

Lake Illawarra High School

Annual Report



2017



8474

Introduction

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

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

School contact details

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Message from the Principal

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

During 2017 staff have continued to build on the excellence of our programming to ensure that our students have access to the most engaging lessons that address the needs of every student. As well as this during 2017 our staff also devoted a great deal of their professional learning time to improving our assessment practices. As a result in 2018 all of Lake Illawarra High will have a consistent whole school assessment policy. This will allow all of our students and their families to understand exactly what the expectations are for every assessment task they receive from their teachers. Along with this all staff have also devised assessment tasks that are of 'best practice' standard again making it easier for our students to understand what the requirements and expectations of the tasks are.

Academically we had fourteen of our HSC students obtain offers of early entry into University prior to the commencement of the HSC. Apart from the academic successes in 2017 we also had twelve students obtain apprenticeships, five went into full time work and four completed their school-based apprenticeships. This achievement was significantly supported by our JET program.

Lake Illawarra High continued to excel in the sporting arena. The school entered in a wide range of Combined High School (CHS) knockout competitions as well as zone competitions. As always our students represented the school with great pride and displayed exemplary sportsmanship. Jarrod Dyer achieved a Sporting Blue for his excellent performance in the All – School's Swimming Championships which were held in Adelaide. Our students continue to access the many opportunities that are offered at Lake Illawarra High, whether in the leadership, cultural, academic or sporting fields. The school is also continuing to develop partnerships with the business and academic community, as well as with the community as a whole.

Lake Illawarra High is committed to our students and their well being. Through our Wellbeing framework our students have access to many levels of support both within the school and if needed, external to the school. We are a 'Positive Behaviour for Learning' (PBL) school which means we are proactive in promoting student resilience, empathy and responsibility. This framework supports the school in explicitly teaching and modelling our values of RESPECT, RESPONSIBILITY AND SAFETY.

It is with much pleasure and pride that I present our 2017 Annual School Report.

Kind regards

Anthony Hicks

School background

School vision statement

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

At Lake Illawarra High School we believe that;

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

Every child has a right to learn.

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

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

School context

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

In 2017, we have a mainstream enrolment of 626 students, with 19% (106 students) identifying as being of Aboriginal or Torres Strait Islander background. The school is also home to the 'Harbour Centre', a special education unit, which caters for 50 students and has two ED classes, one IM class, two MC classes and one Autism class.

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

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

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

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

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.

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.

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

IMPROVING STUDENT OUTCOMES

Purpose

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

Overall summary of progress

The focus for 2017 was to build on the professional learning in relation to programming and improved pedagogy that was also the focus in 2016.

Along with this the school also developed a whole school assessment policy that will be introduced at the beginning of the 2018 school year. This policy will bring consistency across the whole school in terms of expectations, layout and best practice as far as assessment tasks are concerned. This will allow ALL students to be able to access all accessible tasks. Staff have also focussed on developing individual assessment tasks which again are examples of best practice.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Improved student achievement in the HSC by improving school performance relative to the state mean, including Aboriginal and Torres Strait Islander students. Specifically, positive movement in student band achievements.	\$140,000 (Using equity funds)	Three subjects achieved scores above the state mean.
Improved student NAPLAN results by increasing the number of students performing at or above National Minimal standard in Year 9 for both literacy and numeracy.	\$120,000 (Using equity funds)	The number of students performing at or above the national minimum standards rose in the areas of reading, writing, spelling, grammar, punctuation and numeracy.

Next Steps

- Implement across the school new assessment policy. This will ensure consistency of high expectations for all assessment tasks from Years 7 to 12.
- Continue with professional learning on differentiation within the curriculum.
- Reactivate the How 2 Learn professional learning.
- Continue to ensure all staff are active participants in their CNI networks.

Strategic Direction 2

CREATE A CULTURE OF HIGH EXPECTATIONS

Purpose

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

Overall summary of progress

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

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

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none">• A positive learning culture that is safe, inclusive, challenging and supports:• Improved attendance patterns both whole school and partial days.• Decreases in the number of negative behavioural referrals.• Decrease in the number of suspensions.	\$120,000 (Using equity money)	<ul style="list-style-type: none">• Sentral data indicated the number of negative behavioural referrals dropped 16% from 2016 to 2017.• Suspensions dropped from 187 in 2016 to 169 in 2017.• Attendance dropped from 86.2% in 2016 to 85.3%% in 2017.
All staff recognises and celebrates positive behaviour through the VIVO reward system and regularly utilises 75% of their quota.	\$30,000 (Using equity money)	<ul style="list-style-type: none">• 80% of staff regularly utilised 75% of their VIVO points.• Supporting the PBL focus of reinforcing Positive Behaviour for Learning.

Next Steps

- Continue to embed PBL into the school culture. Move to initiating classroom implementation from 2018.
- Staff will continue with How 2 Learn professional learning in 2018. This will build on the concept that the process of culture change requires honesty, scrutiny, reflection, action and commitment.

Strategic Direction 3

HIGHER ORDER TEACHING AND LEARNING

Purpose

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

Overall summary of progress

Staff will continue to access professional learning on the Quality Teaching Framework and the Professional Teaching Standards. The incorporation of the Agile minds framework has helped staff to design and implement appropriate program and lesson design. The professional learning on assessment task design has complimented this work.

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

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
All teaching programs and practices are aligned with the Quality Teaching Framework and Professional Teaching Standards.	\$130,000 (Using equity funds)	At the end of 2017 all staff have completed How 2 Learn professional learning. Most programs align with NESA requirements or systems have been developed to support programs to align with NESA requirements.
All teachers know their students and how they learn and use a range of evidence to inform their teaching practice – Evidence– “Tell Them From Me” teacher survey indicates improvements across the domains of Learning Culture, Data Informed Teaching Practice, and Teaching Strategies.	\$110,000 (using equity funds)	All staff have been trained in understanding the use of the data as evidence to inform teaching practice. Staff are constantly reflecting and evaluating individual lessons and programs.

Next Steps

- Incorporate use of Professional Teaching standards into PDP's and the subsequent discussions with supervisors.
- Staff to have designated professional learning time built into their allocation.
- Implementation of School Assessment Policy from the beginning of 2018 and the development of assessment tasks using framework developed in 2017.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$61,0587 AEO \$10,577 AIME SLSO?	100% of students have a personalised learning plan. An ASTI team was formed this year which has helped to strengthen partnerships within the Aboriginal community. The SLSO's have worked closely with both junior and senior Aboriginal students, which has led to an improvement in the engagement and learning outcomes for our Aboriginal students. Partnerships with Aboriginal elders have resulted in a number of mentoring sessions between elders and our students. Our Aboriginal students have also worked with tutors from AIME who have linked our students with the University of Wollongong.
English language proficiency	\$5648 SLSO	Student support provided in individual classrooms through the Learning and Support.
Low level adjustment for disability	\$200,000 Learning Support Teachers \$75,000 2 x Student Learning Support Officers	The Learning and Support Team (LaST) allocate the Learning and Support Teachers and Student Learning Support Officers to individual students who are referred by the teaching staff. These students have received specialised support in the identified areas. The Learning and Support Teachers also work with classroom teachers to differentiate the teaching of material for the identified students. This has led to greater engagement and improved learning outcomes for the identified students.
Socio-economic background	\$130,000 Creation of Deputy Position \$20,000 Professional Learning \$20,000 PBL Budget \$10,000 Chaplain \$32,000 Youth Worker \$120,000 Head Teacher Welfare \$24,000 Teacher Release \$12,000 Professional Learning	Strategic Direction 1 <ul style="list-style-type: none"> • Whole staff professional learning in the H2L program is creating consistency and an increase in staff expectations of students. • Professional learning in the area of data analysis for HSC, NAPLAN and other areas has increased staff ability to identify areas that we need to focus on. Strategic Direction 2 <ul style="list-style-type: none"> • Embedding of PBL into school culture has lifted student expectations in terms of behaviour and taking responsibility for their learning. • Creating student support position to ensure student access to inter-agency as well as school support. This has improved student support and has also led to closer ties with outside agencies. Strategic Direction 3 <ul style="list-style-type: none"> • Creation of a Numeracy team which is working to implement Numeracy into all programs across the school. Also partnerships with our feeder schools has allowed staff to work together to improve the transition from stage 3 to stage 4.
Support for beginning teachers	\$30,000 Release time \$5,000 Professional Learning Funds	Two first year teachers received two periods a cycle of release time while second year teachers received one period a cycle release time. During this time they worked with mentors in various capacities. The

Support for beginning teachers	\$30,000 Release time \$5,000 Professional Learning Funds	beginning teachers also undertook an induction program which ran for the first semester and was coordinated by a Deputy Principal. Beginning staff also had access to a number of Professional Learning activities.
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Student information

Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	360	308	307	286
Girls	360	322	293	283

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

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

Student attendance profile

School				
Year	2014	2015	2016	2017
7	89.9	87	91.2	89.4
8	86.9	87.6	86.8	84.2
9	81	84	85.5	83.1
10	82.9	78.9	84.3	84.9
11	84.8	84.6	82.9	85.5
12	86.1	81.5	88.2	82
All Years	85	83.9	86.2	84.8
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

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

Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10%	Year 11%	Year 12%
Seeking Employment	0	0	8
Employment	0	0	30
TAFE entry	0	9	14
University Entry	0	0	24
Other	0	5	17
Unknown	5	11	6

YEAR 12

UNIVERSITY

Twenty three (23) students have been offered University places. All offers were at our local award winning University of Wollongong (UOW) with whom we have a very positive relationship through our In2Uni program.

These students will be studying across various faculties including Business, Psychology, Engineering, Medical Science, Creative Arts, Media Communications, Music, Social Sciences, Primary Teaching and Science. Two students deferred their offers until 2019 and one has a traineeship and the other is currently working casually in a gap year before starting their university courses next year.

TAFE

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

PRIVATE COLLEGES

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

APPRENTICESHIPS/ TRAINEESHIP

An increase has occurred again this year in the number of students successfully achieving apprenticeships and traineeship with local employers. Twelve (12) students are employed as apprentice's in the areas of Building and Construction, Landscaping, Hairdressing and Baking. Two of these students are continuing careers in the same area of their Year 12 VET courses. Six (6) students have traineeships in the following areas: Dental, Manufacturing, Administration, Real Estate, Financial Services and Maintenance. Four (4) of these trainees have gained employment in subject VET

courses that they studied and completed this year.

EMPLOYMENT

Five (5) students are in fulltime employment and twenty six (26) are currently employed in part-time work in various businesses in the district. Their current jobs include being in the hospitality industry, retail, sales, labouring and construction work.

OTHERS

Three (3) students are currently unemployed and are actively seeking employment.

YEAR 11 COHORT 2017

The majority of students have continued onto HSC study in 2018. Year 11 leavers during 2017 before completing the preliminary course include: three (3) to apprenticeship/traineeships in business and panel beating. Other Year 11 leavers after completing the Preliminary HSC include: one (1) gaining an apprenticeship in landscaping, seven (7) to full-time employment and others to further training elsewhere.

YEAR 10 COHORT 2017

The majority of the students have returned to Year 11. Year 10 leavers included five (5) who have gained apprenticeships with the support of our JET program.

Year 12 students undertaking vocational or trade training

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

Year 12 students attaining HSC or equivalent vocational education qualification

Seventy seven (77) students completed year 12 and obtained the HSC.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	1
Assistant Principal(s)	0
Head Teacher(s)	8
Classroom Teacher(s)	38.4
Teacher of Reading Recovery	0
Learning & Support Teacher(s)	2.1
Teacher Librarian	1
Teacher of ESL	0
School Counsellor	1
School Administration & Support Staff	16.08
Other Positions	1

*Full Time Equivalent

Lake Illawarra High had 2 ATSI teaches, 1 AEO and 3 SLSO's employed in 2017.

Teacher qualifications

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

Teacher qualifications

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

Professional learning and teacher accreditation

In 2017 Lake Illawarra High School has had five (5) teachers working towards BOSTES accreditation and fifteen (15) teachers maintaining accreditation at proficient. All staff participated in Professional Learning activities that were held at staff meetings, executive meetings and Key Learning Area meetings throughout 2017..

Activities in which staff participated included the following;

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

- Assessment/Programming

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

These included professional learning on;

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

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

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

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	1,348,082
Global funds	605,850
Tied funds	687,295
School & community sources	98,124
Interest	11,248
Trust receipts	10,236
Canteen	96,140
Total Receipts	1,508,892
Payments	
Teaching & learning	
Key Learning Areas	0
Excursions	39,643
Extracurricular dissections	24,734
Library	6,945
Training & Development	155
Tied Funds Payments	806,111
Short Term Relief	127,979
Administration & Office	76,463
Canteen Payments	410,975
Utilities	66,609
Maintenance	44,277
Trust Payments	11,007
Capital Programs	0
Total Payments	1,614,898
Balance carried forward	1,242,076

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	2,246,346
Appropriation	2,098,062
Sale of Goods and Services	55,961
Grants and Contributions	90,986
Gain and Loss	0
Other Revenue	0
Investment Income	1,338
Expenses	-1,039,293
Recurrent Expenses	-1,039,293
Employee Related	-674,670
Operating Expenses	-364,624
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	1,207,053
Balance Carried Forward	1,207,053

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	5,690,807
Base Per Capita	97,842
Base Location	0
Other Base	5,592,964
Equity Total	1,352,524
Equity Aboriginal	112,697
Equity Socio economic	945,041
Equity Language	1,942
Equity Disability	292,845
Targeted Total	1,284,817
Other Total	182,620
Grand Total	8,510,768

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.

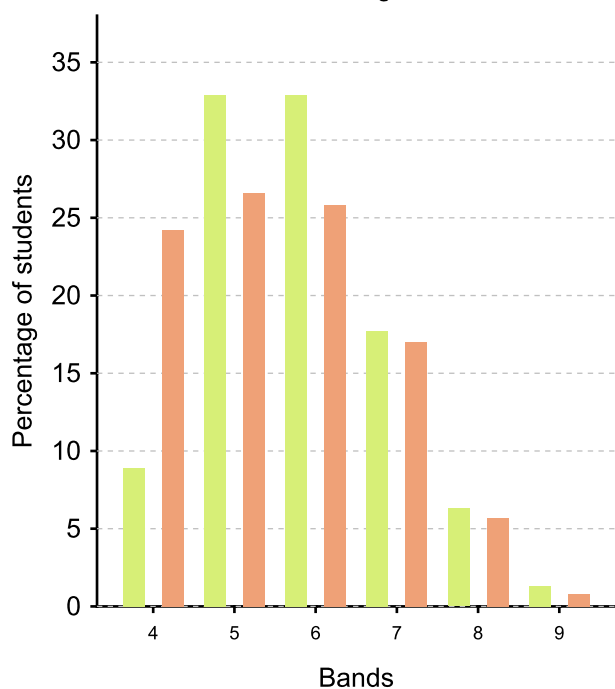
A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

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.

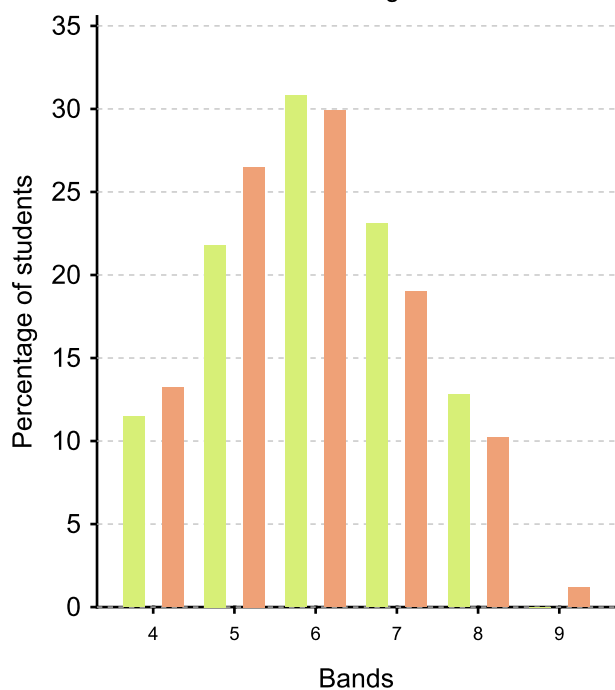
Percentage in bands:
Year 7 Writing



Percentage in Bands
School Average 2015-2017

Band	4	5	6	7	8	9
Percentage of students	8.9	32.9	32.9	17.7	6.3	1.3
School avg 2015-2017	24.2	26.6	25.8	17.0	5.7	0.8

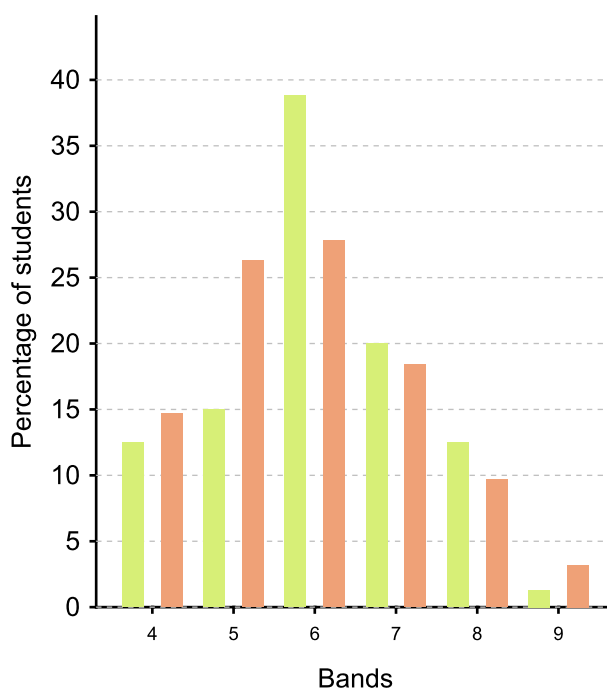
Percentage in bands:
Year 7 Reading



Percentage in Bands
School Average 2015-2017

Band	4	5	6	7	8	9
Percentage of students	11.5	21.8	30.8	23.1	12.8	0.0
School avg 2015-2017	13.2	26.5	29.9	19.0	10.2	1.2

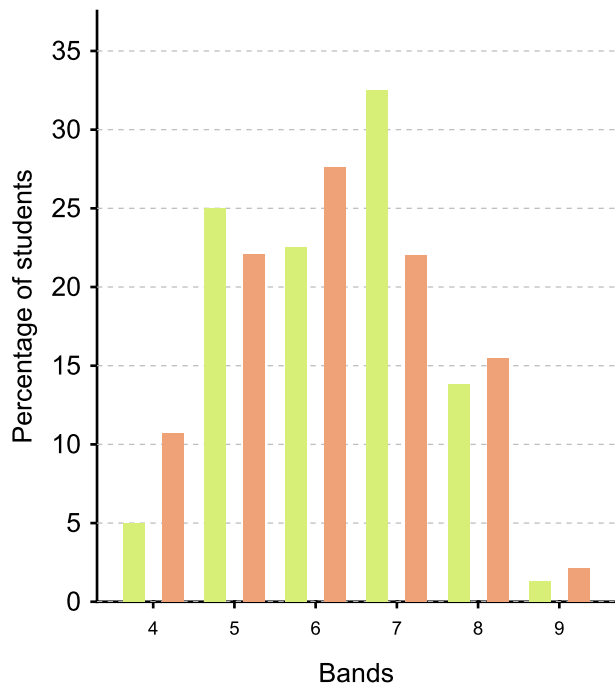
Percentage in bands:
Year 7 Grammar & Punctuation



Percentage in Bands
School Average 2015-2017

Band	4	5	6	7	8	9
Percentage of students	12.5	15.0	38.8	20.0	12.5	1.3
School avg 2015-2017	14.7	26.3	27.8	18.4	9.7	3.2

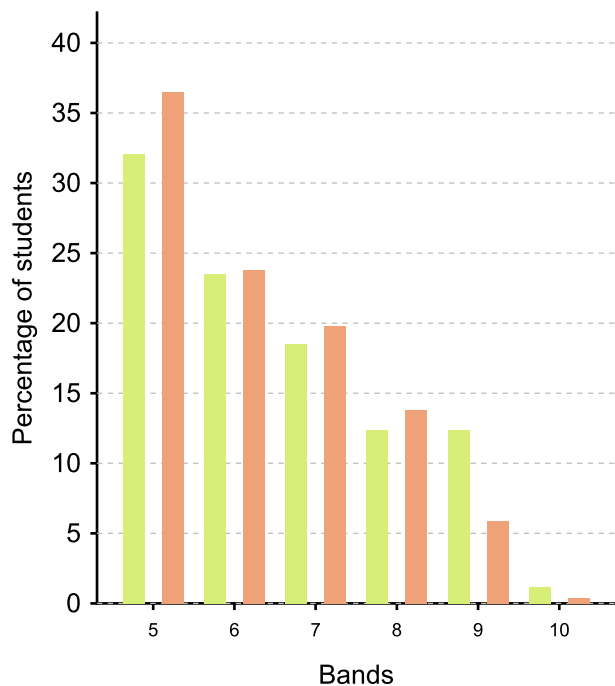
Percentage in bands:
Year 7 Spelling



Percentage in Bands
School Average 2015-2017

Band	4	5	6	7	8	9
Percentage of students	5.0	25.0	22.5	32.5	13.8	1.3
School avg 2015-2017	10.7	22.1	27.6	22.0	15.5	2.1

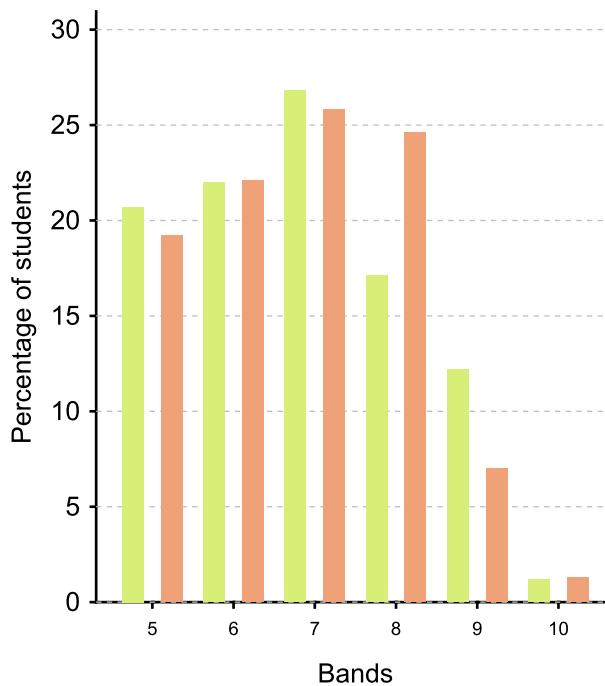
Percentage in bands:
Year 9 Writing



Percentage in Bands
School Average 2015-2017

Band	5	6	7	8	9	10
Percentage of students	32.1	23.5	18.5	12.4	12.4	1.2
School avg 2015-2017	36.5	23.8	19.8	13.8	5.9	0.4

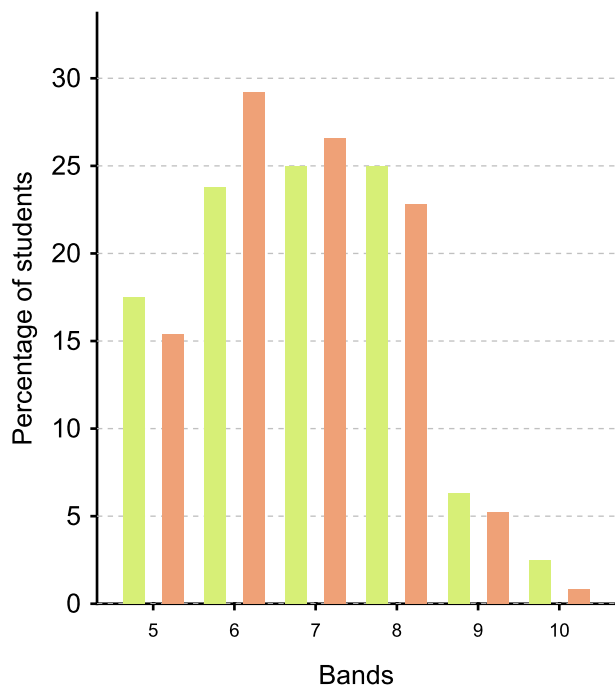
Percentage in bands:
Year 9 Spelling



Percentage in Bands
School Average 2015-2017

Band	5	6	7	8	9	10
Percentage of students	20.7	22.0	26.8	17.1	12.2	1.2
School avg 2015-2017	19.2	22.1	25.8	24.6	7.0	1.3

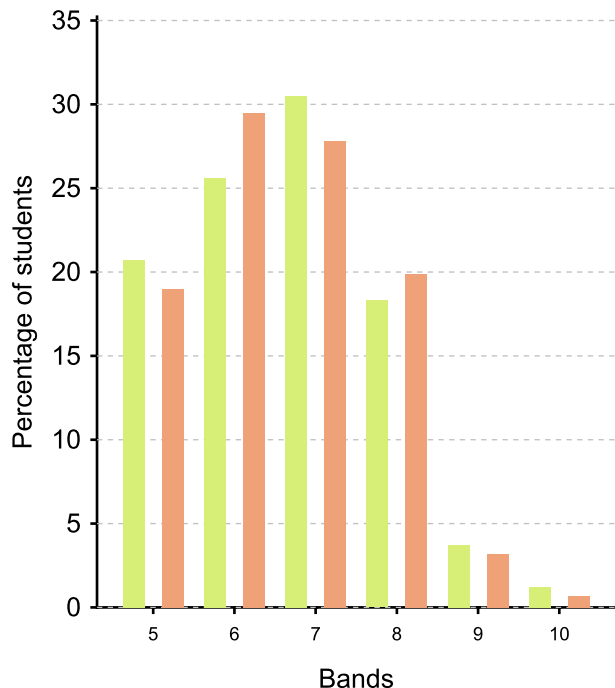
Percentage in bands:
Year 9 Reading



Percentage in Bands
School Average 2015-2017

Band	5	6	7	8	9	10
Percentage of students	17.5	23.8	25.0	25.0	6.3	2.5
School avg 2015-2017	15.4	29.2	26.6	22.8	5.2	0.8

Percentage in bands:
Year 9 Grammar & Punctuation



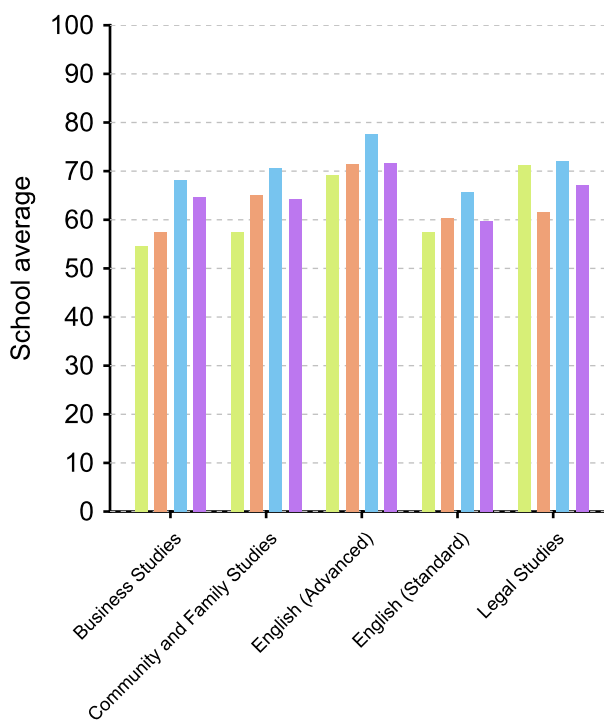
Percentage in Bands
School Average 2015-2017

Band	5	6	7	8	9	10
Percentage of students	20.7	25.6	30.5	18.3	3.7	1.2
School avg 2015-2017	19.0	29.5	27.8	19.9	3.2	0.7

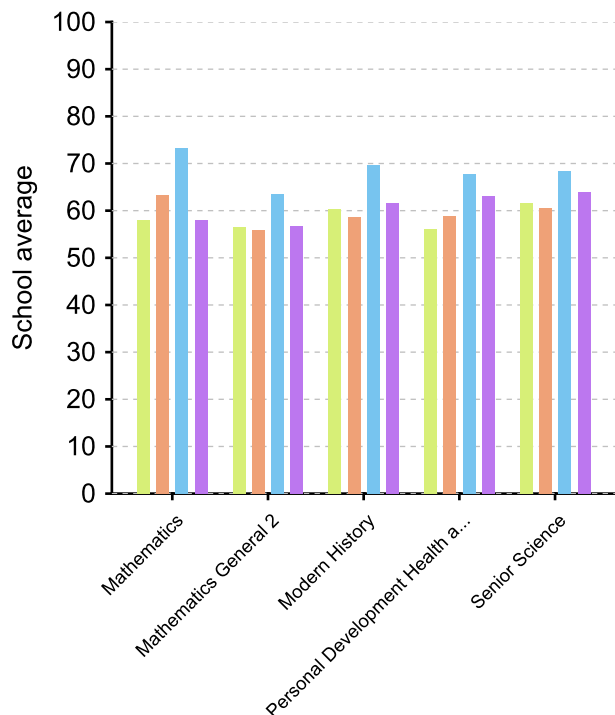
Higher School Certificate (HSC)

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

The school offered a wide range of HSC courses in 2016. These included a mixture of 22 ATAR eligible subjects including 3 VET courses. Students were also able to study a range of non-ATAR courses. The graphs show the school HSC results for 2017 compared with the school averages from 2015 – 2017.



School 2017 SSSG Average 2017
State Average 2017
School Average 2013-2017



Subject	School 2017	SSSG	State	School Average 2013-2017
Business Studies	54.7	57.5	68.2	64.7
Community and Family Studies	57.4	65.1	70.7	64.2
English (Advanced)	69.1	71.4	77.6	71.7
English (Standard)	57.5	60.4	65.6	59.7
Legal Studies	71.2	61.6	72.1	67.2
Mathematics	57.9	63.3	73.2	58.1
Mathematics General 2	56.6	55.9	63.6	56.7
Modern History	60.4	58.7	69.6	61.5
Personal Development Health and Physical Education	56.1	58.9	67.7	63.1
Senior Science	61.5	60.5	68.3	63.9

Parent/caregiver, student, teacher satisfaction

Lake Illawarra High School participates annually in the

'Tell Them From Me' survey for students and the equivalent parental survey.

In 2017, 254 students from Years 7 to 10 completed the survey during weeks 9 and 10 of Term 1. The following were some of the findings;

- 49% of students are intellectually engaged and find learning interesting. The NSW Department of Education norm is 46%.
- In this school students rated Effective Classroom Learning Time 6.8 out of 10. The Department of Education norm is 6.3.
- In this school students rated Rigour 6.1 out of 10. The NSW Department of Education norm is 5.8.
- In this school students rated Disciplinary Climate of the classroom as 6.0 out of 10. The NSW Department of Education norm is 5.6.

Policy requirements

Aboriginal education

During 2017 there were 101 Aboriginal and Torres Strait Islander (ATSI) students enrolled at Lake Illawarra High School. Throughout the year the students had access to a number of programmes. Some of these included;

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

During 2017 the school Aboriginal Education Team also worked to ensure that all NAIDOC week activities were a success. This team also organised for all PLP's to be completed and acted upon.

Multicultural and anti-racism education

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

All cultures are celebrated and acceptances of individual differences are also celebrated. During 2017 a highlight for the school was a "Multicultural Cook Off" that was held at the school. This involved the local council and the Illawarra Multicultural Council organising for around twenty (20) ladies to cook traditional dishes from their countries of origin and then to share these dishes with others. This proved to be an extremely popular event! Lake Illawarra High School

has a staff member appointed as an Anti–Racism Contact Officer (ARCO).

Other school programs

PDHPE

Once again, Lake Illawarra High School has had an exceptional year in relation to our sporting achievements. Our inclusive attitude towards sport and the positive ethos of student participation has resulted in many students engage in sport. This engagement is both in teams and individual events, such as our knockout teams including; Rugby League, Basketball, Netball Futsal, Soccer and Volleyball. Lake Illawarra High School also fielded a very large school team at the Swimming, Athletics and Cross Country championships with many of our students experiencing successes at a Zone, Regional and State level.

In 2017 Lake Illawarra High School had its first Pacific School Games Representative in many years with Jared Dyer gaining selection into the NSW Swim Team. The Pacific School games are incomparable to any other international school sport championship, the Pacific School Games provides opportunities for around 4000 school-aged students to participate in 11 different sports at the highest level. It is the flagship event of School Sport Australia, which provides educational opportunities for Australian and international students through the conducting of games in a range of sports. At this highly competitive competition, Jared won gold medals in the 4 x 50m freestyle relay and the 4 x 50m Medley relay

In 2017 we also had 2 students who gained selection in the NSW CHS Rugby League teams. Lake Illawarra High School was represented by Blake Dowel gaining selection into the Opens Rugby League team and Drever Burdis in the Under 15s Rugby League team. Both students performed exceptionally well and represented our school and State with pride

This last school year saw the revitalisation of the Sports Committee and its role within the school. As a result, the students in this committee gained valuable leadership and organisational skills through the running of various lunch time sporting competitions, as well as assisting some of our local Primary Schools during their Athletics or Cross Country carnivals.

Mr T Wilson

Head Teacher PDHPE