

Lambton High School

Annual Report



2018



8482

Introduction

The Annual Report for **2018** is provided to the community of Lambton High School as an account of the school's operations and achievements throughout the year.

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

Gary Bennett

Principal

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School background

School vision statement

Lambton High School is a welcoming, inclusive and progressive school community that fosters a culture of continuous learning, high expectations, pride and respect amongst all stakeholders.

School context

Lambton High School is a proudly comprehensive high school catering for students from Years 7 to 12 in Newcastle.

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

Student enrolment in 2018 is 1124 students, including 58 Aboriginal, 165 EAL/D and 13 Support students.

We have a keen student leadership body, including a Student Representative Council (SRC), Senior Prefect Body, Junior Aboriginal Education Consultative Group (AECG), who all play an essential role in strategic decision making in the school.

Our highly qualified teaching staff meet the professional requirements for NSW public schools. Lambton High School's dedicated and experienced staff consists of 77 teachers, 12 Head Teachers, 2 Deputy Principals and the Principal.

Every student can achieve through opportunities in gifted and talented programs, a wide range of extra-curricular activities and effective support programs. We offer acceleration in the Creative and Performing Arts (Music, Art and Drama), Mathematics, Academic Enrichment and CAPA Enrichment Classes in Year 7.

The supportive parent and community body plays a valued role in the school's decision making and planning processes.

* Community throughout the plan refers to, the parent body, student body, partner primary schools, the AECG, businesses and charitable organisations.

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.

The 2018 self assessment was conducted through a professional learning workshop in which the executive used evidence to determine the progress of each element of the School Excellence Framework.

In the domain of Learning, our priorities are innovation programs, Inquiry-Based Learning and evidence based practice. In the domain of Learning, the school's on balance assessment is that Lambton High School is sustaining and growing in the majority of elements and excelling in the area of reporting. Staff have engaged in professional development in Inquiry-Based Learning, the writing models and assessment feedback.

HSC results continue to show improved growth, with Lambton High School ranking in the top 5 schools for growth in the state. In 2018 Lambton High School was ranked 100th in the HSC, from 159th in 2017.

In the Teaching domain, our main focus has been to sustain and expand a culture of continuous improvement and high expectations. Lambton High School's on balance assessment for the majority of elements in the Teaching domain is that Lambton High School is excelling and sustaining and growing in data skills and use. In 2018 the focus has been on professional learning, staff mentoring and leadership and the implementation of the Stronger HSC Standards.

Lambton High School continues to build staff capacity through the opportunity to deliver professional learning to staff as a SOLO team leader. All teachers engage in observations through the Professional Development Framework, the Fast Feed and Quality Teaching Rounds programs.

In the domain of Leading, our efforts have been focused on enhancing community partnerships to foster a culture of belonging, leadership and a shared sense of responsibility in engagement and learning. In the elements of Leading, Lambton High School's on balance assessment is that the school is excelling in school planning, implementation and reporting and management practices and processes. In the areas of school resources and educational leadership Lambton High School is sustaining and growing.

Work has continued to be undertaken in specific areas of the school to enhance the physical learning environment and the Innovate 5 program is underway to develop and support a culture of a junior/senior model within the school. Lambton High School's partnership with Wests continues to strengthen with students provided opportunities to hear from guest speakers from managers, visit specific areas of the site, be involved in career shadowing programs and gain feedback from West's staff on business plans for implementation.

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

Student Learning

Purpose

Students take responsibility for their learning and engage in rich learning experiences that develop independent, life-long learning skills. Teachers facilitate opportunities so students can achieve their highest potential by providing challenging, dynamic, holistic and personalised evidence based learning.

Overall summary of progress

In 2018 the collaborative and final iteration of the Innovate 5 model was determined to implement innovative teaching and learning programs to increase engagement and autonomy of stage 5 students. Feedback was collected from staff and community and a second model developed with a longer implementation timeline. Senior Foundation programs were developed for a third elective line offering greater student choice and targeted Senior learning support across all faculties.

Inquiry Based Learning (IBL) projects were expanded to provide for more personalised, authentic, problem based and student directed learning. In IBL, key learning outcomes/competencies were mapped across all year groups (Year 7–10) to bring alignment of future focused skills including: presentation and communication, collaboration, creative thinking and self evaluation and reflection. These skills and competencies were assessed by panels who provided feedback and this was included in yearly school reports.

The Year 9 Passion Project was introduced as a week long project for year 9 as an expansion of Lambton Learning Ladder from year 7 into 8 and year 10 AALP projects were supported through the year 10 the senior foundation mentoring program. Teachers have been given more support and training in L3 as a result of feedback provided by staff.

HSC analysis remained an area of focus and was presented at executive meetings. Head Teachers presented information to faculties to inform planning and improvement for teaching and learning programs, including Senior Foundation electives. The Innovate Write team completed planning to implement the common writing rubric while introducing the new writing progressions.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
HSC Value Added result greater than +2 (from -2.23 in 2015, 2.72 in 2016 and 1.12 in 2017).	QT TPL: \$19 000 RAM Socio-economic: \$7 000 Casual support: \$21 000	The Senior Learning Centre environment and study skills program have continued to be embedded through the Learning Centre Coordinator position. Value added results are trending positively, achieving 1.12 in 2017.
NAPLAN Increase expected growth: <ul style="list-style-type: none"> • writing – greater than or equal to 68% from 62% (Year 9 – 2017) • numeracy – greater than or equal to 65% Increase the proportion of all students in the top 2 NAPLAN bands by 8%: <ul style="list-style-type: none"> • reading – from 19% to 27% (Year 9, 2017) • writing – from 10% to 18% (Year 9, 2017) • spelling – from 26% to 34% (Year 9, 2017) • grammar and punctuation – from 19% to 27% (Year 9, 2017) • numeracy – from 25% to 33% 	MultiLit/EAL/D: \$15 000 Syllabus implementation: \$12 000 Numeracy support: \$2000	MULTILIT Reading program and additional EAL/D teacher. Whole school Writing Focus on TEAL, ALARM and SHIFT. 49% of students achieved greater than or equal to expected growth in writing in 2018. 64% of Year 9 students achieved expected growth in Numeracy. Top 2 NAPLAN Bands Reading – 24% (Year 9 2018) Writing – 10.5% (Year 9 2018) Spelling – 26.5% (Year 9 2018)

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
(Year 9, 2017)		Grammar and punctuation – 24.9% (Year 9 2018) Numeracy – 32.4% (Year 9 2018)
Aboriginal students are achieving above the Aboriginal state average in numeracy, writing and HSC performance.	RAM SLSO support Norta Norta.	Average scaled growth School compared to State: Numeracy – 60.4 % growth V 47.8%State Writing – 37.8% growth V 8.6% State Average NAPLAN score compared to State average: Numeracy – 556.7 (State 539.30) Writing – 515.6 (State 461.76) HSC Performance Average HSC Course mark 73 (State 61)

Next Steps

The following areas will be key priorities in 2019:

- Adjusting teaching and learning programs based on data to improve student outcomes in literacy (Focus on Writing Program), and numeracy.
- NAPLAN analysis to develop strategies to increase students in the top two bands in all areas.
- Staff to participate in professional development for literacy and numeracy progressions.
- Reflect on assessments across the school, to apply progressions and rubric then look at how rubric has been implement to assessment criteria and build SOLO into assessment tasks.



Strategic Direction 2

Staff and Leader Learning

Purpose

Sustain and expand a culture of continuous improvement and high expectations, staff, leaders and the school community engage collaboratively in relevant, quality professional learning.

Overall summary of progress

Teachers collaborated in effective teaching and learning strategies and most have implemented these in their classroom practice and shared resources on SOLO differentiation across all faculties. Staff engaged well in demonstration lessons as a form of PL, reporting that this has a significant contribution to their improved teaching and learning practice. Staff report that SOLO has been useful in application and has supported improved student learning. Staff have been introduced to LI and SC at a surface level. This is only the first section of the Feedback Loop.

Lambton High School has become more of a leader across the region in effective teaching and learning of literacy, demonstrated in the success of the Hunter Gatherers Network PL workshops. Writing PL has had an impact on student learning outcomes, demonstrated in upward band trends in Year 9 NAPLAN writing and reading. The focus on inferential reading has been successful, however, students need to improve writing to improve growth data – specific to areas of NAPLAN marking criteria where there is a clear lack of growth and some decline in growth. Three quarters of staff have been introduced to the Common Writing Rubric through formal PL.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Feedback from students indicate 50% are intellectually engaged, find learning interesting, enjoyable and relevant (from 45% in 2018 TTFM).	TPL: \$20 000	Feedback (TTFM 2018 student survey) indicates 48% are intellectually engaged, find learning interesting, enjoyable and relevant (47% in 2016 and NSW Gov norm 46% TTFM trend report).
63% of staff from 43% (2017) indicate school delivered professional learning is quality, engaging and meets their professional learning needs.	TPL QT TPL: \$19 000	92% of staff, in 2018, indicated school delivered TPL is quality, engaging and meets their PL needs. 49% chose this at the highest level of engagement while 44% nominated engagement in school delivered TPL at the second highest level on the survey scale. Analysis of staff development days and extended staff meeting evaluations indicate that an average of 92% of staff consider SDD as meaningful and meeting their PL needs. An average of 96% of staff consider they can effectively apply the learnings from SDDs and extended staff meetings into their classroom practice and rate PL on SDD and extended staff meetings as: relevant, collaborative and future focused .
Increased numbers of teachers undertake accreditation at highly accomplished and lead from 1 (2017) to 3 (2020).		1 staff member has registered with NESAs for accreditation at higher levels. 1 staff member is engaged with HALT Working Parties at a state level and at a district level to increase the number of teachers accredited at the higher levels. 1 staff member was an LDI Mentor.

Next Steps

The following areas will be key priorities in 2019:

- Provide faculties with formative assessment ideas to utilise in the classroom
- Year 7 implementation of the traffic light system as formative assessment
- Improvements in communicating assessment to parents
- Introduce initiatives to improve assessment practices
- Staff PL on giving effective feedback to students
- Staff PL on initiating student to teacher feedback



Strategic Direction 3

Community and School Culture

Purpose

Enhance community partnerships to foster a culture of belonging, leadership and a shared sense of responsibility in engagement and learning so that our students mature into creative, confident and resilient global citizens.

Overall summary of progress

The Innovate 5 model was presented to P and C and was well received, endorsed and supported by the community. Timetabling information meetings were held and professional learning for the new school model was delivered at staff meetings around developing the new courses. An information evening was held for parents and subject selection for year 9 to 10 included a third elective for the Senior Foundation Courses.

As part of the Innovate 5 model Year 10 students were given the option to wear senior uniform and renamed Senior Foundation. Assessment delivery practices have changed in line with Stage 6 Senior Assessment, so that year 10 assessment occurs in a block and tasks have been reduced to 3 tasks per year.

Improvements were undertaken to learning facilities in a variety of environments including corridors, a purpose built fitness lab for PDHPE and PASS studies, a Music technology facility in the MPC, Maker Space in the library and Senior Seminar space in B0.

In strengthening community and business links, a partnership agreement was developed and launched with Wests at a community breakfast event. Opportunities for Year 10 students were created through SBATs, Mock interviews were held with Year 12 Hospitality students and Wests management and business interviews and stalls were held with input from Wests management. Managers from Wests spoke with Year 11 in relation to their own career pathways and Senior Geography class attended Wests for case studies. Wests hosted events for the school's Rugby League team and their families and provided mentoring by a former Knights player. Individual students had the opportunity to spend a day with specific managers at Wests for career shadowing, which was highly successful as students gained insight into their own career pathways.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increase the attendance rate to 94% from (92.7% in 2017).		91% in 2018
80% student retention rate from 10 to 12 (76% in 2017).		75% in 2018
Levels of belonging increase to: students – 70% (from 68% 2018 TTFM) and parents – 7.5 (from 6.9 in 2018 TTFM).		This improvement measure is measured biannually and will be measured in 2020.

Next Steps

The following areas will be key priorities for 2019:

- Continue to implement Innovate5 (Junior/Senior model) across the whole school community.
- Program of Improvements in learning facilities in a variety of environments, including innovative learning environments –iSTEM, Fitlab, flexible technology spaces, Learning Support, VR and Maker spaces.
- Build further formal alliances with business partners and the community to develop an awareness of opportunities and significance in learning. In 2019 we will have an EOI process and information evening for students and their parents around the time of subject selection for Wests SBATs.
- Develop opportunities for Instructional Leadership capacity through building partnerships with the University of Newcastle.



Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	<p>Norta Norta Funding 2 Days x 9: \$3 922.20</p> <p>Norta Norta equipment: \$125</p> <p>Budgeting 2 x casuals: \$900</p> <p>Walk a Mile Koori Style : \$50 – 2 x regional</p> <p>AECG: \$900 1/2 day</p> <p>AECG : \$225</p>	<p>Initiatives implemented by the Aboriginal Education Team are having a demonstrated impact on students both in the classroom and their sense of belonging within the school.</p> <p>Results from the Tell Them From Me survey are significantly increased from 2016, with students feeling good about their culture at school and believing that their teachers have a good understanding of their culture.</p>
English language proficiency	<ul style="list-style-type: none"> English language proficiency (\$94 770.00) 	<p>The employment of a specialist EAL/D (English as an Additional Language/Dialect) teacher has enabled programs to be administered to 40 students receiving varying degrees of English language support. Initial assessment of English Language proficiency for all "New Arrival" EAL/D students has been able to provide relevant data to establish the needs of individual intensive language support. Students were able to receive orientation and transition to the school, the community, the country and the culture.</p> <p>Through teacher liaison and collaboration with the specialist EAL/D teacher, students have been able to engage in more learning experiences and, through differentiated curriculum and assessment, been able to participate in individual formal assessment. The support has assisted students in transitioning from the junior school into the more advanced senior curriculum and enabled more liaison to occur with parents, students, and the Career Advisor regarding school to work transition.</p>
Low level adjustment for disability	<ul style="list-style-type: none"> Low level adjustment for disability (\$183 196.00) 	<p>SLSO support was provided to students through one-on-one and small group work. This has increased the level of students' participation and engagement in learning. Over 60 students were supported through organisational groups and there was an increase in the amount of self referrals. Positive feedback was received from both staff and students. These groups have also improved students' learning outcomes.</p> <p>Assignment support was provided to 12 students per year group per week through teacher, parent, self referral and the Learning Support Team. These were also provided to students who couldn't access computers and/or the internet at home, or required extra guidance. Students reported that they found these support periods very beneficial.</p> <p>Support was provided to identified students on work experience on their first day at work placement. This enabled the student to feel</p>

<p>Low level adjustment for disability</p>	<ul style="list-style-type: none"> • Low level adjustment for disability (\$183 196.00) 	<p>more comfortable, settle into a new environment. and complete their placement successfully.</p> <p>24 students participated in Multilit, an individual literacy support program. 90% of students increased their reading ability.</p> <p>20 students participated in Macqlit, a small group literacy support program.</p> <p>IEP's were planned with 30 students in consultation with parents & the school counsellor. These have engaged students and their parents/carers in a consultative and collaborative processes to personalise learning and support reflecting student needs.</p> <p>The Learning Support Team met once a week and identified students that need supports or have additional needs.</p> <p>L'EXTRA homework club operated every Thursday after school from 3–4pm. This support enhanced students' access to a wider range of curriculum learning experiences, specialist teachers, sources of knowledge, individual connections and educational and community services, including volunteers from Teach Outreach at Newcastle University).</p> <p>Improved professional learning programs were arranged to address learner diversity in classrooms, including the provision of support for teachers in recognising and responding to students' additional learning needs.</p> <p>Teacher Professional Learning was provided through MAPPA, Online Autism Spectrum training, Red Bank Conference, OLT Dyslexia Course, Supporting Students in Inclusive Schools, OOH training and Best Start Training.</p> <p>Disability provisions were provided for identified students:</p> <ul style="list-style-type: none"> • Year 7 – 12 • Year 8 – 14 • Year 9 – 20 • Year 11 – 23 • Year 12 – 20
<p>Socio–economic background</p>	<ul style="list-style-type: none"> • Socio–economic background (\$91 643.00) 	<p>Eight Wellbeing Days were delivered across 4 Terms to years 7 – 10. Students participated in programs related to cyber safety, safe partying, healthy relationships, anti bullying and team building activities. Drama students also presented interactive performances to develop student problem solving skills and communication strategies when in difficult social situations. These days received strong feedback from students with 98.4% of year 7 students finding the days to be beneficial to their sense of wellbeing.</p> <p>3 staff were trained in and delivered Growth Mindset across years 7 – 10 to ensure that</p>

Socio-economic background

• Socio-economic background (\$91 643.00)

when students face difficult tasks they are intrinsically motivated to problem solve.

20 students were trained in peer mediation. All peer mediations that occurred saw conflict resolution agreements adhered to with no further support for students needed.

20 students were trained in Peer Support to assist with year 6 into year 7 transition that included a successful year 7 camp. Peer support students also delivered workshops to year 7 on Wellbeing Days in relation to respective communication and active listening.

Disengaged students participated in a range of mentoring programs to improve attendance and reduce levels of truancy among this cohort

External providers worked on a one on one basis with students experiencing high support needs in peer relationships and anxiety with a view to developing group programs in 2019.

Youth Aware of Mental Health (YAM) was delivered over a 3 week period to all of year 9. 50 students have agreed to participate in a 3 month follow up study to ascertain the success of the program. Post in school evaluations showed that 86.2% of respondents strongly agreed that they knew where to seek support for either themselves or a friend if they were struggling with mental health issues. Workshop delivery to parents on managing their child's anxiety also occurred and verbal feedback from parent participants was highly positive.



Student information

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	563	557	556	553
Girls	527	540	556	569

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

Student attendance profile

School				
Year	2015	2016	2017	2018
7	93.1	95.4	95.2	93.8
8	90.1	91.7	93.4	91.3
9	91.5	92.7	91.7	89.4
10	90	91.5	90.9	88.8
11	90.2	93.9	93.9	91.1
12	92	93	92	91.7
All Years	91.1	93	92.9	91
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

2018 attendance rates include partial absences and account for student mobility. They are not directly comparable to rates reported for previous years.

Regular attendance at Lambton High School is essential to assist students to maximise their potential. Parents are required to explain the absences of their children from school promptly and within seven days to the school. An absence is unexplained if parents have failed to provide an explanation to the school within seven days.

Lambton High School monitors the regular attendance

of students and contacts parents/caregivers when needed to discuss unexplained absences. When necessary, with the support of parents/caregivers and/or Home School Liaison Officers, Lambton High School's wellbeing team develops and implements strategies to support students with identified attendance issues. Personal attendance and wellbeing plans have successfully facilitated improved attendance of individual students and assisted these students to re-engage with their education.

Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
Seeking Employment	0	7.1	4.6
Employment	0	2.1	16.8
TAFE entry	1.7	4.3	12.7
University Entry	0	0	61.6
Other	9.8	19.3	3.2
Unknown	1.2	1	1.1

Year 12 students undertaking vocational or trade training

In 2018, 2 students undertook School Based Apprenticeships/Traineeships in the industry areas of Sport and Recreation and Business Services.

26.3% of Year 12 students participated in School Vocational Education Training (SVET) courses (Hospitality and Skills for Work and Vocational Pathways) and 18.4% of Year 12 students participated in TAFE Vocational Education Training (TVET) courses.

Year 12 students attaining HSC or equivalent vocational education qualification

In 2018, 163 students completed the HSC.

- 78.5% of Year 12 SVET students achieved a Certificate II Qualification in Hospitality (Food and Beverage).
- 86.6% of Year 12 SVET achieved a Certificate II Qualification in Skills for Work and Vocational Pathways.
- 26.6% of Year 12 TVET students achieved Certificate II Qualification in Animal Studies, Construction Pathways and Sport and Recreation courses.
- 6% of Year 12 TVET students achieved Certificate III Qualification in Salon Assistant and Tourism, Travel & Events courses.
- 66.6% of Year 12 TVET students achieved a

Statement of Attainment in a variety of TAFE courses.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Head Teacher(s)	12
Classroom Teacher(s)	56.6
Learning and Support Teacher(s)	1
Teacher Librarian	1
Teacher ESL	0.4
School Counsellor	2
School Administration and Support Staff	14.97
Other Positions	1

*Full Time Equivalent

Australian Education Regulation 2013, requires schools to report on Aboriginal compositions of their workforce. 2.6% of our workforce at Lambton High School identifies as Aboriginal.

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	29.5

Professional learning and teacher accreditation

Strategies to build the capability of staff are embedded in the three-year school plan. The total school expenditure on professional learning for teaching and non-teaching staff in 2018 was \$75,759.48 from TPL funds and approximately 250 CEPS days (equating to an additional \$112,500).

In 2018, 1 casual teacher and 2 temporary teachers were in the process of gaining accreditation at the Proficient career stages of the Australian Professional Standards for Teachers. 1 temporary teacher submitted their documentation in early 2019 the other is currently

finalising their application, with the casual teacher finalising by the end of April this year. All permanent staff are now proficient and on maintenance, 1 staff member is maintaining at Lead and 2 early career teachers (temporary) are currently undertaking accreditation at proficient.

Analysis of staff development days and extended staff meeting evaluations indicate that an average of 92% of staff consider SDD as meaningful and meeting their PL needs. An average of 96% of staff consider they can effectively apply the learning from SDDs and extended staff meetings into their classroom practice and rate PL on SDD and extended staff meetings as: relevant, collaborative and future focused.

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	667,742
Revenue	11,939,024
Appropriation	11,354,932
Sale of Goods and Services	9,819
Grants and Contributions	566,169
Gain and Loss	0
Other Revenue	3,464
Investment Income	4,640
Expenses	-11,495,654
Recurrent Expenses	-11,495,654
Employee Related	-10,379,117
Operating Expenses	-1,116,537
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	443,370
Balance Carried Forward	1,111,112

Lambton High School's financial management processes and governance structure is met through the finance committee which is made up of: The Principal, Senior Administrative Manager, P and C representative and staff representative.

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	9,667,442
Base Per Capita	215,858
Base Location	0
Other Base	9,451,584
Equity Total	400,639
Equity Aboriginal	31,031
Equity Socio economic	91,643
Equity Language	94,770
Equity Disability	183,196
Targeted Total	528,079
Other Total	214,181
Grand Total	10,810,340

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.

Reading

Year 7

- 44.79% of students are at proficiency, compared

to State DoE at 26.6%.

- Reading has a stable trend with the average NAPLAN score at 564.9 compared to 537.03 State DoE.

Year 9

- 22.99% of students are at proficiency, compared to State DoE at 21.1%.
- Reading is trending up with the average NAPLAN score at 593.5 compared to 582.17 State DoE.
- 66.1% of students achieved greater than or equal to expected growth in reading.

Writing

Year 7

- 20.4% of students are at proficiency, compared to 16.4% State DoE.
- Writing is trending up with the average NAPLAN score at 523 compared to 504.47 State DoE.

Year 9

- 9.8% of students are at proficiency, compared to State DoE at 12.6%.
- Writing is trending up with the average NAPLAN score at 549.2 compared to 539.66 State DoE.
- 49.5% of students achieved greater than or equal to expected growth in writing.

Spelling

Year 7

- 40.3% of students are at proficiency, compared to State DoE at 32.9%.
- Spelling is trending up with the average NAPLAN score at 565.4 compared to 548.05 State DoE.

Year 9

- 25.5% of students are at proficiency, compared to State DoE at 24.4%.
- Spelling is trending up with the average NAPLAN score at 599.2 compared to 585.43 State DoE.
- 62.9% of students achieved greater than or equal to expected growth in spelling.

Grammar and Punctuation

Year 7

- 37.2% of students are at proficiency, compared to State DoE at 27.2%.
- Grammar and punctuation is trending up with the average NAPLAN score at 564.2 compared to 543.34 State DoE.

Year 9

- 37.2% of students are at proficiency, compared to State DoE at 27.2%.
- Grammar and punctuation is trending up with the average NAPLAN score at 590.7 compared to 587.12 State DoE.
- 56.5% of students achieved greater than or equal to expected growth in grammar and punctuation.

Aboriginal Students

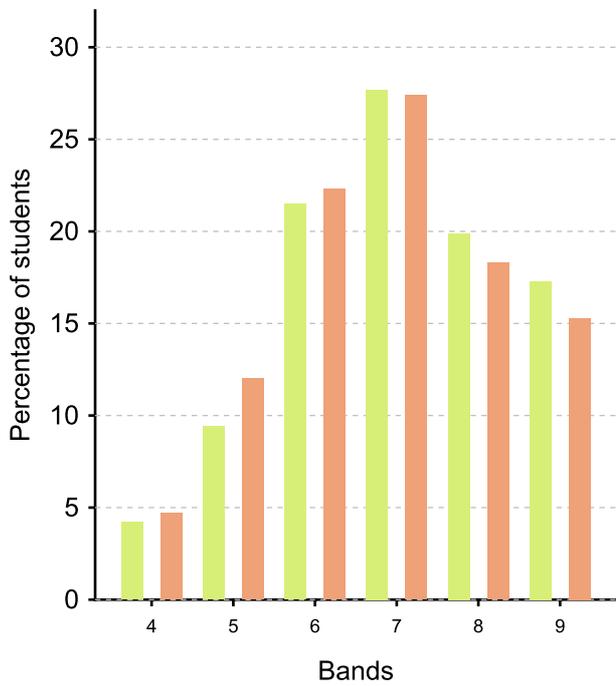
Year 7

- Reading is above state mean at 529.5, compared to State DoE at 483.53.
- Writing is above state mean at 499.2, compared to State DoE at 437.86.
- Spelling is above state mean at 541.4, compared to State DoE at 492.88.
- Grammar and Punctuation is above state mean at 529.6, compared to State DoE 479.81.

Year 9

- Reading is above state mean at 567.4, compared to State DoE at 529.56.
- Writing is above state mean at 515.6, compared to State DoE at 461.8.
- Spelling is above state mean at 569.4, compared to State DoE at 530.8.
- Grammar and Punctuation is above state mean at 551.8, compared to State DoE 518.71.

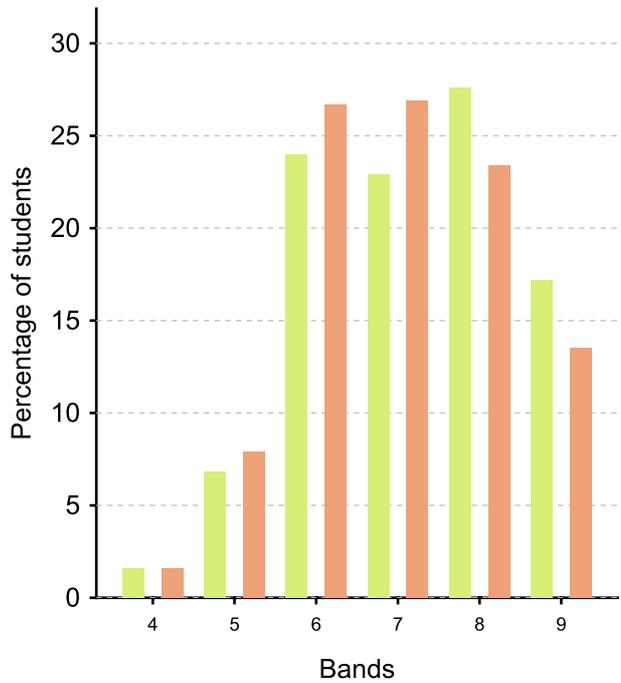
Percentage in bands:
Year 7 Grammar & Punctuation



Percentage in Bands
School Average 2016-2018

Band	4	5	6	7	8	9
Percentage of students	4.2	9.4	21.5	27.7	19.9	17.3
School avg 2016-2018	4.7	12	22.3	27.4	18.3	15.3

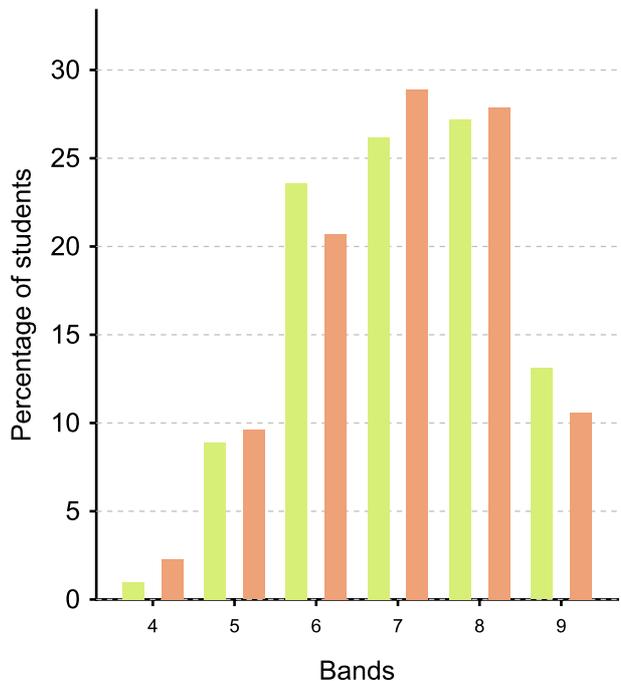
Percentage in bands:
Year 7 Reading



Percentage in Bands
School Average 2016-2018

Band	4	5	6	7	8	9
Percentage of students	1.6	6.8	24.0	22.9	27.6	17.2
School avg 2016-2018	1.6	7.9	26.7	26.9	23.4	13.5

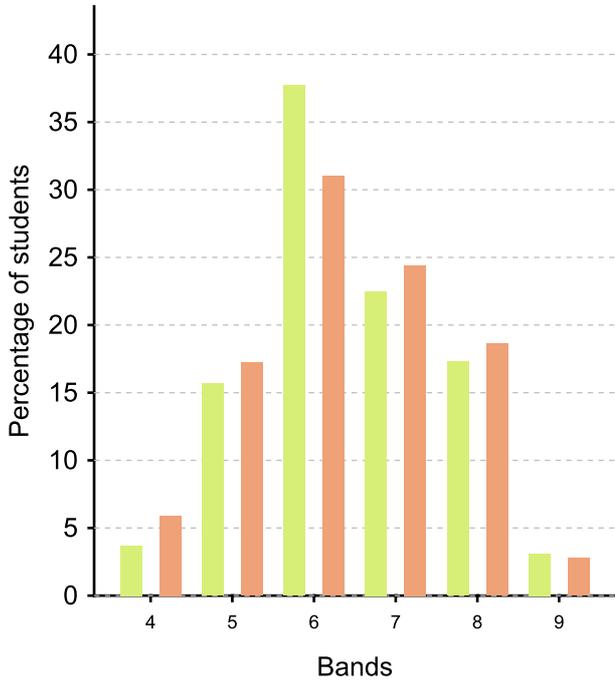
Percentage in bands:
Year 7 Spelling



Percentage in Bands
School Average 2016-2018

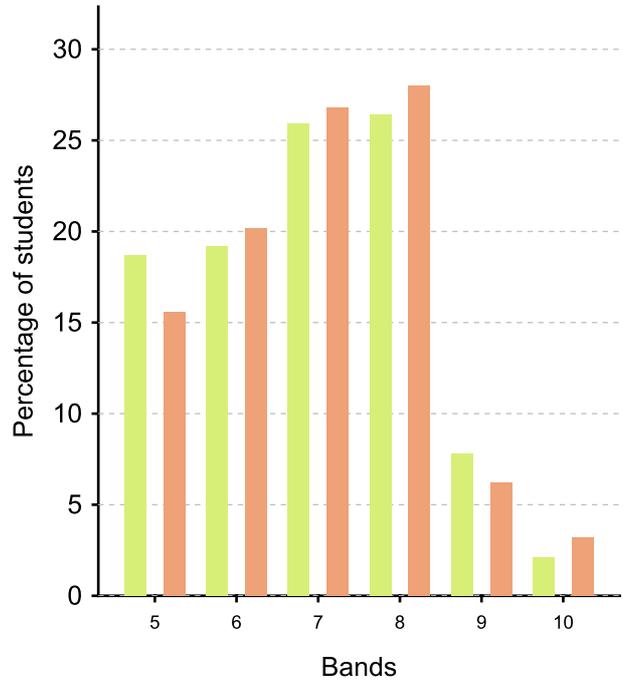
Band	4	5	6	7	8	9
Percentage of students	1.0	8.9	23.6	26.2	27.2	13.1
School avg 2016-2018	2.3	9.6	20.7	28.9	27.9	10.6

Percentage in bands:
Year 7 Writing



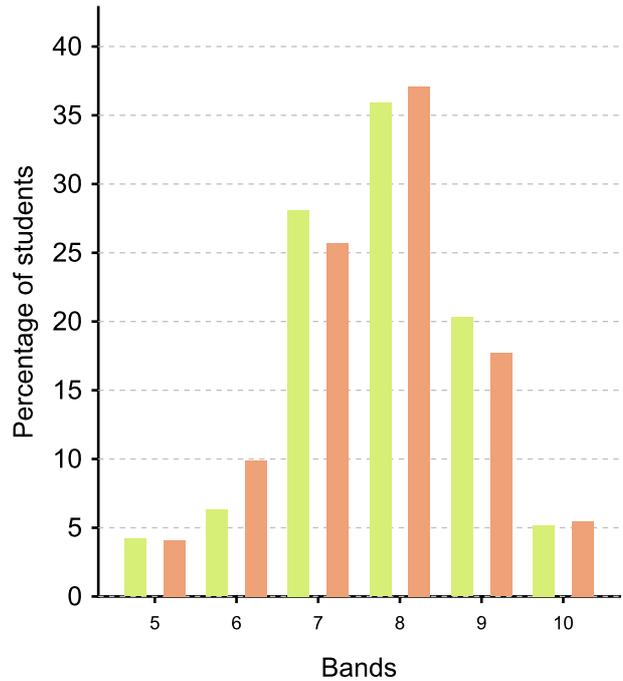
Band	4	5	6	7	8	9
Percentage of students	3.7	15.7	37.7	22.5	17.3	3.1
School avg 2016-2018	5.9	17.2	31	24.4	18.6	2.8

Percentage in bands:
Year 9 Writing



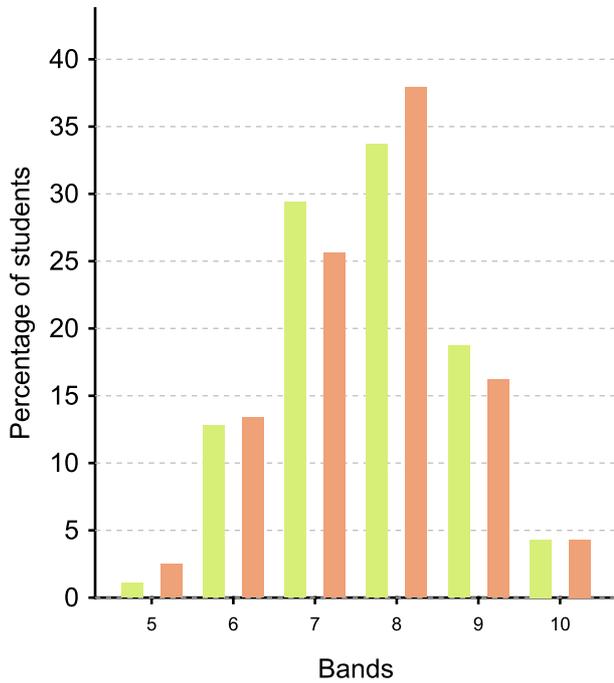
Band	5	6	7	8	9	10
Percentage of students	18.7	19.2	25.9	26.4	7.8	2.1
School avg 2016-2018	15.6	20.2	26.8	28	6.2	3.2

Percentage in bands:
Year 9 Spelling

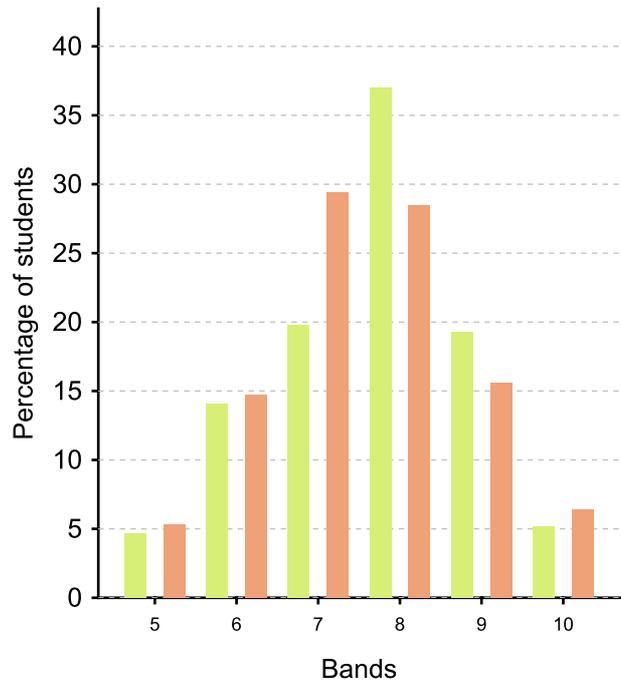


Band	5	6	7	8	9	10
Percentage of students	4.2	6.3	28.1	35.9	20.3	5.2
School avg 2016-2018	4.1	9.9	25.7	37.1	17.7	5.5

Percentage in bands:
Year 9 Reading



Percentage in bands:
Year 9 Grammar & Punctuation



Percentage in Bands
School Average 2016-2018

Band	5	6	7	8	9	10
Percentage of students	4.7	14.1	19.8	37.0	19.3	5.2
School avg 2016-2018	5.3	14.7	29.4	28.5	15.6	6.4

Percentage in Bands
School Average 2016-2018

Band	5	6	7	8	9	10
Percentage of students	1.1	12.8	29.4	33.7	18.7	4.3
School avg 2016-2018	2.5	13.4	25.6	37.9	16.2	4.3

Year 7

- 36.5% of students are in the top two bands for Numeracy. (2017 ~ 31.2%)
- Numeracy is trending upwards with the scaled school score at 564 compare to State DoE at 549.47.
- 45.4% of students achieved greater than or equal to expected growth in Numeracy.

Year 9

- 30.9% of students are in the top two bands for Numeracy. (2017 ~ 25.1%)
- 29.8% of students are at proficiency, which is equal to State DoE.
- 60.6% of students are above proficiency, compared to State DoE at 49.0%
- Both the school and State DoE scaled scores are trending upwards, with the school showing a stronger trend line. School scaled score at 607.5 compared to State DoE at 598.14.
- 46% of students achieved greater than or equal to expected growth in Numeracy.

Aboriginal and Torres Strait Islander Students

Year 7

- 77.8% of students achieved greater than or equal to expected growth in Numeracy.

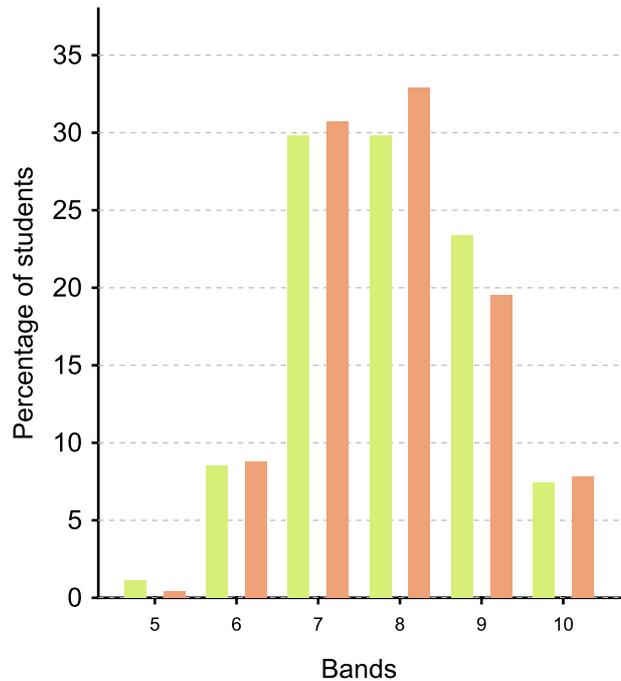
Year 9

- 73% of students achieved greater than or equal to

expected growth in Numeracy.

- In accordance with the privacy and personal information policies, due to the small number of Aboriginal and Torres Strait Islander students in Year 9, the data for the percentage of students in the top two bands for Numeracy cannot be included in this report.

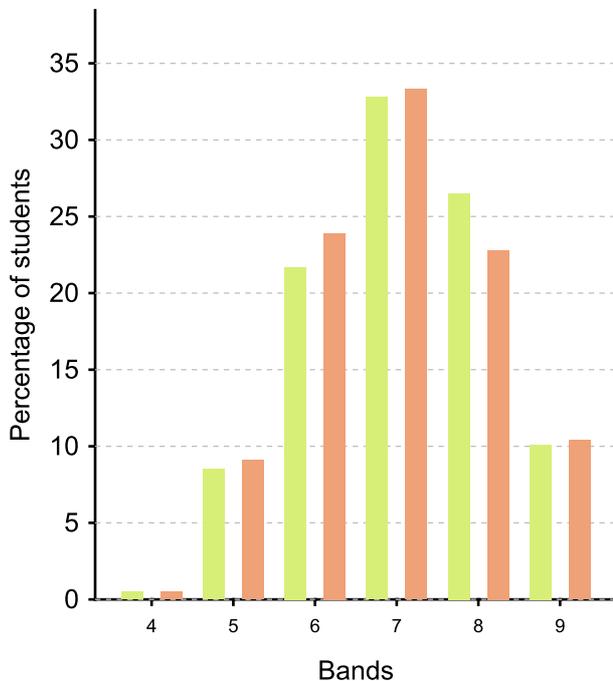
Percentage in bands:
Year 9 Numeracy



■ Percentage in Bands
■ School Average 2016-2018

Band	5	6	7	8	9	10
Percentage of students	1.1	8.5	29.8	29.8	23.4	7.4
School avg 2016-2018	0.4	8.8	30.7	32.9	19.5	7.8

Percentage in bands:
Year 7 Numeracy



■ Percentage in Bands
■ School Average 2016-2018

Band	4	5	6	7	8	9
Percentage of students	0.5	8.5	21.7	32.8	26.5	10.1
School avg 2016-2018	0.5	9.1	23.9	33.3	22.8	10.4

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.

Premier's Priorities: Improving education results

Year 7

- 44.79% of students are in the top two bands for Reading.
- 36.51% of students are in the top two bands for Numeracy.

Year 9

- 22.99% of students are in the top two bands for Reading.
- 30.85% of students are in the top two bands for Numeracy.

State Priorities: Better services – Improving Aboriginal education outcomes

Year 7 – Aboriginal Students

- 27.27% of students are in the top two bands for Reading.
- 10% of students are in the top two bands for Numeracy.

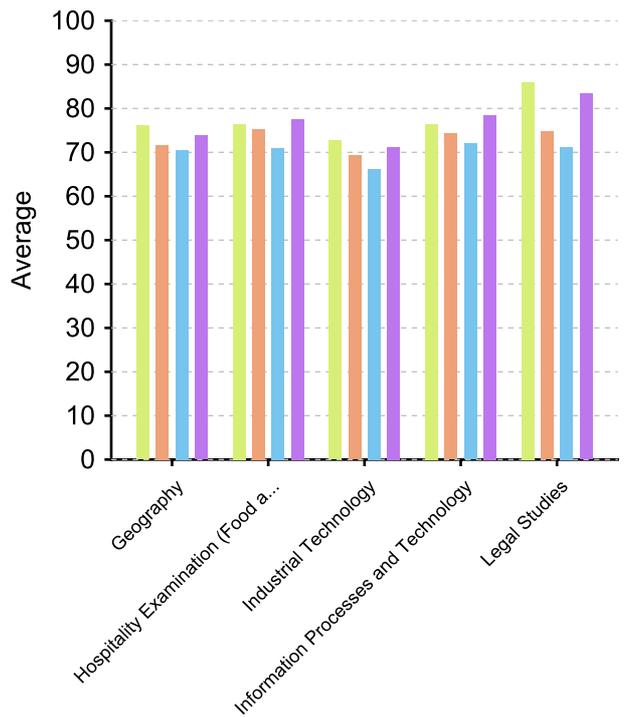
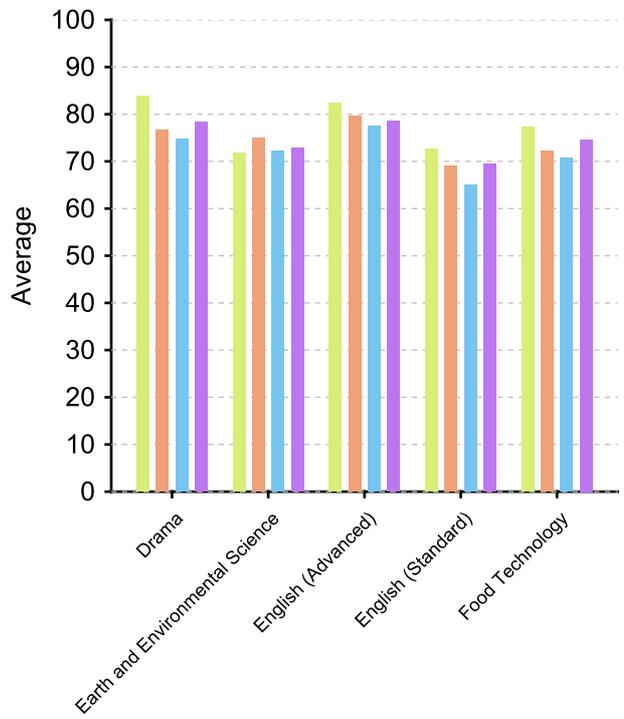
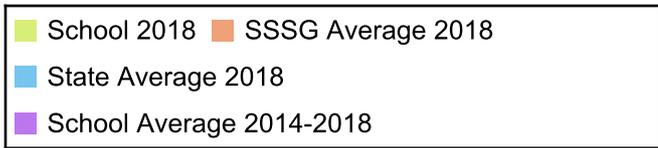
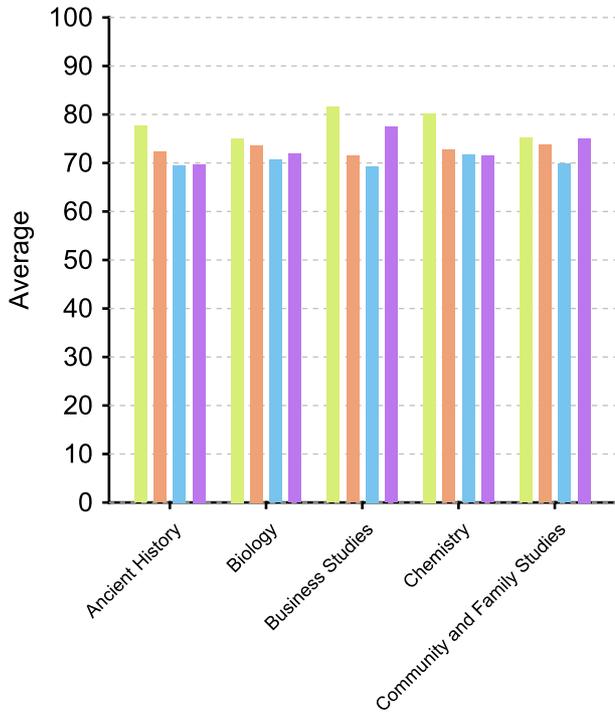
Year 9 – Aboriginal Students

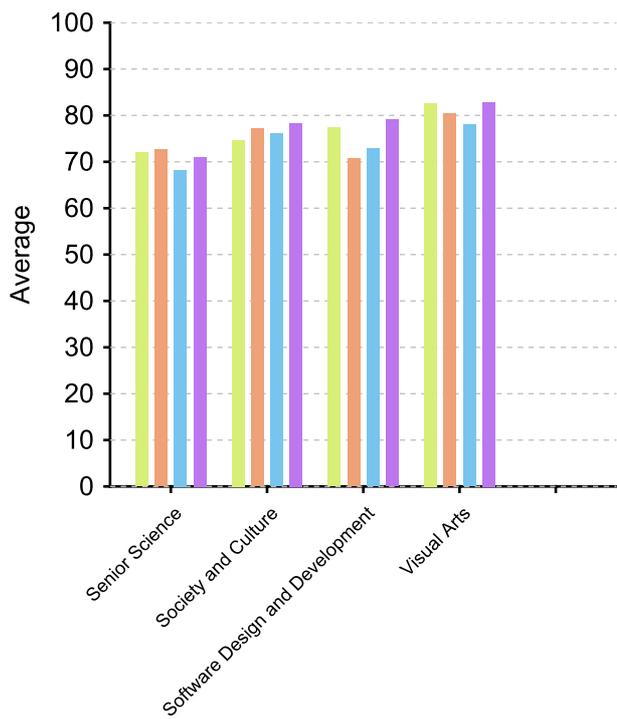
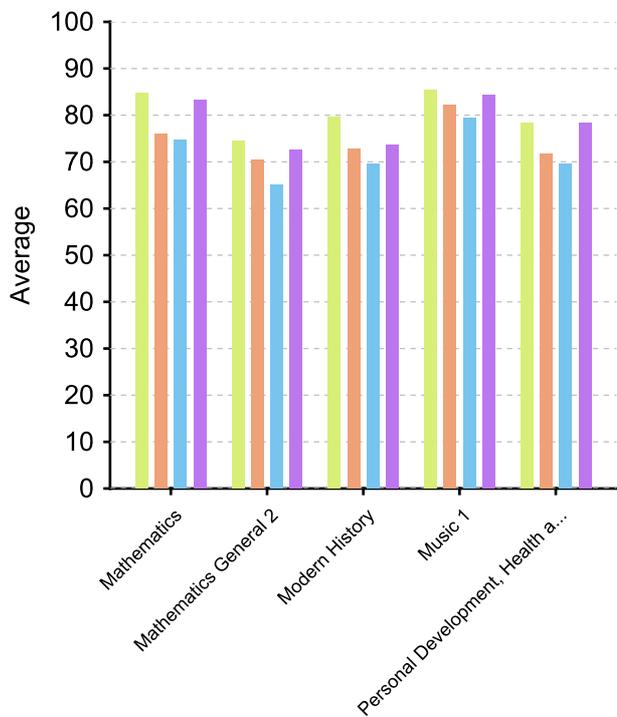
- 8.33% of students are in the top two bands for Reading.

- 8.33% of students are in the top two bands for Numeracy.

Higher School Certificate (HSC)

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





Business Studies	81.5	71.6	69.3	77.5
Chemistry	80.2	72.8	71.8	71.4
Community and Family Studies	75.2	73.8	69.9	75.1
Drama	83.9	76.7	74.8	78.3
Earth and Environmental Science	71.7	74.9	72.3	72.9
English (Advanced)	82.4	79.6	77.5	78.6
English (Standard)	72.7	69.1	65.0	69.5
Food Technology	77.3	72.2	70.7	74.6
Geography	76.1	71.6	70.6	73.8
Hospitality Examination (Food and Beverage)	76.5	75.2	71.0	77.6
Industrial Technology	72.7	69.3	66.2	71.2
Information Processes and Technology	76.4	74.3	72.0	78.4
Legal Studies	85.9	74.7	71.2	83.4
Mathematics	84.8	75.9	74.8	83.3
Mathematics General 2	74.5	70.5	65.1	72.5
Modern History	79.7	72.9	69.5	73.7
Music 1	85.3	82.1	79.5	84.4
Personal Development, Health and Physical Education	78.4	71.7	69.5	78.4
Senior Science	72.0	72.6	68.2	71.1
Society and Culture	74.7	77.1	76.1	78.4
Software Design and Development	77.4	70.7	72.9	79.1
Visual Arts	82.7	80.4	78.0	82.9

In 2018, 163 students completed the HSC, with 100% of students attaining a HSC certificate. The 2018 cohort achieved 116 Band 6/E4 and 245 Band 5/E3 performances. 52 students across 25 courses were honoured with placements on the HSC Merit List (a Band 6 or E4 result) and 4 students; Charlie Ekin, Isabelle Cox, Riordan Davies and Rani Ruse placed on the HSC All Rounders List. 1 student, Rani Ruse,

Subject	School 2018	SSSG	State	School Average 2014-2018
Ancient History	77.6	72.3	69.5	69.8
Biology	75.1	73.6	70.7	71.9

achieved a First in State recognition for Geography. 54.0% of students in the cohort achieved 2 or more Band 5–6 (E3–E4) results.

The following courses performed above state average; Ancient History, Biology, Business Studies, Chemistry, Community and Family Studies, Drama, Engineering Studies, English (Advanced), English (Standard), English as a Second Language, English Extension 1, English Extension 2, Food Technology, Geography, History Extension 1, Hospitality (Food and Beverage), Industrial Technology, Information Processes and Technology, Legal Studies, Mathematics General 2, Mathematics, Mathematics Extension 1, Modern History, Music 1, Personal Development, Health and Physical Education, Physics, Senior Science, Software Development and Design and Visual Arts (Source: NESAs).

Parent/caregiver, student, teacher satisfaction

In 2018 students, staff and parents/guardians undertook the Tell Them From Me Survey. In the student survey many areas did not produce significantly different results from the 2016 results. Areas of improvement included positive homework behaviours increased by 4%, intellectual engagement increased by 12%, students interested and motivated by their learning increased by 5%. An area of interest was a decrease in students feeling challenged and confident in their skills in English, Mathematics and Science.

Parent survey results saw an increase in parents attending meetings, which is a result from our parent learning sessions, parents supporting learning at home and the belief that the school supports leaning and positive behaviour. There was also growth in Lambton High School being a school that parents would recommend and believing the school has a good reputation.

Staff participated in the Focus on Learning survey, with similar results to 2016. They also completed surveys upon completion of teacher professional learning each term and the data from these surveys continues to inform the direction and format of teacher professional learning to meet the needs of the school and staff.



Policy requirements

Aboriginal education

Throughout 2018, a North North tutor has been employed 2 days a week to provide support to students for assignments, assessment preparation and organisation. The Junior AECG has continued to meet throughout 2018 and 1 Aboriginal staff member is on Muloobinba AECG and the Newcastle Regional AECG. NAIDOC Day celebrations were supported by the Aboriginal community, particularly our partner primary schools.



Multicultural and anti-racism education

Lambton High School's clientele is diverse and has more than 175 students with a language background other than English (LBOTE), attributing to over 47 different languages being spoken in the home or community. There are over 65 EAL/D (English as an Additional Language/Dialect) students in attendance, with ten students arriving in the country within the last twelve months. At Lambton High School we have international students studying specifically to attain their HSC, and exchange students from all around the globe. In addition, close to 5% of the overall school population consists of students from an Aboriginal cultural background.

The school has continued to deliver quality EAL/D programs and intensive support to EAL/D students through the employment of a specialist EAL/D teacher to achieve equitable educational outcomes. This role has allowed Lambton High School to devise and implement individualised programs for refugee students, continue to offer and run successful Preliminary and HSC EAL/D (English as an Additional Language/Dialect) courses to students in the Senior School, monitor and support all International Students and attend network meetings to receive updates on EAL/D initiatives and multicultural outcomes concerning current global refugee statuses. This has also enabled the provision of professional development for mainstream class teachers regarding English

proficiency and cultural/learning diversity for students.

Lambton High School participates annually in the Japanese Hakodate Exchange Program, supporting and providing hospitality to students from Hakodate, Japan. During their cultural immersion homestay, over a 12 week period, students partake in mainstream school class activities, specific EAL/D programs, courses and organised activities, and raise cultural awareness of their own country.

The Multicultural Education Policy and the Anti-Racism Policy have supported the school community to acknowledge and respect cultural diversity and foster community connections through the celebration of days, such as Harmony Day and Refugee Week. Multicultural Education is embedded into the curriculum of all key learning areas and monitored through program registration, ensuring an inclusion of the whole school community. Lambton High School has continued to foster strong and positive community links with the Multicultural Neighbourhood Centre and access the use of interpreters for individual parent interviews as required.

Other school programs

Student Representative Council

Lambton High School's Student Representative Council is a large group of students from years 7 to 11 that are able to self-nominate. Students are keen to join the SRC to have the opportunity to contribute to building the climate, culture and future achievements of Lambton High School.

Members of the Lambton High School Student Representative Council for 2018 were:

- Year 7: Amelia Accardi, Emily Banks, Sarah Holland, Ryan Robinson
- Year 8: Harrison Armstrong, Tom Muggleton, Emily Sanson, Sophie Tickle, Sophie Unwin, Hugh Bright
- Year 9: Ethan Edwards, Alexander Griffin, Raphael Kannan, Rachael Kershaw, Jada Moloney, Harriet Murphy, Alexa Stuart, Lucy Ulph
- Year 10: Camellia Bate, Jacob Carson, Sarah Cuthel, Emma Dean, Dayna Garside, Natasha Kencana, Amber Kidd, Flynn Lanz, Abby Manning, Ruarai Morton, Josephine Muggleton, Swathy Raveendran, Lara Murphy, Zeke Gentle, Sasha Virtue, Minha Choi, Declan Bright, Cameron Pearce, Grace Rivkin
- Year 11: Amelia Bland, Amanda Boon, Dewmi de Silva, Nethmi de Alwis, Taris Eaton, Connor Edwards, Joshua Griffiths, Lucy Hanks, Shubhan Kansal, Kate Lintott, Sebastian Nunn, Lachlan Price, MacKenzie Price, Maddison Rich, Grace Riley, Livia Tsioulis, Sarah Wells, Ivy-Rose Laidler

Jacob Carson and Abby Manning participated in the Secretary for a Day program. Jacob shadowed Murat Dizdar, the Deputy Secretary of Operations and Performance, and Abby shadowed Leslie Loble, the

Deputy Secretary of External Affairs and Regulation. Jacob was involved with the Education Week launch. Abby sat in on an Act that was seeking to lower the age restriction for children entering childcare. Their experiences were incredibly valuable and educational and gave them the opportunity to understand the vast number of different portfolios that work together to make the Department of Education function. They participated in a conference with Mark Scott, the Secretary of Education, where the role of artificial intelligence in education in schools was discussed. Jacob and Abby participated in workshops, in which they created solutions to problems in our community, including future focused learning classes and an inter-school cooperation program. Their participation in the program was incredibly beneficial. They met different students from across NSW, and told important officials about their experiences at school.

Jacob Carson received the ADF Long Tan Youth Leadership and Teamwork Award which recognises students who demonstrate leadership and teamwork within both the school and the wider local community. Kate Lintott and Grace Riley represented Lambton High School at Burn Bright's National Leadership Camp. The program focused on student leaders from all around Australia coming together and exploring four core concepts: Values, Service, Grit and Vision, in order to further develop their leadership skills. The girls developed skills such as teamwork, patience, self-awareness and effective communication. Kate Lintott summed up the experience with the statement, "It taught me a lot about myself and about the person I want to be. I will truly strive to make a difference to our school and the wider community after attending this camp because my passion for leadership has grown".

Amelia Bland, Maddison Rich, Mackenzie Price and Sarah Wells led the SRC and Senior Student Body in a Book Week Fundraiser. Staff and students were encouraged to dress as their favourite book character. The day was well supported by members of the school who dressed as various characters. A fashion parade took place during assembly and the best costumes were judged for both students and staff. Members of the SRC and Senior Student Body provided cakes, manned the cake stall and cooked the BBQ. It was a fun day that raised \$1772.90 which was donated to the students at Coonamble High School, a country school where the students are feeling the impact of the drought.

Taris Eaton, Minha Choi, Jacob Carson, Abby Manning, Tom Muggleton, Josephine Muggleton and Swathy Raveendran represented Lambton High School at the unearthing of a time capsule from WWI in Lambton Park. They were part of a community parade through the park. The time capsule was placed under the foundations of the Lambton Memorial Gates in 1918 to recognise locals that served in World War I. A time capsule was laid in the same location with memorabilia of today to be opened in 100 years. It contained newspaper articles, local restaurant menus and a Year 12, 2018 key ring from Lambton High School. The students were presented with a medallion to recognise their contribution to the event.

A leadership training day was held for the SRC at Dixon Park SLSC. The main aims were to enable the 53 students to get to know each other, to realise each other's strengths and to have time to plan the group's activities for the next three terms and beyond. Activities included, getting to know others, team building, problem solving, communication, decision making, relationship building and project management and planning. These sessions were capably led by the following SRC members who volunteered to lead the students in entertaining and thought provoking activities, Cassandra Reilly, Nicholas Bright, Josephine Muggleton, Swathy Raveendran, Emma Dean, Abby Manning, Jacob Carson, Alexa Stuart, Lucy Ulph, Harriett Murphy, Jada Maloney, Joshua Griffiths, Shubhan Kansal, Sarah Wells, Kate Lintott, Dewmi De Silva, Nethmi De Alwis and Amanda Boon. The achievement of the day was well summed up by the following quotes from the students, "The team building activities were fun as I now feel confident working on projects with anyone from the SRC". "The planning stage at the end was good as we got to voice our opinions regarding what we want to see happen at the school. "

The following members of Lambton High Schools' SRC attended the GRIP Student Leadership Conference at the Newcastle City Hall, Amelia Accardi, Sarah Holland, Ryan Robinson, Harrison Armstrong, Hugh–Angus Bright, Thomas Muggleton, Raphael Kannan, Rachael Kershaw, Jada Moloney, Declan Bright, Jacob Carson, Minha Choi, Amber Kidd, Abby Manning, Josephine Muggleton, Cameron Pearce, Swathy Raveendran and Harriett Murphy. They connected with local student leaders, sharing ideas regarding how to improve the overall culture of the school. Throughout the day, they were given the opportunity to attend a variety of leadership sessions including "The People Pathway" and "Character of a Leader". The main message that they received from these educational workshops was that "Leadership is about people, not position or power". The success of the day equipped the participants with many valuable skills to assist them in their role as student leaders, future leadership endeavours and the improvement in the overall school community at Lambton High. The group met after the Conference and brain stormed a program of activities, they would like to set up for 2019. The students also started planning a Leadership Day for the SRC for 2019.

Abby Manning was one of eleven delegates from NSW selected to attend UN Youth Australia's 2018 National Conference which was held in Adelaide. Delegates from all over Australia and New Zealand met to discuss the theme of the conference, "The Future of Democracy". The week consisted of meeting young people from across Australia and New Zealand and learning about their lives and opinions and beliefs. There were educational workshops about international democracy, different kinds of governance and the flaws of Australia's democracy and other democracies around the world. In the words of Abby, "Overall, the week was incredibly eye–opening, and it gave me the opportunity to further understand the problems within

Australia but also to meet like–minded peers from across Australia and New Zealand".

The Soul Cafe is an organisation that helps people in our community through drug and alcohol addictions, crime or violence, poverty, separation, mental illness or illness concerns and accommodation needs. The SRC led by Harriett Murphy organised food donations for the Soul Cafe and delivered the food items during school holidays. She was invited to see food being distributed to many hungry people who were going through a difficult time to get meals.

The SRC supported Jeans for Genes Day in their 25th year of raising the resources needed to bring cures for genetic diseases to Australian children. Students and staff wore their jeans, purchased J4G merchandise and donated a gold coin. The school also supported Gabrielle Snedden of Year 8 in her participation in shave for a cure.

Senior Student Leadership Body

The Senior Student Leadership Body for Lambton High School in 2018 consisted of:

Captains: Sophie Carson and Riordan Davies

Vice–Captains: Jasmine Stuart and Charlie Ekin

Senior prefect Leaders: Cassandra Reilly and Nicholas Bright

Prefects: Isobel Carr, Darcy Gay, Sehyeon Choi, Bailey Freebody, Isabelle Cox, Lachlan Gibson Gwen Devoy, Thomas Leigh, Hannah Fennell, Hugh Marler, Jenna Hall, Hayden Pearce, Amy Mason, Jesse Smith, Holly McDonald William Stevenson, Emily Parkes, Jack Ward.

Holly Pearson, Jiwone Yune, Rahni Stuart–Crone Emily Parkes and Riordan Davies won the prestigious 2018 Minister's Award for Excellence in Student Achievement for their commitment to academic excellence, sporting and/or cultural achievements, leadership skills, contributions to the school community and values such as integrity, respect and responsibility. Jasmine Stuart was awarded The Futures Justice Award for 2018. This award recognises Year 12 students who have shown leadership and initiative on intergenerational equity and future justice. The Future Leaders Awards recognise and reward young Australians who have shown strong leadership and potential. The Awards also aim to inspire others to engage in environmental and community issues and make a difference. Hannah Fennell received the 2018 Future Leaders Photography Prize which is designed to represent talented young photographers. Both girls won \$1000.

Emily Parkes, Cassandra Reilly, Nicholas Bright and Thomas Leigh organised a White Ribbon Breakfast in the school Library for Year 12 students and their mothers. Melissa Histon, Founder/Director of Got Your Back Sista, a shelter for women and their families escaping domestic violence, spoke at the breakfast.

This organisation provides homes, work experience, self-defence and financial guidance to women and children who have been affected by domestic violence in the Hunter Region. Nick Bright and Thomas Leigh led the group in the oath to prevent violence against women. A barbecue and out of uniform gold coin donation raised money for Got Your Back Sista.

School Captains, Sophie Carson and Riordan Davies, represented Lambton High School at the Lambton/New Lambton RSL Anzac Day Service where they capably delivered the main address entitled "It's Not Just Only the Supreme Sacrifice". They spoke confidently and knowledgeably on the topic and were well received by the veterans and audience. An email received afterwards from the RSL commented that the speech was "an impressive and powerful delivery with a clear message". Sophie and Riordan were invited as guest speakers to the New Lambton Primary School Anzac Ceremony where they presented the same speech to students, staff and community members. On both occasions the students were excellent ambassadors for Lambton High School. The following members of the Lambton/New Lambton RSL Club attended Lambton High School's Anzac Day Ceremony – Grahame Hall, George Brown and Alan Haigh. Afterwards they enjoyed morning tea with the Captains and met some of the performers who presented an amazing drama performance.

Sophie Carson and Riordan Davies attended the Secondary Schools Student Leadership Program. They began the day at Parliament House listening to local members of State Parliament talk about the most rewarding aspects of their job. In the afternoon, the students toured Government House.

Ivy-Rose Laidler, Lucy Hanks, Nethmi De Alwis and Dewmi De Silva organised a fundraiser for Tiki Animal Rescue. The day started off with students coming to school dressed as their favourite animals from rabbits and foxes to birds and tigers. Students enjoyed the sausage sizzle run by the Senior Prefects, while others happily snacked on some vegan cakes and cookies organised by Ms Lidster and SRC students. SRC members collected gold coins at the start of the day. Overall, the day was very successful raising \$1094.25 and members of the Senior Student Body and SRC worked together on the project.

Senior Student Leadership Body (Elect)

Captains: Kate Lintott and Joshua Griffiths

Vice Captains: Dewmi De Silva and Sebastian Nunn

Senior Prefects: Amelia Bland, Taris Eaton, Grace Riley, Connor Edwards

Prefects: Nethmi De Alwis, Gabriel Curry, Lucy Hanks, Jacob Honnery, Claudia Jones, Shubham Kansal, Mackenzie Price, Fletcher Roberts, Stephanie Rakanovic, Nick Sanderson, Maddison Rich, Ivy Rose Laidler, Lily Rowell, Amelia Van Der Zwan, Sarah Wells and Ellie Winter

Captains Kate Lintott and Joshua Griffiths were invited to be guest speakers at the Lambton-New Lambton RSL Remembrance Commemorative Service and at New Lambton Primary School Remembrance Day Ceremony. During the service at the RSL Joshua and Kate impressed with their moving speeches on the importance of observing the history and significance of Remembrance Day to their generation and those of the future. Master of Ceremonies, Rob Hodgkinson, Vice President of the RSL Sub Branch noted their example gave much to celebrate about the calibre of young people in our community and for the future of Australia. Graeme Hall from Lambton-New Lambton RSL Sub Branch commented on Kate and Joshua's speech at the primary school as follows – "the delivery was first class and it was very beneficial and inspiring to the students of the primary school to see the Captains of Lambton High School participating". Joshua and Kate wrote a part of their speech especially to the younger children about why elderly women and men walk through Newcastle with medals from wars fought long ago. Graeme said that he was overwhelmed with this message. He said "It augurs well for the future when we 'old soldiers' are long gone".

Captains, Vice-Captains and Senior Prefects acted as Master of Ceremonies for several major assemblies, notably, the 2018 Year 12 Graduation, the 2018 Academic Presentation, Sports Awards, Student Representative Induction, Staff Development Days and school assemblies. Members initiated, organised and fundraised for appeals such as Jeans for Genes Day, RUOK Day, Nepal Earthquake Fundraiser and Mark Hughes Foundation through gold coin donations and BBQ lunches whereby thousands of dollars were raised. A number of student leaders mentored younger students in their studies, led by Charlie Ekin.

Captains Kate Lintott and Joshua Griffiths, Vice-Captains Dewmi De Silva and Sebastian Nunn attended the 2018 Halogen Leadership Day in Darling Harbour where the theme was "Think Like a Leader". Senior Prefects Amelia Brand, Grace Riley, Connor Edwards and Taris Eaton attended the White Ribbon Breakfast at WESTS entitled "Together we can end men's violence against women in Australia". Members of the Senior Student body raised money by catering at the Athletics Carnival and a barbecue for a farewell present for the school from Year 12. They also organised Trivia Night and other last week activities for Year 12. Other members organised the Year 12 Farewell at City Hall.

Environmental Programs

Lambton High School's 25th Annual Green Day was held on Friday 29 June. We were privileged to have Tim Silverwood the CEO of Take 3 for the Sea open the Green Day concert. He was very impressed with the student and staff involvement. Tim emailed later in the day "Thanks for inviting me, it was incredibly uplifting and empowering to see so many students interpreting the Take 3 message". A concert was held with Alex Long and Caitlan Bray as Masters of Ceremony and members of the school donated a gold coin donation as they entered. A fashion parade was

held during the concert with judging of best Junior, Senior and Staff categories.

Cathy Stuart, Sue Matthey, Jan Williams, Louise Fraser, Maree Comber and Uscha Neilman from Upcycle Newcastle brought the community Circle of Waste Rug for the students to work on in the Library. This rug is made from old T-shirts and is now 5 metres in diameter. The aim is to demonstrate that we can take responsibility for our own waste. Ms Predny involved students in making wrapping paper from material and beeswax to take the place of plastic wrapping during lunch. Mr Taylor and Year 9 Drama students presented their plays on the environmental theme that they had worked on in Term 2 to Year 8 students. Mrs Sweeney and Mrs Williams set up a Selfie competition on the theme in the Library. Students and staff made some amazing entries in the cake decorating competition using the theme "Take 3 for the Sea". This was judged by Sehyeon Choi, Rahni Stuart Crone and Alexa Stuart. The following staff engaged their classes in the environmental theme during Term 2 – Mrs Cossettini (Eco friendly restaurant design), Ms McMellon (HSIE), Ms Salter (English), Ms Vodigar (English), Mrs Watt (Year 7 Art), Miss Honey (Year 7 Art). The amazing members of the SRC and Senior Student Body baked green cakes and organised the cake stall and the barbeque; designed posters and thank you certificates for the local businesses who supported the day; sought sponsorship from local businesses.

Thank you to local businesses which supported the day with vouchers – Floweresque, Barista Miss, Chameleon Hair, Glow Beauty, Noelyn Salon, Marlins Takeaway, Jillian's Essence of Beauty, Chaddies on Regent, Shindigs, Ruby Skies, Lizottes, Piggott's Blackbutt Pharmacy, Blackbutt Fish & Chips, WESTS, Dominos New Lambton, Pop Up Handcraft Shop Lambton, New Lambton Health Foods, Lambton Fridge, Regent Street Physiotherapy, Russell Road Sprout, Bakers Delight Waratah, Simpsons Shoes and Maclean's Book Store. We raised \$2025 which is almost enough to purchase another Aquabubbler. It was a great day where the SRC and the Senior Student Body were very involved in the day as well as the lead up. It was an opportunity for both groups to show their leadership skills and to interact and work side by side. The school was a sea of green and hopefully everyone will put into practice ways of preventing waste in their everyday lives.

The Senior Student Body and Student Representative Council decided to set up an Environmental team to get school members to think more often about their effects on the environment. Amelia Bland and Shubham Kansal were elected Chairpersons and Lucy Hanks was elected Secretary. The team, led by Ms Furey, has started educating students to put cans in special bins especially on days when barbecues are held. The cans are then exchanged for cash at the recycling depot.

Validation of Assessment for Learning and Individual Development (VALID)

Year 8

- 31.4% of results were in the high performing Bands 5 or 6. This compared favourably to 25.4%

across all state schools and 25.1% for SSSG (Statistically Similar School Group)

- A mean score of 89.23 was achieved which compared favourably to 88.85 for SSSG and 87.41 across all state schools.
- Boys mean score overall at 88.9 is trending upwards from 2018 score of 87.5
- Girls' mean score overall at 89.5 compares favourably to the 89.03 for SSSG and 87.86 across all state schools.
- Extended response item analysis indicates that students are providing unistructural responses or single relationships between ideas.

Year 10

- 47.5% of Year 10 overall results were in the high performing Bands 5 or 6. This compared favourably to 35.4% for SSSG and 32.9% across all state schools.
- 51.9% of Year 10 students performed in bands 5 or 6 for Planning, Designing and Conducting Investigations compared to 44.4% for SSSG and 41.4% across all state schools.
- Students achieving scores across the top two bands increased from 25% in year 8 (2016) to 47.6% in year 10 (2018) indicating significant value adding.
- 48.7% of students performed in bands 5 or 6 for Extended response in Year 10 (2018) compared to 24.4% for the same cohort in Year 8 (2016), indicating that the implementation of school-wide writing strategies has had a statistically significant impact on student performance in this area.
- 7% of students performed in bands 5 or 6 in the "Knowledge and Understanding" domain of VALID in year 8 (2016) compared to 45% in VALID 10 (2018).
- 50.3% of students achieved bands 5 or 6 in the "Problem Solving and Communication" domain in VALID 10 (2018), trending upward from the VALID 8 (2016) result placing 33.2% of students in the high achievement bands for this domain.

Technology

The school owns and maintains 450 laptops and desktops throughout the school. In 2018, \$51 973 was expended on whole school software/programs improvements and hardware which included the purchase, configuration and installation of new data projectors, laptops for staff use and 36 ET4L advanced PCs for student use in computer labs. The school invested in Virtual Reality technologies by acquiring VR software and hardware which will be housed in a purpose built environment in the library. A music computer laboratory was established in the MPC music room housing 12 advanced PCs and provision of support was provided to set up laptop banks for English, Support and Autism unit and to support the STEAM lab utilise HP Sprout PCs.

Staff were trained in informal and formal professional learning sessions on platforms including; Sentral, Moodle, Sentral Student/Parent Portal, Promethean Active Panels and Office 365 Cloud computing with new staff inducted and supported on these platforms.

The Sentral student/parent portal was introduced to new members of the school community and students and parents were assisted in the registration process. All Parent Teacher interviews were coordinated utilising the interview module of the parent portal. Communications with the community have been improved with the transition of the school website from third party to the DoE standard for school websites. School newsletters have been improved by utilising dynamically editable software "Microsoft Sway" to compile regular communications like Lambton Short Takes and Lambton Leader.

The profile of Information Technology and robotics was enhanced by the achievement of excellent (divisional First Place) school representative results in the extracurricular robotics competition, Robocup and the SRC contributed \$500 to the new Maker Space in the Library from funds they had raised throughout the year.

Sports Programs

In 2018 Lambton High School participated in zone, regional, state and national competitions including City Zone Swimming, Athletics and Cross Country Carnivals. The school coordinated the City Zone Athletics Carnival and participated at Hunter SSSA Swimming, Athletics and Cross Country Carnivals and NSWCHS Swimming, Athletics and Cross Country Carnivals.

Students have achieved at high levels in many sports, these include:

- 88 students were selected in Hunter SSSA representative sporting teams.
- 25 students were selected to represent NSWCHS in the following sports: Basketball, Cricket, Diving, Football, Rugby League, Softball, Squash, Tennis, Touch Football and Water Polo.
- 6 students represented NSW All Schools at the School Sport Australia National Championships in the following sports: Cricket, Diving, Football, Touch Football and Water Polo.
- 2 students achieved selections in a School Sport Australian Team in Water Polo and Football.
- Hosted the Year 8 PASS inter-school sporting gala day with Callaghan College Wallsend Campus (Coburn Cup).
- Participated in City Zone Gala Day competitions including cricket (boys), football (boys and girls), netball (girls), rugby league (boys) and touch football (boys and girls).
- Participated in the Knights Knockout Rugby League competitions in the U13–U16 age divisions.

The school participated and were successful NSWCHS competitions, entering 26 teams:

- U15s Girls Basketball Team – 1st in NSWCHS
- Open Girls Water Polo Team – 1st in NSWCHS
- Open Boys Rugby League Team – 2nd in NSWCHS
- U15 Boys Water Polo Team – 3rd in NSWCHS
- Open Girls Football Team – 4th in NSWCHS
- 4 x 50m 16 Boys Freestyle Relay – 4th in NSWCHS

- U17 Women's Double Scull Rowing Team – 4th in NSWCHS
- Open Boys Water Polo Team – 7th in NSWCHS

School Sporting Award recipients

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

- Athletics: Aiden Goodbun, Riley Thompson
- Ice Hockey: Bryn Oultram
- Ice Skating: Samuel Gillard
- Rowing: Emily Parkes, Jemma Wilson
- Football: Isaac Sefo
- Rugby League: Patrick Achurch, Liam Wilkinson
- Touch Football: Liam Wilkinson
- Water Polo: Kate Hughes, Molly Watkins

Team Awards/Perpetual Trophies

- Geoff Coburn Trophy For Most Outstanding Junior (7–9) Sporting Achievement: Chyra Evans
- Terry Franklin Trophy For Most Outstanding Junior (10–12) Sporting Achievement: Molly Arens
- Lambton High School Sportswoman of the Year 2018: Molly Arens
- Lambton High School Sportsman of the Year 2018: Liam Wilkinson
- AFL Player of the Year: Jaylen Mayhew
- Basketball Player of the Year: Chyra Evans
- Touch Football Player of the Year: Liam Wilkinson
- Ron Proctor MVP Rugby League: Liam Wilkinson & Patrick Achurch
- Paul Stead Junior Rugby League Player: Harry Hore
- Sally Richardson Hockey Player of the Year: Jemma Wilson
- Leah Poulton Cricket Player of the Year: Cooper Lennox
- Tennis Player of the Year: Lleyton Richards
- Water Polo Player of the Year: Alexie Lambert & Kate Hughes
- Male Football Player of the Year: Isaac Sefo
- Cheryl Salisbury Female Football Player of the Year: Molly Arens
- Samantha Poolman Netball Player of the Year: Rhiarna Thompson
- John Lawler Trophy – Team of the Year: Open Girls Water Polo Team & U15 Girls Basketball Team

Hunter SSSA Sports Awards recipients

- Sporting Blue: Joshua Banks (Softball) and Liam Wilkinson (Touch Football)

Outstanding Achievements

- Alexie Lambert – School Sport Australia Open Girls Water Polo Team
- Molly Arens – School Sport Australia Open Girls Football Polo Team
- Molly Arens – NSWCHS Sporting Blue

Arts Programs

Exhibitions and Performances

- Students from years 7 – 11 participated in the Artibald Exhibition, a portraiture competition held

in the Library with prizes for first, second and third. The exhibition was attended by approximately 250 students, teachers, parents and members of the community.

- Students participated in Green Day activities, including Year 8 students creating artworks around the theme of 'Save our Oceans'. Artworks were on display in the library and awarded prizes by the Green Day committee.
- The Generate exhibition was held to focus on the Year 12 Body of Work and was displayed in the G8/G9 studio. Students set up their artworks for marking and exhibition. In the Library artworks from Years 7–11 were on display also.
- Year 10 Drama were invited to perform at the Combined All School ANZAC Ceremony at the Civic Theatre, Newcastle and Singleton Civic Theatre.
- Students performed at MADD Night and Visual Arts exhibited artworks from 7–11 highlighting the completion of artmaking tasks for Semester Two. Students presented 2D & 3D artmaking.
- There was immense involvement in Star Struck, the annual premiere Performing Arts event. Featured Artists from Lambton High School included; Emma Masters, Amy Mason, Declan Bright, Shelby Lincoln & Alex Weinzerl. Orchestra Members: Maggie Hartsuyker, Hayden Jeffriess & Jasmine Stuart. Student Rock Band Members: Hayden Pearce, Nick Bright, Cameron Murrell, Finn Kingston, Cameron Pearce, Kian Woods, Kelly Mitchell, Joven Bunt, Yaeseo Shin, David Gray. Core Choir: Bessie Smith. LED Light Programmer: Mitchell Smith. We also had a very large Drama Group and Choir group representing our school along with Mr Wilson being the Musical Director/Conductor and Ms Charissa Ferguson the Choir Conductor.
- Year 12 Drama students created a performance evening showcasing their HSC works and the Junior Drama electives performed their annual showcase of elective student work in the Christmas showcase event. In addition they created a series of issue-based performances that became the centre piece for one of our welfare days attended by all Year 7 – 10 students.
- Hugh–Angus Bright, Alexander Weinzerl, Angela Paterson and Edie Ryan represented our school in the regional choir, Hunter Singers.
- Under the musical direction of our band conductor our Concert Band played at various formal functions at our school.
- Music, Visual Arts & Drama all held successful HSC nights displaying the quality work that the students had attained prior to sitting their formal examinations.
- The faculty presented a high quality showcase evening of student work from years 7 – 11, entitled MAD Night, which featured the best work from 2018 from the faculty.
- Through the Raw Challenge year 9 engaged in the first course run out of our new Music Technology Space, training in Abelton digital music creation.
- Our Vocal Ensemble performed at "In Concert" at the Sydney Town Hall.

- The Music department hosted a number of showcase nights at the school including "Six In The Afternoon" and an evening at Lizotte's with over 75 of our top musicians performing in the professional venue.
- The Year 7 CAPA class, a specifically auditioned set of students who display highly developed skills in the arts areas, created a live and interactive performance based around the short story "Hunwick's Egg" which was performed for our local Primary Schools and Community.

Excursions

- Local Galleries Tour: Students from Year 9 accelerated and Year 10 visited Maitland, Lake Macquarie and Newcastle Art Galleries.
- Year 10 attended the Archibald Prize 2018 and The Contemporary Art Gallery.
- Year 11, Year 12 visited The Sydney Biennale at Cockatoo Island and Art Express (senior artworks selected from the 2017 HSC) at Sydney Olympic Park.
- Year 8, Year 8 accelerated and Year 9 attended Sculpture by the Sea and The Brett Whiteley Studio.

Nominations

- Cassandra Reilly received an OnStage nomination.
- Hayden Pearce received an Encore nomination.
- 11 Students were nominated and 9 accepted for First Class which is an exhibition of HSC Visual Arts from the Hunter.

Participation

- Students Isabella Milosavljevic, Minha Choi and Flynn Lanz from Year 10 and Year 11 accelerated, participated in The High Achievers Program in association with the Newcastle University Foundation course Introduction to 2D studies. Students attended class at Merewether High and had their artworks exhibited at The University Art Gallery alongside other school participants.