

Lake Illawarra High School

Annual Report



8474

Introduction

The Annual Report for **2018** 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.

Anthony Hicks

Principal

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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 2018 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 2018 our staff also devoted a great deal of their professional learning time to improving our assessment practices. As a result, in 2019 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 sixteen of our HSC students 2018 obtain offers of early entry into University prior to the commencement of the HSC. Apart from the academic successes' in 2018 we also had eighteen students obtain apprenticeship's, seven 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. Chelsea Ezeoke also achieved a Sporting Blue for winning the National 14 Years 400m at the Australian All School Athletics Championships in Australian record time in Cairns.

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 2018 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 and the community, and who can adapt to adversity and the challenges of a changing world.

Lake Illawarra High aims to ensure a positive future for every student. We will know this occurs by ensuring;

- Lake Illawarra High School is a safe place which provides a creative, stimulating and pleasing learning environment.
- Lake Illawarra High School has an excellent reputation within the community.
- Lake Illawarra High School offers a diverse curriculum to accommodate multi-skilled learners.
- All Staff consistently recognise students achievements and provide support for Positive Behaviour for Learning.

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 2018, we have a mainstream enrolment of 540 students, with 15% (101 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 FOEI of 156 in 2018 and under the Resource Allocation Model (RAM) received \$968,193.

At Lake Illawarra High School we cater 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. Staff are committed to engage students in 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.

As a result of the self assessment in 2018 Lake Illawarra High School was determined to be at Sustaining and Growing in both Learning and Technology and at the Delivery stage in 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

FUTURE FOCUSED LEARNING

Purpose

To create and foster a learning culture that is safe, respectful and inclusive and which enhances educational outcomes, maximising student potential. To promote and achieve a culture of mutual trust and support among staff, students and the wider community.

Overall summary of progress

A decrease in overall suspension and days lost to suspension as well as the improved value-added data that the school has achieved in both NAPLAN Year 7–9 and HSC results points to an improvement in learning culture within the school.

Increased focus on moving students into the top two bands in both NAPLAN and the HSC will remain a focus.

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">• An increase in the amount of students supported through the school wellbeing process demonstrated through a reduction in short suspension baseline data.• Improved Year 7 to 9 and 9–12 value added data.• Increased proportion of all students, including Aboriginal students in the top two NAPLAN bands for reading and numeracy from 2017 baseline data.• Learning progression data is being actively used by staff and students to track improvement in literacy and numeracy skills.	<p>\$160,000 (using equity funds)</p> <p>\$100,000 TPL</p> <p>\$80,000 (using equity funds)</p>	<p>Suspension rates dropped by 6.2% from 2017 to 2018.</p> <p>Continued improvement. Both areas are sustaining and growing.</p> <p>Reading – Increase of students in top 2 bands for Year 9 from 8.9% in 2017 to 10.7% in 2018.</p> <p>Numeracy – Increase of students in top 2 bands for Year 9 from 6.3% in 2017 to 7.4% in 2018.</p>

Next Steps

- All staff to be trained in the Berry St. model which will support both student wellbeing and academic outcomes.
- All staff to undertake professional learning in Best Start and student programmes.
- Selected staff will undergo the Plus One professional learning which aims at moving students to the next band in the HSC.

Strategic Direction 2

QUALITY TEACHING

Purpose

To create a collaborative innovative and strategically planned teaching environment that utilises peer expertise to promote quality teaching practices through identified professional learning. To develop expertise in data analysis and implement an effective feedback process.

Overall summary of progress

The school has nominated to be in the next Newcastle University Quality Teacher Rounds and are awaiting to hear the outcome of this. All staff have completed SCOUT training and now have access to student performance data which will help to inform practice.

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">• 100% of all Key Learning Areas will have a faculty plan, which identifies the strategic direction of each faculty and is effectively utilised to meet the needs of the school.• All teachers are involved in authentic and effective professional learning which is linked to PDP and school plan in order to deliver quality educational practices to achieve school strategic directions.• All teachers engage in the accreditation process to improve their classroom practice and are able to document evidence of improvement every year.• Improvement in HSC results, specifically a shifting of achievement of all students including Aboriginal students who are achieving in the higher Bands.• 100% of staff are engaged in collaborative cross-curricular teams to address the specific needs of students.	<p>\$60,000 TPL</p> <p>\$80,000 Equity</p>	<p>100% of all KLA's have a faculty plan.</p> <p>All teachers have participated in authentic professional learning linked to their PDP.</p> <p>All Teachers accredited</p> <p>Value added continues to increase. School at the sustaining and growing level.</p> <p>All staff engaged in cross-curricular teams including ASTI, Numeracy, Literacy and PBL.</p>

Next Steps

- LIHS to participate in Newcastle University Quality Teaching Rounds.
- Staff to consolidate their understanding of data use by the use of SCOUT and the RAP package.

Strategic Direction 3

LEADING THE SCHOOL AND COMMUNITY

Purpose

To develop and build leadership capacity within the school and community whilst maintaining a culture of high expectations and community support and engagement. This will result in sustained and measureable whole school improvement.

Overall summary of progress

The focus for 2018 was to continue to increase community participation with the school. There has been a continued increase in the partnerships between the school and businesses' which has allowed our students to participate in a wider range of transition experiences. This has also occurred with our relationship with other agencies for our more vulnerable students. The addition of the CLONTARF program in 2019 will be of a great benefit to our ASTI boys.

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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">• Increased community participation in school events.• Increased number of staff willing to take on whole school leadership positions.• Increased liaison between COS and Lake Illawarra High School.• Increased number of partnerships between LIHS and businesses and other agencies.• All Aboriginal students have a current Personalised Learning Pathway that is regularly accessed by staff to increase the number of students accessing Aboriginal Education programs as demonstrated by baseline data.• Use a range of new strategies to engage at least 20% of the parent body to provide feedback for improvement such as completing survey's at parent teacher nights including the TTFM. This will be used to determine baseline data for improvement.	<ul style="list-style-type: none">• \$5000 RAM• \$5000 Aboriginal Equity	<ul style="list-style-type: none">• The creation of a school Facebook page and the promotion of this within the community.• The Lake Learning Community established which will focus on transition and middle school outcomes over the next 2 years.• The Lake Community Breakfast continues to act as a platform to expand the schools partnerships with businesses• All Aboriginal students have a current PLP which is reviewed regularly.• An increase in parent body input into school decision making through an increase in feedback.

Next Steps

- The school and the Lake Illawarra Learning Community to continue to meet twice a term to plan transition for students as well as joint Professional Learning for staff.
- Act on the recommendations of the Communications Directorate to improve community participation.
- Use CLONTARF as a vehicle to increase Aboriginal community involvement in the school.

Student information

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	308	307	286	267
Girls	322	293	283	248

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	2015	2016	2017	2018
7	87	91.2	89.4	85.2
8	87.6	86.8	84.2	84.4
9	84	85.5	83.1	80.1
10	78.9	84.3	84.9	83.2
11	84.6	82.9	85.5	81.7
12	81.5	88.2	82	85.2
All Years	83.9	86.2	84.8	83.3
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

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	15
Employment	3	0	29
TAFE entry	0	9	15
University Entry	0	0	21
Other	0	11	17
Unknown	0	5	3

Year 12

University

Twenty one (21) percent of students have been offered University places, which is an increase from 2017.

TAFE

Nine (9) percent which is the same as 2017.

Apprenticeship/Traineeship

An increase has occurred again this year in the number of students successfully achieving apprenticeship's and traineeships with local employers. Seventeen percent of student are employed as apprentice's in the areas of building and Construction, Landscaping, Hairdressing and Baking. Two of these students are continuing careers in same area as 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

Twenty nine (29) percent of students are in fulltime employment and twenty eight (28) per cent 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

Fifteen (15) percent of students are currently unemployed and are actively seeking employment.

Year 11 Cohort 2018

The majority of students have continued onto HSC study in 2019. Year 11 leavers during 2018 before completing the preliminary course include: five (5) 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 2018

The majority of student have returned to Year 11. Year 10 leavers included three (3) who have gained apprenticeships with the support of our JET program.

Year 12 students undertaking vocational or trade training

Thirty five (35) students of Year 12 undertook vocational or trade training.

Year 12 students attaining HSC or equivalent vocational education qualification

Sixty six (66) students completed Year 12 and obtained the HSC.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	1
Head Teacher(s)	8
Classroom Teacher(s)	36.2
Learning and Support Teacher(s)	2.1
Teacher Librarian	1
School Counsellor	1
School Administration and Support Staff	15.68
Other Positions	1

*Full Time Equivalent

Lake Illawarra High had 2 ASTI teachers, 1 AEO and 3 SLSO employed in 2018.

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	24

Professional learning and teacher accreditation

In 2018 Lake Illawarra High School has had five (5) teachers working towards NESA 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 2018..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 (SCOUT)
- PBL
- Mind Matters
- Assessment/Programming

There were also a number of external professional learning activates 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
- NESA 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
- Programming
- STEM
- Project Based Learning

Financial information

Financial summary

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

	2018 Actual (\$)
Opening Balance	1,207,053
Revenue	9,277,674
Appropriation	9,057,562
Sale of Goods and Services	132,932
Grants and Contributions	83,360
Gain and Loss	0
Other Revenue	0
Investment Income	3,820
Expenses	-9,192,328
Recurrent Expenses	-9,192,328
Employee Related	-8,069,509
Operating Expenses	-1,122,819
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	85,346
Balance Carried Forward	1,292,399

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.

Financial summary equity funding

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

	2018 Actual (\$)
Base Total	5,586,499
Base Per Capita	116,845
Base Location	0
Other Base	5,469,654
Equity Total	1,417,961
Equity Aboriginal	130,906
Equity Socio economic	968,193
Equity Language	0
Equity Disability	318,861
Targeted Total	1,387,708
Other Total	186,412
Grand Total	8,578,580

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.

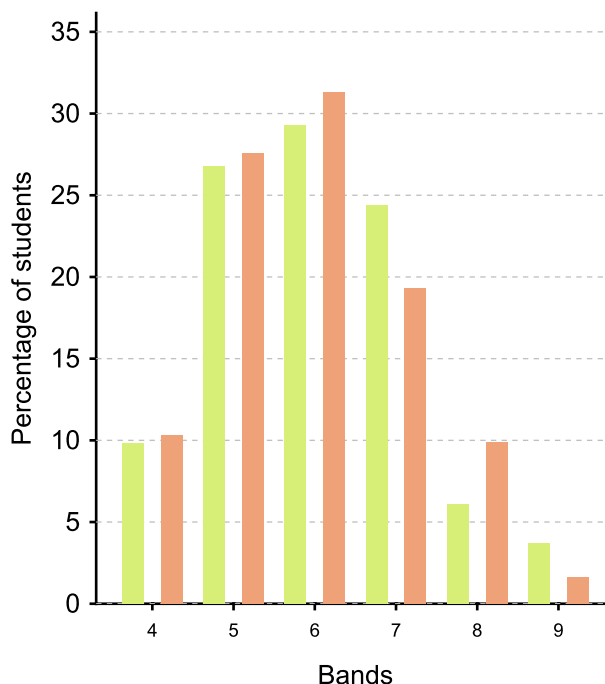
From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

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.

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Percentage in bands:

Year 7 Reading

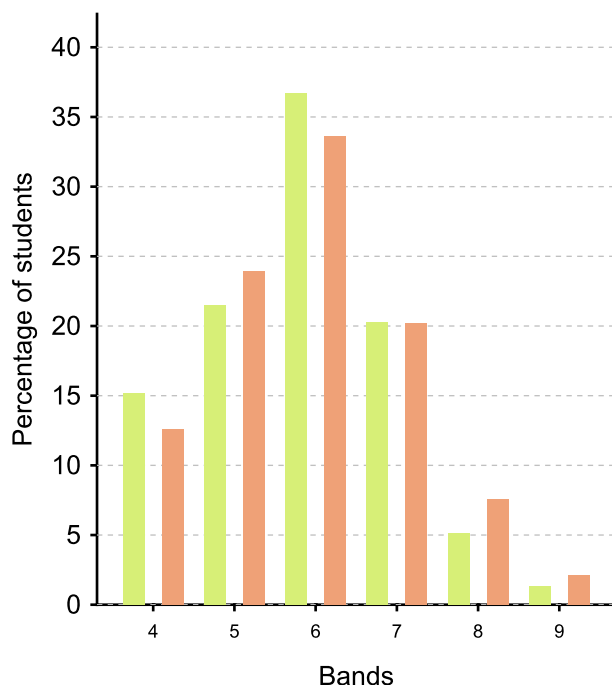


Percentage in Bands
School Average 2016-2018

Band	4	5	6	7	8	9
Percentage of students	9.8	26.8	29.3	24.4	6.1	3.7
School avg 2016-2018	10.3	27.6	31.3	19.3	9.9	1.6

Percentage in bands:

Year 7 Grammar & Punctuation

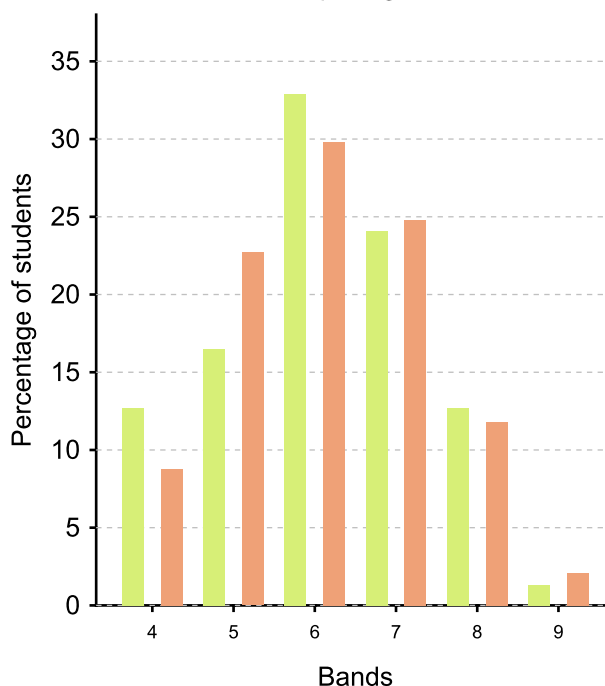


Percentage in Bands
School Average 2016-2018

Band	4	5	6	7	8	9
Percentage of students	15.2	21.5	36.7	20.3	5.1	1.3
School avg 2016-2018	12.6	23.9	33.6	20.2	7.6	2.1

Percentage in bands:

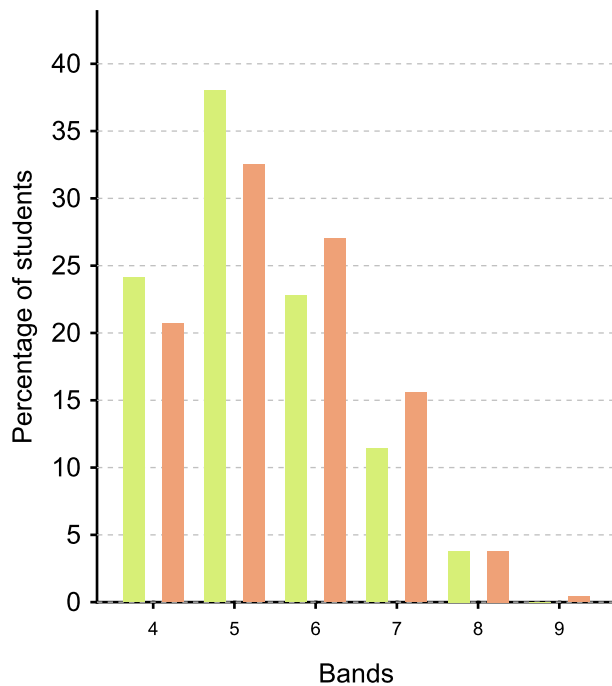
Year 7 Spelling



Percentage in Bands
School Average 2016-2018

Band	4	5	6	7	8	9
Percentage of students	12.7	16.5	32.9	24.1	12.7	1.3
School avg 2016-2018	8.8	22.7	29.8	24.8	11.8	2.1

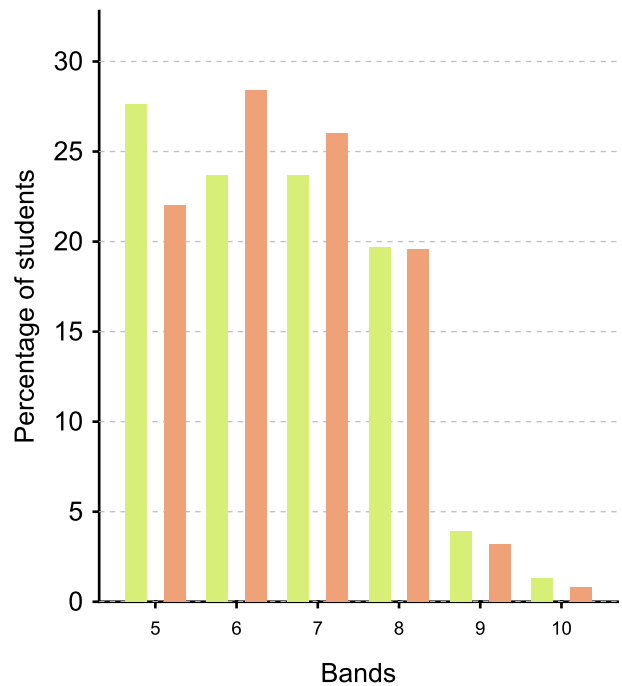
Percentage in bands:
Year 7 Writing



Percentage in Bands
School Average 2016-2018

Band	4	5	6	7	8	9
Percentage of students	24.1	38.0	22.8	11.4	3.8	0.0
School avg 2016-2018	20.7	32.5	27	15.6	3.8	0.4

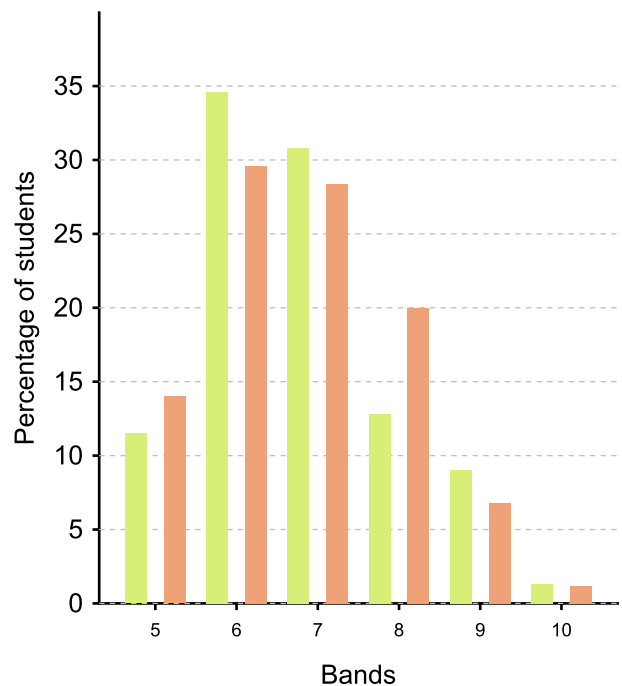
Percentage in bands:
Year 9 Grammar & Punctuation



Percentage in Bands
School Average 2016-2018

Band	5	6	7	8	9	10
Percentage of students	27.6	23.7	23.7	19.7	3.9	1.3
School avg 2016-2018	22	28.4	26	19.6	3.2	0.8

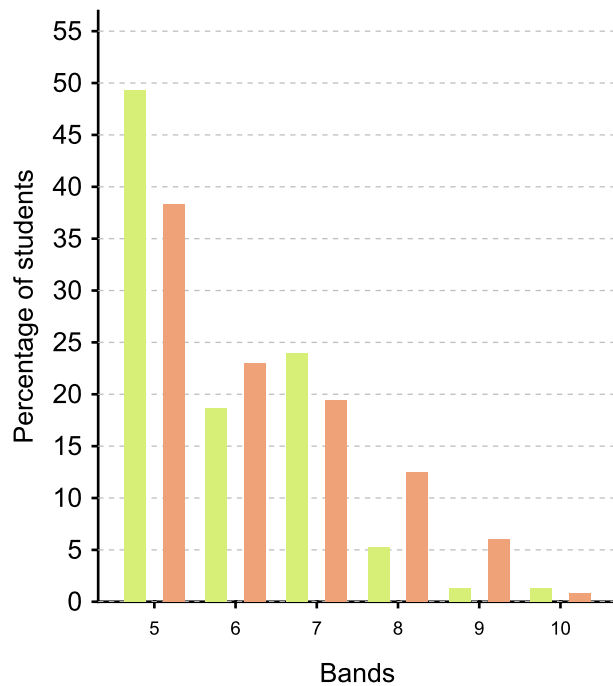
Percentage in bands:
Year 9 Reading



Percentage in Bands
School Average 2016-2018

Band	5	6	7	8	9	10
Percentage of students	11.5	34.6	30.8	12.8	9.0	1.3
School avg 2016-2018	14	29.6	28.4	20	6.8	1.2

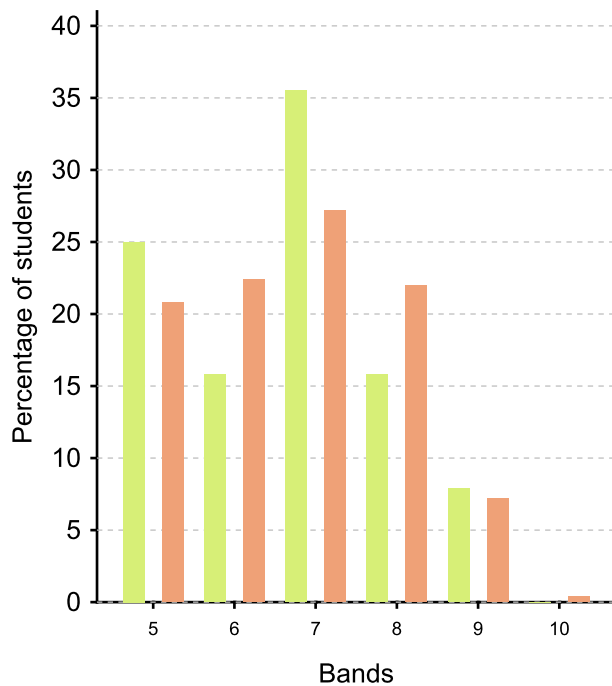
Percentage in bands:
Year 9 Writing



Percentage in Bands
School Average 2016-2018

Band	5	6	7	8	9	10
Percentage of students	49.3	18.7	24.0	5.3	1.3	1.3
School avg 2016-2018	38.3	23	19.4	12.5	6	0.8

Percentage in bands:
Year 9 Spelling

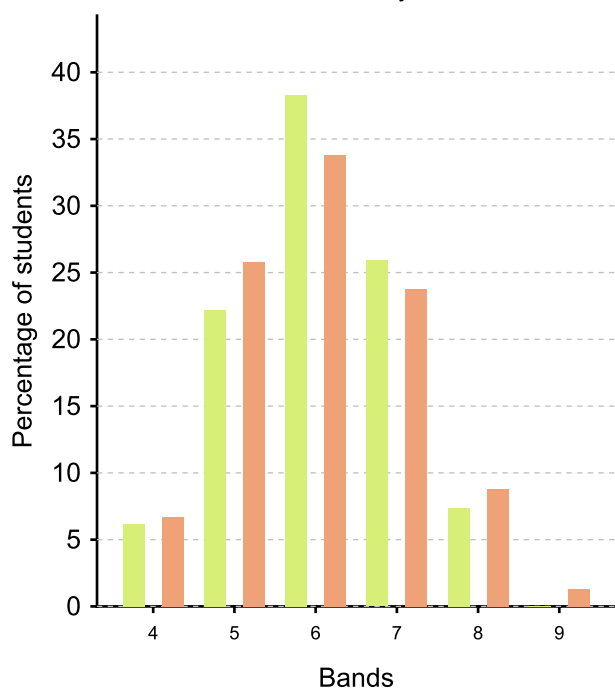


Percentage in Bands
School Average 2016-2018

Band	5	6	7	8	9	10
Percentage of students	25.0	15.8	35.5	15.8	7.9	0.0
School avg 2016-2018	20.8	22.4	27.2	22	7.2	0.4

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.

Percentage in bands:
Year 7 Numeracy

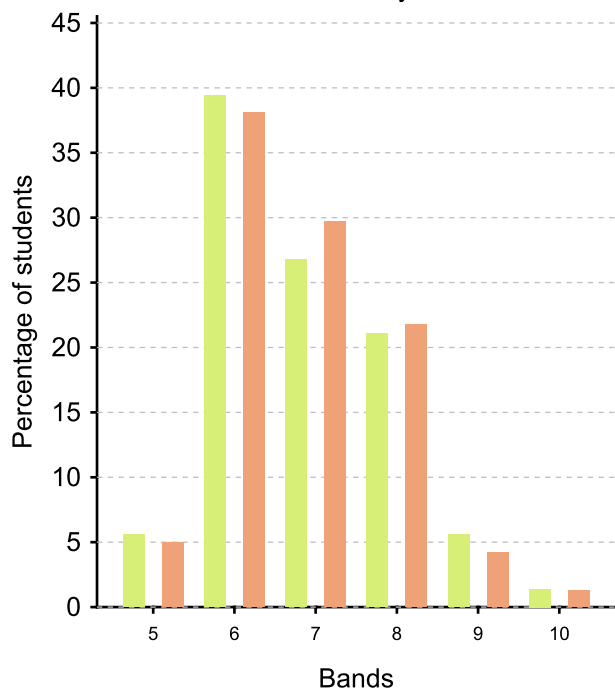


Percentage in Bands
School Average 2016-2018

Band	5	6	7	8	9	10
Percentage of students	5.6	39.4	26.8	21.1	5.6	1.4
School avg 2016-2018	5	38.1	29.7	21.8	4.2	1.3

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.>

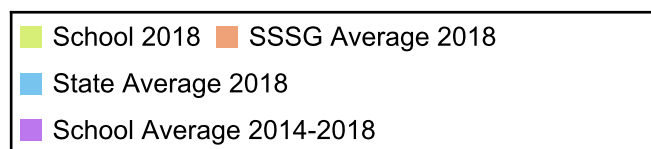
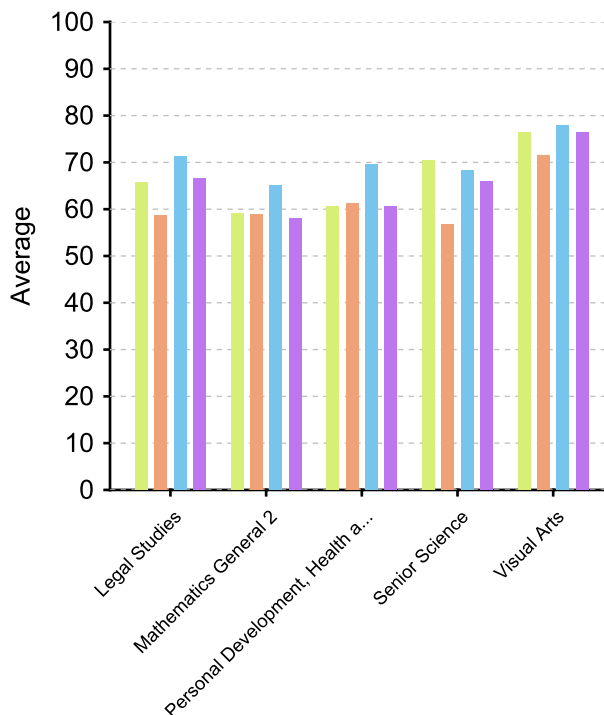
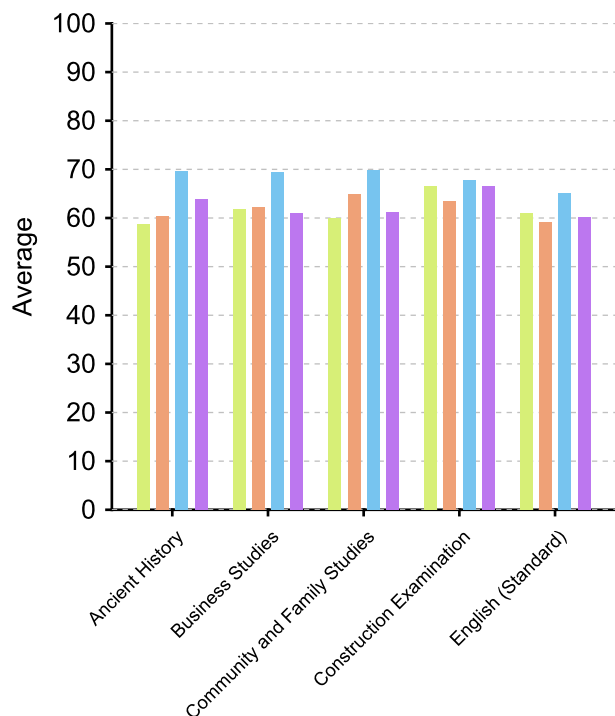
Percentage in bands:
Year 9 Numeracy



Percentage in Bands
School Average 2016-2018

Higher School Certificate (HSC)

The performance of students in the HSC is reported in bands ranging from Band 1 (lowest) to Band 6 (highest). The school offered a wide range of HSC courses in 2018. 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 2018 compared with the school averages from 2014 – 2018.



Subject	School 2018	SSSG	State	School Average 2014-2018
Ancient History	58.8	60.4	69.5	63.8
Business Studies	61.7	62.2	69.3	61.0
Community and Family Studies	60.0	65.0	69.9	61.2
Construction Examination	66.5	63.3	67.8	66.5
English (Standard)	60.9	59.0	65.0	60.2
Legal Studies	65.8	58.7	71.2	66.6
Mathematics General 2	59.0	58.9	65.1	58.0
Personal Development, Health and Physical Education	60.5	61.3	69.5	60.5
Senior Science	70.5	56.8	68.2	66.0
Visual Arts	76.5	71.5	78.0	76.5

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 2018, 300 students from Years 7 to 10 completed the survey during weeks 9 and 10 of Term 1. The following were some of the findings;

* 41% 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 6.5 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 2018 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.

* 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 2018 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 2018 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!

Other school programs

PDHPE

2018 was an exceptional year for Lake Illawarra High

School in sport and PDHPE. Lake Illawarra High School is focused on the holistic development of students, that equips them with the necessary knowledge, life skills and tools to maintain peak physical, mental and emotional health. 2018 came with many opportunities for students to build their capacity in the sporting arena and their daily school lives. The holistic and inclusive attitude towards physical activity and sport resulted in a high level of engagement across all years 7 to 12. Team and individual events including; Rugby League, Basketball, Netball, Futsal, Soccer and Volleyball were offered throughout the year, with a high degree of success for all students involved. The school fielded a large school team at the Swimming, Athletics and Cross Country championships with many students experiencing successes at a Zone, Regional and State level. Chelsea Ezeoke had an outstanding year, showing off her talent on a national stage! Chelsea was successful at making the National all schools championship where she not only took home gold but set a national record! Outside of the school events Chelsea once again proved to be quite a powerhouse, winning gold in the under 14 girls 200 metre, 400m and 4x100m relay events at the Australian Junior Championships. Jared Dyer dominated the swimming once again gaining selection into the NSW Swim Team. He made Pacific School games, which is an international school sports championship, providing opportunities for more 3000 school-aged students to participate in 11 different sports at the highest level. At this highly competitive competition, Jared won gold medals in the 4 x 50m freestyle relay and the 4 x 50m Medley Relay. Adding to the outstanding success was the many students who gained selection in the NSW Combined High School teams, with Bilyana Milevksi representing in Netball. All students who participated and represented the school in sport have performed exceptionally well and are a demonstration of the committed and talented students at Lake Illawarra High School. The school acknowledges that it is essential to have non-competitive opportunities. The Sports Committee is a leadership group made up of students from each year. The committed students within this group ran breakfast every Tuesday and Thursday morning, organised and initiated fundraising activities to assist students and their families representing the school at national sporting levels and played an essential role in the organisation of all the carnivals. As a result, the students in this committee gained valuable leadership and organisational skills. 2018 was a standout year for the committed PDHPE staff, who work hard to allow students the opportunity to represent the school in sport. Sport allows students to build resilience, teamwork, discipline and leadership. It is an opportunity for staff to build stronger relationships with students outside the classroom context and is why the sports community at Lake Illawarra High School is so strong. The staff would like to formally congratulate all students for not only their participation in PDHPE lessons but also their exceptional representation in sport.

Ms J O'Dea

Head Teacher PDHPE.