

# Lake Munmorah High School

## Annual Report



2018



8279

## Introduction

The Annual Report for **2018** 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 have now been at Lake Munmorah High School for over 20 months and 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 that is associated with it. We have some fantastic students, enthusiastic, caring teaching and support staff and as I get to know the community better – some 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***

Principal

## School background

### School vision statement

At Lake Munmorah High School our vision is to create a school that makes a difference in that all members of the school community work collaboratively to develop our students to become academically and vocationally competitive within a local, national and global context. We will endeavour to prepare students to leave our school with the confidence, skills and experiences to become contributing, productive and responsible members of a rapidly changing society.

### School context

Lake Munmorah High School is a modern comprehensive high school established in 2000. The school population is comprised of approximately 730 students, 81 of whom identify as Aboriginal or Torres Strait Islander. A large percentage of students are from an English speaking background.

The school works collaborative with partner primary schools, across a range of activities and initiatives, as part of the Lakes Learning Community.

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 school is currently transitioning from the 3+3 Compacted Curriculum model for HSC delivery, to a traditional model that will commence in 2019. This allows the Preliminary and HSC courses to be delivered over a two year period.

The school is a proud and active member of our local AECG; Muru Bulbi.

## 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.

With regards to the Learning Domain, the impact of initiatives that were implemented throughout 2018 that supported the learning environment have led to most elements being assessed as sustaining and growing. Through a rigorous self assessment process that included the Peoples Matters Survey, Tell them From Me Survey and additional internal assessments, it is apparent that as a school we are making significant impact on building positive, respectful and connected relationships and delivering pedagogy that provide for student engagement and learning. This in turn will lead to improvement in achievement and ensure that all students that leave Lake Munmorah High School are "Fit for Purpose" for life beyond school.

In the Teaching Domain most elements were maintained at a level of delivering. Professional Learning around the introduction of the SCOUT platform is reflected in this element being evaluated at a level lower than the previous year. The continued practice of utilising the analysis of available data is an integral part of whole school decision making and informs planning for students at all levels. This has consisted of data analysis of HSC, Naplan, Tell Them From Me, the People Matters Survey, in addition to school generated data related to student achievement such as assessment data and LAST testing data. The analysis and interpretation of data has enabled to school to modify, introduce and refine programs established to support the improvement of student achievement of learning outcomes. The school remains committed in its focus on utilising data to ensure the provision of quality learning experiences for all students across the school.

Finally in the Leading Domain there was a consolidation of practice in all four of the elements to remain strongly at Sustaining and Growing. 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, PDPs, NESA Teacher Accreditation, People Matter Survey 2018 and Financial/Teaching/Technology resource management have been reviewed. Priorities have been to progress leadership and management practices and processes to develop leadership density, capacity and collective efficacy within the school as it continues to go 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.

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

### Future Focused Learning

#### Purpose

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.

#### Overall summary of progress

Lake Munmorah High School provided many opportunities for individual students to achieve success through Future Focused Learning Initiatives throughout 2018. The school delivered a diverse curriculum to cater for the wide variety of learning needs of our students. Strategic initiatives focused on optimising conditions for high quality student learning and engagement, whilst also providing students with the foundations to succeed as engaged citizens in a complex and divergent society.

The implementation of Positive Behaviour for Learning was a key initiative that has been viewed with great success throughout 2018. The initiative was pivotal in engaging staff, parents/carers, community and students in a whole school approach to embedding the values of respect, responsibility and personal best. The initiative also involved the implementation of a positive reward system. A tiered commendation has been successfully implemented recognising significant success in terms of academic, sporting and social achievement with students aspiring from bronze to gold achievement. Positive behaviour is also recognized through 'Gotcha' Awards which are achieved through displaying the school values of respect, responsibility and personal best. 'Gotcha' Awards are recognised at fortnightly assemblies when they are used in a draw for prizes.

In line with the DoE Wellbeing Framework which focuses on students being able to 'Connect', 'Thrive' and 'Succeed' and in working towards ensuring all students are given optimal conditions to engage in learning, the school established the Wellbeing Hub in Term 4, 2018. The Wellbeing Hub has been extremely successful in addressing student need in terms of mental, emotional and physical wellbeing....catalysts for student success with regards to their education. The 'Hub' houses our Head Teacher Welfare, Student Support Officers and Counsellors. As well as providing a Breakfast Club and extensive programs that support the holistic growth of students, The 'Hub' has become well renowned with regard to the additional supports it provides to students.

Lake Munmorah High School actively pursued the expansion of innovative and future focused learning practices throughout 2018. Teachers were given professional learning opportunities that enhanced their capacity to teach skills in collaboration, creativity, critical thinking, cooperation and communication. These are important skills that are required for a successful transition into the workplace. The implementation of project based learning is also beginning to make an impact across faculty areas. Teachers have been introducing the learning concept within their subject areas in an effort to engage students and raise achievement levels.

Throughout 2018, Lake Munmorah High School strategically focused on expanding student opportunity beyond school by actively pursuing partnerships with post schooling destinations including OCTEC and TAFE. The partnerships that have been formed has opened up opportunities for students beyond the gates of Lake Munmorah High School and enabled them to gain apprenticeships, white cards and full time employment.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
By 2020 the percentage of students achieving the top two NAPLAN bands in Numeracy in Year 9 will be 15% (from 10.8% in 2017).	\$191,000 was allocated from School RAM budget–Equity	Students achieving in the top two NAPLAN has decreased from 10.8% in 2017 to 10.1% in 2018.
By 2020 the percentage of students achieving the top two NAPLAN bands in Reading in Year 9 will be 15% (from 7.4% in 2017).	See above	Students achieving in the top two NAPLAN bands in Year 9 reading has decreased from 7.4% in 2017 to 6.73% in 2018.
By 2020 the percentage of	\$24,500 from RAM	Aboriginal students achieving in the top two



## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Aboriginal students achieving the top two NAPLAN bands in Reading in Year 9 will be 15% cumulative (from 3.5% rolling average 2015 – 2017).	Aboriginal Education funding	NAPLAN bands in Year 9 Reading has increased from a rolling average of 3.5% (2015–2017) to 11.1% in 2018.
By 2020 the percentage of Aboriginal students achieving the top two NAPLAN bands in Numeracy in Year 9 will be 10 % cumulative (from 0% rolling average 2015 – 2017).	See above	Aboriginal students achieving in the top two NAPLAN bands in Year 9 Numeracy in has increased from a rolling average of 0% (2015–2017) to 14.29% in 2018.
Students “who are interested and motivated” as reported in the TTFM Student Engagement Survey will meet or exceed state norms (LMHS 20% in 2017, State Norm 28% in 2017)	See above	Students 'who are interested and motivated' as reported in the TTFM Student Engagement Survey has decreased from 20% in 2017 to 16% in 2018.
From the Excellence in School Customer Service 360 reflection tool under “Community Partnerships” – by 2020 our mean score for “Members of the school community are invited to provide support to improving the learning environment for students” increases from 1.7 (2017) to 2.8.		Not undertaken in 2018 but will be next year in late 2019.

## Next Steps

The implementation of Future Focused Learning strategic initiatives will continue throughout 2019. It is envisaged that the Wellbeing Hub will continue to grow and cater for students on a number of levels including the use of a therapy dog as a further means to support student needs. Regular fortnightly assemblies will also be implemented to give substantial opportunity to celebrate student success. Innovative learning will also be a key focus in 2019, as well as a continuation of the expansion of transition paths and careers, ensuring that students leave Lake Munmorah High School 'Fit for Purpose'.

## Strategic Direction 2

### Future Focused Teaching

#### Purpose

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.

#### Overall summary of progress

Effective progress has been made across the school in supporting a culture of engaging future focused teaching and learning at Lake Munmorah High School. The continuous focus on driving improvement in the achievement of student learning outcomes has resulted in the refinement of teaching practice and an improved willingness to reflect on individual, faculty and whole school practice.

After extensive reflection on the previously implemented 3x3 Compressed Curriculum model in Stage 6, the school community made the decision to transition back to a more traditional model of HSC curriculum delivery. Significant planning to accommodate this transition took place in 2018, with timetabling, staff and budgetary considerations being at the forefront. This ensured the preservation of the provision of the breadth of subject choice for the current HSC students, in addition to accommodating the 2019 Preliminary cohort.

Additionally, the engagement of a Head Teacher Instructional Leadership and Innovation, Stage 6 Assessment Coordinator, Gifted and Talented Students (GATS) Coordinator, an EAL/D teacher and the Senior Executive Operational Support person has enabled the focus of the school to be maintained on the provision of quality learning experiences for all students.

Professional learning for staff was based around the growing needs of the school in terms of both beginning teachers and improved practice among experienced teachers, including the aspiration of some staff to achieve higher levels of accreditation.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Expected student growth in Naplan Reading data in Year 9 for the top 20 students will double from 35% in 2017 to 70% in 2020.	\$191,000 was allocated from School RAM budget–Equity  LAST teachers	The increase to 45% of the top 20 Year 9 students attaining expected growth in reading may be attributed to the new online testing platform that has seen increased student engagement with tests, in addition to the renewed focus on the development of consistent reading strategies across the school.
Expected student growth in Naplan Numeracy data in Year 9 for the top 20 students will improve from 50% in 2017 to 75% in 2020.	\$191,000 was allocated from School RAM budget–Equity  LAST teachers	The slight increase to 55% of the top 20 Year 9 students attaining expected growth in numeracy may be attributed to the new online testing platform that has seen increased student engagement with tests, in addition to the renewed focus on the development of engaging Maths teaching and learning programs to facilitate the implementation of new syllabi.
Students achieving a Band 1, 2 or 3 in the HSC will be reduced from 58.9% in 2017 to 30% in 2020.	HSC teachers	The increase to 68% of students attaining a Bands 1, 2 or 3 may be attributed to the 3x3 Compressed Curriculum Model which was reviewed in 2017/ 2018 and the decision was made to transition out due to negligible positive impacts on all aspects of the school environment, including student attainment of academic outcomes.
The LMHS Staff Satisfaction Survey results will indicate reported positive morale amongst	Survey Monkey Subscription \$372	The LMHS Staff Satisfaction Survey is not due to be published to staff until early Term 2, 2019.

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
staff improving from 61.7% of staff agreeing in 2018, to 80% agreeing in 2020.		The LMHS Staff Satisfaction Survey is not due to be published to staff until early Term 2, 2019.
Expected student growth in Naplan Writing data in Year 9 for the top 30 students will double from 33% in 2017 to 66% in 2020.	All classroom teachers \$191,000 was allocated from School RAM budget–Equity  LAST teachers  TXXC Writing structure	The increase to 43.33% of the top 30 Year 9 students attaining expected growth in writing may be attributed to the new online testing platform that has seen increased student engagement with tests, in addition to the continued focus on the development of consistent writing strategies, such as TXXC structures, across the school.

## Next Steps

Future focused teaching will continue to be a vital part of the strategic management of Lake Munmorah High School for the foreseeable future. Focus will be maintained on continuing to improve teacher practice as a means of ultimately improving student numeracy, literacy and school exit outcomes. Significant focus will also be maintained on the post school and career options for disengaged students, with strong relationships and connections with industry and career transition organisations being developed.



## Strategic Direction 3

### Future Focused Leading

#### Purpose

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.

#### Overall summary of progress

Strong progress has been made across the school in support of the processes driving the success of this strategic direction. Collective Teacher Efficacy has been enhanced as leadership and career opportunities have been created by senior executive or occurred naturally as staff are successful under merit selection to promotion positions at other schools.

Locally created positions, that support student learning, created throughout 2018 were: Head Teacher Instructional Leadership and Innovation, Stage 6 Assessment Coordinator, Gifted and Talented Students (GATS) Coordinator and the Senior Executive Operational Support person. Each position has clearly targeted roles and functions to create better learning experiences for students or support the creation and maintenance of a quality learning environment.

All staff Personal Development Plans (PDPs) continue to reflect a strong articulation of and commitment to investment in personal and professional leadership growth.

An Executive professional learning weekend was held in March where the executive with numerous 2ICs worked together to develop and produce a high quality LMHS School Plan 2018 –2020. Building leadership capacity and density is core business at LMHS and will continue to be as we move forward in executing the processes of our plan and keep Strategic Direction 3: Future Focused Leadership at the forefront of our planning and day to day business.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Evidence from PDPs will reflect an increase of staff indicating their aspirations to attain leadership positions or develop leadership capacity from 39% (24/62 – 2017 baseline data) to 60% in 2020.	\$70,000 Head Teacher Instructional Leadership and Innovation. External PL \$43,600 Growth Coaching for Executive Project Nest	Evidence from PDP collation indicates the trend continues upwards. Current data shows in 2018 that teaching staff PDPs indicate their aspirations to attain leadership positions or develop leadership capacity has risen to 43% (27/63)
From TTFM "Focus on Learning" Teacher Survey Report the mean score for Leadership moves from 6.9 (2016 – no 2017 data) to 7.6 in 2020.	\$70,000 Head Teacher Instructional Leadership and Innovation. External PL \$43,600 Growth Coaching for Executive Project Nest	A dip to 6.5 in the 2018 TTFM Teacher Survey could be attributed to completely new Senior Executive commencing at the start of the year.
People Matter (NSW Public Sector Employee Survey) data demonstrates improvement in the following response categories: 6h. I feel that senior managers	\$70,000 Head Teacher Instructional Leadership and Innovation.	There was a dramatic improvement evidenced here. The 2018 People Matter (NSW Public Sector Employee Survey) data demonstrated improvement in the following response categories: 6h (from 24% in

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
listen to employees (from 24% in 2017 to 80% in 2020); 7g. I have confidence in the way recruitment decisions are made (from 24% in 2017 to 80% in 2020); 6d. Senior managers encourage innovation by employees (from 32% in 2017 to 90% in 2020).	External PL \$43,600  Growth Coaching for Executive  Project Nest	2017 to 73% in 2018); 7g (from 24% in 2017 to 49% in 2018); 6d (from 32% in 2017 to 75% in 2019). The school is on track to achieve this improvement measure.

## Next Steps

Future Focused Leading will continue to be a priority for LMHS moving forward. The 2019 LMHS Professional Learning Conference is currently being organised and will take place in early June. Abstracts and working titles for presentations and workshops have been called for so staff can lead and participate in whole school professional learning around the themes of creating relationships and building connections primarily with our students but also with the wider Lakes Learning Community.

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	\$68,004	<p>Projects, initiatives and programs undertaken and delivered throughout 2018:</p> <p>Boys Didge group, Girls dance group, Sista speak, Focus Learning Class, Wollotuka visit plus (S2U), Barangaroo Excursions, Boys Group.</p> <p>NAIDOC assembly, shirts (digital design), Gibalee Day with CoS, Native Garden, CoS Dance and Didge groups, Yarn Up BBQ, Mural Wall, Opening of "Tracy's Place".</p> <p>Didge and Dance Groups open the "Big Gig", Literacy/Numeracy groups. Formal Assembly – Deadly Awards. Aboriginal students Transition Program.</p>
<b>English language proficiency</b>	\$8,500	<p>Early Arrivals Funding approved and allocated. EAL/D Support Teacher employed 0.1 FTE. EAL/D reporting format created and all EAL/D students assessed against ESL scales / EAL/D progressions. TPL for classroom teachers in differentiating curriculum for EAL/D students. TPL for CRT in differentiating assessments for EAL/D students. All assessment activities for EAL/D students appropriately adjusted in consultation. 2019 EAL/D CRT and EAL/D support Teacher consult to review of ILP for 2019 school year.</p>
<b>Low level adjustment for disability</b>	<p>\$13,750 per term Teaching</p> <p>\$30,100 term 4 SLSO</p> <p>\$1,000 catering</p>	<p>Projects, initiatives and programs undertaken and delivered throughout 2018:</p> <p>Disability Provisions. Behaviour and literacy support. Boys and girls behavior groups, NCCD, SLSO's, testing, LST Admin. Transition, Plans, Life skills, Integration / disability support. Access requests, Individual Student support plans, LST coordination / Meetings / Admin. IST–Transition, literacy, behavior groups. Integration / disability funding and support. Transition. Access requests, Individual Student support plans, LST coordination / Meetings / Admin.</p>
<b>Socio–economic background</b>	\$157, 400	<p>Projects, initiatives and programs undertaken and delivered throughout 2018:</p> <p>Literacy support. Student assistance. Computer coordinator, TSO, Boys/Girls Groups. Senior Executive Operational Support person, NCCD. Welfare budget. SLSO, PBL, Sport budget (moving to Sports Afternoon delivery model). Testing. Library. GATS. LST Admin. Integration DRS Support. Student Services. School Hall Sound Upgrade. TAS Laser cutter. STEM – computers. Faculty reviews. Short term relief, Health Clinic.</p>
<b>Support for beginning teachers</b>	\$71,800	School Induction Training,

<b>Support for beginning teachers</b>	\$71,800	Teacher Support – Last – 2 HT Instructional Leadership PL Course and Training for Beginner Teacher
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## Student information

### Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	384	352	368	367
Girls	381	347	347	350

Student enrolments grew slightly in 2018 and have remained steady for a number of years. Location adjacent to an Independent Systemic Catholic High School impacts on student enrolment numbers.

### Student attendance profile

School				
Year	2015	2016	2017	2018
7	88.7	91.2	91.4	89.4
8	85.3	89.9	88.4	86.6
9	81.9	88.9	86.6	85.9
10	77.8	86	83.2	82.9
11	77.6	89	87	80
12	83.1	84.8	89.3	83.7
All Years	82	88.4	87.6	85
State DoE				
Year	2015	2016	2017	2018
7	92.7	92.8	92.7	91.8
8	90.6	90.5	90.5	89.3
9	89.3	89.1	89.1	87.7
10	87.7	87.6	87.3	86.1
11	88.2	88.2	88.2	86.6
12	89.9	90.1	90.1	89
All Years	89.7	89.7	89.6	88.4

### Management of non-attendance

Overall Lake Munmorah High School's attendance data of 85% is slightly below State DoE data. The school utilises a variety of processes to keep parents informed of attendance concerns. These include the continued 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	20
Employment	3	6	25
TAFE entry	6	4	10
University Entry	0	0	25
Other	5	0	5
Unknown	0	0	15

The proportion of students moving into post-school education, training or employment has remained constant for a number of years.

### Year 12 students undertaking vocational or trade training

During 2018, over 30% 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 (Food and Beverage) and Sports Coaching. LMHS ensures students meet all mandatory work placement requirements and as part of school operations, ensures students do not miss any new work.

### Year 12 students attaining HSC or equivalent vocational education qualification

Of the 80 students who sat for, and were eligible to receive the Higher School Certificate in 2018, 78 received the qualification (97.5%). Nine students received a Certificate II in Business, Eleven students were awarded a Certificate II in Hospitality and a further eight achieved eligibility for a Certificate II in Sports Coaching.

## Workforce information

### Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Head Teacher(s)	9
Classroom Teacher(s)	43.5
Learning and Support Teacher(s)	1.8
Teacher Librarian	1
School Counsellor	2
School Administration and Support Staff	15.08
Other Positions	2.08

\*Full Time Equivalent

At LMHS 3 of the 77 staff identify 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	13

### Professional learning and teacher accreditation

During 2018 Deputy Principals Georgie Fleming 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 2018 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 2018 totalled \$65,294 which were expended on training course fees, casual salaries, travel, accommodation and associated TPL in adherence to DoE policy. Additional funds were allocated in 2018 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 2018 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 and capacity within the school with a view to increasing collective teacher efficacy. 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. Numerous EOIs were applied for covering a range of leadership and career development opportunities. Staff Development Days in Terms 1, 2 and 3 have focused on ongoing training in Staff Welfare and Team Building, the introduction of Project Based Learning and Positive Behaviour for Learning and mandatory training in CPR and Anaphylaxis.

## Financial information

### Financial summary

The information provided in the financial summary includes reporting from 1 January 2018 to 31 December 2018.

	2018 <b>Actual</b> (\$)
<b>Opening Balance</b>	620,199
<b>Revenue</b>	10,064,053
Appropriation	9,838,390
Sale of Goods and Services	23,456
Grants and Contributions	177,898
Gain and Loss	0
Other Revenue	18,379
Investment Income	5,929
<b>Expenses</b>	-9,606,284
Recurrent Expenses	-9,606,284
Employee Related	-8,922,297
Operating Expenses	-683,987
Capital Expenses	0
Employee Related	0
Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	457,769
<b>Balance Carried Forward</b>	1,077,969



LMHS follows rigorous financial practices and governance structures which meet Departmental and legislative requirements in administering funds across the school throughout 2018. The Principal, in consultation with the Business Manager and Finance Committee plans and implements an annual school budget that:

- Plans to maximise the operation of the school within available physical and financial resources.
- Ensures appropriate application of existing resources to identified areas of need including school buildings and grounds.
- Identifies and addresses workplace health and safety issues.
- Maintains appropriate records in accordance with Audit requirements.

Throughout 2018, substantial funds were expended in equity funding. Specifically, the school supported our students and their families through subsidising and providing resources in the key areas of: Aboriginal Education, Socio Economic Disadvantage, English as Another/Additional Language, and Disability Provisions. These funds were mapped against the School Plan and are represented in the 2018 School Plan Monitoring Document. Governance of this expenditure included the School Planning Committee, Parents and Citizens Association and the Aboriginal Education Consultancy Group.

### Financial summary equity funding

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

	2018 <b>Actual</b> (\$)
<b>Base Total</b>	7,000,930
Base Per Capita	144,207
Base Location	0
Other Base	6,856,723
<b>Equity Total</b>	886,769
Equity Aboriginal	75,744
Equity Socio economic	521,034
Equity Language	8,631
Equity Disability	281,361
<b>Targeted Total</b>	1,266,908
<b>Other Total</b>	247,265
<b>Grand Total</b>	9,401,872

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.

NAPLAN results at Lake Munmorah High School for 2018 were quite mixed. Some of this variation could be attributable to the fact the school moved from the paper to an online format. While overall Year 7 NAPLAN results trended upwards Year 9 trended downwards. Very pleasing to see that our Aboriginal students in both Year 7 and Year 9 performed significantly above state averages in combined overall results.

From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should take into consideration the different test formats and are discouraged during these transition years.

In terms of Year 7 Literacy results improvements were seen in Grammar & Punctuation, Spelling and Writing but disappointingly a decline in Reading results. Only a slight improvement in Year 9 Writing results was seen but was overshadowed by reductions in other Literacy domains. To improve Literacy performance across the whole school, LMHS has combined with our Lake Learning Community of Schools (partner primary school) to undertake an ambitious K–12 Reading program set to roll out in mid–2019.

Numeracy results for our Aboriginal students continue to improve with Year 9 above state average and Year 7 significantly above state average for the second year in a row. While combined overall student results saw the trend continue with higher numbers reported in the top 3 bands for both Year 7 and Year 9 Numeracy.

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. As schools transition to NAPLAN online, the band distribution of results is not directly comparable to band averages from previous years. While the 10 band distribution available to schools who completed NAPLAN online is a more accurate reflection of student performance, caution should be taken when considering results relative to what was formerly a six band distribution. As the full transition of NAPLAN

online continues, the most appropriate way to communicate results for NAPLAN online is by scaled scores and scaled growth. This is the reporting format agreed by state and territory education ministers, and is reflected on the myschool website.

In terms of the Premier's Priorities: Improving education results; unfortunately the percentage of students achieving the top two NAPLAN bands in Numeracy in Year 9 declined marginally from 10.8% in 2017 to 10.11% in 2018, and in Reading in Year 9 decreased from 7.4% in 2017 to 6.73% in 2018. However in terms of the State Priorities: Better services – Improving Aboriginal education outcomes for students in the top two NAPLAN bands by 2020. The percentage of Aboriginal students achieving the top two NAPLAN bands in Reading in Year 9 rose significantly from 3.5% (rolling average 2015 – 2017) to 14.29% in 2018 and in Numeracy in Year 9 rose substantially from 0% (rolling average 2015 – 2017) to 16% in 2018.

### 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 2018	SSSG	State	School Average 2014-2018
Ancient History	53.4	62.7	69.5	63.0
Biology	65.8	67.6	70.7	62.9
Business Studies	60.3	65.5	69.3	62.2
Chemistry	67.1	65.4	71.8	62.6
English (Advanced)	71.2	73.6	77.5	70.8
English (Standard)	59.4	62.7	65.0	61.0
Geography	60.0	67.0	70.6	59.8
Industrial Technology	62.1	61.8	66.2	62.7
Legal Studies	61.0	65.4	71.2	64.0
Mathematics General 2	62.7	61.8	65.1	65.2
Music 1	81.9	76.1	79.5	80.2
Physics	57.7	64.6	70.6	61.6
Senior Science	61.0	68.8	68.2	63.9
Society and Culture	67.0	67.0	76.1	69.3
Visual Arts	77.6	74.6	78.0	75.3

Staff teaching HSC courses during 2018, through Executive guidance, undertook a thorough analysis of HSC results. Data presented in SCOUT and 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). However the introduction of new syllabuses, across a range of courses has made some of this analysis course specific for 2018.

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 653 students in the school that participated in this survey between 25 March 2018 and 10 April 2018: 82% were students with positive attendance and 80% of students had positive behaviour at school. Of concern however is that only 16% of students are interested and motivated (state average of 28%). Of particular concern was 22% of students believe they are appropriately challenged (state average is 42%). A whole school Professional Learning Conference has been scheduled in June 2019 to address some of these concerns.

There were 50 teaching staff who responded to the TTFM 'Focus on Learning' Teacher Survey between 21 Oct 2018 and 25 Oct 2018. While the school surveyed slightly below State averages across most measures, a collaborative work environment, providing an inclusive school and a positive learning culture were our strongest "Drivers of Student Learning". While our drivers for developments were Leadership and using data to inform practice.

There were 25 parents who responded to the TTFM

'Partners in Learning' Parent Survey between 24 Sep 2018 and 24 Oct 2018. The school surveyed mostly well below State averages across most measures. As a result the school is working in partnership with the DoE Communication and Engagement Directorate to target and dramatically improve parent's perceptions and interactions with the school.

## Policy requirements

### Aboriginal education

Overall, 2018 was a very positive year for Lake Munmorah High School in terms of activities and achievements in Aboriginal Education. We continued to implement 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 Ms Emma Ironside, Mr Clint Green, Ms Ashlee Miller and Mr Brendan Quigg. Successful implementation/continuation of Programs and activities such as: Yarn Up BBQ, Bara Barang, Dreamtime Southern Cross excursion, SistaSpeak, Boys Group, Gibalee Day, Year 6 ATSI student Transition, Boys Didge Group and the Aboriginal Dance Group.

Once again there were statistically significant improvements in student attendance and behaviour data and the school maintained positive partnerships with several external providers and tertiary education institutions. A new ATSI performance shirt was created by student Nick M and student proudly wear these as part of our school uniform. The Establishment of a site specific Aboriginal Cultural Room in 2017 was further strengthened both contextually and culturally as the room was renamed "Tracy's Place" after Ms Tracy Russell (who sadly passed away in 2017) who was a vocal advocate and passionate promoter of Aboriginal education at Lake Munmorah High School for many years.

Strong links with the Lake Learning Community of Schools with a focus on Aboriginal Education and a stronger commitment via participation with our local Muru Bulbi AECG continued throughout 2018. This year has been positive and we have made significant improvements in Aboriginal Education. Next year we aim to build upon the foundations of 2018 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 Ms Ashlee Miller who was well supported by Mr Jeff Groth. 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.