

Lake Munmorah High School

Annual Report



2017



8279

Introduction

The Annual Report for **2017** is provided to the community of **Lake Munmorah High School** as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

Tony Keevill

Principal

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Message from the Principal

I was fortunate to be appointed to the position of Principal at Lake Munmorah High School in July 2017. I am still thrilled and excited to be here. It is a great privilege and honour to be entrusted with the Principalship at a local school and in a short period of time I've become exceptionally proud of everything with which it is associated. We have fantastic students, enthusiastic, caring teaching and support staff and as I get to know the community better, interested and passionate parents keen on the best possible education for their children. It is an absolute pleasure to be Principal at LMHS.

Tony Keevill

School background

School vision statement

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

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

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

Setting the Standard

We believe that:

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

School context

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

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

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

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

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

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

This 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 Learning Domain there was an improvement in three of the six elements from Delivering to Sustaining and Growing (2016 to 2017). Data and documentation from TTFM, NCCD, student profiles, website records, NAPLAN and HSC-RAP have been reviewed and presented in the form of Evidence Sets focussing on key areas of school operation, namely Learning Support Team, Communication, Welfare and Discipline and Student Learning. The school's focus has been on learning culture, well-being, curriculum and learning. The embedding of a positive learning culture has been enhanced through a deep understanding of, and a shared commitment to, high expectations across the school learning community. The wellbeing of students is supported by coordinated teams of specialist staff and services including attendance, Career and Transition, counselling and bullying intervention programs. Students also enjoy access to an on-

site GP Youth Health Clinic. In curriculum and learning, there is heightened awareness of, and commitment to, personalised and differentiated learning and support for every student to succeed.

In the Teaching Domain there was an improvement in two of the elements from Delivering to Sustaining and Growing (2016 to 2017). Data and documentation was utilised from TTFM, NCCD, student profiles, VET audit, attendance/retention records, suspensions, NESA Accreditation, NAPLAN, student transition programs and staff surveys. All staff have successfully engaged with the newly introduced Performance and Development Framework (PDF) and a strong culture of collaborative practice with a focus on mentoring and coaching support is developing as a result. The success of this was evident when many staff facilitated twelve after school professional learning opportunities where all staff attended at least two options. This program showed the depth of expertise within school. The school engages effectively with the Lakes Learning Community through a comprehensive transition program and the Lakes Learning Community Aboriginal, Literacy and Technology Teams. The Transition program supports the learning and welfare needs of students as they move into high school from our partner Primary Schools..

Finally in the Leading Domain there was an improvement in three of the elements from Delivering to Sustaining and Growing (2016 to 2017). Our self-assessment process will assist the school to refine our school plan leading to further improvements in the delivery of education to our students. Data and documentation from TTFM, PDP's, NESA Teacher Accreditation, Financial/Teaching/Technology resource management have been reviewed. Priorities have been to progress leadership and management practices and processes to develop leadership density within the school as it goes through significant leadership change in senior leadership. Opportunities for purposeful leadership roles have resulted in a wide-spread commitment to distributed leadership for staff and students. Systems for improving communication, professional learning and resource management continue to develop and support staff in their leadership roles in the school.

For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/sef-evidence-guide>

Strategic Direction 1

Developing successful lifelong learners

Purpose

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

Overall summary of progress

Continued implementation of the NCCD and Learning Support Team referral process, recommendation and interventions have provided staff with additional guidance on how they can differentiate learning to the individual needs of students. Where students have shown that they are better focused on their learning this has resulted in improved behaviour in the classroom. This has enabled staff to provide a stronger, more focused level of support for individual students. There has been a focus on raising expectations of better student attendance as better full day attendance leads to improved student outcomes. The increased focus of school resources on improving literacy and numeracy outcomes has led to school meeting most of NAPLAN targets.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
50% of Year 9 (47.5% in 2015) will achieve expected or above expected growth in Reading NAPLAN testing.	\$183,000 was allocated from School RAM budget–Equity	53.2% of students in Year 9 achieved at or above expected growth in NAPLAN testing.
54% of Yr 9 (51.7% in 2015) will achieve expected or above expected growth in Numeracy NAPLAN testing.	see above	63.2% of students in Year 9 achieved at or above expected growth in NAPLAN testing.
Increase number of students achieving in top 2 bands Year 9 Reading NAPLAN. 4.4% (2015) to 7% (2016).	see above	The number of students in top 2 skill bands for 2017 was 7.4% which exceeds the target of 7%
Increase number of students achieving in top 2 bands Year 9 Numeracy. 8% (2015) to 10% (2016).	see above	The number of students in the top 2 skill bands for 2017 was 10.8% which exceeds the target of 10%.
Nationally Consistent Collection of Data (NCCD) process shows that the learning needs of all students with a disability are accommodated, documented and communicated to parents.	see above	All students with diagnosed and undiagnosed disabilities are support through the Learning Support Team. These students are provided with a Learning Adjustment Plan or Individual Education Plan.
Less than 15% of results achieved in HSC are bands 1 or 2. (29% in 2015)	see above	26.9% of students achieved at Bands 1 or 2 in the 2017 HSC. This did not meet the target of less than 15% but was an improvement from 2016 (29%).
Increase number of Aboriginal students in the top two Year 9 NAPLAN bands in Reading and Numeracy from 15% (2013/2014 baseline) to 21% in 2017 and 25% in 2019.	\$23,500 from RAM Aboriginal Education funding	In Year 9 Reading 10.6% of Aboriginal students were in the top 2 skill bands. In Year 9 Numeracy, the school did not meet the ambitious targets set.

Next Steps

Continue to work with the Lakes Learning Community schools to increase focus on staff capacity to use data to more effectively target students requiring support and deliver explicit literacy and numeracy teaching. Also the Lakes Learning Community Writing Network will continue to develop and provide professional learning for all staff across the Local Management Group.

To increase the number of students achieving band 8 or above in Year 9 NAPLAN, the school will target professional learning across all KLA's in Literacy and Numeracy.

To support the Mathematics, English and Support Faculty's, a Faculty Review for these three faculties will occur during 2018 with recommendations to be addressed.

The school will review and make decisions in relation to the Compressed Curriculum HSC Delivery post 2018.

The next iteration of the School Plan 2018–2020 will see Strategic Direction 1 change to Future Focused Learning. The purpose is to collectively provide a dynamic, supportive and ongoing learning environment that recognises the core purpose of our school is to develop motivated, resilient students who are vocationally and academically competitive.



Strategic Direction 2

Developing high performing staff

Purpose

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

Overall summary of progress

All teaching staff have articulated a Performance and Development Plan (PDP) as part of the Performance and Development Framework and this has indicated Professional Goals and Professional Learning to support those goals with evidence. The PDP was reviewed mid-year and annually. The School Excellence Framework has also provided a dialogue tool for staff to engage in high order conversations around student learning and outcomes. Processes for ensuring all staff remain current with the mandatory training requirements continue to improve.

Staff were provided many opportunities to demonstrate leadership capacity through after school presentations to staff in areas such as classroom management, use of new digital technologies, staff well being, and team building.

All teachers were supported in maintaining or preparing for their professional accreditation with NES. Achieving at the various accreditation levels offers teachers a chance to progress professionally, access support and be recognised for their skills.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Evaluation of professional goals as articulated by staff in their Performance Development Plan will indicate success in moving to or achieving superior standards of practice.	\$63,424 allocated to Professional Learning including Beginning Teachers	In 2017 all teaching staff had a performance and development plan (PDP) based on the Performance and Development Framework. Evaluation of professional goals as articulated by staff in their PDP will indicate success in moving to or achieving superior standards of practice.
All staff will gain and maintain certification in all aspects of mandatory training.	as above	During 2017 an audit was conducted to ensure all staff continued to complete mandatory training requirements including those related to WHS, Code of Conduct, Child Protection, e-Emergency Care, Anaphylaxis e-learning, School Communities Working together and First Aid (selected staff).
All teachers undertaking accreditation are successful in completing or maintaining the process.	as above	Targeted programs are in place to support: teachers requiring accreditation and probationary teachers, early career teachers, teacher leaders aspiring to higher levels of accreditation and promotion, teachers who are experiencing difficulty. Leadership coaching and mentoring supports aspiring and existing executive staff. Professional learning was provided to staff on Accreditation process
The proportion of staff engaged in the Quality Teaching Rounds process increases to 50%. (34% in 2015)	Nil	Staff participate in professional and community networks, forums and training to broaden knowledge and improve practice. The number of staff who have been trained in Quality teaching Rounds has actually declined as many staff have either been promoted, transferred or retired who had been trained since 2015.

Next Steps

The continued development of staff as professional and effective practitioners and evidence from PDPs will see aspirant staff being promoted into substantive leadership positions within DoE.

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

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

The next iteration of the School Plan 2018–2020 will see Strategic Direction 2 change to Future Focused Teaching. The purpose of this is to provide opportunities for professional, personal and collective growth in a collegial and innovative environment. To develop an interconnected community of educators who consistently demonstrate the principles of best practice in the delivery of a relevant, engaging and innovation curriculum.



Strategic Direction 3

Developing high quality systems

Purpose

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

Overall summary of progress

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

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

Technology plays a vital role in the effective use of quality systems. Students are readily able to access the web so that they can interact live in the classroom to access data, video, and articles related to classroom subject matter. Access to technology continues to improve as does the provision of hardware to support learning. As with 2016 student attendance continues to be monitored utilising additional staff and SENTRAL.

In 2017 Learning Management and Business Reform (LMBR) as well as a new school timetable system, SchoolEdge, were introduced. Training of all impacted staff has occurred.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
The student attendance rate increases to 86% (82% in 2015).	\$12,100 was expended on Phone Intervention Program	The overall student attendance rate for 2017 was 87.2 %. This exceeds the school target and is close to meeting the state DoE attendance rates. (See student information data for further detail).
Measures of student classroom engagement (identified by TTFM data) including: effective classroom learning time (6.2/10), relevance (5.4/10) and rigour (5.8/10) improve to state average (6.3, 5.8 and 5.8 respectively.)	Nil	Students rated effective classroom learning time as 6.0 for both boys and girls. Students rated relevance as time as 5.4 for girls and 5.2 for boys, which was an improvement from 2015. Students rated rigour as 5.5 (girls) and 5.7 (boys).
Transition program survey data shows that students and parents value these programs.	\$8,115	Feedback from students, parents and partner primary school staff confirms that LMHS's transition program is a valuable and effective model that supports Year 6 students moving to the high school setting.
The percentage of students identifying themselves as being intellectually engaged increases from 38%(current) to 46% (NSW average) as measured by the TTFM survey.	Nil	37% of both girls and boys in this school acknowledged that they were intellectually engaged, remaining similar to 2015 data
The number of student disciplinary interventions resulting in suspension decreases by 10%.	\$29,933	This target has been met. Since 2014 there has been a 74% decline in the number of suspensions.

Next Steps

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

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

Ensure that the NESA 'N Award' warning processes are used effectively and consistently to inform parents and student of not meeting Course Completion Criteria. This is more important in the College Years 11 and 12.

Ensure that staff and students are taking full advantage of recent improvements in class learning time and learning culture utilising future focussed teaching and learning strategies to engage students.

The next iteration of the School Plan 2018–2020 will see Strategic Direction 3 change to Future Focused Leadership. The purpose of this is to build a culture where the collective teacher efficacy creates opportunities for generative leadership across the learning community thus enabling an evolutionary leadership culture that promotes organisational citizenship grounded in our collective responsibility.



Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Aboriginal mentor 0.1 (J Moore) \$1,370. Aboriginal program resources \$500. 0.2 Ab Prog Coord \$4800. 0.2 SL SO (Kerri) \$2,270. 0.2 LMG Ab Liaison \$4,800	Artworks and playground seating on display. Room established to support Aboriginal programs, Biraban Room.
English language proficiency	0.2 staffing support teacher (N. Wilkinson/ M. Chapman) \$4,800. \$1,033 allocated to EAL/D teaching materials	Report tabled at LST meeting showing student achievement against EAL/D scales.
Low level adjustment for disability	Disability initiatives evaluated and reported in 2017 Annual Report and NCCD report.	
Socio-economic background	Additional staffing: Student Services Support (X1) \$85,000, Additional LaST (X2.2) \$18,7000 (Alex 0.7, Sara 0.2, Nicole 0.6, Julie 0.4), Additional 0.2 SL SO (Donna)–\$11,000, School Technology Manager (X1) \$62,060, Admin support (X1) \$50,000, School minibus driver/grounds maintenance (2 days/wk) \$11,440. School Oval upgrade (\$100,000) (+ \$80,000 rolled over from 2016 Base Operational Funds) N.B.Total project cost (not including nets) = \$180,000. Nets may be funded from any supplementation of 2016 Short term relief. KLA Budget supplement – \$37,000 (topping up the \$113,000 from School Operational Funds). Student Assistance Scheme funded – \$4,000. Student bus running costs –\$2,323. Year 6 to 7 transition program x 8 days – \$8,115. SENTRAL welfare and communication portal Licence –\$2,500 (plus \$8,000 from Community Consultation Funds)	Student welfare referrals and TTFM survey data show positive impact of additional welfare staff. Student attendance improved under increased monitoring. School computer network and laptop fleet operating efficiently under supervision of School Technology Manager
Support for beginning teachers	Year 1– 2 staff. 2 casual days each (\$1,680) – accreditation	Relevant staff received release from face to face teaching as well as mentor support. Attainment of accreditation at proficient level with NESA (2 staff)

Student information

Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	405	384	352	368
Girls	398	381	347	347

Student attendance profile

School				
Year	2014	2015	2016	2017
7	92.2	88.7	91.2	91.4
8	86.1	85.3	89.9	88.4
9	84.8	81.9	88.9	86.6
10	81.4	77.8	86	83.2
11	83.7	77.6	89	87
12	88.1	83.1	84.8	89.3
All Years	85.7	82	88.4	87.6
State DoE				
Year	2014	2015	2016	2017
7	93.3	92.7	92.8	92.7
8	91.1	90.6	90.5	90.5
9	89.7	89.3	89.1	89.1
10	88.1	87.7	87.6	87.3
11	88.8	88.2	88.2	88.2
12	90.3	89.9	90.1	90.1
All Years	90.2	89.7	89.7	89.6

Management of non-attendance

Overall Lake Munmorah High School's attendance data of 87.2% is slightly below State DoE data. The school utilises a variety of processes to keep parents informed of attendance concerns. These include the appointment of a Student Services Support/ Attendance, interviews with Home School Liaison Officers, Phone Intervention Program, Year Advisor Interviews and monitoring of attendance each week with Learning and Support Team.

Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10%	Year 11%	Year 12%
Seeking Employment	0	0.8	20.2
Employment	2.5	5.8	24.7
TAFE entry	6.2	3.3	12.9
University Entry	0	0	28.6
Other	0	0	3.6
Unknown	0	0	10

Year 12 students undertaking vocational or trade training

In 2017, over 25% of Year 12 students undertook at least one vocational or trade training course. School Vocational Education Training (SVET) was delivered at the school site in Business Services, Construction, Hospitality and Sports Coaching while for one student TAFE delivered an SBAT course.

LMHS ensures students meet all mandatory work placement requirements and as part of school operations, ensures students do not miss any new work.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	2
Assistant Principal(s)	0
Head Teacher(s)	9
Classroom Teacher(s)	43
Teacher of Reading Recovery	0
Learning & Support Teacher(s)	2.3
Teacher Librarian	1
Teacher of ESL	0
School Counsellor	2
School Administration & Support Staff	14.68
Other Positions	2.08

*Full Time Equivalent

6% of the workforce at Lake Munmorah High School identifies as Aboriginal. During 2017 there was a RAM Equity funded a teacher employed in a Student Services role.

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	13

Professional learning and teacher accreditation

During 2017 Mark Dehn, Luke Rosser, Emma Ironside and Wendy Scarce, in collaboration with Head Teachers and Principal, coordinated and led professional learning at Lake Munmorah High School. The Professional Learning Team approved professional learning activities in line with staffs personalised Performance and Development Plan. A major initiative in 2017 was after school professional learning, facilitated largely by staff from LMHS, based on staff PDPs and school strategic directions which were extremely well patronised.

The allocated funding for Professional Learning for 2017 totaled \$40,645 which were expended on training course fees, casual salaries, travel, accommodation and associated TPL in adherence to DoE policy.

Additional funds were allocated in 2017 to Beginning Teachers resource allocation of \$22,779 Beginning Teachers funding focused on TPL to continue to ensure staff are delivering appropriate differentiated curriculum differentiation, curriculum mastery and behaviour management was implemented in all settings. A successful Induction Program was delivered to all new staff to the school.

Teacher Professional Learning during 2017 resulted in the following outcomes:

All staff has a personalised Performance and Development Plan (PDP). Access to training is approved by the Professional Learning Team and takes into account the executive support for the development. All staff has completed DoE mandatory training in WHS Induction, anaphylaxis, emergency care and child protection updates. The Leadership Team have been conscious to develop leadership density within the school. Mentoring has been significant, opportunities to relieve in higher duties encouraged as well as opportunities to gain KLA or leadership learning from networks outside the school.

Staff Development Days in Terms 1, 2 and 3 have focused on ongoing training in Literacy and Numeracy

with a focus on writing, Staff Welfare and Team Building.

Financial information (for schools using both OASIS and SAP/SALM)

Financial information

The three financial summary tables cover 13 months (from 1 December 2016 to 31 December 2017).

The financial summary consists of school income broken down by funding source and is derived from the school Annual Financial Statement.

Receipts	\$
Balance brought forward	423,287
Global funds	337,626
Tied funds	388,827
School & community sources	76,609
Interest	3,996
Trust receipts	3,079
Canteen	0
Total Receipts	810,137
Payments	
Teaching & learning	
Key Learning Areas	73,489
Excursions	27,662
Extracurricular dissections	15,995
Library	0
Training & Development	2,840
Tied Funds Payments	242,010
Short Term Relief	51,189
Administration & Office	48,171
Canteen Payments	0
Utilities	33,312
Maintenance	28,945
Trust Payments	6,074
Capital Programs	3,470
Total Payments	533,157
Balance carried forward	700,267

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

The information provided in the financial summary includes reporting from 1 January 2017 to 31 December 2017.

	2017 Actual (\$)
Opening Balance	0
Revenue	1,687,251
Appropriation	1,540,824
Sale of Goods and Services	14,234
Grants and Contributions	130,645
Gain and Loss	0
Other Revenue	0
Investment Income	1,548
Expenses	-1,067,052
Recurrent Expenses	-1,067,052
Employee Related	-526,427
Operating Expenses	-540,625
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	620,199
Balance Carried Forward	620,199

The Opening balance for the 2017 school financial year is displayed in the OASIS table as Balance brought forward. The financial summary table for the year ended 31 December 2017 shows the Opening balance as \$0.00 because the Opening balance for the 2017 school financial year is reported in the OASIS table (as Balance brought forward).

The amount displayed in the Appropriation category of the financial summary table is drawn from the Balance carried forward shown in the OASIS table and includes any financial transactions in SAP the school has undertaken since migration from OASIS to SAP/SALM. For this reason the amount shown for Appropriation will not equal the OASIS Balance carried forward amount.

Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

	2017 Actual (\$)
Base Total	6,708,064
Base Per Capita	110,768
Base Location	0
Other Base	6,597,295
Equity Total	882,999
Equity Aboriginal	54,651
Equity Socio economic	500,323
Equity Language	23,334
Equity Disability	304,690
Targeted Total	1,178,794
Other Total	242,273
Grand Total	9,012,129

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

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.

In general, gains have been made in reading and spelling however both are still below DoE growth average.

When considering the Yr 9 trend data for Reading, data indicates that we have continued upward growth from the 2014 results.

In the areas of Reading, Spelling, Grammar and Punctuation Year 9 Aboriginal students exceeded both the DoE and State achievements of other Aboriginal students. Reading well exceeded average growth, nearly 30 points above.

Percentage in Bands:**Year 7 - Grammar & Punctuation**

Band	4	5	6	7	8	9
Percentage of students	18.4	15.2	26.4	27.2	8.8	4.0
School avg 2015-2017	13.9	19.6	23.6	25.9	12.4	4.6

Percentage in Bands:**Year 7 - Reading**

Band	4	5	6	7	8	9
Percentage of students	11.4	16.3	24.4	38.2	7.3	2.4
School avg 2015-2017	5.7	19.0	33.7	28.7	9.3	3.6

Percentage in Bands:**Year 7 - Spelling**

Band	4	5	6	7	8	9
Percentage of students	12.0	17.6	21.6	34.4	11.2	3.2
School avg 2015-2017	10.6	17.7	24.2	29.3	14.1	4.0

Percentage in Bands:**Year 7 - Writing**

Band	4	5	6	7	8	9
Percentage of students	22.6	28.2	32.3	14.5	2.4	0.0
School avg 2015-2017	23.6	29.8	30.0	13.4	3.1	0.0

Percentage in Bands:**Year 9 - Grammar & Punctuation**

Band	5	6	7	8	9	10
Percentage of students	20.7	23.1	27.3	19.8	7.4	1.7
School avg 2015-2017	19.3	29.6	25.6	17.7	6.1	1.7

Percentage in Bands:**Year 9 - Reading**

Band	5	6	7	8	9	10
Percentage of students	10.7	27.1	32.8	22.1	6.6	0.8
School avg 2015-2017	11.3	31.3	28.8	20.9	7.1	0.5

Percentage in Bands:**Year 9 - Spelling**

Band	5	6	7	8	9	10
Percentage of students	19.0	19.8	26.5	19.8	13.2	1.7
School avg 2015-2017	16.5	20.8	29.1	19.3	12.8	1.5

Percentage in Bands:**Year 9 - Writing**

Band	5	6	7	8	9	10
Percentage of students	44.6	24.0	15.7	14.1	0.8	0.8
School avg 2015-2017	45.3	23.7	18.1	10.8	1.2	0.9

In general, positive growth, above DoE average, has been demonstrated in numeracy.

When considering the Year 9 trend data for Data, Measurement, Space & Geometry and also for Number, Patterns & Algebra – we have reversed the downward growth from 2016, and are closing the gap to meet State averages. We demonstrated growth greater than the DoE and State.

For numeracy we have seen significant improvements in the number of students achieving higher bands. We are trending to achieve higher numbers in the top 3 bands with a decreased number of students achieving the lower 3 bands.

In Numeracy Year 9 Aboriginal students exceeded both the DoE and State achievements of other Aboriginal students.

Percentage in Bands:**Year 7 - Numeracy**

Band	4	5	6	7	8	9
Percentage of students	3.3	19.0	33.9	31.4	9.1	3.3
School avg 2015-2017	3.9	22.2	32.9	29.8	8.1	3.0

Percentage in Bands:**Year 9 - Numeracy**

Band	5	6	7	8	9	10
Percentage of students	2.5	28.9	35.5	22.3	9.1	1.7
School avg 2015-2017	3.7	32.7	36.6	19.4	6.8	0.8

The My School website provides detailed information and data for national literacy and numeracy testing. Go to <http://www.myschool.edu.au> 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).

Subject	School 2017	SSSG	State	School Average 2013-2017
Ancient History	61.1	62.8	68.1	65.8
Biology	65.5	66.8	70.9	63.5
Business Services Examination	72.5	0.0	73.9	72.5
Business Studies	61.2	64.9	68.2	63.2
Chemistry	59.4	65.0	72.1	61.3
Community and Family Studies	70.4	68.1	70.7	72.2
Drama	70.3	72.9	75.5	68.6
English (Standard)	63.3	63.3	65.6	60.4
Hospitality Examination (Food and Beverage)	73.7	70.6	71.5	74.3
Industrial Technology	61.0	59.8	64.8	62.0
Legal Studies	61.5	67.0	72.1	64.1
Mathematics General 2	67.6	59.4	63.6	67.2
Modern History	55.5	62.4	69.6	60.0
Music 1	78.6	76.2	79.7	76.4
Personal Development Health and Physical Education	71.8	63.0	67.7	67.2
Physics	68.9	62.3	70.4	62.7
Senior Science	61.2	63.5	68.3	64.9
Software Design and Development	66.9	73.0	71.5	67.2
Visual Arts	75.2	75.3	77.7	74.6

Staff teaching HSC courses during 2017, through Executive guidance, undertook a thorough analysis of HSC results. The Results Analysis Package (RAP) was used and is designed to support teachers and Principals in analysing Higher School Certificate results of their students, and enables them to display a range of tables and graphs in relation to this data. RAP data was analysed from Z-score Analysis (shows a school's performance relative to the state mean in each selected course), School Assessment Rank v Examination Rank (displays a scatter graph of examination ranks for a course plotted against the school assessment ranks for the school candidature in the selected course) and

HSC Question Item Analysis (displays the mean mark for a particular course and selected question achieved by your school group and by the state cohort).

As a result, the sharing of best practice, innovative teaching and learning methods and useful examples of the integration of technology into the classroom was undertaken at the Executive level. Some recommendations as to potential whole school systems of support were inclusive of, but not limited to, a Senior Study Centre being established and staffed, extra study camps and the appointment of a Senior Student/ HSC coordinator to support and monitor progress of students undertaking the HSC.

Parent/caregiver, student, teacher satisfaction

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

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

Of the 621 students in the school that participated in this survey between 21 March 2017 and 05 April 2017:

76% had medium to high levels of optimism in the school environment

82% of students have a medium to high level of happiness with their life.

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

An emerging concern is 15% of students admission they regularly truant school compared with the state average of 10%. Of particular concern was 23% Year 12 students admission to truancy compared to state average of 13%.

The School undertook the "Excellence in School Customer Service 360 Reflection Tool" Survey in Term 4, 2017. From this our school strengths were shown to be Inclusivity, Empathy and Ethical Behaviour. Our areas for development were Engagement with others and sharing our School Vision. As a result of this survey and its subsequent findings, the school now has a regular electronic newsletter and invested in the Skoolbag App to have great communication with our parents/carers and the local community.

Staff, Year 11 and 12 student and parents were surveyed in relation to their satisfaction in the delivery of the Compressed Curriculum. Whilst all parties saw some advantages to the compressed curriculum model, many also saw the benefits of returning to a traditional HSC model. The school will review and make decisions on all these findings and communicate to the wider

school community the future direction of curriculum at LMHS.



Policy requirements

Aboriginal education

Overall, 2017 was a disruptive year for Lake Munmorah High School in terms of changes in staff leading Aboriginal Education. We have implemented significant changes in terms of the cultural presence within the school. Some of the highlights for this academic year were:

Maintenance of the Aboriginal Education Team led by Nicole Wilkinson.

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

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

Establishment of a site specific Aboriginal Cultural Room.

Strong links with LMG with focus on Aboriginal Education and a stronger commitment via participation with our local Muru Bulbi AECG.

This year has been positive and we have made significant improvements in Aboriginal Education. Next year we aim to build upon the foundations of 2017 to demonstrate best practice in Aboriginal Education.



Multicultural and anti-racism education

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

Students learning English as a second language were provided with appropriate support to develop their English language and literacy skills so that they were able to work towards fully participating in schooling and achieving equitable educational outcomes. Consultants and resources linked with English as an Additional Language or Dialect (EAL/D) student support were employed to develop EAL/D students' English language competence and improve their learning outcomes throughout the curriculum.

The school Anti-Racism Contact Officers (ARCO) are Ashlee Miller who was well supported by Clint Green and Luke Rosser. All three staff mediate incidents, collaborate with parents/caregivers and staff, and educate students to ensure that all racially based harassment was addressed in accordance with the school conflict resolution policy. The school must acknowledge the long term commitment of Ms Tracy Russell who led anti-racism at Lake Munmorah High School for many years. Sadly, Ms Russell passed away during 2017 after a long and brave battle with illness.