

Lake Illawarra High School

2019 Annual Report



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Introduction

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

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

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School background

School vision statement

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

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

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

School context

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

In 2019, we have a mainstream enrolment of 540 students, with 15% (101 students) identifying as being of Aboriginal or Torres Strait Islander background. The school is also home to the 'Harbour Centre', a special education unit, which caters for 50 students and has two ED classes, one IM class, two MC classes and one Autism class.

Lake Illawarra High School has a FOEI of 156 in 2019 and under the Resource Allocation Model (RAM) received \$968,193.

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

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

Self-assessment and school achievement

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>

Self-assessment using the School Excellence Framework

Elements	2019 School Assessment
LEARNING: Learning Culture	Delivering
LEARNING: Wellbeing	Delivering
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Delivering
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Delivering
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Delivering
TEACHING: Learning and development	Delivering
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1

FUTURE FOCUSED LEARNING

Purpose

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

Improvement Measures

- An increase in the amount of students supported through the school wellbeing processes demonstrated through a reduction in short suspension baseline data.
- Improved Year 7 to 9 and 9–12 value added data.
- Increased proportion of all students, including Aboriginal students in the top two NAPLAN bands for reading and numeracy from 2017 baseline data.
- Learning progression data is being actively used by staff and students to track improvement in literacy and numeracy skills.

Overall summary of progress

Short suspensions reduced by 34% from 2018 to 2019. This was achieved by implementing more supportive and proactive Wellbeing strategies which included employing two Youth Workers, including one as part of our Lake Learning Community ANCHOR project. We also incorporated more individual case management with our Wellbeing reforms.

Year 7 to 9 value added data was at the Delivering level, while year 9 to 12 value added data was also at the Delivering level which are both the same as 2018.

The proportion of students who were in the top two NAPLAN bands for reading and numeracy went from 9.78% in 2017 (baseline) to 9.87% in 2019.

The learning progressions professional learning is being used by all staff.

Progress towards achieving improvement measures

Process 1: Embed the PBL values across all aspects of the school

PBL is used to help all stakeholders understand the behaviours, attitudes and expectations that enhance well-being and lead to improved student learning outcomes. Universal PBL is successfully established and the focus is on the embedding of PBL values, processes and language into everyday, effective classroom practice.

Evaluation	Funds Expended (Resources)
PBL has a high profile within the school and systems have been established to ensure that our values are constantly taught to all of our community in an explicit manner. The PBL team meets fortnightly and analyses data, communicates issues and develops lessons and resources.	Staff Signage replaced and enhanced Funding Sources: <ul style="list-style-type: none">• Socio-economic background (\$20000.00)

Process 2: Quality curriculum delivery

Staff use innovative and effective teaching and learning strategies that are evidence based to drive and promote student engagement.

Students develop the key skills of problem-solving, collaboration, Literacy, Numeracy and creativity across the curriculum to enhance their opportunities in today's changing environment. This will include the cross school use of the literacy and numeracy progressions.

Progress towards achieving improvement measures

Evaluation	Funds Expended (Resources)
All staff have developed a deep understanding of student engagement strategies. This has been evidenced in the programs and pedagogies that have been developed and implemented by staff.	External providers District Office Funding Sources: <ul style="list-style-type: none">• Equity (\$50000.00)

Process 3: Using Data to inform learning

All teachers use a range of assessment data to inform their teaching and learning practice and utilise the expertise of the Learning and Support Teachers and the Student Support Team to build teacher capacity to differentiate curriculum delivery to meet the specific needs of all students including Aboriginal students.

Evaluation	Funds Expended (Resources)
All staff trained in SCOUT and RAP data. Evidence of use is in HSC and NAPLAN results evaluation .	Online and face to face professional learning Funding Sources: <ul style="list-style-type: none">• TPL Funds (\$5000.00)

Strategic Direction 2

QUALITY TEACHING

Purpose

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

Improvement Measures

- 100% of all Key Learning Areas will have a faculty plan, which identifies the strategic direction of each faculty and is effectively utilised to meet the needs of the school.
- All teachers are involved in authentic and effective professional learning which is linked to PDP and school plan in order to deliver quality educational practices to achieve school strategic directions.
- All teachers engage in the accreditation process to improve their classroom practice and are able to document evidence of improvement every year.
- Improvement in HSC results, specifically a shifting of achievement of all students including Aboriginal students who are achieving in the higher Bands.
- 100% of staff are engaged in collaborative cross-curricular teams to address the specific needs of students.

Progress towards achieving improvement measures

Process 1: Quality Faculty Management

Through collaboration with faculty members and key stakeholders, staff and Head Teachers will identify a KLA strategic direction that informs a Faculty Management Plan and clearly links to the whole school planning document, in order to improve teaching, learning and student outcomes.

Evaluation	Funds Expended (Resources)
KLAs worked as a team to identify common goals which were linked to the school plan. This has strengthened alignment with the school plan.	External providers Funding Sources: <ul style="list-style-type: none">• Teacher Professional Learning funds (\$10000.00)

Process 2: Targeted Whole School Teams

Through cross-curricular teams, understanding is strengthened through targeted professional learning. This professional learning is delivered both formally and informally during team meetings, as part of the schools approach to share best practice and ensure consistency across the school.

Evaluation	Funds Expended (Resources)
A number of Literacy initiatives in particular were initiated focussing on writing. These teams were able to upskill staff in all KLAs through staff meetings and other professional learning forums.	Teacher Professional Learning Funds Funding Sources: <ul style="list-style-type: none">• TPL (\$50000.00)

Process 3: Innovative, relevant and personalised professional learning

Establish a whole school, professional learning team to access a wide range of data and identify the needs of both individual staff and the whole school. This will develop the capacity of staff in the delivery of quality teaching practice.

Evaluation	Funds Expended (Resources)
This strategic direction has been withdrawn	N/A

LEADING THE SCHOOL AND COMMUNITY

Purpose

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

Improvement Measures

- Increased community participation in school events.
- Increased number of staff willing to take on whole school leadership positions.
- Increased liaison between COS and Lake Illawarra High School.
- Increased number of partnerships between LIHS and businesses and other agencies.
- All Aboriginal students have a current Personalised Learning Pathway that is regularly accessed by staff to increase the number of students accessing Aboriginal Education programs as demonstrated by baseline data.
- Use a range of new strategies to engage at least 20% of the parent body to provide feedback for improvement such as completing survey's at parent teacher nights including the TTFM. This will be used to determine baseline data for improvement.

Progress towards achieving improvement measures

Process 1: Anchor Project

Engage a case worker to work across the Lake Illawarra Community Of Schools in providing personalised and timely interagency support for students and their families. This will also enable the senior executive team to expand their focus on instructional leadership.

Evaluation	Funds Expended (Resources)
This resource has provided support for over 30 students and their families across our Lake Learning Community. It has allowed us to access interagency and specialised supports (including medical, mental health and housing supports to these students and their families.	<p>We have employed two Youth Workers as well as providing a WELLBEING HUB within the school.</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Socioeconomic (\$250000.00)

Process 2: How2Learn

How2Learn will continue to support the school to create a culture that shows that learning is central to all school decision-making and that the process of cultural change requires honesty, reflection, action and commitment. It aims to develop a respectful relationship within the school and our wider community.

Evaluation	Funds Expended (Resources)
The principles of How2Learn are continuing to be implemented in classrooms across the school.	<p>Teacher Professional Learning funds</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Teacher Professional Learning (\$5000.00)

Process 3: Leadership Development

The enhancement and widening of leadership positions within the school to address areas of need, particularly focussing on the development of high order professional learning, staff capacity building, student wellbeing programs and community engagement.

Evaluation	Funds Expended (Resources)
Planning completed for introduction in 2020. Executive staff will have a	To be finalised in 2020.

Progress towards achieving improvement measures

reduced face to face load to be able to receive this professional learning.

Funding Sources:

- Socioeconomic (\$200000.00)

Process 4: Aboriginal Education

Ensure all Aboriginal students have a current aspirational PLP that includes explicit Literacy and Numeracy goals. Use a variety of strategies to improve communication with the Aboriginal community. Increase student access to culturally relevant teaching and learning strategies aiming to increase student pride in their culture, attendance and academic results.

Evaluation

Funds Expended (Resources)

Most Aboriginal students have completed their PDP. The CLONTARF program has increased Aboriginal male student attendance significantly and decreased the number of negative incidents. Family support has also increased significantly.

AEO and Aboriginal Team

CLONTARF Staff

Funding Sources:

- ATSI Funding (\$30000.00)

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Funding Sources: <ul style="list-style-type: none"> • Aboriginal background loading (\$160 000.00) 	<p>The introduction of CLONTARFF into our school had made a huge impact on the engagement of many of our ATSI boys. This was shown in improved attendance rates as well as a decrease in the number of suspensions.</p> <p>We had 3 ATSI students successfully complete their HSC and we had 2 ATSI year 9 students who were placed in the top two bands for Reading and Numeracy.</p> <p>The cultural links we have with our community elders was again significant and allowed our students to learn much from them. This was particularly true of our BLACK SWAN singers who performed at numerous cultural events.</p>
English language proficiency	NA Funding Sources: <ul style="list-style-type: none"> • English language proficiency (\$791.00) 	Student support provided to student.
Low level adjustment for disability	*Two Learning and Support Teachers *3 SLSOs Funding Sources: <ul style="list-style-type: none"> • Low level adjustment for disability (\$350 000.00) 	The Learning and Support Team (LaST) allocate the Learning and Support Teachers and Student Learning Support Officers (SLSO) to individual students or class groups who are referred by the teaching staff. These students receive specialised support in the identified areas of need. The LaSTs also work with classroom teachers to differentiate the teaching material for the identified students. This has led to greater engagement and improved performance for those identified students.
Socio-economic background	Deputy Principal 2 Youth Workers Head Teacher Wellbeing Teacher release Student assistance with fees, uniforms, excursions Funding Sources: <ul style="list-style-type: none"> • Socio-economic background (\$998 000.00) 	The Deputy Principal coordinates the Wellbeing program. This includes overseeing the ANCHOR project as well as liaising with other external agencies. This has provided support to not only individual students but also families across our Lake Learning Community

Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	307	286	267	280
Girls	293	283	248	238

Student attendance profile

School				
Year	2016	2017	2018	2019
7	91.2	89.4	85.2	87.9
8	86.8	84.2	84.4	79.7
9	85.5	83.1	80.1	84
10	84.3	84.9	83.2	79.5
11	82.9	85.5	81.7	83.6
12	88.2	82	85.2	85
All Years	86.2	84.8	83.3	83.3
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	0	0	7
Employment	0	3	37
TAFE entry	0	3	23
University Entry	0	0	32
Other	6	0	1
Unknown	1	3	0

Year 12 students undertaking vocational or trade training

38.60% of Year 12 students at Lake Illawarra High School undertook vocational education and training in 2019.

Year 12 students attaining HSC or equivalent vocational education qualification

86.4% of all Year 12 students at Lake Illawarra 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)	1
Head Teacher(s)	8
Classroom Teacher(s)	35.1
Learning and Support Teacher(s)	2.1
Teacher Librarian	1
School Counsellor	1
School Administration and Support Staff	15.68
Other Positions	1

*Full Time Equivalent

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	1,292,399
Revenue	9,355,335
Appropriation	9,022,977
Sale of Goods and Services	122,148
Grants and contributions	207,797
Investment income	2,413
Expenses	-9,152,155
Employee related	-8,324,528
Operating expenses	-827,627
Surplus / deficit for the year	203,180

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	1,444,942
Equity Total	1,414,056
Equity - Aboriginal	112,331
Equity - Socio-economic	976,607
Equity - Language	791
Equity - Disability	324,327
Base Total	5,516,471
Base - Per Capita	129,469
Base - Location	0
Base - Other	5,387,002
Other Total	414,860
Grand Total	8,790,329

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.

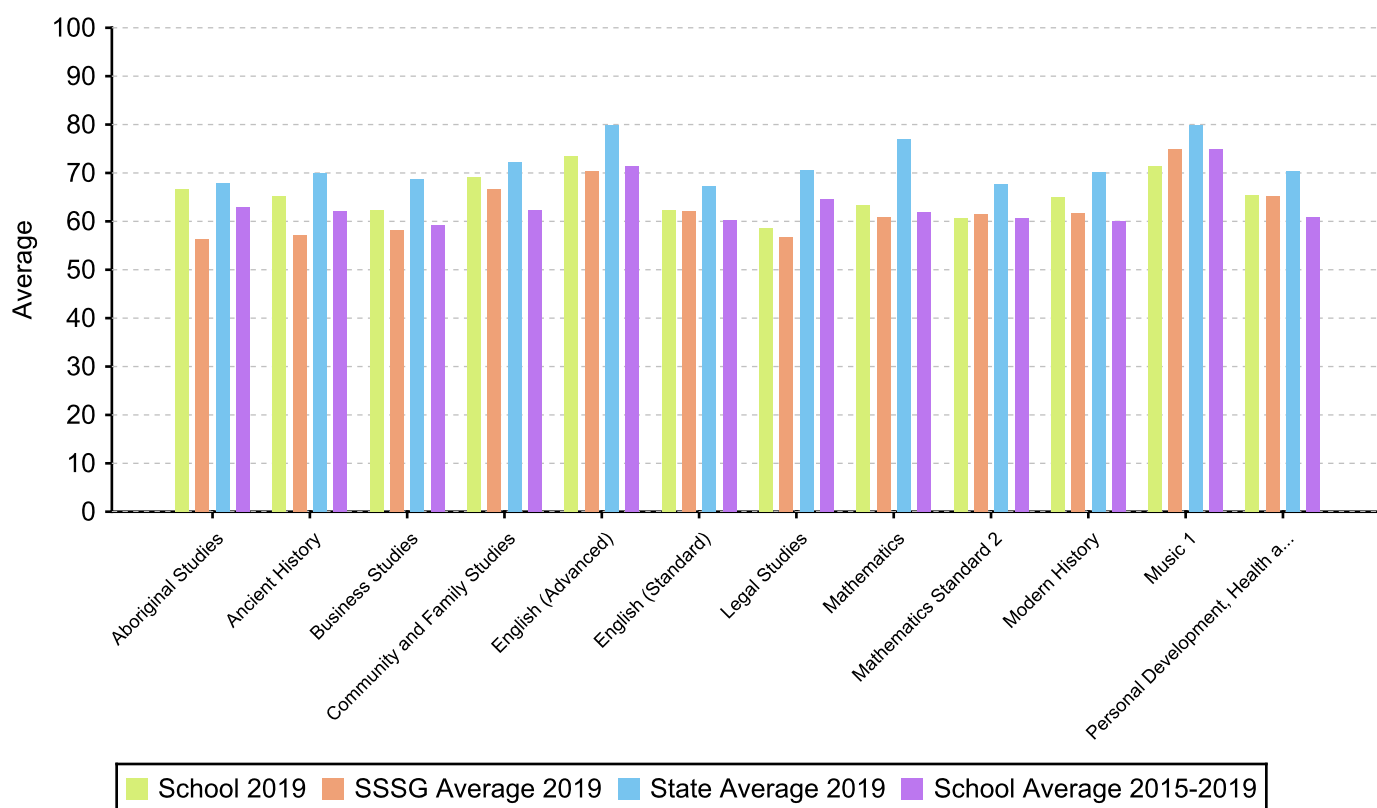
NAPLAN Online

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 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
Aboriginal Studies	66.7	56.2	67.8	63.0
Ancient History	65.1	57.2	69.9	62.1
Business Studies	62.3	58.2	68.6	59.1
Community and Family Studies	69.1	66.7	72.2	62.3
English (Advanced)	73.4	70.4	80.0	71.4
English (Standard)	62.4	62.2	67.3	60.2
Legal Studies	58.6	56.6	70.6	64.5
Mathematics	63.4	60.9	76.9	61.9
Mathematics Standard 2	60.7	61.4	67.7	60.7
Modern History	64.9	61.6	70.2	60.0
Music 1	71.4	75.0	79.9	75.0
Personal Development, Health and Physical Education	65.3	65.1	70.5	60.9

Parent/caregiver, student, teacher satisfaction

Each year Lake Illawarra High School participates in the Tell Them From Me survey for students. In 2019 233 students from year 7–10 participated in the survey during weeks 9 and 10 of term 1. The following were some of the findings;

*45% of students are intellectually engaged and find learning interesting. The NSW Department of Education norm is 46%

*In this school students rated Effective Classroom Learning Time as 6.5 out of 10. The Department of Education norm is 6.3.

*In this school students rated Positive Teacher–Student Relations as 6.0 out of 10. The Department of Education norm is 5.6.

* In this school students rated their understanding of the clear expectations for student behaviour as 5.7 out of 10. The Department of Education norm is 5.6

The parent community was surveyed regarding their satisfaction with the communication between school and home. Seventy eight percent of those surveyed said they were either satisfied or very satisfied.

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.