

2020 Annual Report

Lake Illawarra High School



8474

Introduction

The Annual Report for 2020 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.

School contact details

Lake Illawarra High School

Reddall Pde

Lake Illawarra, 2528

www.lakeillawa-h.schools.nsw.edu.au

lakeillawa-h.school@det.nsw.edu.au

4296 3844

School vision

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 and participated in an external validation. 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. Every five years, our school undergoes an external validation process.

During the external validation process, an independent panel consisting of a Principal School Leadership and a peer principal considered our evidence and assessment of our school's progress against the School Excellence Framework.

Our self-assessment and the external validation 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	2020 School Assessment
LEARNING: Learning Culture	Delivering
LEARNING: Wellbeing	Sustaining and Growing
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	Delivering
LEADING: School planning, implementation and reporting	Delivering
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Delivering

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.

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)
All stakeholders surveyed and as a result our school values were modified to replace SAFETY with the value of RESILIENCE. The use of VIVOs increased by 34% and the number of students receiving Merit Awards increased by 23% from 2019 to 2020. The number of short suspensions decreased by 4%	PBL Team Funding Sources: <ul style="list-style-type: none">• Socio-economic background (\$50000.00)

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.

Evaluation	Funds Expended (Resources)
The value added data for years 7 to 9 was unable to be obtained due to the non-completion of NAPLAN. The value added data for years 9 to 12 show that the annual upper trajectory targets for students achieving a Band 2 was 12.91% and our students achieved 15.12%, while the upper trajectory targets for students achieving a Band 3 was 39.26% with our students achieving 52.33%. The creation of the Flexible Learning centre was completed at the end of 2020 and will be accessed by students from the beginning of 2021.	Staff Team Creation of Flexible Learning Centre Funding Sources: <ul style="list-style-type: none">• Socio-economic background (\$250000.00)

Process 3: Using Data to inform learning

Process 3:

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)
<p>Due to the non-completion of NAPLAN there is no data to use in relation to students being in the top 2 bands for Reading and Numeracy.</p> <p>There were 15.12% of students in the top 2 bands in the HSC.</p> <p>There were 52.33% of students in the top 3 bands in the HSC.</p>	<p>The introduction of ELEVATE ,a mentoring program for seniors.</p> <p>Employment of two SLSOs to support students in extra tuition.</p> <p>Funding Sources:</p> <ul style="list-style-type: none">• Socio-economic background (\$150000.00)

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)
All KLAs have frameworks completed for introduction of KLA plans based on the School Improvement Plan for 2021.	Employment of external consultants to support Head Teachers and staff in writing KLA plans Funding Sources: <ul style="list-style-type: none">• Professional learning (\$40000.00)

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)
Surveys indicated that the following Teams to be established in 2021; *Literacy *Numeracy *Aboriginal *PBL *STEM	Funding for School Teams Funding Sources: <ul style="list-style-type: none">• Professional learning (\$10000.00)

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

Progress towards achieving improvement measures

Process 3: 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)
<p>Staff discussions completed.</p> <p>Staff overwhelmingly support focus of professional learning to be on WHAT WORKS BEST for 2021.</p>	<p>Funding Sources:</p> <ul style="list-style-type: none">• Professional learning (\$10000.00)

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)
Community feedback indicates great support for the role of the Youth Workers in supporting families during COVID and the role they played in keeping the lines of communication open between the school and families.	Employment of two Youth Workers Funding Sources: • Socio-economic background (\$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)
How 2 Learn has been replaced by What Works Best	

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)
Surveys indicated 85% of executive found the professional learning to be very beneficial in supporting them in their roles. Head Teachers have completed the framework for the introduction of Faculty Plans and have revamped the PDP process making it much more functional and meaningful. Executive have also increased their input into the whole school planning	Funding Sources: • Professional learning (\$40000.00)

Progress towards achieving improvement measures

process.

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)
<p>Ninety three percent of Aboriginal male students have signed up with CLONTARF.</p> <p>Aboriginal student attendance improved from 67% in 2019 to 78% in 2020.</p> <p>There were nine Aboriginal students who completed the HSC in 2020.</p> <p>Aboriginal student suspensions increased from 65 in 2019 to 80 in 2020.</p>	<p>Funding Sources:</p> <ul style="list-style-type: none">• Aboriginal background loading (\$70000.00)

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	<p>CLONTARF program</p> <p>Resources for increasing cultural awareness programs</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> Aboriginal background loading (\$80 000.00) 	<p>Short suspensions for Aboriginal students increased 5%.</p> <p>Attendance of Aboriginal students increased by 8%</p>
English language proficiency	<p>Funding Sources:</p> <ul style="list-style-type: none"> (\$0.00) 	<p>We received no funding for this.</p>
Low level adjustment for disability	<p>Funding Sources:</p> <ul style="list-style-type: none"> Low level adjustment for disability (\$150 000.00) 	<p>Student surveys indicate that 96% of students found the SLSO supports very beneficial.</p> <p>Staff surveys indicate that 92% of students found the SLSO supports as being extremely beneficial</p>
Socio-economic background	<p>*Deputy Principal</p> <p>*Two Youth Workers</p> <p>*Head Teacher Wellbeing</p> <p>*Funding of Student Assistance program</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> Socio-economic background (\$500 000.00) Aboriginal background loading (\$20 000.00) 	<p>The funding of the Deputy Principal, Head Teacher Wellbeing and two Youth Workers allowed us to support the wellbeing needs of the students and many families. The deputy Principal worked with staff to upskill them and to provide advice as well as to coordinate the wellbeing programs at the school.</p> <p>The Head Teacher Wellbeing coordinated the Wellbeing Hub and the resources needed to support our students, including the allocation of caseload to our Youth Workers.</p> <p>The Student Assistance Scheme monies provided students with uniforms, fees, excursions and food.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	286	267	280	280
Girls	283	248	238	252

Student attendance profile

School				
Year	2017	2018	2019	2020
7	89.4	85.2	87.9	91.6
8	84.2	84.4	79.7	85.7
9	83.1	80.1	84	81.5
10	84.9	83.2	79.5	84.9
11	85.5	81.7	83.6	91.6
12	82	85.2	85	88.6
All Years	84.8	83.3	83.3	87.1
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	0	0	14
Employment	0	4	12
TAFE entry	5	2	22
University Entry	0	0	46
Other	2	0	0
Unknown	2	4	4

Year 12 students undertaking vocational or trade training

53.09% of Year 12 students at Lake Illawarra High School undertook vocational education and training in 2020.

Year 12 students attaining HSC or equivalent vocational education qualification

82% of all Year 12 students at Lake Illawarra 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)	1
Head Teacher(s)	8
Classroom Teacher(s)	35.9
Learning and Support Teacher(s)	2.1
Teacher Librarian	1
School Counsellor	1
School Administration and Support Staff	16.08
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, 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	1,495,579
Revenue	9,445,996
Appropriation	9,329,588
Sale of Goods and Services	133,147
Grants and contributions	-17,785
Investment income	1,046
Expenses	-9,954,952
Employee related	-8,885,155
Operating expenses	-1,069,797
Surplus / deficit for the year	-508,955
Closing Balance	986,623

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	108,045
Equity Total	1,419,999
Equity - Aboriginal	145,409
Equity - Socio-economic	949,705
Equity - Language	3,266
Equity - Disability	321,619
Base Total	7,178,514
Base - Per Capita	134,120
Base - Location	0
Base - Other	7,044,394
Other Total	402,891
Grand Total	9,109,449

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

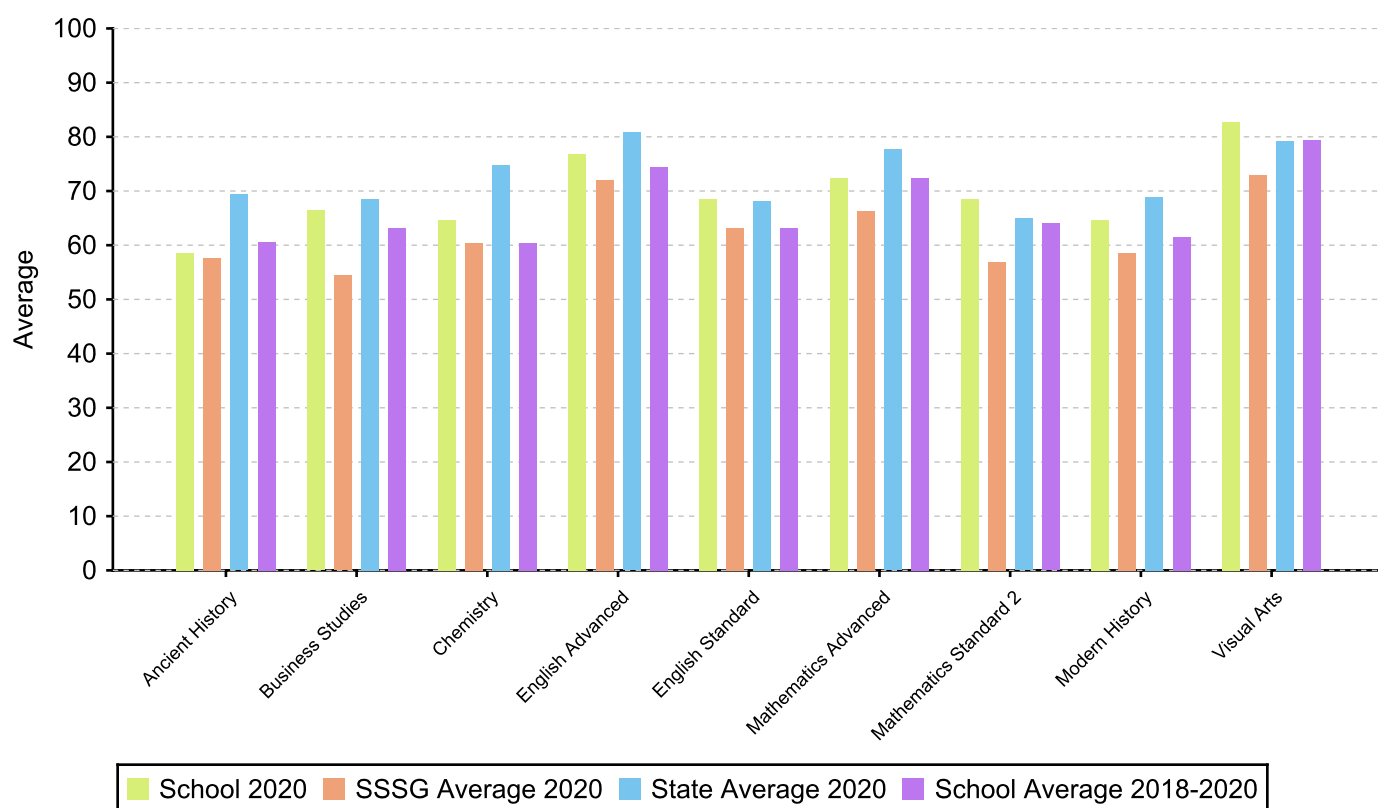
As agreed by the Education Council, the National Assessment Program (or NAPLAN) did not proceed in 2020 due to the COVID-19 pandemic. This was to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

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
Ancient History	58.6	57.7	69.4	60.6
Business Studies	66.4	54.4	68.6	63.2
Chemistry	64.6	60.5	74.8	60.3
English Advanced	76.8	72.0	80.8	74.5
English Standard	68.5	63.1	68.1	63.2
Mathematics Advanced	72.4	66.3	77.7	72.4
Mathematics Standard 2	68.5	56.9	64.9	64.0
Modern History	64.7	58.6	68.9	61.5
Visual Arts	82.8	73.0	79.2	79.4

Parent/caregiver, student, teacher satisfaction

The school community were surveyed concerning the support they felt the school provided to their children during the lockdown through COVID. Ninety two percent of respondents said they were satisfied with the support their children had received.

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.