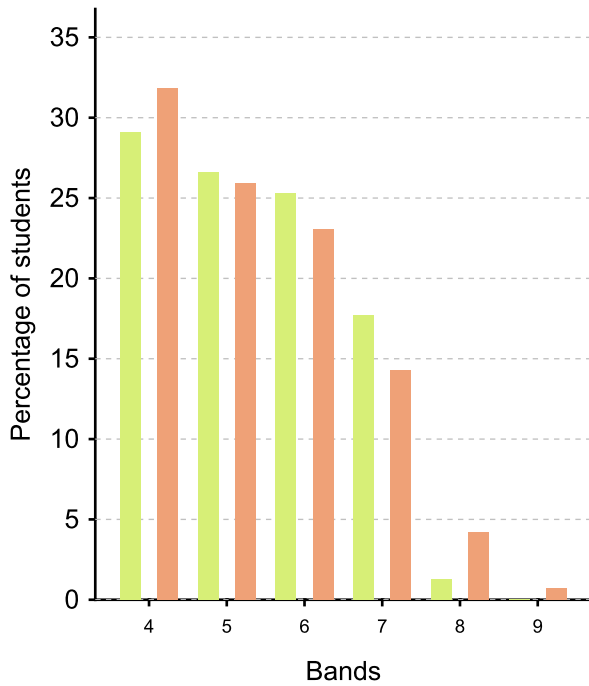
School performance

NAPLAN

In the National Assessment Program, the results across the Years 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.

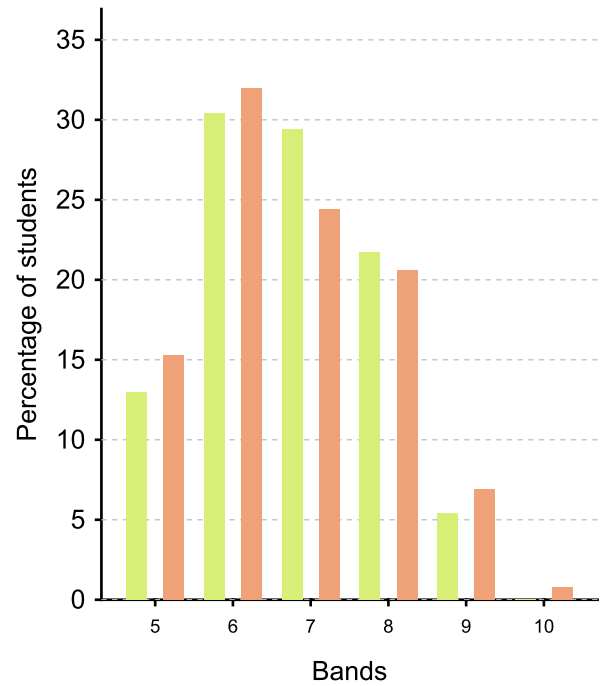


Percentage in bands:
Year 7 Writing



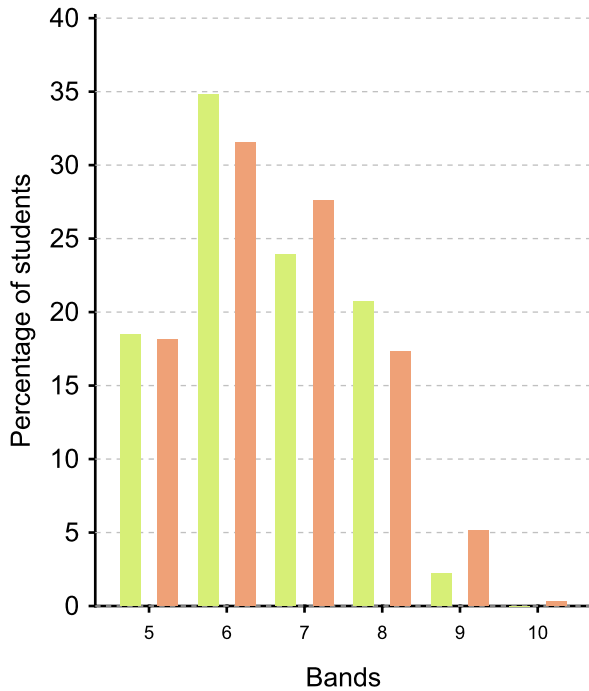
Percentage in Bands
School Average 2014-2016

Percentage in bands:
Year 9 Reading



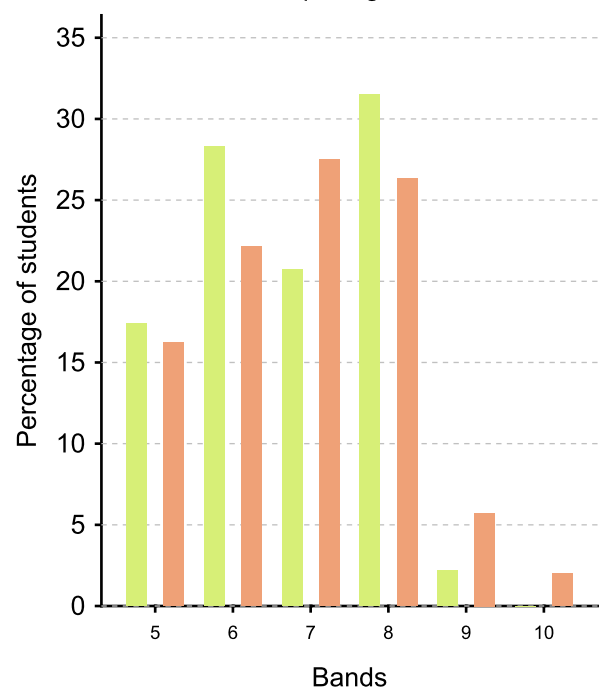
Percentage in Bands
School Average 2014-2016

Percentage in bands:
Year 9 Grammar & Punctuation



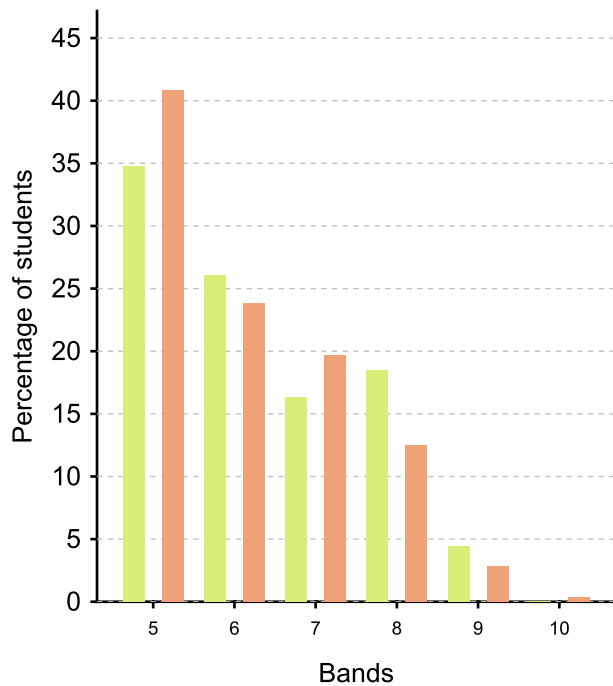
Percentage in Bands
School Average 2014-2016

Percentage in bands:
Year 9 Spelling



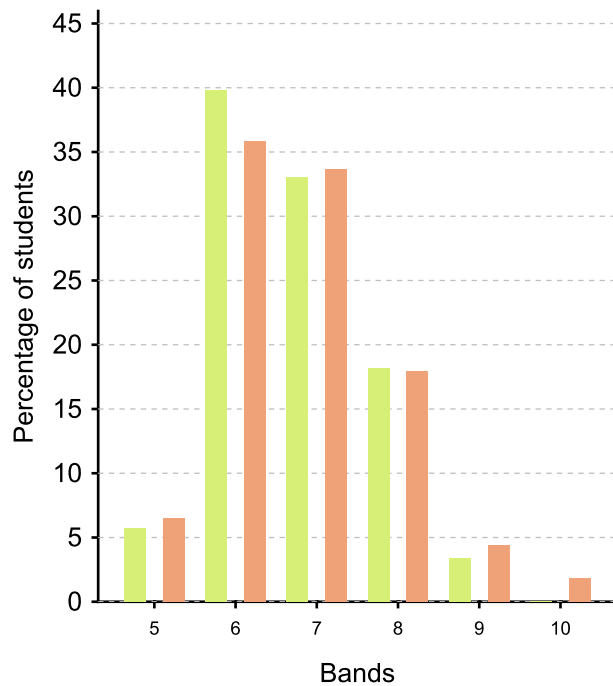
Percentage in Bands
School Average 2014-2016

Percentage in bands:
Year 9 Writing



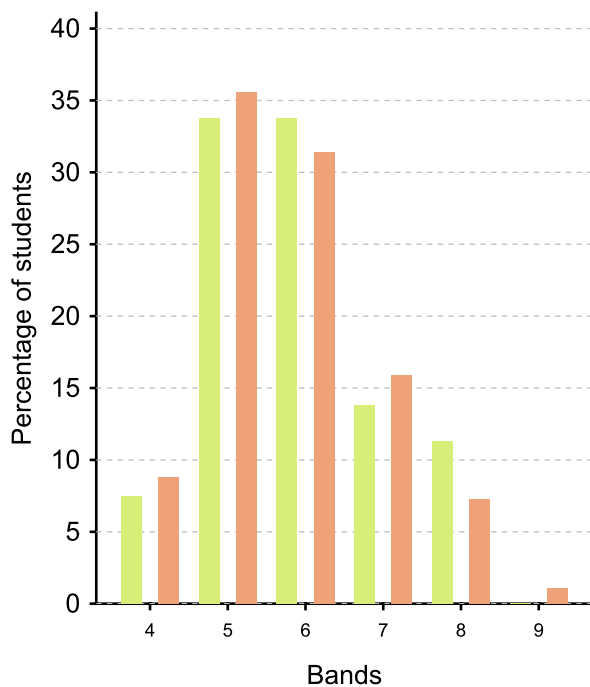
Percentage in Bands
School Average 2014-2016

Percentage in bands:
Year 9 Numeracy



Percentage in Bands
School Average 2014-2016

Percentage in bands:
Year 7 Numeracy



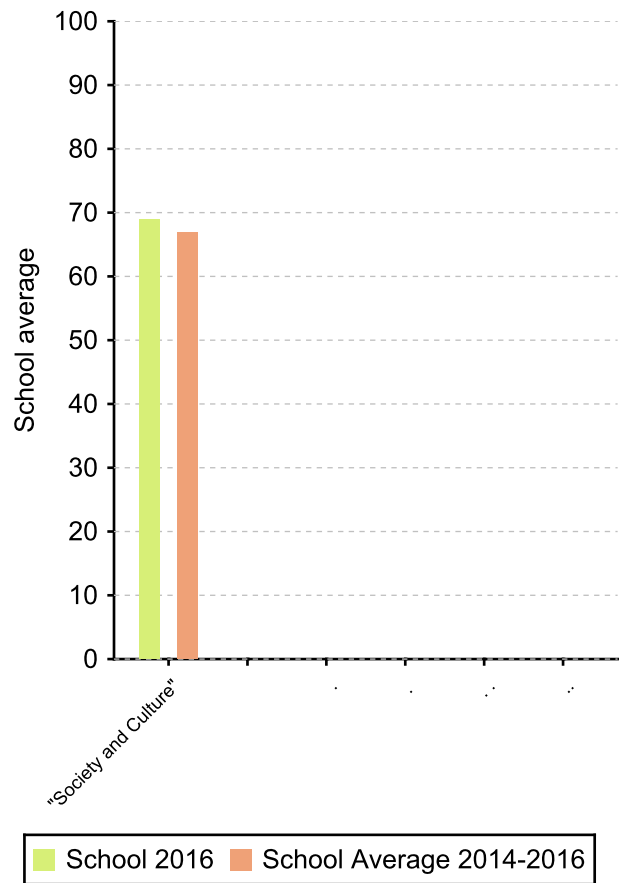
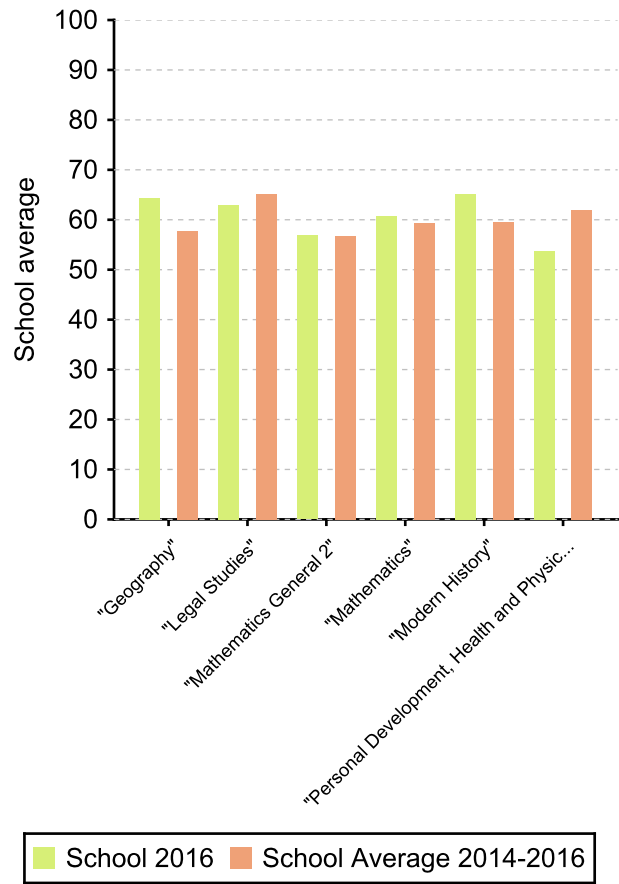
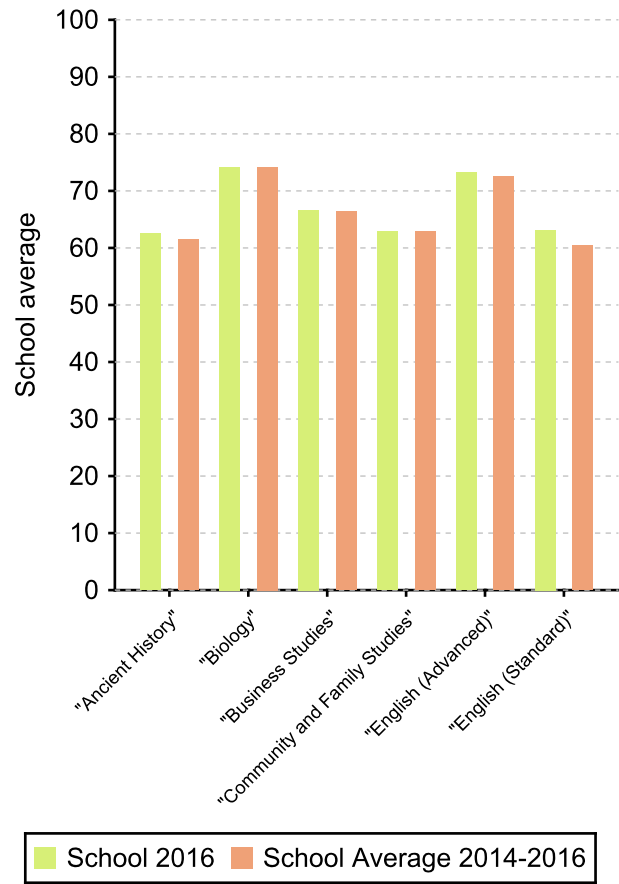
Percentage in Bands
School Average 2014-2016

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.

Higher School Certificate (HSC)

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

The school offered a wide range of HSC courses in 2016. These included a mixture of 22 ATAR eligible subjects including 3 VET courses. Students were also able to study a range of non-ATAR courses. The graphs show the school HSC results for 2016 compared with the school averages from 2014 – 2016.



Parent/caregiver, student, teacher satisfaction

Lake Illawarra High School participates annually in the 'Tell Them From Me' survey for students and the equivalent parental survey.

In 2016, 290 students from Years 7 to 10 completed the survey during weeks 9 and 10 of Term 1. The following were some of the findings;

- 44% of students are intellectually engaged and find learning interesting. The NSW Department of Education norm is 46%.
- In this school students rated Effective Classroom Learning Time 6.4 out of 10. The Department of Education norm is 6.2.
- In this school students rated Rigour 5.9 out of 10. The NSW Department of Education norm is 5.8.
- In this school students rated Disciplinary Climate of the classroom as 5.7 out of 10. The NSW Department of Education norm is 5.6.

Policy requirements

Aboriginal education

During 2016 there were 101 Aboriginal and Torres Strait Islander (ATSI) students enrolled at Lake Illawarra High School. Throughout the year the students had access to a number of programmes. Some of these included;

- The Aboriginal Indigenous Mentoring Experience (AIME) which is conducted through the University of Wollongong and Lake Illawarra High. This program allows our students from Years 9–12 to have access to the University and student mentors, which will hopefully inspire our students to attend University.
- Norta Norta – This program has allowed our ATSI students to have access to two of our quality tutors to support them with assessment tasks or within the classroom.
- Elders visits – Whereby a group of elders came into the school on several occasions to work with our students and to develop relationships. This was a great success and certainly gave support to our Aboriginal Students.

During 2016 the school Aboriginal Education Team also worked to ensure that all NAIDOC week activities were a success. This team also organised for all PLP's to be completed and acted upon.

Multicultural and anti-racism education

Multiculturalism is promoted and supported mainly in the form of our teaching and learning programs across Years 7 to 12 and across the curriculum.

All cultures are celebrated and acceptances of

individual differences are also celebrated. During 2015 a highlight for the school was a "Multicultural Cook Off" that was held at the school. This involved the local council and the Illawarra Multicultural Council organising for around twenty (20) ladies to cook traditional dishes from their countries of origin and then to share these dishes with others. This proved to be an extremely popular event! Lake Illawarra High School has a staff member appointed as an Anti-Racism Contact Officer (ARCO).

Other school programs

Student Leadership

The SRC has continued to support the students of Lake Illawarra High School. They have contributed in many areas including fundraising, providing mentoring and leadership building activities for other students, lobbying for physical improvements to the school and representing the school at numerous community events.

Our 2016/2017 Captains are exceptional ambassadors for Lake Illawarra High. School Captains– Cloe Avery and Kody Stevenson, Vice Captains – Penny Hass and Brodee Nolan.