

2020 Annual Report

Lake Munmorah High School



8279

Introduction

The Annual Report for 2020 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 am extremely proud and honoured to lead an exceptional school that continues to deliver an engaging and innovative curriculum at Lake Munmorah High School.

I hold a strong belief that educators have an extremely important role in supporting the educational and holistic growth of young people in becoming confident, active and productive members of our future society. I have had the honour of working with Lake Munmorah High School staff who consistently work above and beyond to support our wonderful students.

The students at LMHS continue to exhibit our core values of respect, responsibility and success. Their talents, skills and academic achievements continue to be an inspiration to us all. I am extremely proud of each and every one of them.

In closing, I would also like to extend my thanks to the parents/carers and wider school community for their ongoing contribution to our school. The support you provide is extremely valuable as we continue to provide high quality education to our students.

Kind regards,

Georgina Fleming

R/Principal

School vision

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 with teaching facilities including 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>

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 2020, Lake Munmorah High School (LMHS) delivered a diverse curriculum to cater to 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'. 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.

Due to Covid-19, the National Assessment Program - Literacy and Numeracy (NAPLAN) did not go ahead so it is not possible to comment on student achievements in 2020. The School Customer Service 360 reflection tool was not executed in 2020 either, however LMHS did implement a Pandemic Survey to various stakeholders. Parents/carers were asked to rate LMHS in terms of support during the Covid-19 lockdown period, and 41.38% of respondents stated that the support was High (the top level), and a total of 82.76% of respondents stated that they believed the support was moderate or above.

The 'Tell Them From Me' survey showed growth in multiple areas across the Wellbeing domain. There was a 4% increase in students demonstrating "Interest and Motivation," and there was also increases in "Positive Learning Climate," and "Positive Teacher-Student Relations."

In valuing the impact that high student attendance has on student engagement and attainment, LMHS participated in an attendance initiative during Term 4 that saw promotion of the impact of attendance to students and parents/carers. Students had the opportunity to be rewarded for greater than 90% attendance through merit certificates and other school incentives delivered during PBL assemblies and end of term activities.

In line with the Department of Education's (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, still resides and an additional Chaplain role was put in place. Proactive programs were added, and existing programs continued to run including R.A.G.E., Seasons for Growth, Yoga, and exercise groups.

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.

Progress towards achieving improvement measures

Evaluation	Funds Expended (Resources)
<p>PBL is fully embedded into the school culture, however, due to the state-wide decision to move away from PBL, our school has begun taking steps to create our own set of behaviour standards called 'LMHS Standards'. The standards will be formed in collaboration with students, staff, parents/carers and the wider school community to reflect the school's core values of Respect, Responsibility and Success.</p> <p>The Covid-19 pandemic pushed forward the implementation of the online learning platform 'Canvas'. As part of LMHS Strategic Plan, the Canvas rollout was planned as a staged process, with complete school integration expected by Term 4, 2020. However, the government imposed lockdown required the implementation to be significantly moved up to allow students to engage with an online learning system. Consequently, the three term rollout plan was condensed into approximately three weeks, due to the exceptional and flexible talents of LMHS staff. Canvas is now intrinsic at LMHS, providing an innovative platform for students to learn from in addition to face to face teaching, and students now have a comprehensive and universal system that allows students to access learning remotely. Further to this, many students did not have access to laptops or internet devices during this lockdown period, and LMHS ensured that every student could access their learning through the supply of laptops and dongles. This ensured equity across our school so learning could continue for all. Attendance data taken during the online learning phase shows that 76% of students engaged in online learning daily throughout the lockdown.</p>	<p>Rewards for students \$6000</p> <p>Laptops for students \$80000</p> <p>Internet Dongles \$2000</p> <p>Professional learning funds for CANVAS training \$10000</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Socio-economic background (\$88000.00) • Professional learning (\$10000.00)

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>Enrichment Classes, as well as 'Passion Projects,' had students engaged in future focused pedagogy, further expanding learning opportunities beyond the standard curriculum. Collaboration facilitated through school planning opportunities enhanced the capacity of teachers to deliver high quality learning and extension activities that actively engaged students and promoted high achievement. The continued expansion of the Targeted Sports Program in 2020 was a major positive for LMHS, supporting students with high potential in the sporting arena.</p> <p>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, and the goal is to expand and extend this class in 2021.</p>	<p>Employment of 1 FTE teacher for Purpose Class</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Socio-economic background (\$140000.00)

Next Steps

The next iteration of the Strategic Improvement Plan 2021-2024 will see Strategic Direction 1 change to Student Growth and Attainment. The purpose is to ensure students grow in their learning through explicit, consistent and research informed teaching. In order to maximise student learning outcomes, and to build strong foundations for academic success, LMHS will further develop and refine data driven teaching practices that are responsive to the learning needs of individual students.

As a strategic initiative to further support students engaging in their learning, and building positive, respectful and connected relationships, a Tutorial Centre is planned for implementation in 2021. The centre will provide students at risk of disengagement with intense support across key learning areas as well supporting their social and emotional wellbeing.

In accordance with the Department of Education's High Performance and Gifted Education Policy, LMHS will continue with an Enrichment Class in Year 7, as well creating new learning opportunities in the field of Creating and Performing

Arts. Selection processes are planned to identify students who are talented in the fields of Visual Arts and Music, and learning opportunities provided to ensure engagement and challenge for every student.

LMHS will introduce a Makerspace in 2021 called SEED, targeted to a high school context focusing on the need that as a school, there is a need to be "fit for purpose". The establishment of a rich, diverse and inclusive space in the school will also facilitate the provision of a resource that fosters engagement with intellectual and creative thinking, available to all students through the expansion of STEM electives, supporting the delivery of Stage 6 STEM based subjects, allowing for innovative Passion Projects, as well as Stage 4 students studying STEM.



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

In 2020, Lake Munmorah High School experienced numerous challenges while delivering future focused teaching due to restrictions imposed by the global pandemic. However, numerous learning opportunities for students were continually at the forefront of school operations with outstanding efforts displayed by staff to adapt, develop and extend their capabilities as educational leaders.

Due to Covid-19, NAPLAN did not go ahead so it is not possible to comment or summarise student growth for 2020. In Term 3, Year 9 students completed the Check-in Assessment to provide insight into students' ability in Reading and Numeracy. The analysis received from this assessment is quite narrow in regards to student growth, so despite an immense amount of information in regard to student ability, it does not include any statistics regarding growth.

The HSC did proceed as normal in 2020 with strict adherence to Covid-19 guidelines. Students experienced several weeks of online learning during their Year 12 which had long lasting disruptions to staff teaching and students learning for the remainder of the calendar year. Due to this, along with many other contributing factors, the percentage of students achieving a Band 1, 2 or 3 was higher than target outlined as an improvement measure. Attention to the ever changing needs of Stage 6 students will continue to be a focus for staff at LMHS, with quality teaching strategies being constantly investigated, refined and established.

In 2020, staff and students participated in the Tell Them From Me survey, and a Pandemic Survey conducted by senior executive. Nearly 50% of staff stated that they agreed/strongly agreed with Staff Morale being positive, which was also reflected in the Pandemic survey where 92.16% of staff agree/strongly agree that there is "good staff cooperation" at LMHS, as well as the promotion of "collaborative practices."

2020 was a turbulent and unprecedented year for all persons involved in delivering education. However, it was truly an opportunity for staff to develop collaborative practices and innovative technological practices that benefited the learning experience of our students. The connection with the wider community was integral to ensuring students were known, valued and cared for, and LMHS staff demonstrated their exemplar ability to deliver quality education to students despite numerous challenges.

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 learning.

Evaluation

Funds Expended (Resources)

Progress towards achieving improvement measures

Teachers are developing and improving their ability to manage classrooms and create engaging learning environments as evidenced by the decrease of negative entries recorded in Sentral throughout 2020, compared to those in 2019. There was a 32% decrease in the number of entries relating to Respect which could be attributed to the many PBL explicit lessons focusing on the promotion of positive social interactions that occurred throughout the year.

The PBL system suffered some significant challenges to its operation due to the restrictions imposed by Covid-19. The fortnightly PBL assembly moved to an online forum and the recognition and acknowledgement of student success was virtual, which was not as emphatic as originally desired. However, reward systems were embedded into these assemblies to increase and promote positive behaviour.

Professional learning funds for development of PBL lessons \$4000.

Funding Sources:

- Professional learning (\$4000.00)

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>Check In Assessment data revealed that student performance was below state average. For the 2020 Year 9 cohort student results averaged 42.8% compared to a statistically similar schools average of 51.1%. LMHS students averaged 42.3% for numeracy compared to statistically similar schools average of 46.6%.</p> <p>The Talented Sports Program (TSP) was expanded to include an additional sport of Basketball. Students were unfortunately unable to compete against other schools as extensively as what was originally planned due to Covid-19 restrictions, but students were able to access training programs and fitness sessions to continue to develop their skills and sporting expertise.</p> <p>GATS was rebranded to become High Performance and Gifted Education (HPGE) and the Enrichment Class of the top Year 7 students continued in 2020.</p> <p>Observations continued as part of the Professional Development framework, however this was not as collaborative as it could have been due to the lockdown period and partial student attendance during the Covid-19 protocols.</p>	<p>Professional learning funds to release staff to engage in analyse of internal and external data \$15000.</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Professional learning (\$15000.00)

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>In 2020, there were some changes to the curriculum delivered at Lake Munmorah High School in an attempt to address the ever changing educational and academic needs of its students. 75% of future jobs will require skills in the field of STEM, which was a motivating factor behind creating a subject for Year 7 students to study. The course of STEM provides students with skills such as problem solving, creativity, critical analysis, teamwork, independent thinking and many others to provide learning experiences that are relevant to the world they live in. This subject was met with extensive enthusiasm from the students and the decision was made to extend the subject into Year 8 in 2021.</p>	<p>Funding for creation of STEM learning area and resources \$20000.</p> <p>Professional learning funds for teachers \$5000.</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Socio-economic background (\$20000.00) • Professional learning (\$5000.00)

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.

Evaluation	Funds Expended
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Progress towards achieving improvement measures

Evaluation	(Resources)
2020 was the first year that staff at LMHS accessed the professional learning initiative established by the Department of Education called the Mathematics Growth Team. This project combines deep curriculum knowledge, a focus on pedagogical expertise and cultural attitudes, and an embedded approach to professional learning with the goal of improving student outcomes. An external trainer works closely with each teacher in the Mathematics faculty, as well collaboratively with all staff across various fields of teaching and learning. This program also facilitates more connectedness with partner primary schools to ideally establish more cohesive and consistent learning modules for students in the community. LMHS will be excitedly participating in this initiative more intently in 2021 with the trainer using LMHS as the base school; the program will run into 2022 as well.	Professional learning funds for teacher release \$6000

Next Steps

The next iteration of the Strategic Improvement Plan 2021-2024 will see Strategic Direction 2 change to High Expectations. The purpose is to establish a culture of high expectations that guide and support the school community in achieving their personal best.

Moving forward, the target of reducing the number of students in the lower HSC Bands is still a focus, and the goal of increasing student achievement of higher bands is integrated throughout many initiatives that are to be embedded in future operations of LMHS. Continuation and development of the Senior Assessment Support Office (SASO) position has been established for 2021 with the role growing in size and scope. This role aims to address the needs of Stage 6 students, as well as providing the latitude required for greater leadership density across the school. HSC Intensive Sessions occurred in 2020 as a strategy to aid Covid-19 impacted students, with the goal that these occur again in the future in some capacity.

Due to Covid-19, the planned staff training for 'Pivotal Behaviour Management' was postponed. This training was to equip staff with skills to engage students in their learning and promote a quality learning environment and positive whole school culture. Professional learning was delivered on Pivotal training and as a whole school we collaboratively decided on our "black shoes moment." The ideals behind this strategy are still within our behaviour management processes and will be refined as time goes on.

There was a thorough Curriculum and Assessment and Reporting Review conducted after consideration for the need to focus on the core business of teaching and learning. It was identified that fundamentally, there was a lack of consistency with respects to the manner in which individual faculties implement various school processes. With the landscape of education changing drastically over the year, it has become evident that our leaders need to galvanize the school in adopting a growth mindset at every level of curriculum, assessment and reporting. The time frame of executing the recommendations is yet to be formally determined but ideally completed by the end of 2021. Some of the steps involved will be to implement a more consistent and whole school approach to administrative processes surrounding teaching and learning, and to upskill staff in areas such as HSC Monitoring and NESA requirements.



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

Despite the disruptions that came along with the Covid-19 pandemic, 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 HSC.

LMHS school vision centres around ensuring that all students are 'fit for purpose' upon leaving school and this theme was carried on during the 2020 academic school year. It was significant that the school continued to focus on the delivery of innovative learning to engage students and maximise their opportunities to achieve their personal best.

Staff across all key learning areas have identified in their Personal Development Plans that there is an interest in attaining, or working towards leadership positions in the faculty, and across whole school. There has been several staff who have gained promotion due to engaging in professional and collaborative practices, which have also provided new opportunities to build leadership density. The Senior Executive Operational Support (SEOS) role was extended in 2020 which allowed for staff to develop their capacity to lead and build their understanding of departmental policies and procedures. 75% of staff members who worked in the SEOS role have since achieved promotional positions within the school context.

In 2020, there was a strong focus by leadership to improve school processes to ensure high quality delivery of teaching and learning. Additionally, HSC monitoring processes were streamlined to provide for greater system compliance, monitoring and promotion of high quality authentic teaching, learning and assessment.

From a student perspective, there was a difficulty in establishing a senior leadership team which has highlighted a reluctance of students to engage in leading their school. This has been identified as an area that requires some intervention so practices have been established to address this in the future.

Due to the impact of the Covid-19 restrictions, parents and community members were unfortunately unable to be as collaborative as initially desired, and therefore were unable to positively impact the Lake Munmorah High School learning environment. The 2021-2024 Strategic Improvement Plan provides the school with the opportunity to rectify this.

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)

Progress towards achieving improvement measures

In 2020, there were numerous opportunities for staff to build their capacity as educational leaders. This included the SEOS role aimed at minimising behaviour concerns impacting the learning environment of students. The Senior Assessment Support Officer (SASO) has the purpose of identifying and supporting the academic and vocational success of our Stage 6 students. The HT Innovation and Instructional Leader worked to develop collective teacher efficacy across the school, working towards improving pedagogical practices.

Evidence based classroom practices, built upon the research of Paul Dix and his Pivotal education program, were collaboratively embedded into the school context to address the complex nature of the school, which led to the creation of a high performance culture. Staff engaged in robust debate around What Works Best ideology, and collectively established and took ownership of school-wide initiatives.

0.6 FTE teacher to provide release time for SASO role.

Funding Sources:

- Socio-economic background (\$72000.00)

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)
The flexibility and versatility of the staff at LMHS was demonstrated exceptionally due to the Covid-19 lockdown. Technological resources were extremely limited and this posed many difficulties delivering educational content to students. To assist with student learning, families were provided with appropriate resources including laptops, internet access and essential equipment. Post lockdown presented many issues for staff as the return of these resources did not occur in a timely manner, creating issues in the classroom for the teachers in accessing appropriate ICT resources.	

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)
Community involvement within the school context was challenging due to the Covid-19 restrictions. Despite best efforts to involve parents and carers in various aspects of school systems, it was difficult to have access to detailed feedback on practices and processes. It is a goal of the 2021-2024 Strategic Improvement Plan to develop meaningful symbiotic relationships with the community.	

Next Steps

The next iteration of the Strategic Improvement Plan 2021-2024 will see Strategic Direction 3 change to Engaged and Innovative School Community. The purpose is to promote the engagement, trust and respect of the wider school community in the development and embedding of innovative strategies that support and improve student outcomes.

In the coming years, there is a goal to further enhance the connection between the AECG, the Department of Education Aboriginal Team and external agencies to build the capabilities of all staff to embed Aboriginal perspectives and contextually relevant learning into all areas of the curriculum. Similarly to this, there is a goal to initiate connections and deepen partnerships with external agencies such as universities, TAFE and local industries.

A new role will be introduced of Head Teacher Contemporary Learning to continue the development of LMHS classroom teachers, and manage new initiatives including the RISE class, the Purpose Class, SEED and the Tutorial Centre. Additionally this role will further the development of highly innovative educational programs that promote student engagement and transitional pathways as well as establishing more whole school collaborative practices.



Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Funding Sources: <ul style="list-style-type: none"> • Aboriginal background loading (\$95 647.00) 	<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 2020, a wide variety of programs encouraged students to have a greater connection to their culture and community. Student learning data was analysed from multiple platforms to determine individualised student needs. Students were targeted for appropriate intervention groups and mentoring programs that were held on a regular basis, providing additional and individualised learning support to students.</p> <p>Targeting higher achievement in NAPLAN, as well as increasing the number of Aboriginal students who will complete their HSC by 2023 was made a priority in 2020. A specialised teacher was 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. Post testing data at the end of 2020 displays an overall average 28% improvement in comprehension and an 8% improvement in language conventions. Some individuals made improvements of up to 47%. Support for individual students continued during online learning in 2020 with remote Canvas support, phone calls to parents, help completing assessment tasks and small withdrawal groups to improve literacy.</p> <p>LMHS was also proactive in supporting Aboriginal students through the engagement of DoE Aboriginal Education & Engagement Officer at weekly learning and support meetings. This allowed early intervention strategies to be in place for students with additional learning support needs. During COVID-19, a wellbeing page was set-up on CANVAS for Aboriginal Education to support students and families. Resources and program materials were uploaded via this platform.</p> <p>Cultural connections for students was supported through engagement in programs that include Barang Dream Builders, NRL School 2 Work, I Believe, Dhinewan Mentoring, Dance groups and the Walanga Muru program. As well as this, LMHS celebrated NAIDOC over two days and was involved in the annual Muru Bulbi Shield Sports Gala Day. In valuing Aboriginal students' connection to school, a whole school mentoring program was implemented with an individual staff member supporting the achievement of goals as targeted in Personalised Learning Pathways. In 2020, mentors provided ongoing support throughout the year liaising with parent/carers on a one</p>

Aboriginal background loading	Funding Sources: <ul style="list-style-type: none"> Aboriginal background loading (\$95 647.00) 	<p>on one basis. However, parent/carer involvement in school activities was restricted due to COVID-19, resulting in the cancellation of the bi-annual Yarn Up afternoons.</p> <p>Throughout 2020, all staff were encouraged to build their capacity to support Aboriginal students. This included a number of staff regularly attending and being actively involved in Muru Bulbi AECG meetings. However, due to restrictions imposed because of COVID-19, many face-to-face professional learning events had to be postponed, including Connecting to Country.</p> <p>In recognising the importance of promoting Aboriginal education at LMHS and in supporting a culturally safe environment and education for all of our Aboriginal & Torres Strait Islander Students, the school gained approval from Muru Bulbi AECG for two mural walls that will form part of the reconstruction of LMHS front entrance. Further to this, the Muru Bulbi AECG also approved an Aboriginal outdoor learning space, which includes a Yarning Circle. Both projects are due for completion in 2021. Additionally, a learning community was established between the Muru Bulbi AECG high schools, where the Aboriginal Education Coordinators met on a regular basis to collaborate and share valuable ideas and resources.</p>
English language proficiency	EAL/D teacher 0.1 FTE Funding Sources: <ul style="list-style-type: none"> English language proficiency (\$26 679.00) 	<p>Throughout 2020, 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 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	Funding Sources: <ul style="list-style-type: none"> Low level adjustment for disability (\$334 240.00) 	<p>In 2020, 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.</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</p>

<p>Low level adjustment for disability</p>	<p>Funding Sources:</p> <ul style="list-style-type: none"> • Low level adjustment for disability (\$334 240.00) 	<p>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.</p> <p>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>
<p>Socio-economic background</p>	<p>Funding Sources:</p> <ul style="list-style-type: none"> • Socio-economic background (\$623 362.00) 	<p>During 2020, the LMHS Wellbeing Hub continued to expand to include the introduction of a School Chaplain who supported students ten hours per week and a partnership with Eat Up. Eat Up provided lunches for students in need in addition to the already established partnership with Foodbank NSW who continues to provide food for our daily breakfast club.</p> <p>Year group and small group programs regularly operated and were successful in supporting student resilience, anger management, mental health issues and self-confidence.</p> <p>Student holistic wellbeing was addressed through access to fulltime support from the Head Teacher Welfare, School Counselling Team and Student Services staff who were available to all students in the Wellbeing Hub.</p> <p>In order to provide support to students during non-operational periods because of COVID-19, the Wellbeing Hub Canvas page was created ensuring that students had access to wellbeing related information and support materials while learning from home. It also gave students an avenue to message staff seeking advice or support if needed.</p> <p>In valuing the impact that student attendance has on student engagement and achievement, a number of new processes and rewards were introduced including:</p> <ul style="list-style-type: none"> -Emails sent to the parents and carers of students with 100% attendance each fortnight, congratulating students on their positive attendance; -Assistant Year Advisor support for students to improve their attendance in addition to established Year Advisor and Students Services staff support; -\$10 canteen vouchers awarded to 10 students randomly selected from students with 100% attendance the previous fortnight; -Food reward morning teas for students with excellent attendance twice a term;

Socio-economic background	Funding Sources: <ul style="list-style-type: none"> • Socio-economic background (\$623 362.00) 	-Attendance reward excursion each semester.
Support for beginning teachers	Funding Sources: <ul style="list-style-type: none"> • Support for beginning teachers (\$0.00) 	<p>In 2020 LMHS employed 4 permanent teachers, and several temporary teachers on short- and long-term contracts, who were classed as early career teachers. Proactive guidance and mentoring through instructional leadership, facilitated through regular meetings, lesson observations and feedback. Early career teachers were supported in the use of SWIVL technology to film, observe and reflect on their own lessons, as well as being provided opportunities to observe experienced teachers in their practice. 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>Early career teachers were given several professional learning opportunities throughout 2020, including training in the Quality Teaching Framework, Canvas training to deliver online lessons, and training in Pivotal classroom management strategies. These teachers have also been given several opportunities to be involved in whole school initiatives such as managing whole school sport and working in the welfare team, where many have demonstrated strong leadership qualities early on in their careers.</p> <p>While 2020 has been a challenging year for even the most experienced teachers, our early career teachers have thrived in the supportive culture at LMHS, with many already achieving their proficiency accreditation, setting themselves up to become highly successful teachers.</p>



Student information

Student enrolment profile

	Enrolments			
Students	2017	2018	2019	2020
Boys	368	367	373	377
Girls	347	350	339	345

Student attendance profile

School				
Year	2017	2018	2019	2020
7	91.4	89.4	90.4	86.1
8	88.4	86.6	87.7	82.7
9	86.6	85.9	84.3	81.2
10	83.2	82.9	82.1	76.1
11	87	80	82.4	74.3
12	89.3	83.7	85.2	83.9
All Years	87.6	85	85.5	80.7
State DoE				
Year	2017	2018	2019	2020
7	92.7	91.8	91.2	92.1
8	90.5	89.3	88.6	90.1
9	89.1	87.7	87.2	89
10	87.3	86.1	85.5	87.7
11	88.2	86.6	86.6	88.2
12	90.1	89	88.6	90.4
All Years	89.6	88.4	88	89.6

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

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	12
Employment	3	2	28
TAFE entry	5	14	12
University Entry	N/A	N/A	8
Other	1	0	9
Unknown	N/A	N/A	31

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

17.24% of Year 12 students at Lake Munmorah High School undertook vocational education and training in 2020.

Year 12 students attaining HSC or equivalent vocational education qualification

96.9% of all Year 12 students at Lake Munmorah High School expected to complete Year 12 in 2020 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)	43.8
Learning and Support Teacher(s)	1.8
Teacher Librarian	1
School Counsellor	2
School Administration and Support Staff	15.68
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, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2020, 3.7% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2020 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	6.30%
Teachers	3.30%	2.80%

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.

In 2020, an additional School Development Day was included at the start of Term 2 to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2020 to 31 December 2020. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2020 Actual (\$)
Opening Balance	1,272,913
Revenue	10,746,448
Appropriation	10,678,455
Sale of Goods and Services	14,266
Grants and contributions	52,374
Investment income	1,353
Expenses	-10,621,371
Employee related	-9,715,735
Operating expenses	-905,636
Surplus / deficit for the year	125,078
Closing Balance	1,397,990

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.

	2020 Approved SBA (\$)
Targeted Total	151,707
Equity Total	1,079,928
Equity - Aboriginal	95,647
Equity - Socio-economic	623,362
Equity - Language	26,679
Equity - Disability	334,240
Base Total	8,662,265
Base - Per Capita	178,478
Base - Location	0
Base - Other	8,483,787
Other Total	507,692
Grand Total	10,401,592

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.

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.

2020 NAPLAN

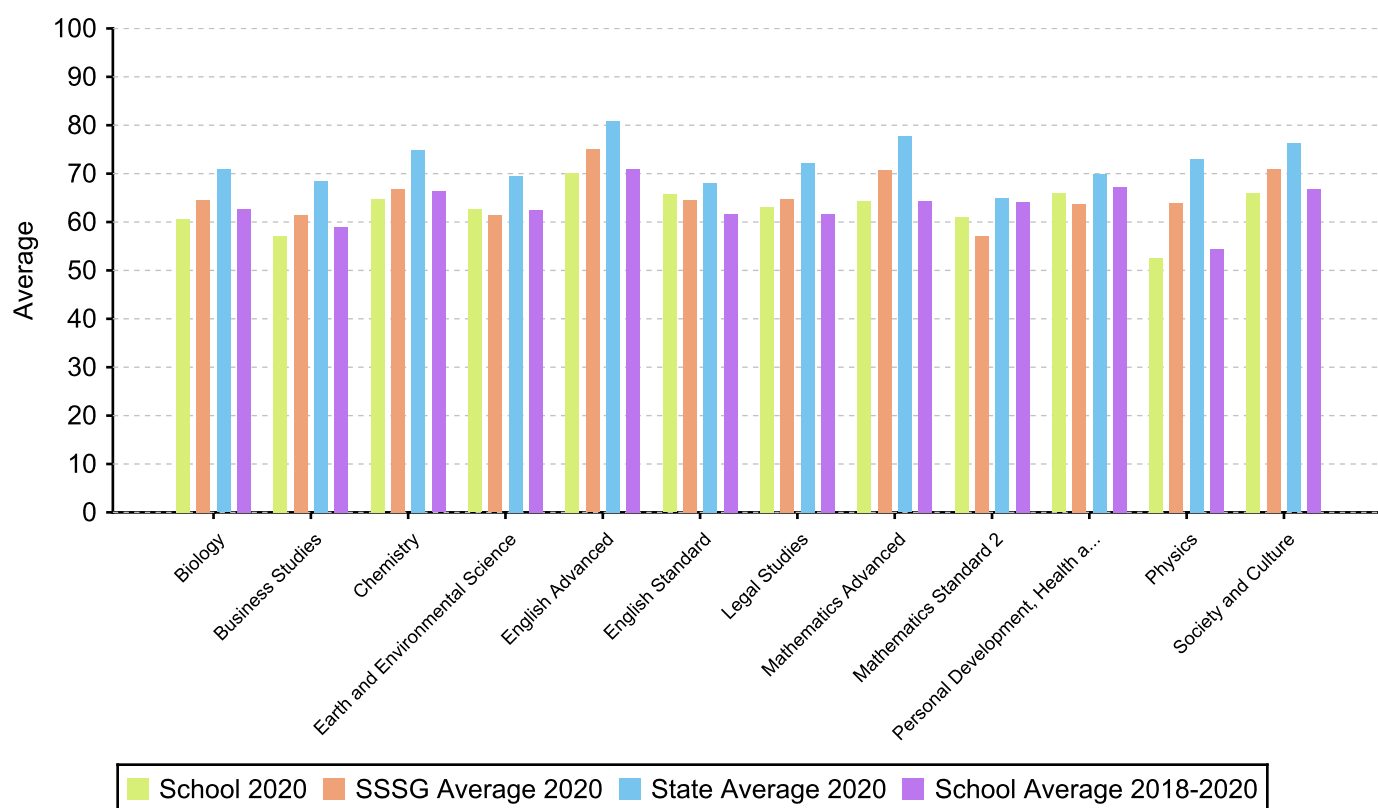
As agreed by the Education Council, the National Assessment Program (or NAPLAN) did not proceed in 2020 due to the COVID-19 pandemic. This was to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

The Education Council also agreed to defer the full transition to NAPLAN Online from 2021 to 2022 and the continuation of current NAPLAN governance arrangements through 2021.

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 2020	SSSG	State	School Average 2018-2020
Biology	60.6	64.6	70.8	62.6
Business Studies	57.1	61.4	68.6	58.9
Chemistry	64.7	66.9	74.8	66.3
Earth and Environmental Science	62.6	61.4	69.5	62.5
English Advanced	70.2	75.0	80.8	71.0
English Standard	65.7	64.5	68.1	61.7
Legal Studies	63.1	64.8	72.1	61.6
Mathematics Advanced	64.4	70.8	77.7	64.4
Mathematics Standard 2	61.1	57.1	64.9	64.2
Personal Development, Health and Physical Education	65.9	63.8	69.9	67.2
Physics	52.5	63.9	73.0	54.4
Society and Culture	66.0	71.0	76.2	66.8



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 2020, data from a range of sources including student assessments, work samples surveys, evaluations of professional learning and school events inform school decision making.

Twice a year students have the opportunity 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 22% in 2019 to 25% in 2020, 'students who have positive relationships' which increased from 72% in 2019 to 76% in 2020 with 'explicit teaching practices and feedback' also increasing from 5.16 in 2019 to 6.2 in 2020. Additionally, 'academically self-concept medium' saw a 3% increase (38% in 2020 compared to 35% in 2019), 'perseverance medium' increased by 2% (48% in 2020 compared to 46% in 2019) and 'effective learning time' increased by 0.4 (5.9 in 2019 to 6.3 in 2020). All drivers of student outcomes displayed increased results with the majority of social emotional outcomes also seeing positive increases including 'positive relationships' (76% in 2020 compared to 72% in 2019) and 'sense of belonging' (51% in 2020 compared to 46% in 2019). COVID 19 did negatively affect 'student participate in sports' (49% in 2020 compared to 52% in 2019) and 'interest and motivation' (19% in 2020 compared to 22% in 2020).

In 2020, parents also had the opportunity to participate in the Tell Them from Me survey. LMHS performed strongly across a number of domains including 'school supports learning' which increased from 4.8 in 2018 to 5.5 in 2020, 'parents feel welcome' which increased from 4.8 in 2018 to 5 in 2020, 'school supports positive behaviour' which increased from 5.1 in 2018 to 5.9 in 2020 and 'safety at school' which increased from 5 in 2018 to 5.4 in 2020.

The Tell Them from Me Teacher survey also displayed that teacher satisfaction increased across a number of key areas relevant to supporting collective whole school efficacy. 'Collaboration' increased from 7.4 in 2018 to 7.6 in 2020, 'leadership' increased from 6.5 in 2018 to 6.6 in 2020 and 'inclusive school' also increased from 7.7 in 2018 to 7.8 in 2020.



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.