

Lambton High School Annual Report



2016



8482

Introduction

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

Martin Rosser

Principal

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Message from the Principal

2016 has been another significant year for the school in terms of our achievements.

At an educational level, there is a new direction as a system with a greater Department focus on school compliance and accountability. In addition to the new directions implemented by the Department of Education: Performance Development Framework, Wellbeing Framework and Excellence Framework, 2016 saw the implementation of the A–Z Tool to provide online evidence of DoE policy implementation, external validations and audits of school performance, Board of Studies registration, teacher accreditation – where the principal has become the Teacher Accreditation Authority, Business Intelligence system and training, Oliver – a new library platform and SPaRO a new system for online school planning and reporting.

As a school, we continued to focus on implementing quality teaching rounds in partnership with the University of Newcastle – a select group of teachers reflecting upon their programs, assessment and practice against the Quality Teaching Framework. Over the past 3 years 50% of our teachers have engaged in this intensive program, and all will have completed it by the end of the next 3 year plan.

This led to planning for the introduction of a school walkthrough program where teachers observe their colleagues in the classroom, to support professional discussion, reciprocal feedback and feedforward on teaching practices.

As a staff, we developed a cross-curricular approach to Inquiry–Based Learning projects incorporating 21st Century competencies, and implemented the Lambton Learning Ladder (L3) program in years 7 and 8 this year. Feedback indicates this has been a very successful initiative.

Innovation Projects were introduced to provide teachers with the opportunity to design creative, unique and collaborative projects that add further depth and quality to the education offered to students. Three programs were delivered:

- the *Flipped Classroom* where students engage in pre-learning recorded by teachers to view before class to allow more time for discussion and questions;
- *Growth Mindset* based on Carol Dwek's research that student mindsets can have a significant impact on their motivation and success at school;
- and the *Perfect Feedback Loop* to measure the effectiveness of providing feedback and to improve the nature of feedback that teachers are providing.

And finally, we continued a whole school consistent focus on writing using the TEEL paragraph structure and ALARM Matrix. This is showing measurable benefits to student learning outcomes.

Local Schools Local Decisions allowed us to implement a number of new positions in the school:

- The Head Teacher Transition was implemented to enhance and deliver transition programs at key points – years 6 to 7, 10 to 11 and post school. Sessions were facilitated with our partner primary school teachers to develop a consistent approach to teaching Mathematics and English. We received a \$20,000 School to Work grant to develop partnerships with the Hunter Business Chamber and local business, and introduced Parent Learning Groups to better communicate and support parents understanding of school programs.
- The Head Teacher Wellbeing position was implemented, a crucial role in developing, implementing and leading wellbeing programs in conjunction with students, staff and parents.
- And Senior Learning Centre Coordinator to deliver programs which achieved individualised support and effective use of study periods, improved organisational abilities and technical learning skills, focused engagement in learning, high expectations and a greater understanding of the HSC.

Overwhelmingly, these initiatives have been well received by the community.

Martin Rosser

Principal

School background

School vision statement

Lambton High School aims to provide a welcoming, inclusive and progressive school community which fosters a culture of high expectations, pride and respect amongst all stakeholders.

We aim to produce students who are independent thinkers, innovative risk takers, creative thinkers, resilient, empathetic, problem solvers and life-long learners. Their educational experience should be holistic, real world, diverse and relevant to the 21st century.

Our teachers will continue to develop their expertise so they can facilitate learning experiences which are engaging, inquiry based and collaborative. They will model their practice on the Australian Professional Teaching Standards.

Parents will engage with the school and become advocates and active partners in their student's education.

School context

Lambton High School is a proudly comprehensive, co-educational high school catering for students from Years 7 to 12 in the Newcastle Education Area.

Our school has a strong focus on learning and high expectations for student success. We provide high quality education in a caring, secure and challenging learning environment. We continue to achieve academically above regional and state averages and have a strong student representation in sport, leadership, cultural activities and in the creative and performing arts.

There are opportunities for every student to achieve through challenging programs for gifted and talented students, a wide range of extra-curricular activities and effective support programs. We accelerate in the Creative and Performing Arts (Music, Art and Drama), in Mathematics and introduced a Year 7 Academic Enrichment and CAPA Enrichment Class in 2015.

We have a SRC with student representation from Year 7 to 11 and a Senior Leadership Body for students in Year 12 that play an essential role in the strategic planning, management and development of the school.

Through P&C Association consultation, the parent body plays a valued role in the decision making process especially in regard to key areas such as policy, community use of facilities, welfare, fundraising and spending priorities.

Student enrolment in 2015 was 1095 students, and in 2016 it has risen to 1101 students (37 Aboriginal and 144 EAL/D).

All teaching staff meet the professional requirements for teaching in NSW public schools. Lambton High School has a dedicated and experienced staff consisting of 57 teachers, 12 Head Teachers, 2 Deputy Principals and the Principal.

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.

In the domain of Learning, our priorities have focused on student engagement, Wellbeing and Inquiry-Based Learning. In the elements of Learning, the school's on balance assessment is that Lambton High School is excelling in the majority of elements. Staff have engaged in professional development in Inquiry-Based Learning, the use of TEEL, ALARM, differentiation and the Quality Teaching Framework. Implementation of these practices in the classroom are leading to learning programs that are purposeful, with students reflecting on their learning to increase engagement and participation.

A non substantive Head Teacher Wellbeing position has been implemented to increase staff and leader understanding of the Wellbeing Framework, this is supporting all students to demonstrate positive relationships and actively contribute to the school. The implementation of the Head Teacher Transition and Senior Learning Centre Coordinator is improving student's learning strategies and study skills to improve engagement and learning outcomes.

Lambton High School has undertaken analysis of data and trends, that indicate strong growth in our improvement measures to ensure continuity of learning for all students.

In the Teaching domain, our main focus has been on building a school culture of collaborative and continuous learning for the 21st century. Lambton High School's on balance assessment for elements of the Teaching domain, include areas in which the school is excelling and elements that are sustaining and growing. All teaching staff engage in the development of an individual Performance and Development Plan (PDP) which assists the school in identifying priorities for professional development. Evaluation of professional learning activities, including the Quality Teaching Rounds and Walkabout Program indicate that Lambton High School is excelling in the elements of Collaborative Practice and Learning and Development.

Staff have participated in Innovation Projects; including Flipped Classroom, Perfect Feedback Loop and Growth Mindset. These programs have modeled effective evidence-based practice to improve classroom practice across Lambton High School. All staff and leaders are developing their knowledge and reflecting on practice to build their understanding of the Australian Professional Standards (APTS) in preparation for mandatory accreditation and the higher levels of accreditation.

In the domain of Leading, our efforts have been focused on quality educational delivery and ensuring a strong sense of culture, belonging and leadership within our school community. In the elements of Leading, Lambton High School's on balance assessment is that the school is excelling in all elements. Analysis of data, in relation to the implementation of quality processes in course selection and assessment processes, demonstrate that implemented measures are having an impact with significant increases in retention, HSC students receiving two or more Band 5/6 results and trends in attendance are increasing. Work has been undertaken in specific areas of the school to enhance the Physical Learning Environment and student leadership has been demonstrated at school and community events and programs including; Model United Nations Assembly, Green Day, Walk a Mile Koori Style and NAIDOC Week.

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

Student Learning

Purpose

Teachers will create opportunities for students to achieve their highest potential through dynamic, holistic and differentiated learning.

Overall summary of progress

In Student Learning, a number of school-based programs were implemented including Quality Teaching Rounds, Inquiry-Based Learning, wellbeing, differentiation and acceleration activities and opportunities.

An ongoing self-assessment was undertaken through the use of the:

- Focus on Learning teacher survey (62 respondents)
- Tell Them From Me student survey (131 Year 11 respondents)
- Tell Them From Me parent survey (92 respondents)
- Lambton Learning Ladder evaluation
- SMART2 analysis for both NAPLAN and HSC
- Results Analysis Package HSC data analysis; and
- Review of teacher Performance Development Plans.

12 teachers participated in the Quality Teaching Rounds program in partnership with the University of Newcastle. 35 teachers have been trained from 2014–2016 (50% of teachers), which involved undertaking intensive training in coding programs, assessment tasks and teaching practices. \$18,378 Teacher Professional Learning funding was spent on quality teaching and 48 school casual employment days were allocated.

We developed a cross curricular approach to Inquiry-Based Learning (IBL) projects and differentiated curriculum in classrooms. 16 teachers formed the IBL team which undertook a research based, practical hands on course, designed to build intensive understanding and capacity within participants. This work supported the Lambton Learning Ladder program which was implemented in Years 7 and 8. All teachers undertook training in staff meeting sessions and 23 casual employment days were allocated to support program implementation. Year 8 students indicated the most positive aspects of the program were: a new and positive experience – 60%; opportunity to work in teams – 27%; teacher support – 23%; and environment – 23%. Areas for improvement – 22% of students indicated they would like more time doing an IBL project.

To meet the needs of students and to address the Wellbeing Framework, the school formed a Wellbeing Coordinator position. School programs include the implementation of a wellbeing day once per term on relevant issues and fostered leadership opportunities through the Senior Leadership Body, Peer Mediation and Peer Support. A targeted group of boys undertook a Gifted and Talented (GAT) Challenge and student achievement was recognized through the ROSE Awards, commendation system and Wet and Wild reward excursion.

RAM Equity funding was used to establish a Senior Learning Centre with flexible furniture and kitchenette. A full-time senior learning centre coordinator position was implemented to provide wellbeing support and to deliver a structured study skills program to prepare students for the HSC.

Progress towards achieving improvement measures

| Improvement measures (to be achieved over 3 years) | Progress achieved this year | Funds Expended (Resources) |
|--|---|--|
| 8.5 Teachers expect students to pay attention in class and work hard– TTFM (7.8 and 7.6 in 2015) | <ul style="list-style-type: none">• Implemented Wellbeing Framework• Established Head Teacher Wellbeing position• 9.0 Teachers establish clear expectations for classroom behaviour• 8.8 Teachers set high expectations for student learning | <ul style="list-style-type: none">• Welfare and leadership Levy: \$9,228• RAM Disability: \$17,093 (HT Wellbeing) |
| Achieve 65% greater than or equal to expected growth in NAPLAN writing | <ul style="list-style-type: none">• MULTILIT Reading program and additional EAL/D teacher• Consolidate whole school Writing Focus on | <ul style="list-style-type: none">• MULTILIT: \$2,400• Additional EAL/D: \$13,681 |

Progress towards achieving improvement measures

| Improvement measures (to be achieved over 3 years) | Progress achieved this year | Funds Expended (Resources) |
|--|--|--|
| Achieve 65% greater than or equal to expected growth in NAPLAN writing | TEAL, ALARM & SHIFT <ul style="list-style-type: none"> No growth data available Year 9 writing is trending up with the scaled school score at 552.4 compared to State DoE at 532.3 | <ul style="list-style-type: none"> Syllabus Implementation TPL: \$13,032 |
| Achieve 60% greater than or equal to expected growth in NAPLAN numeracy | <ul style="list-style-type: none"> 57.6% expected growth | |
| HSC Value Added result greater than +2 (from 0 in 2013 and 1.6 in 2014) | <ul style="list-style-type: none"> Implemented Quality Teaching Rounds Learning Centre Coordinator position Improve the Senior Learning Centre environment and study skills program. Average difference from state All Courses +4 | <ul style="list-style-type: none"> RAM Socio-economic: \$5,454.55 Casual employment funds: \$22,320 Quality Teaching TPL: \$18,378 |
| Increase the proportion of students in the top 2 NAPLAN bands in literacy and numeracy from 30.25% to 32.67% by 2019. | To be reported on in 2017 Annual School Report. | |
| 80% of students and parents indicate teachers implement a range of teaching strategies to enhance student engagement (from 71.5% in 2014). | <ul style="list-style-type: none"> Implemented Lambton Learning Ladder program in Years 7 and 8 Introduced Head Teacher Transition position Introduced Parent Learning Community Groups (PLCG) 8.6 students are clear about school rules for behaviour 6.5 Teachers show an interest in student learning (6.9 in 2015) 5.8 Teachers take into account student needs, abilities and interests (6.1 in 2015) | <ul style="list-style-type: none"> Casual employment funds: \$10,695 RAM Disability \$17,093 (HT Transition) RAM Equity \$191 PLCG catering |

Next Steps

The following areas will be key priorities in 2017:

- Continue focus on quality teaching rounds and inquiry based learning
- Consolidate senior learning centre role and study skills program
- Establish a STEAM laboratory for 21st century learning strategies



Strategic Direction 2

Staff and Leader Learning

Purpose

To build greater capacity in the Lambton High School educational community by leading and inspiring a school culture of collaborative, continuous learning for the 21st century; through the implementation of effective teacher and leader professional learning, organisational and communication practices.

Overall summary of progress

In Staff and Leader Learning, our processes included establishing a Teacher Professional Learning (TPL) team, improving practice through the Australian Professional Standards for Teachers, and school leaders engaging classroom practices and mentoring.

An ongoing self-assessment was undertaken through the use of annual surveys:

- Focus surveys with randomly selected staff (12 responses) on recommendations for future directions for Lesson Observations
- Teacher Professional Learning evaluations
- Australian Professional Teaching Standards (APTS) school log
- BOSTES accreditation summary

In 2016 we continued to implement quality, strategic, differentiated and accredited professional learning for staff.

We introduced Innovation Projects to provide teachers with the opportunity to design creative, unique and collaborative projects that add further depth and quality to the education offered to students. Projects implemented include Flipped Classroom, Perfect Feedback Loop and Growth Mindset.

The Walkthrough Program was established to support the observations as part of the Performance Development Plan. All teachers had an option of walkthroughs, accreditation observation or Quality Teacher Rounds observations. Teachers undertook pre-lesson meetings to discuss the learning intentions, were observed by two colleagues and provided with feedback and feedforward.

The Teacher Professional Learning (TPL) team coordinated whole school policy and practices including formal and informal professional learning on school development days, staff meetings, faculty meetings and for each staff member. The training schedule developed, focused on school strategic directions which was differentiated to meet teachers' individual needs. Teacher identified hours were mapped against Australian Professional Teaching Standards for all staff meetings and school development days. All teachers mostly (55%) or usually (45%) felt engaged when participating in in-house TPL workshops (up from 36% mostly and 64% usually in 2014).

Progress towards achieving improvement measures

| Improvement measures (to be achieved over 3 years) | Progress achieved this year | Funds Expended (Resources) |
|---|--|---|
| At least 90% (from 0% in 2014) of staff indicate a move from level 1 to level 2 on Guskey's Thermometer on TPL practices in the school by 2017. | • 74% of staff consider the impact of TPL on teaching and learning is at Level 2 | |
| Staff responses move from an average of 6.4 to 8 by 2017 on the key driver of leadership for student learning in the Focus On Learning Survey. | • Achieved 7.3 (down from 7.9 in 2015) | • Leadership and career development TPL: \$14,181 |
| Staff responses move from an average of 7.4 to 8 by 2017 on the key driver of collaboration for student learning in the Focus On | • Achieved 7.8 (down from 7.9 in 2015) | • Quality teaching TPL: \$18,378 |

Progress towards achieving improvement measures

| Improvement measures (to be achieved over 3 years) | Progress achieved this year | Funds Expended (Resources) |
|---|---|----------------------------------|
| Learning. | • Achieved 7.8 (down from 7.9 in 2015) | • Quality teaching TPL: \$18,378 |
| By 2017 5% (from 0% in 2015) of staff will seek higher levels of accreditation. | • 10 staff have indicated an interest in seeking accreditation at HA or Lead. • 1 staff member has registered with BoSTES for accreditation at HA • No staff are maintaining accreditation at the higher levels | |

Next Steps

The following areas will be key priorities in 2017:

- Continue focus on innovation projects and walkthroughs
- Consolidate performance and development framework, observations and accreditation processes and requirements



Strategic Direction 3

School Learning

Purpose

To develop quality educational delivery and consistent, high standard and shared professional practices. To ensure a strong sense of culture, belonging and leadership within our school community.

Overall summary of progress

In School Learning, our processes included implementing whole school consistency in writing, improving access to Information Communication Technology (ICT) equipment and resources, delivering effective Aboriginal Education initiatives and implementing the School Excellence Framework (SEF).

An ongoing self-assessment was undertaken through the use of annual surveys:

- SMART2 Analysis
- Business Intelligence data sheets
- BOSTES Results Analysis Package
- University Admissions Centre.

For the School Excellence Framework we used quantitative and qualitative data to inform and improve curriculum delivery and assessment practices. This resulted in:

- 82% of HSC students are eligible for an ATAR, up from 77% in 2015.
- Value Add from year 7 to 9 in Reading and Numeracy is 38.4, up from 37.4 in 2015
- Performance of low SES with high SES in year 7 is – 23.2 (similar schools – 32.2)
- Performance of low SES with high SES in year 9 is – 33.9 (similar schools – 29.4)

In ICT, \$55,000 in Computer Coordinator funds was used to maintain the network, infrastructure and to purchase new resources. This includes Promethean boards for the Flexible Learning Centre, CAPA Studio and Senior Study Area; and HP Sprouts for the establishment of the STEAM Laboratory in 2017. We held professional learning workshops on Moodle, the Flipped Classroom, One Note and Google 365.

To support the implementation of the National Curriculum in Geography, \$6,510 was allocated in casual employment days. Teachers worked with partner schools as a shared professional learning experience and to develop consistent approaches.

In 2016, there was a continued focus on improving the physical learning environment. \$18,682 was spent on establishing a CAPA studio, \$18,098 on refurbishing the Science staff study, \$59,532 on half-court basketball surfaces and \$30,000 in English, Mathematics, HSIE and PDHPE blocks.

We maintained a high level of communication of school policy, procedures and events. This is evidenced by 93% of parents indicating newsletters are very useful/useful, 80% support of information meetings and formal interviews, 85% support the effective use of emails and 90% indicated they attended parent meetings.

Progress towards achieving improvement measures

| Improvement measures (to be achieved over 3 years) | Progress achieved this year | Funds Expended (Resources) |
|---|--|---|
| 93% attendance rate (91% in 2015, 90.4% in 2014) | <ul style="list-style-type: none">• 93% achieved (91% in 2015)• 86% Aboriginal attendance (84% in 2015) | <ul style="list-style-type: none">• Norta Norta: \$16,899 |
| 70% student retention rate (68% in 2015, 59.5% in 2014) | <ul style="list-style-type: none">• Exceeded measure with 76% student retention in 2016 | |
| 40% of HSC students achieve two or more Band 5 or 6 results | <ul style="list-style-type: none">• Exceeded measure with 47.1% of HSC students receiving two or more Band 5/6 results | |
| 35% of students achieve | <ul style="list-style-type: none">• 25.9% Proficiency (NSW DoE 26.9%) | <ul style="list-style-type: none">• Literacy & Numeracy |

Progress towards achieving improvement measures

| Improvement measures (to be achieved over 3 years) | Progress achieved this year | Funds Expended (Resources) |
|---|---|---|
| Proficiency (Band 9/ Band10) in Year 9 Numeracy (33.1% in 2015) | <ul style="list-style-type: none"> 25.9% Proficiency (NSW DoE 26.9%) | TPL: \$2,015 |
| 15% of students achieve Proficiency (Band 9/ Band10) in Year 9 Writing | <ul style="list-style-type: none"> 8.8% achieved (10.7% in 2015) | <ul style="list-style-type: none"> Casual employment funds: \$2,325 |
| 57% Aboriginal students Expected Growth in Numeracy (50% in 2015) and Writing (37.5% in 2015) | <ul style="list-style-type: none"> 75% Aboriginal students Expected Growth in Numeracy No data is available for Writing | |
| Above NSW DoE average in all HSC courses. | <ul style="list-style-type: none"> Above NSW DoE Average in 60.6% of courses (45.5% in 2015) | <ul style="list-style-type: none"> Study Skills: \$1,874 RAM Equity: \$29,147 Senior Study |

Next Steps

The following areas will be key priorities in 2017:

- Continue focus on writing and ICT
- Further improvements to the Senior Study Area and allocation of physical learning environment funds
- Strategic implementation of RAM Aboriginal funding to raise achievement



| Key Initiatives | Impact achieved this year | Resources (annual) |
|--|---|--|
| Aboriginal background loading | <p>The majority of Aboriginal Education initiatives delivered in 2016 are on track. Completed projects include, the Totem poles and metal art project, literacy and numeracy data was analysed and PLPs were completed for the majority of students.</p> <p>At key points attendance, assessment and examination data has been analysed and a Norta Norta tutor was employed for the majority of 2016.</p> | <ul style="list-style-type: none"> Aboriginal background loading (\$10 122.77) |
| English language proficiency | <p>The employment of a specialist EAL/D teacher has allowed over 30 students to be supported through EAL/D programs and intensive support. Orientation and language proficiency assessment has been provided for all newly arrived EAL/D students and relevant information dispersed to teaching colleagues. This support has assisted 10 EAL/D students transition from the junior school into the Preliminary and Higher School Certificate curriculum. In addition, it has increased student participation and engagement in learning and formal assessment through the teacher liaising and collaborating with mainstream teachers regarding support for differentiating the curriculum and assessment.</p> <p>Support has been provided to liaise with parents, students and Careers Advisor regarding transition into the workplace and tertiary studies.</p> | <p>\$17 600</p> <ul style="list-style-type: none"> English language proficiency (\$17 600.00) |
| Low level adjustment for disability | <p>In 2016 Lambton High maintained the implementation of the MultiLit literacy program across 7–10. 25 students were engaged in the program of which 17 improved their reading ages to ‘average age’. A further 5 improved by 1 to 3 years and 3 students made minimal improvement.</p> <p>The MacqLit program was introduced, with two teachers and 2 support teachers trained in the delivery of the program. 26 students participated in this program. No pre–post testing was completed as this was a trial.</p> <p>A Peer Tutoring program was implemented for identified students in years 7 and 8, focussing on Numeracy and Literacy, utilising Year 10 students as volunteer tutors. 26 year 7 students and 5 year 8 students received peer tutoring twice a week. There were 18 year 10 students who tutored twice a week either before school, or in a break. Junior students were surveyed and the majority found the program rewarding. This program increased the level of student participation and engagement in learning.</p> <p>A Support Teacher Behaviour was employed to further support targeted students. Targeted students were identified through LST referrals and behaviour observations were completed,</p> | <ul style="list-style-type: none"> Low level adjustment for disability (\$58 767.00) Integration funding (\$67 810.00) |

| | | |
|---|---|--|
| <p>Low level adjustment for disability</p> | <p>with recommendations made. The Support teacher also tested the reading ability of all year 7 students and previously identified students in years 8, 9 and 10. From this testing, students were identified for the MultiLit program.</p> <p>Educational and Community Services connections were enhanced through the Teach Outreach Program through the University of Newcastle. Four volunteer university students were trained in the delivery of MultiLit and they supported individual students with reading difficulties.</p> <p>Students and their parents/carers were engaged in consultative and collaborative processes to personalise learning and support, reflecting student needs. A minimum of two parent/carer meetings were held in the year to establish and review students' Personalised Learning/Support Plans.</p> <p>Weekly Learning and Support meetings were conducted and outcomes were reported to all teachers via their fortnightly Faculty Meetings.</p> <p>The percentage of assessment task completion was increased by offering learning support every week after school at L'EXTRA homework centre.</p> <p>The NCCD external Disability Audit was conducted covering the standards of; Enrolment, Participation, Curriculum Development, Accreditation and Delivery. 75 students were identified as requiring assistance due to a recognised disability.</p> <p>Data and recommendations were distributed to Faculty Head Teachers for placement consideration. Student recommendations based on behaviour and/or learning difficulties were recommended to Head Teachers to ensure the best placement for students.</p> <p>Professional learning programs were delivered to address learner diversity in classrooms, including the provision of support for teachers in recognising and responding to students' additional learning needs. Whole staff training and development occurred at Staff Meetings once a term with individual teachers receiving support to assist with program adjustments and accommodations.</p> | <ul style="list-style-type: none"> • Low level adjustment for disability (\$58 767.00) • Integration funding (\$67 810.00) |
| <p>Socio-economic background</p> | <p>The physical learning environment was improved to facilitate flexible teaching and learning options for students and teachers and pedagogy enhanced pedagogy through the use of flexible furniture and increased access to ICT resources.</p> <p>12 teachers participated in the Quality Teaching Rounds program with the University of Newcastle to improve teacher quality and understanding in programs, assessment and</p> | <p>Senior Study: \$29,147 CAPA Studio: \$18,682 QT Rounds: \$5,454 Head Teacher Transition: \$17,093 Student Assistance: \$8,462</p> |

| | | |
|--|---|--|
| <p>Socio-economic background</p> | <p>pedagogy.</p> <p>Parent Learning Community Groups were implemented to communicate school process, procedures, programs and curriculum and were highly effective as a result of high levels of communication, information and support at key transition points.</p> <p>Students needing support to purchase uniform, subject contributions and general costs were provided with financial assistance.</p> | <p>Senior Study: \$29,147 CAPA Studio: \$18,682 QT Rounds: \$5,454 Head Teacher Transition: \$17,093 Student Assistance: \$8,462</p> |
| <p>Support for beginning teachers</p> | <p>28 pre service teachers from 4 universities undertook professional experience placements at Lambton High School in 2016. Clear expectations of all participants, their roles, support supervision and clear, consistent protocols for assessment in line with graduate teaching standards were embedded in line with GTIL. As a result, 24 pre-service teachers achieved an ungraded pass.</p> <p>25 supervising teachers (representing 35% of staff), have undertaken professional learning, completing either the AISTL Professional Practice analysis module or the full Supervising Pre-service Teachers Program.</p> <p>The MTeach partnership with University of Newcastle was embedded with 2 outreach partnership pre-service teachers undertaking placement with QT Rounds in 2016 and a further 2 pre-service teachers participating in a second outreach program.</p> | <p>\$15 672</p> <ul style="list-style-type: none"> • Support for beginning teachers (\$15 672.00) |



Student information

Student enrolment profile

| Students | Enrolments | | | |
|----------|------------|------|------|------|
| | 2013 | 2014 | 2015 | 2016 |
| Boys | 536 | 575 | 565 | 558 |
| Girls | 523 | 505 | 530 | 543 |

It is a requirement that the reporting of information for all students be consistent with privacy and personal information policies.

Student attendance profile

| School | | | | |
|-----------|------|------|------|------|
| Year | 2013 | 2014 | 2015 | 2016 |
| 7 | 94.2 | 95 | 93.1 | 95.4 |
| 8 | 91.6 | 93.2 | 90.1 | 91.7 |
| 9 | 89.1 | 91.9 | 91.5 | 92.7 |
| 10 | 87.4 | 90.9 | 90 | 91.5 |
| 11 | 89.5 | 92.4 | 90.2 | 93.9 |
| 12 | 89.8 | 92.1 | 92 | 93 |
| All Years | 90.4 | 92.6 | 91.1 | 93 |
| 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 |

Overall attendance has continued to increase over a 4 year period, with a 2.6% increase in that time. The overall student attendance rate remains above state average, with an overall rate of 93% for 2016.

Post-school destinations

| Proportion of students moving into post-school education, training or employment | Year 10% | Year 11% | Year 12% |
|--|----------|----------|----------|
| Seeking Employment | 0 | 0 | 1.3 |
| Employment | 3.8 | 4.2 | 15.4 |
| TAFE entry | 1 | 2.4 | 7.7 |
| University Entry | 0 | 0.6 | 65.4 |
| Other | 9 | 6 | 0 |
| Unknown | 0 | 3 | 10.2 |

In the 2016 HSC cohort there has been a 7% increase, from 2015, in the number of students studying at University.

Year 12 students undertaking vocational or trade training

In 2016, 11 students undertook School Based Traineeships in the fields of Construction, Furnishings, Retail, Sport and Fitness, Health, Animal Studies and Tourism.

13.5% of year 12 students participated in SVET courses (Hospitality and Skills for Work and Vocational Pathways) and 32.1% of year 12 students participated in TVET courses.

Year 12 students attaining HSC or equivalent vocational education qualification

In 2016, 138 students completed the HSC, with 2 students completing Year 12 without attaining a HSC certificate.

- 100% of year 12 SVET students achieved Certificate II qualification in Hospitality (Food and Beverage).
- 25% of year 12 TVET students achieved Certificate II qualification in Skills for Work and Vocational Pathways.
- 24.4% of year 12 TVET students achieved Certificate II qualification in a variety of TVET courses.
- 48.8% of year 12 TVET students achieved Certificate III qualification in a variety of TVET courses.

Workforce information

Workforce composition

| Position | FTE* |
|---------------------------------------|-------|
| Principal | 1 |
| Deputy Principal(s) | 2 |
| Head Teacher(s) | 11 |
| Classroom Teacher(s) | 53.5 |
| Learning and Support Teacher(s) | 1.3 |
| Teacher Librarian | 1 |
| Teacher of ESL | 0.4 |
| School Counsellor | 2 |
| School Administration & Support Staff | 12.97 |
| Other Positions | 1 |

*Full Time Equivalent

The Australian Education Regulation 2013, requires schools to report on Aboriginal compositions of their workforce. One teacher at Lambton High School identifies as Aboriginal.

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 | 17 |

Professional learning and teacher accreditation

In 2016, the Teacher Professional Learning (TPL) team consisted of 8 members to implement and coordinate whole school policy and practices including formal and informal professional learning on school development days, staff meetings, faculty meetings and for each staff member. The training schedule developed focused on school strategic directions which was differentiated to meet teachers' individual needs.

Teacher identified hours were mapped against Australian Professional Teaching Standards for all staff meetings and school development days. Staff evaluations were conducted at each SDD and extended staff meetings. All teachers participated in professional

learning activities targeted to school priorities. Staff surveys on TPL occurred at the end of 2016. A total of \$143 346 was spent on teacher professional learning.

4 Staff Development Days (SDD) were held in 2016 with all staff employed on those days attending. Staff Development Day professional learning included:

- Term 1 focused on providing a range of differentiated workshops based on strategic areas from the 2015–2017 School Management Plan.
- Term 2 concentrated on a key initiative from the school's management plan – GATS. Staff were introduced to the concepts of talent development, identification and provision and planning and collaboration, which was delivered by M Juratowich.
- Term 3 centered on a further key initiative from the school's management plan: Teaching and Learning – research evidence and instructional leadership. Delivered by Prof S Dinham in collaboration with Newcastle HS.
- 4 extended staff meetings were implemented during the year in lieu of the last 2 staff development days in T4, with 96% of staff attending. Each extended staff meeting's professional learning focused on key initiatives from the school's management plan and were delivered by staff in differentiated, collaborative workshops.
- 75% (up by 1% from 2015), of staff from the end of year TPL survey consider the school provides strong organisational support for TPL that impacts favourably on teaching and learning, while 70% (down by 2% from 2015), of staff consider the TPL provided has changed their teaching practices and 20% (down by 9% from 2015), indicated the TPL provided has improved student outcomes (63% of respondents provided validated evidence of impact at this level).
- 90% of staff in the T1 2016 staff TPL survey strongly agreed that in-house TPL provided up to date knowledge and practice in targeted school priorities.
- 100% of staff participated in mandatory compliance training in staff meetings. These courses were delivered by either outside providers (funded by TPL Committee) or school executive.
- 115 external, individual, TPL opportunities were funded through the school's TPL Committee in 2015. The TPL courses were attended by a total 58 members of staff (most attending more than 1 course across the year). This represents 81% of staff accessing externally funded individualized TPL in 2016 (on top of in-house facilitated TPL), an 18% increase as compared to 2015.

The increased level of externally funded TPL covered the following key areas (listed in order from most to least funded):

- Quality Teaching (\$18378)
- Career and Leadership Development (\$14181)
- Syllabus Implementation (\$13032)

- Welfare and Equity (\$7242)
 - Literacy and Numeracy (\$2015)
 - Use of ICT in T&L (\$1559)
- 12 teachers were targeted to participate in the 2016 Quality Teaching Rounds focus program. This involved teachers undertaking a research based, practical hands on course, designed to build intensive understanding and capacity within participants. The leaders evaluated the current use of QT and engaged with the University of Newcastle in an accredited intensive training program on coding teaching, programs and assessment tasks.
 - 16 teachers were targeted to participate in the 2016 Inquiry Based Learning Team (IBL). This involved teachers undertaking TPL and piloting an authentic IBL project with year 7 and year 8 under the auspices of the Lambton Learning Ladder (L3) program implemented in 2016.
 - Implementation of significant TPL in the key writing strategies of ALARM, TEAL and the SHIFT.
 - 23 teachers participated in external TPL on leadership/career development, and 20 teachers and executive staff were identified for targeted leadership development opportunities.
 - All teachers participated in reciprocal feedback on teaching practices and completed Performance Development Plans with 2 observations by a colleague through the Lambton High School Walkthrough Program.
 - 3 innovation projects were undertaken by staff on flipped classroom, feedback and growth mindset.
 - 5 staff formed a GATS team to manage and lead GATS across the school. They undertook professional learning to develop their expertise and knowledge in the area.

their portfolio for accreditation at proficient.

7 staff members were working towards BoSTES accreditation at proficient in 2016, with 1 beginning teacher obtaining proficiency. 17 early career teachers (representing 24% of staff) are maintaining accreditation at Proficient and 3 teachers on maintenance worked with the HT Teaching and Learning in collaborative professional practices to support the development of their maintenance report. 10 staff have indicated an interest in seeking accreditation at HA or Lead, with 1 staff member currently registered with BoSTES for accreditation at HA.

Protocols were established for all pre-2004 teachers to undertake WWCC – triggering a BoSTES institute number in readiness for accreditation in 2018.

12% (\$7836) of the expended TPL budget was used on early career teacher TPL. 3 beginning permanent and temp teachers were provided a structured induction program that used the APST to built on effective strategies and current research. This supported the teachers to develop skills and evidence as a proficient teacher and addressed the specific demands and context of the school.

3 beginning permanent and long term temporary teachers were provided a reduced teaching load in their first year of teaching. Each teacher was provided a mentor who were also on a reduced load to provide ongoing feedback, collaborative practices and support to the beginning teacher. 2 beginning teachers in their second year of teaching were provided a reduced teaching load with the continued support of a mentor.

10 early career teachers undertook professional learning that focused on classroom and behaviour management, strategies to build student engagement and quality teaching practices including QT Rounds and 7 early career teachers worked with the HT Teaching and Learning in collaborative professional practices to support the development of evidence for

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

Financial information

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

| Income | \$ |
|--------------------------------|---------------------|
| Balance brought forward | 523 775.45 |
| Global funds | 801 400.09 |
| Tied funds | 476 235.71 |
| School & community sources | 536 245.05 |
| Interest | 14 884.52 |
| Trust receipts | 112 983.50 |
| Canteen | 0.00 |
| Total income | 2 465 524.32 |
| Expenditure | |
| Teaching & learning | |
| Key learning areas | 186 839.74 |
| Excursions | 157 556.40 |
| Extracurricular dissections | 75 529.26 |
| Library | 17 723.34 |
| Training & development | 0.00 |
| Tied funds | 480 734.45 |
| Short term relief | 186 980.65 |
| Administration & office | 221 531.19 |
| School-operated canteen | 0.00 |
| Utilities | 153 047.98 |
| Maintenance | 48 263.45 |
| Trust accounts | 117 068.87 |
| Capital programs | 164 323.93 |
| Total expenditure | 1 809 599.26 |
| Balance carried forward | 655 925.06 |

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.

Reading

Year 7

- 32% of students are at proficiency compared to State at 30%.
- 2% of students are below NMS in reading compared to State at 6%.
- Reading is trending down with the scaled school score at 549.0 compared to State DoE at 532.9.

Year 9

- 20% of students are at proficiency in reading compared to State at 25%.
- 2% of students are below NMS in reading compared to State at 7%.
- Reading is trending up with the scaled school score at 589.2 compared to State DoE at 572.5.
- 59.2% of students achieved greater than or equal to expected growth in reading.

Writing

Year 7

- 24% of students are at proficiency in writing compared to State at 18%.
- 7% of students are below NMS in writing compared to State at 9%.
- Writing is trending up with the scaled school score at 522.0 compared to State DoE at 504.5.

Year 9

- 9% of students are at proficiency in writing compared to State at 12%.
- 12% of students are below NMS in writing compared to State at 18%.
- Writing is trending up with the scaled school score at 552.4 compared to State DoE at 532.3.

Spelling

Year 7

- 34% of students are at proficiency in spelling compared to State at 31%.
- 3% of students are below NMS in spelling compared to State at 7%.
- Spelling is trending down with the scaled school score at 550.9 compared to State DoE at 542.9.

Year 9

- 18% of students are at proficiency in spelling compared to State at 26%.
- 4% of students are below NMS in spelling compared to State at 10%.
- Spelling is trending down with the scaled school score at 586.7 compared to State DoE at 578.6.
- 53.4% of students achieved greater than or equal to expected growth in spelling.

Grammar and Punctuation

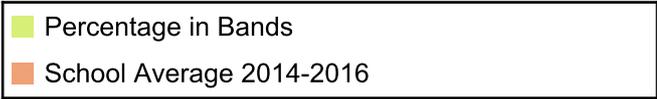
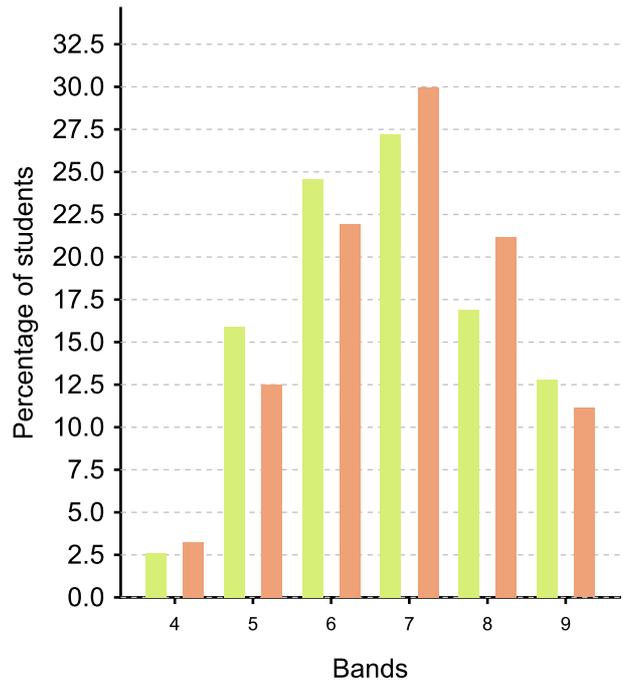
Year 7

- 30% of students are at proficiency in grammar and punctuation compared to State at 31%.
- 3% of students are below NMS in grammar and punctuation compared to State at 7%.
- Grammar and punctuation is trending down with the scaled school score at 547.4 compared to State DoE at 534.7.

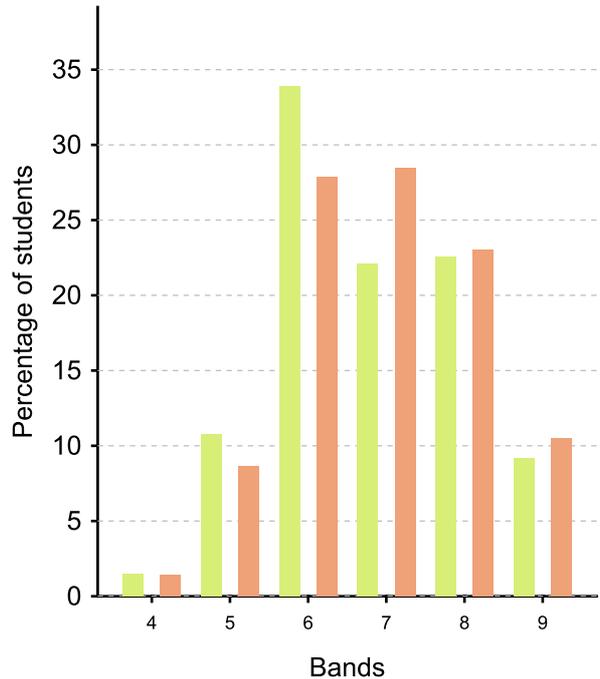
Year 9

- 22% of students are at proficiency in grammar and punctuation compared to State at 22%.
- 7% of students are below NMS in grammar and punctuation compared to State at 11%.
- Grammar and punctuation is trending down with the scaled school score at 575.0 compared to State DoE at 562.4.
- 58% of students achieved greater than or equal to expected growth in grammar and punctuation.

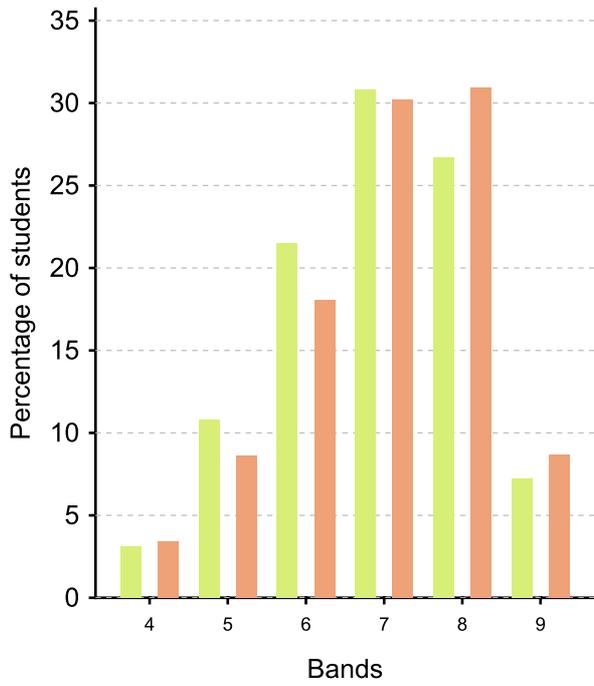
Percentage in bands:
Year 7 Grammar & Punctuation



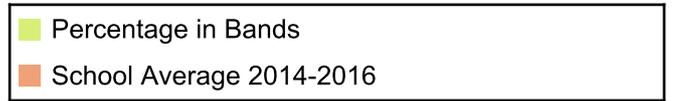
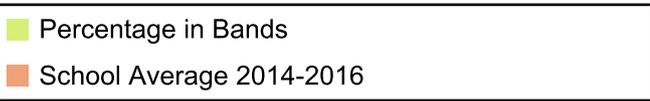
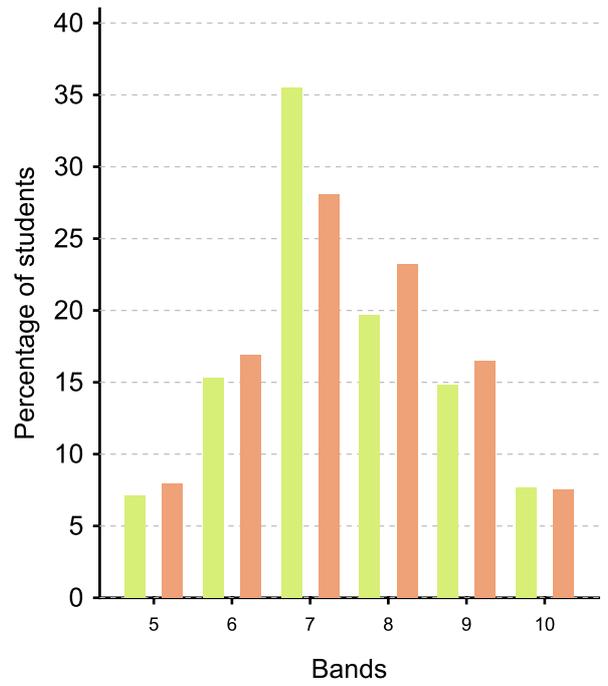
Percentage in bands:
Year 7 Reading



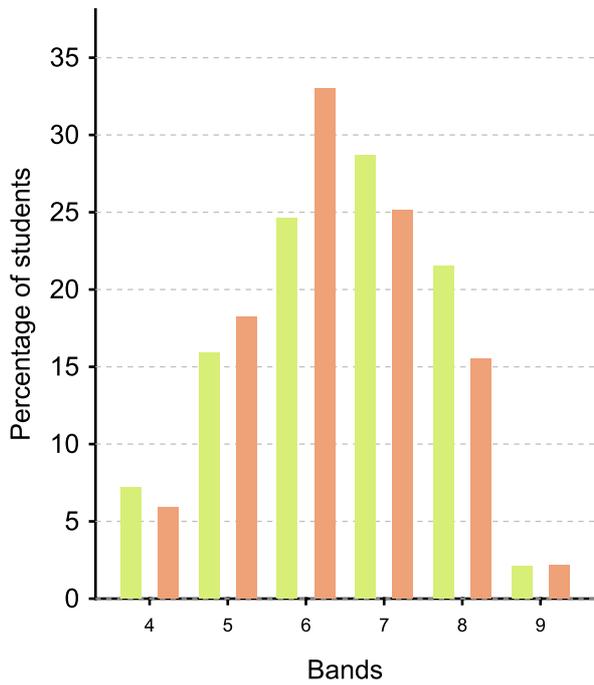
Percentage in bands:
Year 7 Spelling



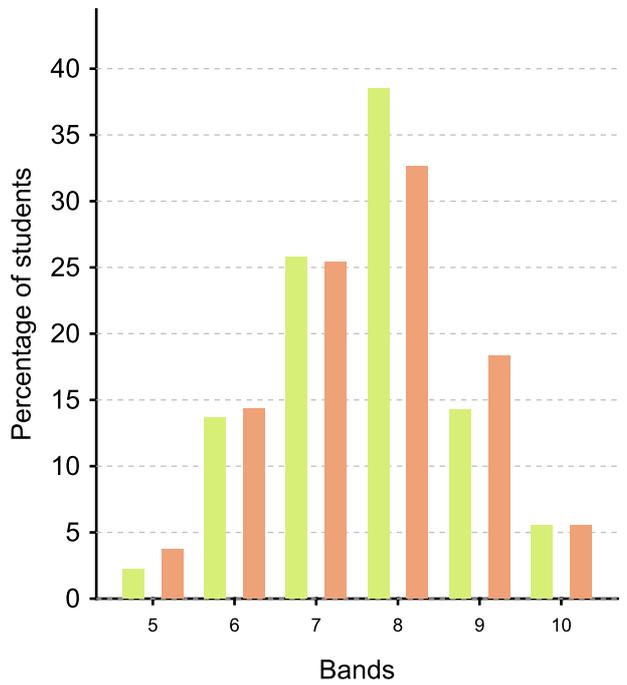
Percentage in bands:
Year 9 Grammar & Punctuation



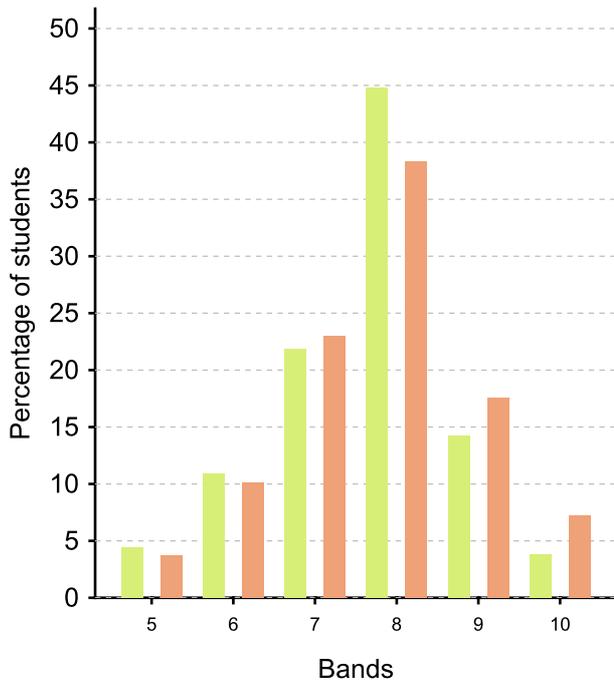
Percentage in bands:
Year 7 Writing



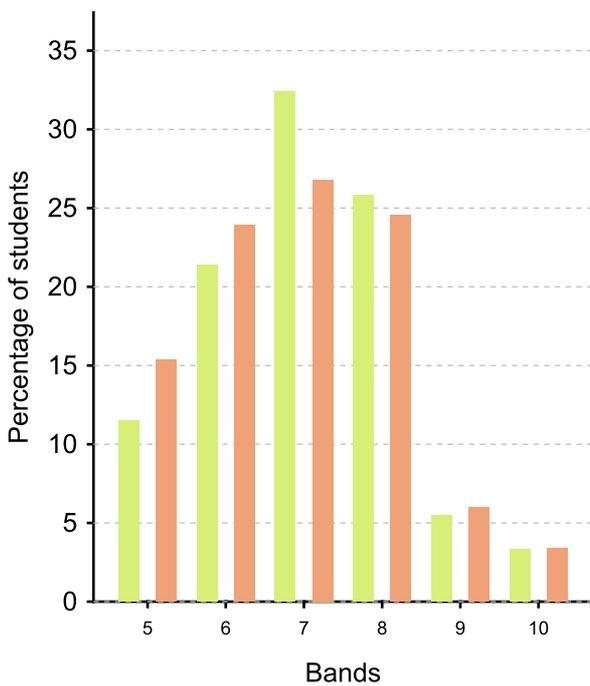
Percentage in bands:
Year 9 Reading



Percentage in bands:
Year 9 Spelling



Percentage in bands:
Year 9 Writing



Numeracy

Year 7

- 32% of students are at proficiency compared to State at 31%.
- Numeracy is trending upwards with the scaled school score at 553 compared to State DoE at

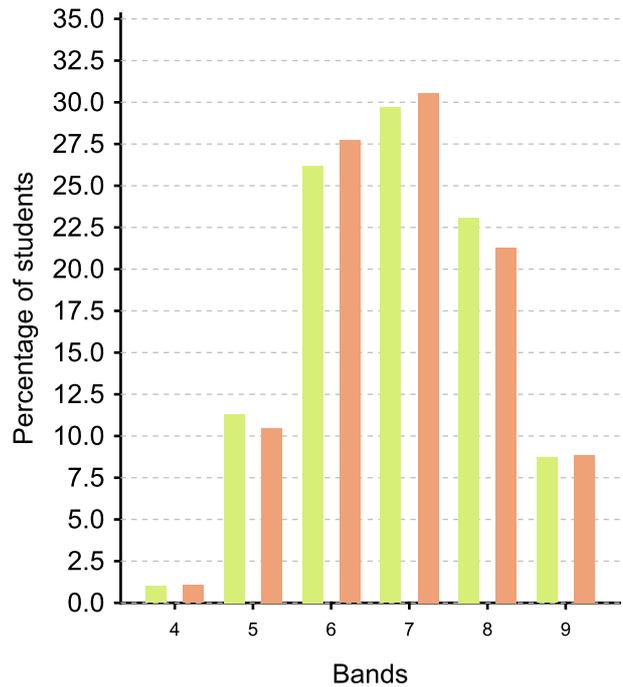
544.

- 65% of students achieved greater than or equal to expected growth in numeracy.

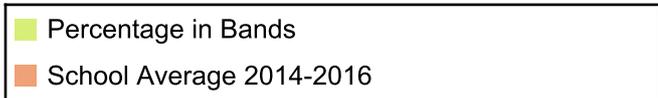
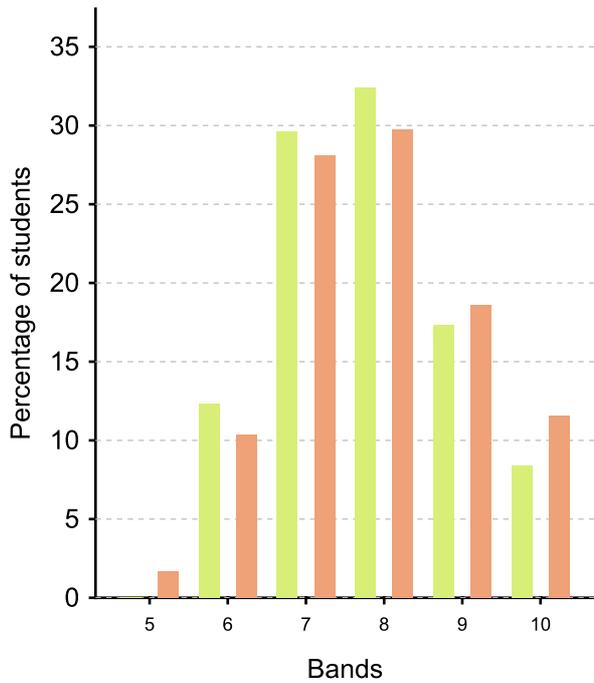
Year 9

- 26% of students are at proficiency compared to State 27%.
- Numeracy is trending downwards with the scaled school score at 595 compared to State DoE at 586.
- 58% of students achieved greater than or equal to expected growth in numeracy.

Percentage in bands:
Year 7 Numeracy



Percentage in bands:
Year 9 Numeracy



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.

In accordance with the Premier's Priorities: Improving education results, schools are required to report their student performance for the top two NAPLAN bands in reading and numeracy.

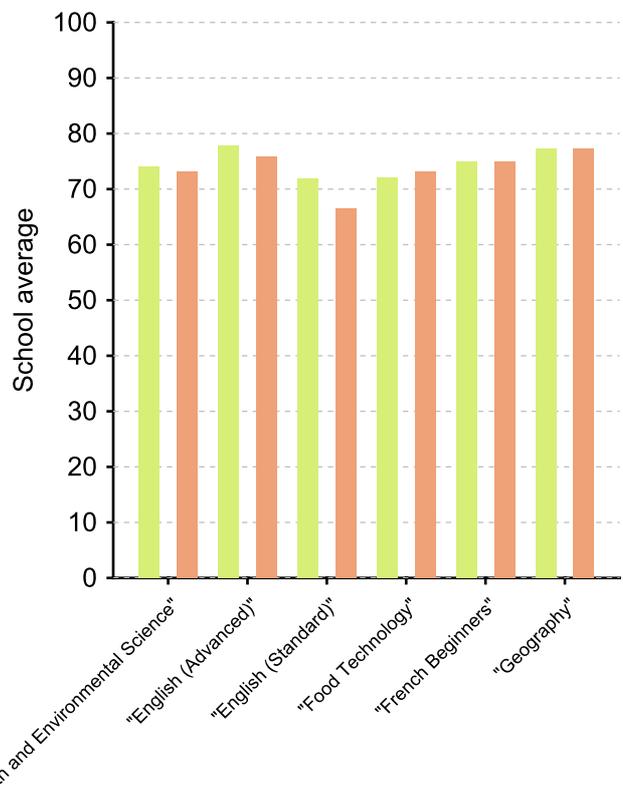
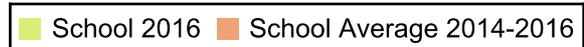
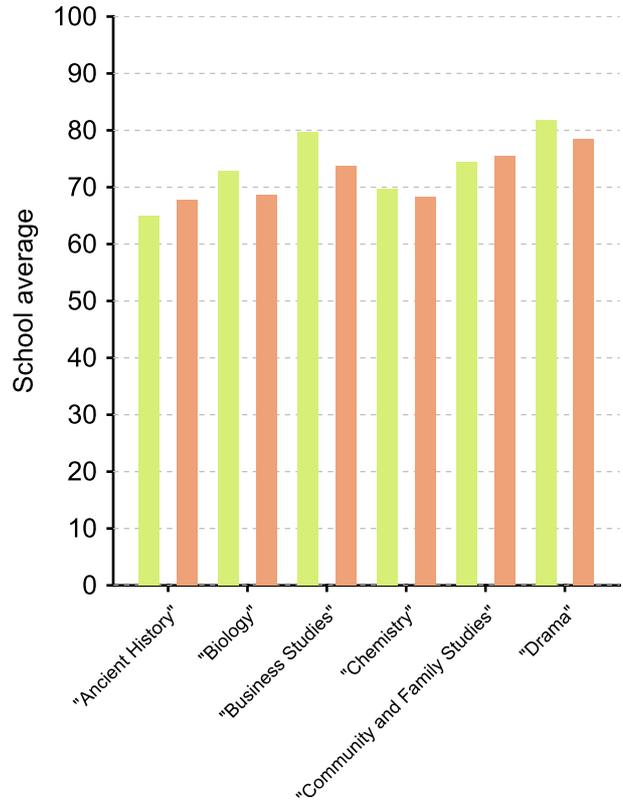
The percentage of year 7 students in the top two bands for writing has increased (7%), with slight decreases in reading (1%), grammar and punctuation (4%) and spelling (12%). The percentage of year 7 students in the top two bands for numeracy has increased (8%).

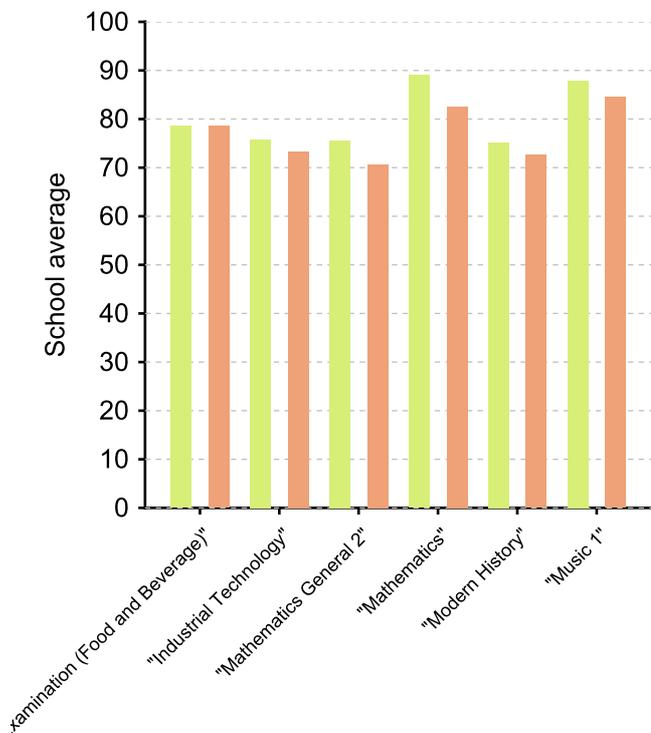
The percentage of year 9 students in the top two bands has increased in grammar and punctuation (2%) and remained consistent for reading. There have been slight decreases in writing (2%) and spelling (11%). The percentage of year 9 students in the top two bands for numeracy has decreased (7%).



Higher School Certificate (HSC)

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





In 2016, there was a significant increase from 2015 in the attainment of Bands 5 and 6 and students placed on the HSC Merit list. The cohort achieved 77 Band 6/E4 and 194 Band 5/E3 performances and 50 students across 24 courses were honoured with placements on the HSC Merit List (a Band 6 or E4 result). 47.1% of students in the cohort achieved 2 or more Band 5–6 (E3–E4) results.

8 students were nominated for their performance and/or practical work in Creative and Performing Arts; *On Stage – Drama Individual*: Tyler Chapman, *On Stage – Drama Group*: Rachael Lee, Tyler Chapman, Oliver MacFadyen, Lisa Rondbjerg, Courtney Urdarov. *Art Express –* Natasha Taumoepeau, Lily Blakemoore and Elaine Wang, with Natasha and Lily’s artworks being selected for exhibition. Elaine Wang was accepted into *First Class* (Lake Macquarie Art Gallery).

The following courses performed above state average; Business Studies, Community and Family Studies, Drama, Earth and Environmental Studies, English Standard, English as a Second Language, English Extension 1, Food Technology, Geography, History Extension 1, Hospitality Food and Beverage, Industrial Technology, Information Processes and Technology, Legal Studies, Mathematics General 2, Mathematics, Music 1, Personal Development, Health and Physical Education, Software Design and Development and Visual Arts.

Parent/caregiver, student, teacher satisfaction

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

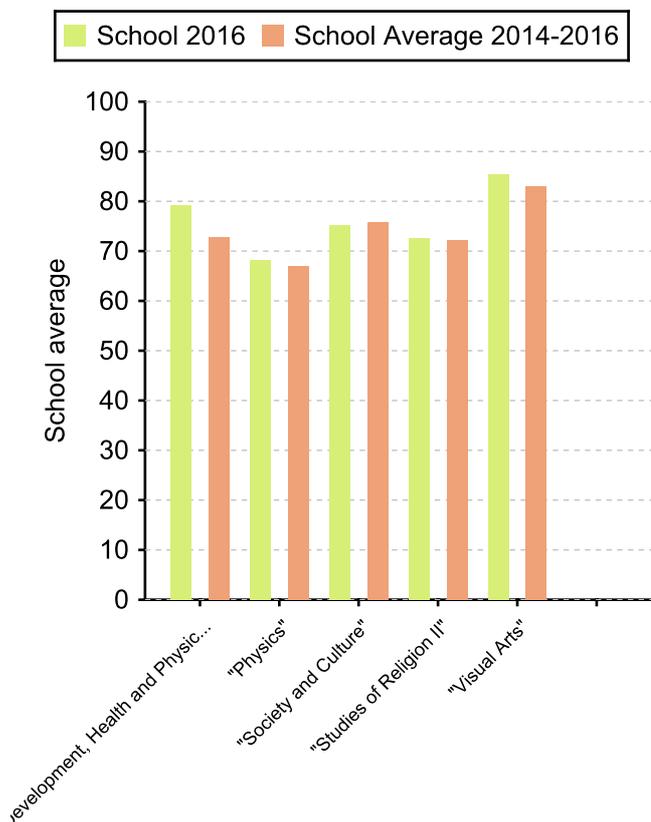
In 2016, the school sought the opinions of students and parents using the Tell them From Me (TTFM) students survey and parent survey. There were 299 student respondents from years 7 – 12 and 92 parents respondents.

Parent Responses

- 93.7% were satisfied with general communication from the high school.
- 85% indicated they had talked with their child’s teacher.
- 90% indicated they attended parent meetings
- 8% were involved in school committees.

Highest responses:

- 8.6 – My child is clear about the rules for school behaviour.
- 7.8 – Teachers expect homework to be done on time.
- 7.7 My child feels safe at school
- 7.7 Reports on my child’s progress are written in terms I understand.



The previous graphs show the average HSC score for subjects this year compared with the school average for the last four years and the state average this year.

In the Higher School Certificate, the performance of students is reported in bands ranging from band 1 (lowest) to band 6 (highest). E4 is the highest for Extension Courses.

Student Responses

- 86% plan to finish high school (NSW Govt Norm: 85%)
- 36% plan to pursue a trade or apprenticeship (NSW Govt Norm: 35%)
- 68% plan to go to university (NSW Govt Norm: 67%)

Social–Emotional outcomes

- 68% of students had a positive sense of belonging (NSW Govt norm 66%)
- 88% had positive relationships (NSW Govt. Norm 78%)
- Positive behaviour at school 94% (NSW Govt. norm 87%)

Academic outcomes

- Effective Learning time 6.8 (NSW Govt Norm: 6.6)
- Relevance 5.7 (NSW Govt Norm: 5.9)
- Rigour 6 (NSW Govt Norm: 6.1)

Driver of Student Outcomes

- Positive learning climate 6.1 (NSW Govt Norm: 6.1)
- Expectations for success 7.5 (NSW Govt Norm: 7.2)
- Advocacy outside school 6.2 (NSW Govt Norm: 5.2)

Teachers undertook the Focus on Learning, Teacher Survey. There were 62 respondents.

There has been significant improvement on the measure of: Teachers are in regular contact with parents of students with special learning needs – responses improved from 6.2 in 2015 to 8.4 in 2016.

Highest Responses

- Data informs practice 8.3
- My assessments help me understand where students are having difficulty 8.8
- I give students feedback on how to improve their performance on formal assessment tasks 8.7
- Inclusive School – 8.2
- I establish clear expectations of classroom behaviour 9.0
- I make an effort to include students with special learning needs in class activities 8.7
- Teaching Strategies 8.1
- When I present a new concept I try to link it to previously mastered skills and knowledge 9.0
- I discuss with students ways of seeking help that will increase learning 8.6

Year 11 and 12 Report Interviews

Senior students were surveyed as to what had the greatest impact on their progress and achievement. A

range of school based initiatives were mentioned including: Mentoring – 35 respondents, the Senior Study – 22 respondents, L'extra – 14 respondents, Boost – 11 respondents and Elevate – 10 respondents.



Policy requirements

Aboriginal education

Lambton High school is committed to providing supportive and culturally inclusive learning environments for Aboriginal students to achieve educational outcomes that match or better the outcomes of all students.

Partnerships were strengthened and promoted to create genuine collaboration between schools, Aboriginal families, local AECGs and Aboriginal community organisations. This was developed through establishing a Junior AECG, which involved students developing close links to the local AECG. A yarn-up was held to write Personalised Learning Plans (PLPs) in partnership with parents and students, resulting in 19 students out of 32 with PLPs and participation of year 6 partner primary Aboriginal students and parents in NAIDOC Day celebrations.

Professional development was conducted with the HSIE faculty to improve the quality of teaching and learning for Aboriginal students. Improvements were made to include Aboriginal perspectives in HSIE programs with advice from Cherie Johnson, Speaking in Colour, to embed these in teaching and learning resources.



Other school programs

Validation of Assessment for Learning and Individual Development (VALID)

In 2016, Lambton High School students in Years 8 sat the mandatory VALID Science external test.

Year 8

- 25% of results were in the high performing Bands 5 or 6. This compared favorably to 20.6% for all schools and 19.9% for Non-Selective Schools in NSW.
- A mean score of 89.3 was achieved which compared favorably to 86.1 for all schools and 85.5 for Non-Selective Schools in NSW. Trend data indicates mean scores increased from 2012 to 2016 by +2.7 this compares favorably compared to +1.1 for Non-Selective Schools in NSW and +1.1 for all schools.
- Boys mean score overall at 89.8 is trending upwards from 2012 score of 86.9. Girls mean score overall at 88.9 is trending upwards from 2012 score of 86.3.
- Aboriginal students achieved a mean of 78 which compares favorably to 77.4 for all schools and 76.7 for Non-Selective Schools in NSW.
- Extended writing practices and teaching strategies have been embedded into all junior programs, including explicitly taught ALARM scaffolds and TEAL response techniques. These strategies appear to be impacting extended writing results. This is indicated through an achievement of 2.5 points above all schools and 3.1 points above Non-Selective Schools in NSW.
- Inquiry-Based Learning has been implemented within programs, which facilitates student planning and investigating skills. Comparative mean data for the planning and conducting strand indicates achievement 4.1 above all schools and 4.8 above Non-Selective Schools in NSW.

Year 10

- 42% of Year 10 results were in the high performing Bands 5 or 6. This compared favorably to 31.7% for all schools and 28.8% for Non-Selective Schools in NSW.
- For Year 10 the mean score increased from 94.8 in 2015 to 95.8 in 2016, trending upwards when compared to all schools 89.6 (2015) to 90.1 (2016) and compared to mean score of Non-Selective Schools in NSW 88.5 (2015) to 88.9 (2016).
- Boys mean score overall of 96.3 is trending upwards from 2015 score of 95. Girls mean score overall of 95.2 is trending upwards from 2015 score of 93.9.
- Aboriginal students achieved a mean of 89.6 which compares favorably to 81.1 for all schools and 80.7 for Non-Selective Schools in NSW.
- Extended writing practices and teaching strategies have been embedded into all junior programs, including explicitly taught ALARM scaffolds and TEAL response techniques. Comparative mean data for the extended writing

Multicultural and anti-racism education

At Lambton High School, there are over 60 EAL/D (English as an Additional Language/Dialect) students in attendance, with 43 Languages other than English spoken by students. In 2016 the breakdown of students for the EAL/D phases were as follows: Beginning – 4, Emerging – 12, Developing – 15 and 30 at Consolidating. The school has continued to deliver quality EAL/D programs and intensive support to EAL/D students through the employment of a specialist EAL/D teacher to achieve equitable educational outcomes.

This role has allowed Lambton High School to devise and implement individualised programs for refugee students, continue to offer and run successful Preliminary and HSC ESL (English as a Second Language) courses to 10 students in the Senior School, monitor and support all International Students, attend network meetings to receive updates on EAL/D initiatives and multicultural outcomes concerning current global refugee statuses. This has provided further knowledge and understanding to liaise with and provide professional development for mainstream class teachers regarding English proficiency and cultural/learning diversity of International Students.

In 2016, Lambton High School participated in the Japanese Hakodate Exchange Program, supporting and providing hospitality to students from Hakodate, Japan, during their cultural immersion homestay over a 12 week period. During this time students partake in mainstream school class activities, specific English courses and organised activities where exchange students can raise cultural awareness of their own country and impart cultural diversity.

The Multicultural Education Policy and the AntiRacism Policy have supported the school community to acknowledge and respect cultural diversity and foster community through the celebration of days such as *Harmony Day* and *Refugee Week* through the school curriculum. Multicultural Education is embedded into the curriculum of all key learning areas and monitored through program registration, ensuring an inclusive school community.

Lambton High School has continued to foster strong and positive community links with the Multicultural Neighbourhood Centre and access the use of interpreters for individual parent interviews as required.

strand indicates achievement 7.2 points above all schools and 8.5 points above Non-Selective Schools in NSW. There is an increased upwards trend of mean data for boys by 4.3 points from 2015 and 3.8 points for girls from 2015.

- Inquiry-Based Learning has been implemented within programs, which facilitates student planning and investigating skills. Comparative mean data for the planning and conducting strand indicates achievement 7.6 points above all schools and 8.4 above Non-Selective Schools in NSW.

Vocational Education

In 2016, 79 students participated in TVET courses across years 11 and 12.

- 8 TAFE students achieved Certificate II. 14 TAFE students achieved Certificate III and 54 students achieved a Statement of Attainment as they completed their Preliminary stage of the 2 year TVET course.
- 77 students participated in Work Experience.
- 173 students attended the Careers Expo at Newcastle Racecourse.
- 16 students completed Workplace Health and Safety training and were awarded White Card certification.
- 27 students were awarded Responsible Service of Alcohol certification and 8 students were awarded Responsible Conduct of Gambling certification.
- 10 students were awarded First Aid Certification.

Achievement in Sport

In 2016, Lambton High School participated at City Zone, Hunter and NSWCHS Swimming, Athletics and Cross Country Carnivals. Students have achieved at high levels in many sports, these include;

- 91 selections in Hunter SSSA representative sporting teams
- 24 students were selected to represent NSWCHS in the following sports: AFL, Diving, Football, Hockey, Rugby League, Swimming, Touch Football and Water Polo.
- 6 students represented NSW All Schools at the School Sport Australia National Championships in the following sports: Diving, Hockey, Football and Water Polo.
- 1 student selected in a School Sport Australia Team in the sport of Football.

Throughout the year, students have participated in City Zone Gala Day competitions including cricket (boys), football (boys and girls), netball (girls), rugby league (boys) and touch football (boys and girls) and the Knights Knockout Rugby League competitions in the U13-U16 age divisions.

The school entered 26 teams in the NSWCHS knockout competitions:

- Open Girls Water Polo – 1st in NSWCHS
- Open Boys Football Team – 2nd in NSWCHS

- Rowing – Double Skull – 2nd in NSWCHS
- Open Boys Hockey Team – 3rd in NSWCHS
- U15 Boys Water Polo Team – 3rd in NSWCHS
- U15 Girls Water Polo Team – 3rd in NSWCHS
- Rowing – Coxed Quad Scull – 4th in NSWCHS
- 14 Boys 4 x 100m Relay (Athletics) – 5th in NSWCHS
- Open Boys 4 x 50m Medley Relay (Swimming) – 7th in NSWCHS
- Open Girls 4 x 50m Medley Relay (Swimming) – 7th in NSWCHS
- U15 Girls AFL Team – 7th in NSW All Schools

School Sporting Award recipients

The following Year 12 Lambton High School students were awarded Sporting Blues:

- Athletics: Grace Jeffrey
- Baseball: Jake Bramble
- Diving: William Bradley, Timothy Bailey-Coles, Lachlan Croker, Bailey Sansom,
- Football: Lisa Cochrane, David Ifield, Jake McGuinness, Jez Murray
- Gymnastics: Bailey Sansom, William Bradley
- Hockey: Jonathon Hadaway, Lachlan Rinkin, Joshua Virtue
- Rugby Union: Harrison Bendall, Isaac Penfold
- Softball: Liam Farmer
- Swimming: Liam Farmer, Harrison Little, Alexandra Rees
- Tennis: Adrienne Harvey
- Touch Football: Amelia Hughes
- Trampoline Sports: Lachlan Croker, Timothy Bailey-Coles
- Water Polo: Kelcee Byrnes, Amelia Hughes

Team Awards/Perpetual Trophies

- Premier's Sporting Challenge Medal: Dayna Garside
- Sportswoman of the Year: Amelia Hughes
- Sportsman of the Year: Harrison Little
- Most Successful Knockout Team: Open Girls Water Polo Team

Hunter SSSA Sports Awards recipients

- Continuous Service: Liam Farmer (Swimming/Softball), Harrison Little (Swimming) and Alexandra Rees (Swimming)
- Sports Award: Flynn Lanz (Diving), Molly Arens (Football) and Molly Watkins (Water Polo)
- Special Mention: Belle Humby (Water Polo), Amelia Hughes (Touch) and Lachlan Rinkin (Hockey)
- Sporting Blue: Kate Hughes (Water Polo), Noah Abell (Hockey), Eliza Carey (Diving), Amber Cheney (Touch), Lisa Cochrane (Football) and Jake McGuinness (Football)
- Major Awards: Amelia Hughes (Hunter SSSA Sportswoman of the Year) and Lisa Cochrane (Merv Cotterill Memorial Award)

Outstanding Achievements

- Franklin Trophy for Most Outstanding Sporting Achievement: Lisa Cochrane
- School Sport Australia Open Girls Football Team – Captain: Lisa Cochrane
- NSWCHS Sporting Blue: Amelia Hughes

Achievement in the Arts

The Creative and Performing Arts faculty at Lambton High school holds a strong tradition of maximising opportunities for students to achieve and engage with their artistic passions through academic and extracurricular endeavours.

- In 2016, Lambton High School participated in the annual regional event known as Star Struck in Drama and Dance. Tyler Chapman, Amy Mason, Bailey Sansom, Yasmin Ling, Jada Maloney, Jacob Yeomans and Jayde Corner performed as featured artists. Tom Wilson, Chris Holburn, Lachlan Rinkin and Chloe Doyle were also featured musicians.
- Tyler Chapman was selected and subsequently graduated from the Talent Development Project, a joint initiative between the New South Wales Department of Education and the entertainment industry. He also performed as a featured artist in the State Schools Spectacular at the Qudos Arena.
- The Music department hosted a number of showcase nights at the school and an evening at Lizotte's with over 100 students participating throughout these evenings. During the year we continued our live music sessions in the Main Quad through featuring students from all Music Electives. This initiative was also presented in a one night only performance on Darby Street at *The Headphone Project*, a local art installation supporting live music in the region.
- Our school Vocal Ensemble performed at *In Concert* with Katie Noonan and the NSW Youth Orchestra at the Sydney Town Hall.
- The Music department hosted over 200 students from our region as part of the nationwide program *Music: Count Us In*.
- The Year 7 CAPA class, a specifically auditioned set of students who display highly developed skills in the arts areas, created a live and interactive performance based around the short story *The Gruffalo* which was performed for our local Primary Schools and community.
- 35 students from years 10 to 12 had their works displayed at the Newcastle Arts Space.
- Gwen Devoy of year 10, studied an *Intro to 2D studies* at Newcastle University and achieved a Distinction.
- Students from year 10ACC, year 12 and year 10 submitted artwork for the Newcastle Art Space *Emerging Artist Prize and Exhibition*. Tyler Chapman came first in his section, with Peter Budden and Conor Corliss who achieved second in their section.
- Drama students were involved in performances at the Dramaworks and Regional Drama Festival, year 9 Clowning Day, Green Day performances, the All Schools ANZAC Day performance at the

Newcastle Civic Theatre and junior students performed in their own Showcase night.

- Chloe Doyle of year 9, represented the school in the Hunter Regional Wind Ensemble.
- Music, Visual Arts & Drama all held successful HSC nights displaying the quality work that the students' had attained prior to sitting their formal examinations. The faculty presented a high quality showcase evening of student work from years 7 – 11, entitled MAD night, which featured the best work from 2016 from the faculty.
- Our Visual Artists were given the opportunity to visit: Sculpture By The Sea, the Brett Whitely Studio and Gallery, the Archibald Prize, First Class at the Lake Macquarie Art Gallery, Newcastle Regional Art Gallery, Maitland Region Art Gallery, Biennale, Museum of Contemporary Art, ArtExpress and the New South Wales Arts Gallery.

Information Technology

In 2016, just over \$80 000 was spent on whole school software, hardware and improvements. These included the purchase of a new file server, projectors, laptops, Promethean boards, laptop trolley and a drone capable of recording high definition video.

Achievements and developments in Information Technology included; transitioning to the ET4L system, students representing Lambton High School at Robocup, a staff member attended and participated in a STEM development day, staff training in Sentral, Moodle, Office 365 and the Student–Parent portal was open to the school community to improve communication between school and home.

Wellbeing

A number of Wellbeing programs were run at Lambton High School in 2016 to help students Connect, Succeed and Thrive. 18 girls and 14 boys from years 7–9 participated in the girls EmpowHER program and the boys Men–at–Work' program. These were weekly sessions aimed at improving self–esteem, resilience, team work and socialisation. The weekly sessions were run by a variety of teachers who volunteered their time. The Peer Mediation Program was coordinated to assist in the resolution process between students. 33 year 10 students were trained in the process of Peer Mediation and 16 successful mediation sessions were held throughout the year.

The Leadership and Peer Support training program was run for 55 selected year 10 students. 45 of these students were selected as Peer Support Leaders to work with the year 7 students in 2017.

In 2016, 7,000 commendations were issued for achievements in the areas of; academics, sport, community, cultural, school service and leadership. 56 students achieved Gold status and 24 students received the new Diamond level, which has been introduced as an extension to the existing levels.

Student Leadership

Lambton High School's senior leadership team for 2016 consisted of:

Captains: Ellie Bright, Andrew Gay

Vice Captains: Lisa Cochrane, Lachlin Rinkin

Senior Prefects: Amelia Hughes, Zac Hudson
Prefects: Harrison Bendall, Tim Bailey–Coles, Zarifa Cenna, Tyler Chapman, Lachlan Croker, Bronte Curry, Liam Farmer, Livana Hamad, Senar Hamad, Adrienne Harvey, Melissa Kantarovska, Kye Manning, Isabella Roope

Andrew Gay and Ellie Bright were awarded the prestigious 2016 Minister's Award for Excellence in Student Achievement for their commitment to academic excellence, sporting and cultural achievements, leadership skills, contributions to the school community and values such as integrity, respect and responsibility. Their nomination was so strong that they were invited to deliver the speech on behalf of all the students at the Award Ceremony.

Andrew Gay represented Lambton High School at the NSW Constitutional Convention in 2015. He was elected by fellow participants to then represent NSW at the National Schools Constitutional Convention which was held in Canberra in 2016.

Andrew Gay and Ellie Bright represented Lambton High School at the Secondary School Students Leadership Program for School Captains from the Hunter and Central Coast Region. They visited NSW Parliament House and Government House, where State MPs discussed their respective pathways to politics and what it takes to be a leader within your own community. The Senior Student Body played a significant role in school improvement initiatives such as; advocating for the improved Senior Learning Area, junior boy's bathroom renovation, seats for the quad and fundraising for new blazers and aquabubblers.

Clare Corliss was selected to attend the Constitutional Convention at the Parliament of NSW in 2016, where she and 150 students from the state discussed referendums and plebiscites.

School Captains Andrew Gay, Ellie Bright, Clare Corliss and Vice–Captain James Mace attended the Lambton–New Lambton RSL Anzac Day Ceremony and Remembrance Day Commemorative Service. At each ceremony they delivered the main address capably and had excellent feedback from the veterans. The school enjoys a close relationship with the returned soldiers who now attend our Anzac Day Ceremony and share their experiences.

The following members of the Senior Student Executive (Elect); Clare Corliss, Jackson Price, Emma Shakespeare and James Mace attended the 2016 Imagination Day for secondary student leaders at the Sydney Olympic Park Sports Centre. The program focussed on the power of the community, collaboration

and innovation because real change happens when we work together.

Senior student leaders Molly Jordan, Monique Rosser, Chris Holburn and Toby Schmieden represented Lambton High School at the Hunter White Ribbon Day Breakfast held at West Leagues Club, New Lambton. The theme of the morning was You'll never walk alone. The students learnt that we must all stand together to stamp out violence against women.

The Senior Student Body organised students, staff and community to donate new toys and gifts to Newcastle Basket Brigade who supply baskets of toys and gifts to people in need before Christmas. Additionally, the students arranged an out of uniform day with a Christmas theme and barbecue that raised \$1160.

Student Representative Council

Members of the Lambton High School Student Representative Council for 2016 were:

YEAR 11 – Jackson Price (President), Monique Rosser (President), Eliza Carey, Clare Corliss, Chloe Doyle, Molly Jordan (Publicity Officer), Kylie Mitrevski, Siobhan Pickard (Promotions Officer), Rhett Prado, Emma Shakespeare, Yaeerhim Shin, Jane Terry

YEAR 10 – Sophie Carson (Vice President), Riordan Davies (Vice President), Nicholas Bright (Publicity Officer), Gwen Devoy (Promotions Officer), Jenna Hall, Thomas Leigh, Amy Mason, Holly McDonald, Seiannah Olsen, Emily Parkes (Secretary), Cassandra Reilly, Anita Schwarzer, Jasmin Stuart

YEAR 9 – Dewmi De Silva (Promotions Officer), Kyeisha Faulkner, Kate Lintott (Treasurer), Madison Rich, Grace Riley (Publicity Officer), Livia Tsioulis

YEAR 8 – Declan Bright, Jacob Carson (Publicity Officer), Emma Dean (Promotions Officer), Dayna Garside, Felissa Fairuz Riza, Indiana Myers

YEAR 7 – Ethan Edwards, Madi Ellenor, Lucy Ulph

Monique Rosser and Jackson Price participated in the prestigious DoE leadership program – Secretary for a Day in Sydney. Monique shadowed the Media Director at the Department of Education whilst Jackson worked with Geoff Pellizer, Acting Executive Director of the Leadership and High Performance Directorate.

Members of the SRC attended the GRIP Leadership Conference which was held in the Great Hall, University of Newcastle. The sessions included expectations of responsibility, overcoming the challenges of leadership, turning an idea into an action and seeking the support of your peers. They left the conference with many ideas to bring back to the students of Lambton High School to improve the quality of school life.

Riordan Davies, Gwen Devoy, Emily Parkes, Sophie Carson, Jenna Hall, Jasmine Stuart, Isobel Carr, Maddison Rich and Grace Riley attended a UN Youth Forum. UN Youth Australia is a national youth–led

organisation that aims to educate and empower young Australians on global issues. The students took part in workshops and simulations on refugees, asylum seekers and how to advocate and design campaigns. They discovered further opportunities for involvement with UN Youth Australia in the future.

The SRC held several fundraisers for charities, National Bandana Day, Jeans for Genes, and RSPCA throughout the year which involved a gold coin donation for out of uniform, cake stalls and barbecues raising \$3000. The students raised a further \$2,675 for the school, which is to be used to help fund the ground improvements outside of D Block.

Environmental Programs

With proceeds from fundraising on previous Green Days and some assistance from the SRC, two aquabubblers with filtered water were installed in 2016. Students can refill their water bottles from refill stations.

Lambton High School Waterwatch members were involved with the opening of the new rehabilitated creek at Ker–Rai where they have measured the water quality since 2000. Jasmine Stuart delivered a speech on the history of the Waterwatch team's involvement with the site. A sign designed by the students explaining the environmental significance of the creek was opened at the ceremony.

Liam Manning and Aidan Goodbun participated in the school Recycling Collection Program which was provided free for schools involved in ClimateCam.

The twenty third annual Lambton High School Green Day was celebrated, with the theme being *My Earth, My Duty*. The school was awash with green as students and staff dressed in the green theme. Many faculties within the school held a competition or activity, in line with curriculum requirements and promoted an environmental message. The day included a concert and fashion parade organised by the Music Department and the Student Leadership Body in particular Lisa Cochrane, Lachlan Rinkin and Andrew Gay, the Student Leadership Body and Student Representative Council organised a barbecue and a green cake stall, Peter Jones from The Wetlands Education Centre brought a renewable energy display and provided garlic bread cooked in a solar cooker, Year 9 Drama presented their environmental plays, Tzu Chi volunteers showed a thought provoking video on the effects of plastics on the Earth and illustrated how their organisation recycles plastic by making clothes which students modeled.

The day raised \$1800 from the concert, BBQ and cake stall.