

Lake Munmorah High School

2019 Annual Report



8279

Introduction

The Annual Report for 2019 is provided to the community of Lake Munmorah High School as an account of the school's operations and achievements throughout the year.

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

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Message from the principal

I have been honoured to lead Lake Munmorah High School (LMHS) as Principal (rel) since Term 4, 2019. During this time and previously in my substantive position as Deputy Principal, I have been privileged to work amongst an amazing group of students, staff, parents/carers and wider school community. Students at LMHS display excellent attributes that will make them valid contributors to society and the wider community upon leaving school. They continue to uphold our school core values of respect, responsibility and personal best.

With regard to LMHS staff, I have never worked with a more dedicated group of individuals that continually strive to ensure that all students are provided with an education that is innovative and tailored to individuals or groups of students. I am extremely proud of each and every one of them.

LMHS could not have attained the successes we have seen over the last year without the ongoing support of parents/carers and the wider school community. I would like to extend my thanks for the support that you continue to provide for the students and staff at LMHS.

Kind regards,

Georgina Fleming

Principal (rel)

School background

School vision statement

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

School context

Lake Munmorah High School is a modern comprehensive high school established in 2000. The school population is comprised of approximately 747 students, 94 of whom identify as Aboriginal or Torres Strait Islander. A large percentage of students are from an English speaking background. The school works collaborative with its partner primary schools, Lake Munmorah Public School, Mannering Park Public School and Gwandalan Public School across a range of activities and initiatives, as part of the Lakes Learning Community.

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

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

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

The school is a proud and active member of our local AECG Muru Bulbi actively supporting the involvement of Aboriginal students in cultural events.

Self-assessment and school achievement

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 is a statement of what is valued as excellence for NSW public schools, both now and into the future. 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.

Each year, we assess our practice against the Framework to inform our school plan and annual report.

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/school-excellence>

A number of data sets were examined to inform for a collective judgement at sustaining and growing in relation to the Framework domain of 'Learning Culture'. Evidence collected from data that included Tell Them from Me, SMART, RAP, Personalised Learning Plans, Nationally Consistent Collection of Data records, attendance records, focus groups of students and parents/carers, as well as examples of professional learning activities were used to make an informed decision in relation to this domain.

There is demonstrated commitment within the school community that all students make learning progress. The school engages in strong collaborations between all stakeholders to inform and support continuity of learning at all transition points through the stages of learning to successfully support students becoming 'fit for purpose' beyond school.

Students, staff and the community recognise that student wellbeing and engagement are important conditions for learning. The wellbeing of students is explicitly supported through a whole school approach in line with the DoE Wellbeing Framework. The Wellbeing Hub provides additional support for students in terms of cognitive, emotional, social, physical and spiritual wellbeing. Expectations of behaviour are reinforced through Positive Behaviour for Learning and adhering to the schools core values of respect, responsibility and personal best.

The school's curriculum provision and evidence-based teaching practices provide a high expectations framework, giving opportunity for all students to effectively develop their knowledge, understanding and skills. The school monitors and reviews its curriculum provision to meet changing requirements of the students. Teaching and learning programs describe expected student progression in knowledge, understanding and skill and the assessments that measure them. Differentiation of curriculum delivery is provided through accommodations and adjustments for students with particular identified learning needs. Learning and support meetings are actively held with parents/carers to provide a platform to promote a collaborative approach to student learning needs.

Teachers use reliable assessments to capture information about student learning. Promotion of rigorous assessment analysis is encouraged to monitor student achievement and identify gaps in learning to inform planning for particular student groups and individual students. Teachers share criteria for student assessment with students and formative and summative assessments creating opportunities for students to receive feedback on their learning. The school analyses summative assessment data to identify learning progress of individual students and student cohorts. and parents/carers are presented with clear information on what and how well their children are learning. . With regard to individual students, the school identifies growth targets using internal progress and achievement data.

In reference to the Framework and the domain of 'Teaching', Lake Munmorah High School has been assessed collectively at the delivering level. Effective classroom practice, data skills and use and professional standards is judged at delivery level with learning and development being judged at sustaining and growing. Evidence collected from staff personal development plans, Results Analysis Package, teaching programs, Tell Them From Me and People Matters Survey, as well as classroom observations, were used to make a collective judgement on the school's progress in relation to this domain.

Explicit teaching is the main practice used in the school, reflecting the current evidence base. Teachers routinely and explicitly review previous content and preview the learning planned with students in each class and the leadership team comprehensively analyses student progress and achievement data for insights into student learning to inform teachers for future planning.

Professional development plans are supported by a coordinated whole school approach to developing professional practice with a strategic approach to professional learning that identifies teacher strengths and areas in need of

improvement. All teachers use professional standards and personal development plans to identify and monitor specific areas for development or continual improvement. Executive, staff, faculty/stage, team and other meetings are used to review the curriculum and to revise teaching practices and learning programs to meet the needs of learners, based on evidence of student progress and achievement.

Teachers are encouraged to evaluate, share and discuss learning from targeted professional development with other staff to improve whole school practice. The dedication of staff to improve practice was demonstrated during 2019 with staff willingness to attend professional learning during a weekend, 'LMHS Creating Connections Conference'. The conference gave teachers the opportunity to engaged in professional learning that promoted skills in the analysis, interpretation and use of student progress and achievement data to plan for meaningful adjustments to teaching and learning programs.

In relation to the Framework and the domain of 'Leading', Lake Munmorah High School is collectively judged at sustaining and growing. We examined each element across a number of data sets with an evaluation based on our school plan and its alignment to the School Excellence Framework. With regard to educational leadership, the school promotes and leads whole school improvements through capacity building of staff and through a collaborative review of teaching practices that challenges and addresses under performance. The leadership team undertakes annual staff performance and development reviews for teaching and non-teaching staff and the school regularly solicits and addresses feedback on school performance from the whole school community.

The leadership team embeds clear processes to ensure the implementation and monitoring in reference to milestones and the LMHS Strategic School Plan and staff have a strong awareness of the school's strategic objectives and their role in addressing these in relation to meeting the school's improvement measures. Through the implementation and embedding of Positive Behaviour for Learning and the school's core values, of respect, responsibility and personal best, staff, students, parents/carers and the broader community have been engaged in the development of the vision, values and priorities of the school.

The leadership team is effective in terms of resource management and particularly with regard to the deploying of teaching and non-teaching staff to make best use of available expertise to meet the needs of students. Data is used to evaluate the effectiveness of management processes, and creates a culture of shared accountability to achieve organisational best practice. The school regularly reviews learning spaces to optimise engagement and to meet a broad range of student learning interests and needs. During 2019, the school library became Lake Munmorah High School Resource Centre promoting additional engagement of students and the inclusion of a senior study area.

For more information about the School Excellence Framework:

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

Strategic Direction 1

Future Focused Learning

Purpose

To collectively provide a dynamic, supportive and ongoing learning environment that recognises the core purpose of our school is to develop motivated, resilient students who are vocationally and academically competitive.

Improvement Measures

By 2020 the percentage of students achieving the top two NAPLAN bands in Numeracy in Year 9 will be 15% (from 10.8% in 2017).

By 2020 the percentage of students achieving the top two NAPLAN bands in Reading in Year 9 will be 15% (from 7.4% in 2017).

By 2020 the percentage of Aboriginal students achieving the top two NAPLAN bands in Reading in Year 9 will be 15% cumulative (from 3.5% rolling average 2015 – 2017).

By 2020 the percentage of Aboriginal students achieving the top two NAPLAN bands in Numeracy in Year 9 will be 10 % cumulative (from 0% rolling average 2015 – 2017).

Students “who are interested and motivated” as reported in the TTFM Student Engagement Survey will meet or exceed state norms (LMHS 20% in 2017, State Norm 28% in 2017)

From the Excellence in School Customer Service 360 reflection tool under “Community Partnerships” – by 2020 our mean score for “Members of the school community are invited to provide support to improving the learning environment for students” increases from 1.7 (2017) to 2.8.

Overall summary of progress

In 2019, Lake Munmorah High School (LMHS) provided many opportunities for all students to achieve success through innovative and future focused educational programs. The school delivered a diverse curriculum to cater for the wide variety of learning needs of our students. Strategic initiatives focused on improving outcomes for all students, in line with the Department of Education's goal to ensure all students are 'known valued and cared for'.

A continuation of the implementation of Positive Behaviour for Learning (PBL) was a key focus for 2019 in promoting a productive and positive whole school culture. The PBL team delivered lessons on a school wide basis that supported and encapsulated the school's core values of Respect, Responsibility and Personal Best. An improvement of the current rewards system meant that students participated in end of term rewards excursions recognising student achievement that occurred throughout the term. Gotcha awards were celebrated through fortnightly assemblies and the school's rewards budget was increased to provide greater incentives for positive behaviour displayed by students.

In line with the DoE Wellbeing Framework which promotes students being able to 'Connect', 'Thrive' and 'Succeed', the Wellbeing Hub" continued to provide a platform for holistic support for students with a range of innovative wellbeing programs. Within the Hub, Harrow – the school's therapy dog, was successfully introduced to further support the holistic needs of students.

Additionally, an Enrichment Class, as well as 'Passion Projects' were implemented into Year 7 to promote the establishment of future focused pedagogy and to further provide for alternative learning opportunities that extends beyond the standard curriculum. Collaboration facilitated through school planning opportunities provided for capacity building of teachers to ensure the delivery of high quality learning and extension activities that actively engaged students and promoted high achievement.

The expansion of the Targeted Sports Program in 2019 to include both Stage 4 and 5 students was a major positive for LMHS, creating learning experiences beyond the classroom. With further expansion of the program expected into 2020, the school actively undertook evaluations into gala day organisations, incentive and behaviour management strategies for students, as well as future planning for the purchasing of an additional bus to transport to and from venues.

In line with the school's vision to ensure that every student was 'fit for purpose' beyond school, the Purpose Class was successful in promoting positive learning experiences for students who were disengaged from learning in mainstream classrooms. Individualised learning plans facilitated the delivery of key literacy and numeracy skills with practical activities and work experience equipping students with skills required to be active and informed citizens.. The success of this initiative is demonstrated by the fact that a number of students have attained long term work placement and offers of

apprenticeships as a result of work experience undertaken and 80% of the students experiencing a gradual decline in negative referrals since the commencement of the program.

Progress towards achieving improvement measures

Process 1: Implement a systematic whole school approach to building positive, respectful and connected relationships to ensure optimal conditions for student learning and engagement.

Evaluation	Funds Expended (Resources)
<p>The Wellbeing Hub was introduced towards the end of 2018 to provide foundational support for students holistic needs. Since this time, The 'Hub' has become a centre of significant support for students housing the Head Teacher Wellbeing, counsellors and student support officers. The 'Hub' offers a breakfast club, 'cool down' areas and a place for students struggling to find support. Adding to this, students can access a Youth Health Clinic, a sensory needs facility and make use of 'Harrow', the school's therapy dog as part of a calming method to distress. Programs that focus on supporting student resilience, anger management, mental health issues and self-confidence are a regularly operating with pre and post data indicating an average 75% overall success in any one program that a student has participated in. The success of the Hub is displayed by the fact that the facility is used by up to 80 students in any given day. 'Hub' is well renowned as a centre of excellence that supports the DoE Wellbeing Framework allowing students to connect, succeed and thrive.</p> <p>The implementation of whole school fortnightly assemblies, as well as the implementation of greater diversity in curriculum offerings was successful in promoting higher levels of student engagement. Data from Tell Them from Me demonstrates the impact of these initiatives with 'students interested and motivated in their studies' displaying a significant increase (22% in 2019 compared to 16% in 2018). Additionally, NAPLAN data displays the positive effect on student achievement levels with students achieving in the top three bands in numeracy increasing from 16% in 2017 to 22% in 2019.</p> <p>Through promoting the active involvement of the wider school community, LMHS was successful in allowing for greater involvement from parents/carers in student learning throughout 2019. Our Meet and Greet BBQ and Aboriginal 'Yarn Up' afternoon was attended by a significant number of parents who displayed an active interest in involving themselves in their child's education. With research demonstrating the positive impact on parental involvement on educational outcomes, initiatives such as these have had positive impact on the achievement of students at LMHS, specifically in relation to Aboriginal students. The number of Aboriginal students achieving in the top two NAPLAN bands in numeracy increased from a rolling average of 3.5% (2015–2017) to 7.5% rolling average (2018–19).</p>	<p>Meet and Greet BBQ – \$500</p> <p>Yarn Up – \$500</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Socio-economic background (\$15000.00)

Process 2: By design and implementing, developing and designing future focused pedagogy that explicitly and systematically evaluates what students know and can do and plan for learning experiences that lead to measurable improvement that prepare students for a rapidly changing world.

Evaluation	Funds Expended (Resources)
<p>2019 saw the promotion of more tailored and innovative teaching and learning programs as part of a strategic effort to increase the engagement and achievement of all students at LMHS. There continued to be a school wide commitment to provide innovative learning that would give all students the opportunity to be 'fit for purpose' upon either entering the workforce or progressing into future education.</p> <p>Higher achievement in literacy was promoted with a particular emphasis on lifting student achievement in reading in line with LMHS improvement measure to increase the number of students in the top two NAPLAN bands for reading by 2020.</p>	<p>New technology resources eg laptops – \$25000</p> <p>Employment of RAM funded teacher for Purpose Class – \$70000</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Socio-economic background (\$5000.00) • Socio-economic background (\$25000.00)

Progress towards achieving improvement measures

Initiatives relating to improving reading achievement have seen success with the number of students achieving in the top two bands in Year 9 NAPLAN reading having increased from 3% in 2017 to 4% in 2019. Additionally there was also significant improvement in NAPLAN Reading results for Aboriginal students with 0% of students achieving in the top two NAPLAN bands in Year 7 2017, compared to 5% achievement in Year 9 2019 results (same student cohort).

The Purpose Class was introduced in 2019 as a deliberate and strategic initiative to combat disengagement of at risk students and also as part of LMHS vision to equip students to be active and informed citizens, 'fit for purpose' beyond school. Teaching and learning primarily focuses on trade based skills with further development with regards to key literacy and numeracy skills. This initiative has been successful on a number of levels with significant improvement in student behaviour displayed by average negative referrals in Sentral decreasing 66% from 2018 to 2019 and an average 33% decrease in suspension rates from 2018 to 2019.

Additionally, the school has strategically broadened post schooling options for students. LMHS now employs a full time Careers Advisor who is actively case managing students who are looking to leave school. Further relationships are being developed with OCTEC, TAFE and other external bodies to enable all students with post schooling options that are in line with their goals and individual abilities.

Next Steps

The implementation of innovative, future focused learning initiatives will continue throughout 2020. In particular, integration of technology through the whole school roll out of Canvas (online learning) will provide an additional platform to engage students in line with LMHS Strategic Plan 'Future Focused Learning, Teaching and Leading'.

Staff training in 'Pivotal Behaviour Management' is planned to further equip staff with skills to engage students in their learning and promote a quality learning environment and positive whole school culture.

There will be a focus on further embedding Positive Behaviour for Learning (PBL) into all aspects of school life. This will include the continued promotion of PBL core values of Respect, Responsibility and Personal Best through school assemblies, PBL lessons and whole school events such as excursions and carnivals.



Strategic Direction 2

Future Focused Teaching

Purpose

To provide opportunities for professional, personal and collective growth in a collegial and innovative environment. To develop an interconnected community of educators who consistently demonstrate the principles of best practice in the delivery of a relevant, engaging and innovation curriculum.

Improvement Measures

Expected student growth in Naplan Reading data in Year 9 for the top 20 students will double from 35% in 2017 to 70% in 2020.

Expected student growth in Naplan Numeracy data in Year 9 for the top 20 students will improve from 50% in 2017 to 75% in 2020.

Students achieving a Band 1, 2 or 3 in the HSC will be reduced from 58.9% in 2017 to 30% in 2020.

The LMHS Staff Satisfaction Survey results will indicate reported positive morale amongst staff improving from 61.7% of staff agreeing in 2018, to 80% agreeing in 2020.

Expected student growth in Naplan Writing data in Year 9 for the top 30 students will double from 33% in 2017 to 66% in 2020.

Overall summary of progress

The refinement of teaching practice and focus on the integration of foundation skills across the curriculum has led to significant improvements in the areas of literacy and HSC achievement. A whole school focus on writing skills and paragraph formation through the consistent use of TXXXC across all key learning areas is having an impact on lifting student achievement.

The responsive manner with which the school has catered for the needs of students, including the engagement of a Senior Assessment Support Officer to focus on the learning needs of Stage 6 students, has enabled the school to target identified areas of improvement and in particular, lowering the percentage of students achieving in bands 1, 2 and 3. In 2019 the number of students who achieved in these bands had decreased by 2% from 2017–18.

In terms of curriculum implementation, a refinement of the subject selection processes, combined with the planning for the introduction of a discrete STEM subject in Stage 4 and revision of Stage 5 electives supported the focus on catering for individual student needs and abilities. These improved measures resulted in a 78% satisfaction rate in terms of Year 11 student preferences.

In 2019, technology was utilised across the school to support transformational practice in classrooms. This has included the development of a cloud based information system through the introduction of LMHS Sharepoint, as well as subscription to the Sentral Cloud system. The Canvas Learning Management System was engaged in Term 4, with a team of experts being trained and a plan for implementation in 2020 being established. Additionally, a BYOD Policy was developed through negotiation with key stakeholders for implementation in 2020.

Professional learning has centered around improved practice with a concurrent focus on improved student outcomes. This focus of professional learning is encapsulated in the "LMHS Creating Connections" conference completed in Term 2 2019. Professional learning opportunities have been provided in regard to individual teacher improvements and also in relation to supporting collegial development across the school, utilising the DoE Strategic Plan as the basis for focus. One area of professional development that has been evidenced in 2019 is the engagement of the Swivl device to complete lesson observations enabling staff to critical reflect and promote improvement in practice. The quality of professional learning in 2019 has contributed to an increase in positive morale amongst staff. The LMHS Staff Satisfaction Survey reported that 66% of staff agreed that there was a positive morale at LMHS compared to 61.7% in 2018.

Progress towards achieving improvement measures

Process 1: Effective classroom practice: Teachers are confident in the implementation of a consistent, supported and effective system of student management to promote student engagement in and responsibility for

Progress towards achieving improvement measures

Process 1: learning.

Evaluation	Funds Expended (Resources)
<p>The building of positive, respectful and connected relationships continued to be enhanced throughout 2019. Along with the introduction of the Wellbeing Hub, the embedding of Positive Behaviour for Learning (PBL) as a systemic, consistent school wide system in regards to behaviour management was effective in the enforcement of the school's core values of Respect, Responsibility and Success. The implementation of PBL also saw growth in student willingness to achieve with 68% of students aiming to achieve commendations for either academic, sporting or cultural success. PBL also impacted on the number of long suspensions, which reduced by 34% in 2019 compared to 2018.</p>	<p>PBL Resources \$15000</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Socio-economic background (\$15000.00)

Process 2: **Effective classroom practice:** Teachers utilise the Quality Teaching Framework to systemically plan for differentiated learning goals for students, informed by the extrapolation of internal and external data.

Evaluation	Funds Expended (Resources)
<p>IN 2019, a Year 7 Enrichment Class was established with a focus on project based learning. A focus on cross curriculum projects was promoted with 'Model for Change', a project involving all key learning areas actively engaging students. The project was presented to parents at an end of year showcase, along with an exhibition of work from Year 9 and 10 students who were selected due to their potential in terms of either high performance or giftedness. This showcase demonstrated the high calibre of LMHS students with examples of 3D printed sculptures and musical items being of exceptional standard.</p> <p>The Student Assessment Support Officer (SASO) role was established in Term 4, 2019 to support senior students achieving to a higher level in the Higher School Certificate. The SASO worked directly with students to target areas in need of development. Further to this, additional support was made available to students during study periods. Support was tailored to individuals and centred on study skills and developing a portfolio of works to support work readiness skills. Time management skills was also offered to enable a healthy school, work and life balance. Early anecdotal evidence suggests that assessment task submission has improved and consequently there has been a decrease in the number of N Award letters generated.</p>	<p>Funding Sources:</p> <ul style="list-style-type: none"> • Socio-economic background (\$2000.00) • Socio-economic background (\$4950.00)

Process 3: **Effective classroom practice:** Every teaching and learning program is instilled with a foundation of skill building that equips students to thrive in a rapidly changing world embedded with evidence based teaching and assessment strategies that are collaboratively reviewed and evaluated.

Evaluation	Funds Expended (Resources)
<p>There was an increase to a level of 50% in relation to the top 20 Year 9 students who attained expected growth in reading in NAPLAN in 2019. This may be attributed to the new online testing platform that has seen increased student engagement with tests, in addition to the renewed focus on the development of consistent reading strategies across the school.</p> <p>There was also an increase in NAPLAN achievement to 43.33% in relation to the top 30 Year 9 students who attained expected growth in writing. A continued focus on the development of consistent writing strategies across the whole school, such as TXXXC paragraph structures is attributed to the significant improvement displayed in this result.</p>	<p>Funding Sources:</p> <ul style="list-style-type: none"> • Socio-economic background (\$3000.00)

Process 4: **Learning and Development:** Through teacher professional learning that is strategically planned to accommodate the development of expertise and innovation culminating in teachers of the highest calibre.

Progress towards achieving improvement measures

Evaluation	Funds Expended (Resources)
<p>A whole school focus on professional learning was made a priority in 2019 in a strategic effort to build the capacity of staff in terms of their goals outlined in the professional development plans, as well as LMHS goals in relation to the strategic plan.</p> <p>Building of staff capacity to develop leadership skills as well as build on their ability to deliver high quality teaching and learning was a successful strategic initiative during 2019. The LMHS 'Creating Connections Conference' utilised teacher expertise in delivering professional learning linked to areas that supported behaviour management and key literacy and numeracy achievement. The success of this initiative is demonstrated through post survey data demonstrated the success of the event with 98% of staff rating professional development delivered as highly valued and 95% indicating that they would attend a future professional learning weekend.</p>	<p>Hunter Valley Crowne Plaza – Conference \$40000</p> <p>Funding Sources:</p> <ul style="list-style-type: none">• Socio-economic background (\$40000.00)

Next Steps

In 2020 there will be a heightened focus on the core business of teaching and the active engagement of students in an educational partnership.

Through the implementation of a whole school Stage 4 Curriculum, Assessment and Reporting Review, we will engender focus on the core planning for and delivery of quality learning experiences for all students. It is envisaged that the results of this review will be extended into both Stage 5 & 6.

Continued review of the subject selection process, and the establishment of appropriate patterns of study for all students, including Life Skills and EAL/D students, will further ensure students are appropriately catered for. Additionally, the re-establishment of a full-time Careers Advisor position, will support students and families to focus on appropriate post-school pathways.

Technology will continue to enhance the delivery of a varied and engaging curriculum through the implementation of the Canvas platform, in addition to the BYOD program. The maintenance and replacement of technology will continue in 2020.



Strategic Direction 3

Future Focused Leading

Purpose

To build a culture where the collective teacher efficacy creates opportunities for generative leadership across the learning community thus enabling an evolutionary leadership culture that promotes organisational citizenship grounded in our collective responsibility.

Improvement Measures

Evidence from PDPs will reflect an increase of staff indicating their aspirations to attain leadership positions or develop leadership capacity from 39% (24/62 – 2017 baseline data) to 60% in 2020.

From TTFM "Focus on Learning" Teacher Survey Report the mean score for Leadership moves from 6.9 (2016 – no 2017 data) to 7.6 in 2020.

People Matter (NSW Public Sector Employee Survey) data demonstrates improvement in the following response categories: 6h. I feel that senior managers listen to employees (from 24% in 2017 to 80% in 2020); 7g. I have confidence in the way recruitment decisions are made (from 24% in 2017 to 80% in 2020); 6d. Senior managers encourage innovation by employees (from 32% in 2017 to 90% in 2020).

Overall summary of progress

Throughout 2019, strong progress has been made towards enhancing educational leadership at LMHS. There has been a strong push in supporting all teachers to implement high leverage strategies that support improvements in teaching and learning that ultimately lead to higher student achievement in the Higher School Certificate (HSC).

LMHS school vision centres around ensuring that all students are 'fit for purpose' upon leaving school. It was therefore a priority in 2019 that the school focused on the delivery of innovative learning to engage students and promote high achievement. In a deliberate attempt to lift band achievement in the HSC, an evaluation of teaching and learning programs was completed resulting in mentoring support for all students, as well as the implementation of improvements in the delivery of authentic student assessment.

In 2019, there was a strong focus by leadership to improve school processes to ensure high quality delivery of teaching and learning. The successful roll back to a traditional model of HSC delivery from the 3 x 3 compressed HSC model was successfully completed. Additionally, HSC monitoring process were streamlined to provide for greater system compliance, monitoring and promotion of high quality authentic teaching, learning and assessment.

The Performance and Development Framework (PDF) was promoted during 2019 as an authentic platform for staff capacity building, as well as a framework to invest in professional dialogue and build collective team efficacy. Through consultative, open and transparent leadership, greater staff investment in using the PDF to support improvements in teaching and learning has become evident.

The promotion of high leverage team behaviour techniques was successfully integrated through staff involvement in professional learning that promoted greater quality communication and team building. This was further encouraged through staff performance development plans where peer lesson observations became common place, enabling for authentic lesson feedback and collaborative professional dialogue.

Progress towards achieving improvement measures

Process 1: Educational Leadership: Organise and initiate opportunities to develop leadership capacity that leads to aspirational programs and opportunities that precipitates a high performance culture/that promotes collective teacher efficacy.

Evaluation	Funds Expended (Resources)
A strategic initiative to equip the school with greater levels of technology was effective during 2019 in not only increasing staff and student access to internet devices for teaching and learning, but in also enhancing the capacity of staff to reflect upon their teaching practice through the filming of lessons	Head Teacher Innovation and Instructional Leader – \$42000 Swival Technology \$10000

Progress towards achieving improvement measures

via the use of "Swival", an interactive device that films lessons. Additionally, staff shared best practice of lesson delivery through the use of this technology in professional learning sessions.

The embedding of innovative and future focused learning also enhanced diversity in teaching and learning programs with the aim of promoting engagement and higher achievement in students. Through the employment of a Head Teacher Innovation and Instructional Leader, as well as through professional learning that was linked to cross curricula project based learning and STEM projects, the capacity of teachers to deliver relevant and innovative learning has been enhanced. This is further demonstrated through People Matters Survey that displays a significant increase (32% in 2017 to 75% in 2019) with regards to 'senior managers encourage innovation by employees'.

Process 2: School Resources: School leaders adopt a judicious and pragmatic approach to the sharing of resources required to allow successful achievement of PDP goals.

Evaluation	Funds Expended (Resources)
In 2019, the Performance and Development Framework (PDF) was relaunched as a platform for continual improvement in teaching and learning, as well as a framework to build a supportive culture and team efficacy. Through consultative, open and transparent leadership, staff investment in the PDF as a professional development tool that was genuinely about improvements in classroom practice and enhancements to staff professional capacity has increased significantly. Since its relaunch at the beginning of 2018, a culture of ongoing learning with staff is more apparent displayed by regular peer lesson observations and ongoing professional dialogue. A further indication of this initiatives success is displayed by the 2018 People Matters Survey which displays an overwhelming change in staff perception of senior executive in terms of developing staff and building capacity (my organisation is committed to developing its employees went from 48% in 2017 to 77% in 2018 (51 staff responded from 75 total staff)).	

Process 3: Measurement Practices and Processes: Leadership team implements and embeds systems that evaluate and analyse practices and processes that are inclusive of and responsive to community feedback.

Evaluation	Funds Expended (Resources)
<p>The completion of the roll back to a traditional HSC delivery model from the compressed delivery model was successfully completed by the end of 2019. This initiative was viewed as a priority due to feedback from students, staff, parents/carers and community members, in addition to research associated with cognitive load theory.</p> <p>A process for targeted succession planning and capacity building in staff has been successfully implemented with a transparent process for all internal positions that are linked to the school strategic plan. All staff are required to submit expressions of interests outlining their key skills and capacity in relation to all internal positions in an effort to promote high quality teaching and learning through the employment of highly qualified personnel. The delivery of a systematic approach to internal recruitment has seen an increase in the confidence of staff toward senior executive demonstrated by results in People Matters Survey 2019 'I have confidence in the way recruitment decisions are made' increasing from 24% in 2017 to 51% in 2019.</p>	

Next Steps

Building of staff capacity to lead initiatives and to provide high quality teaching and learning will continue to be a priority

onwards into 2020. Executive staff will continue to be provided with clear direction in leading their faculty staff and in planning for innovative, future focused learning that is successful in engaging students and in lifting achievement.

Succession planning will also be a priority in supporting teaching staff and in building their capacity to lead and provide high quality teaching, learning and assessment. Staff investment into the strategic directions of LMHS will be promoted through involving their input into key initiatives and priorities that form LMHS Strategic School Plan 'Future Focused Learning , Teaching and Leading'.



Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Funding Sources: <ul style="list-style-type: none"> • Aboriginal background loading (\$72 198.00) 	<p>The promotion of Aboriginal education continues to gain greater emphasis at LMHS particularly with regards to the academic and holistic growth of students. During 2019, a wide variety of programs promoted students having greater connection to their culture and community.</p> <p>Student learning data is analysed from multiple platforms to determine individualised student needs. These are then met by appropriate intervention groups and mentoring programs that are held on a regular basis with constant support provided through additional tutoring initiatives. Additionally, as a strategic initiative that targets higher achievement in NAPLAN in relation to Aboriginal students., key improvements in literacy and numeracy have been made a priority in addressing the Premier's targets, increasing the number of Aboriginal students who will complete their HSC by 2023. A specialised teacher has been employed to work one on one with Aboriginal students in Stages 4 and 5 targeting improvements in reading, writing, grammar and punctuation, as well as increasing their ability to achieve highly across the curriculum. Improvements in Aboriginal students NAPLAN writing results display the early success of this initiative with the number of students in the top three NAPLAN bands increasing from 7% (Year 7 2017) to 10% (Year 9 2019). Aboriginal students grammar and punctuation results has also seen significant improvement with results increasing from 0% in NAPLAN (Year 7 2017) to 16% NAPLAN (Year 9 2019).</p> <p>Student engagement in cultural connection is being supported through programs that include Dream Builders, NRL S2W, Wall S2U, I Believe, Dhinewan Mentoring, Didge groups and the Wallanga Muru initiative. In addition to NAIDOC celebrations and Muru A Bills, Aboriginal students have the opportunity to attend cultural and sporting days with partner primary schools, including Gibali Day..</p> <p>Connection to school and the promotion of the engagement of Aboriginal students is facilitated through a whole school mentoring program with students having been allocated an individual staff mentor with whom they complete their personalised learning pathway. In 2019, this mentor provided ongoing support throughout the year liaising with parent/carers on a one on one basis and also through cultural events such as the Yarn Up afternoon..</p>
English language proficiency	ERN data EAL/D teacher and Senior Executive	Throughout 2019, LMHS students were supported by an EAL/D Support Teacher that was employed on a part time basis. All students that fitted the criteria were assessed

English language proficiency	<p>Students, parents/ carers</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> English language proficiency (\$31 841.00) 	<p>against ESL Scales and EAL/D English learning progressions.. If students met the criteria they received additional support to increase their English language proficiency.</p> <p>Additionally, in supporting the needs of LMHS students, professional learning was delivered to executive staff to ensure that they were instilled with the capacity to support teachers in providing quality teaching and learning to EAL/D students. Learning progressions were further used to facilitate differentiation of curriculum and assessments in accordance to the individual needs of students.</p> <p>Assessment tasks were appropriately adjusted in consultation with classroom teachers, with individual learning plans used to provide for further differentiation and accommodations in the classroom.</p>
Low level adjustment for disability	<p>Funding Sources:</p> <ul style="list-style-type: none"> Low level adjustment for disability (\$286 047.00) 	<p>In 2019, LMHS Learning and Support Team was proactive in providing ongoing support to students with a diagnosed disability, as well as students who required additional support in the classroom. An evaluation of the processes and management of the Learning and Support Team was held in late 2018 and was successful in enabling the implementation of more streamlined and stringent processes to ensure optimal support for all students throughout 2019.</p> <p>The National Consistent Collection of Data on School Students with Disability (NCCD) gives Australian schools, parents, guardians and carers, education authorities and the community information about the number of students with disability in schools and the adjustments they receive. The Australian Education Regulation 2013 requires all schools to report the data collected for the NCCD to the Australian Government on an annual basis. In 2019, LMHS undertook a review of current processes to ensure that any student with a disability was supported through this program and that the school put in measures to provide extra support to enable them to equally access the curriculum alongside their peers.</p> <p>Additionally, the Learning and Support Team aided teacher ability to support all students through detailed plans relevant to students needs. Individual learning plans and behaviour management support plans were regularly updated for individual learners.</p>
Socio-economic background	<p>\$545,719 / year</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> Socio-economic background (\$554 210.00) 	<p>In acknowledging the impact of positive student wellbeing on student learning outcomes, LMHS continued to provide proactive support in relation to the holistic growth of all students. LMHS Wellbeing Hub continued to expand providing a variety of supports to students. Programs that focus on supporting student resilience, anger management, mental health issues and self-confidence were regularly operating</p>

Socio-economic background	<p>\$545,719 / year</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Socio-economic background (\$554 210.00) 	<p>2019.</p> <p>Additional support for students with disabilities was given through the employment of Student Learning Support Officers. Support was tailored to individuals. Student Learning Support Officers worked either directly in the classroom and also with students on a one on one basis to support their achievement.</p>
Support for beginning teachers	<p>Funding Sources:</p> <ul style="list-style-type: none"> • Support for beginning teachers (\$54 615.00) 	<p>In 2019 LMHS employed seven teachers who were classed as early career teachers. Proactive guidance and mentoring was facilitated through regular meetings, lesson observations and feedback. Beginning teachers have been given assistance and time to complete the accreditation process, with several teachers achieving proficiency in 2019. Through an extensive PDP process, mentors and executive staff have monitored early career teacher's goals and areas of development, effectively building their capacity as proficient teachers.</p> <p>Several internal targeted professional learning sessions were introduced in 2019 which were well attended by our early career teachers. This included a Project Based Learning Masterclass as well as sessions on differentiation, trauma, and policies and processes. Several beginning teachers were given multiple external professional learning opportunities, including Design Thinking, STEM and Meet the Markers workshops, and one of our early career teachers was a part of the Department of Education's 'Catalyst Innovation Program'. Another teacher was given assistance to develop his own NESA accredited workshop on Minecraft, which was successfully presented to staff at LMHS.</p> <p>Early career teachers have been given significant support at LMHS at various levels. LMHS has fostered a supportive culture, where early career teachers have been given many opportunities to grow, develop, thrive and extended themselves into becoming highly successful teachers.</p>



Student information

Student enrolment profile

	Enrolments			
Students	2016	2017	2018	2019
Boys	352	368	367	373
Girls	347	347	350	339

Student attendance profile

School				
Year	2016	2017	2018	2019
7	91.2	91.4	89.4	90.4
8	89.9	88.4	86.6	87.7
9	88.9	86.6	85.9	84.3
10	86	83.2	82.9	82.1
11	89	87	80	82.4
12	84.8	89.3	83.7	85.2
All Years	88.4	87.6	85	85.5
State DoE				
Year	2016	2017	2018	2019
7	92.8	92.7	91.8	91.2
8	90.5	90.5	89.3	88.6
9	89.1	89.1	87.7	87.2
10	87.6	87.3	86.1	85.5
11	88.2	88.2	86.6	86.6
12	90.1	90.1	89	88.6
All Years	89.7	89.6	88.4	88

Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

Post school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
Seeking Employment	N/A	N/A	13
Employment	3	1	27
TAFE entry	2	10	12
University Entry	N/A	N/A	7
Other	1	1	9
Unknown	N/A	N/A	32

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

Year 12 students undertaking vocational or trade training

0% of Year 12 students at Lake Munmorah High School undertook vocational education and training in 2019.

Year 12 students attaining HSC or equivalent vocational education qualification

95.8% of all Year 12 students at Lake Munmorah High School expected to complete Year 12 in 2019 received a Higher School Certificate or equivalent vocational education and training qualification.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Head Teacher(s)	9
Classroom Teacher(s)	41.9
Learning and Support Teacher(s)	1.8
Teacher Librarian	1
School Counsellor	2
School Administration and Support Staff	14.68
Other Positions	2.08

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2019, 3.9% of the Department's workforce identify as Aboriginal people.

Workforce ATSI

Staff type	Benchmark ¹	2019 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	7.20%
Teachers	3.30%	2.90%

Note 1 – The NSW Public Sector Aboriginal Employment Strategy 2014–17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

Note 2 – Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice.

Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2019 to 31 December 2019. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2019 Actual (\$)
Opening Balance	1,077,969
Revenue	10,421,367
Appropriation	10,154,448
Sale of Goods and Services	32,495
Grants and contributions	229,186
Investment income	5,138
Other revenue	100
Expenses	-10,226,423
Employee related	-9,330,048
Operating expenses	-896,374
Surplus / deficit for the year	194,944

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 loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2019 Approved SBA (\$)
Targeted Total	1,342,758
Equity Total	959,981
Equity - Aboriginal	72,198
Equity - Socio-economic	554,210
Equity - Language	31,841
Equity - Disability	301,732
Base Total	6,897,336
Base - Per Capita	175,096
Base - Location	0
Base - Other	6,722,240
Other Total	516,020
Grand Total	9,716,095

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.

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 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in 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 be treated with care.

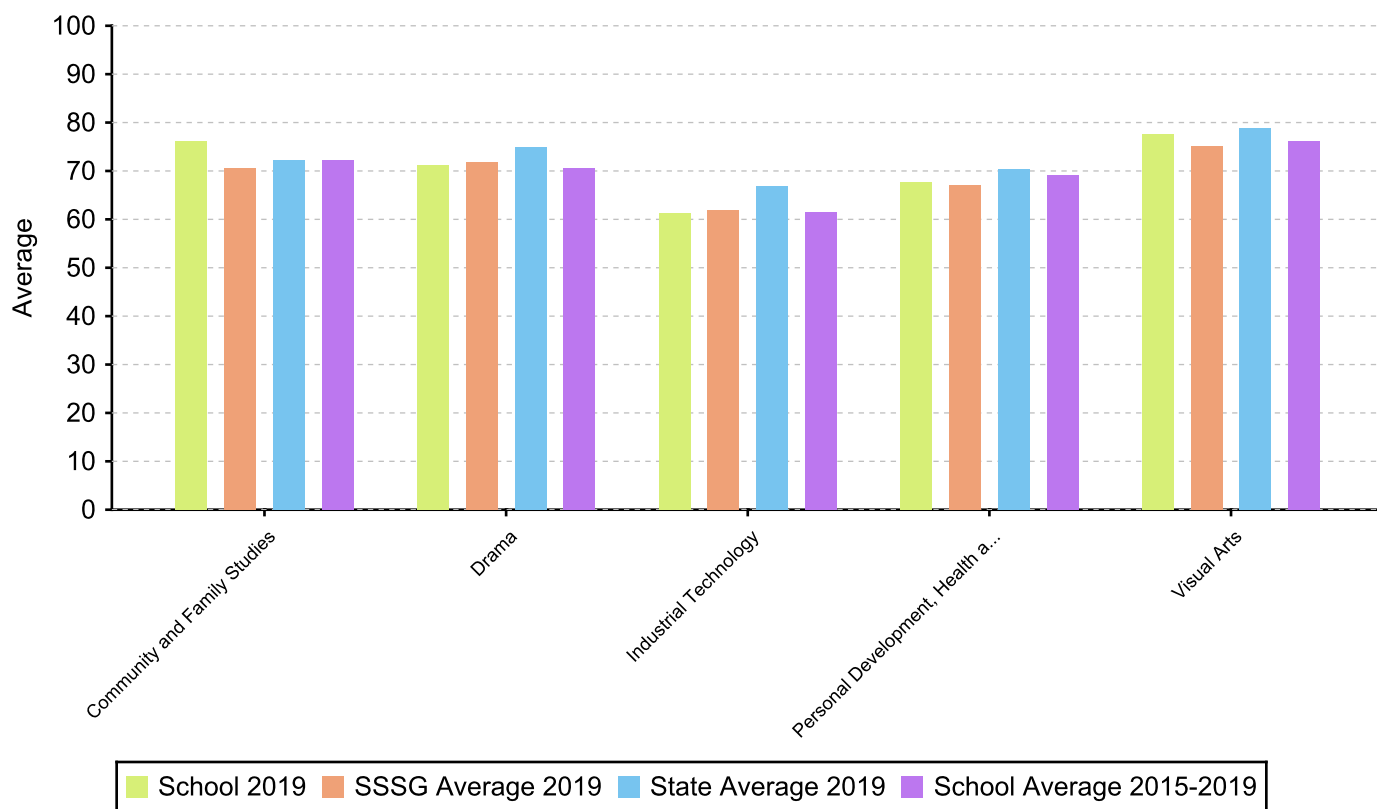
NAPLAN Online

The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data. As schools transition to NAPLAN online, the band distribution of results is not directly comparable to band averages from previous years. While the 10 band distribution available to schools who completed NAPLAN online is a more accurate reflection of student performance, caution should be taken when considering results relative to what was formerly a six band distribution. As the full transition of NAPLAN online continues, the most appropriate way to communicate results for NAPLAN online is by scaled scores and scaled growth. This is the reporting format agreed by state and territory education ministers, and is reflected on the [myschool](https://myschool.edu.au) website.

School performance - HSC

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

The information in this report must be consistent with privacy and personal information policies. Where there are fewer than 10 students in a course or subject, summary statistics or graphical representation of student performance is not available.



Subject	School 2019	SSSG	State	School Average 2015-2019
Community and Family Studies	76.2	70.6	72.2	72.3
Drama	71.1	71.8	75.0	70.7
Industrial Technology	61.3	61.8	66.8	61.4
Personal Development, Health and Physical Education	67.6	67.1	70.5	69.1
Visual Arts	77.6	75.2	78.8	76.2

Parent/caregiver, student, teacher satisfaction

Lake Munmorah High School welcomes and values community feedback into key initiatives and the operational management of the school. Throughout 2019, qualitative and quantitative surveys formed the basis for an informative evaluation of current teaching and learning practices. A detailed analysis formed from this data is used to inform for future teaching and learning.

Every year students are asked to participate in a survey conducted by The Learning Bar. Tell Them from Me surveys students and provides an analysis in relation to intellectual, institutional and social engagement at school. LMHS performed well across a number of domains including 'students who are interested and motivated' which increased from 16% in 2018 to 22% in 2019 and 'students who are appropriately challenged' which increased from 22% in 2019 to 24% in 2019. Additionally, 'students that value schooling outcomes' saw a 5% increase (54% in 2018 compared to 59% in 2019), as well as 'students with positive homework behaviours' seeing an increase from 3% (33% in 2018 compared to 36% in 2019). 'Students with positive relationships' also increased from 70% (2018) to 72% (2019). There were no categories that saw any significant decline. There was only a 1% variance with regard to 'students with positive behaviour at school' (80% in 2018 compared to 79% in 2019) and 'effort' (48% in 2018 compared to 47% in 2019).

During 2019, LMHS participated in a external Community Engagement Survey. Focus groups made up of parents from LMHS were given the opportunity to give feedback in relation to all aspects of the school. An evaluation from the survey indicated a lack of communication from the school in relation to day to day operations. As a result of this, LMHS formed a promotions committee that actively worked on information and good news stories being posted on social media via both the Skool Bag App and Facebook.

The NSW Public Sector People Matters Survey is conducted across all NSW Government institutions on a yearly basis. In relation to LMHS, it provides an opportunity for staff to provide their opinion in relation to workplace satisfaction. In 2019 there were varied results. Key positives were in relation to 'flexible working satisfaction' increasing 7% (42% in 2018 to 49% in 2019), 'high performance' increasing 4% (73% in 2018 to 77% in 2019) and 'action on results increasing 6% (37% in 2018 to 43% in 2019). There was a decrease in relation to 'engagement with work' decreasing from 78% (2018) to 73% (2019) and 'diversity and inclusion' decreasing from 74% (2018) to 73% (2019).



Policy requirements

Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

Anti-Racism Policy

All teachers are responsible for supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. Principals are responsible for examining school practices and procedures to ensure they are consistent with the policy. All schools have an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.