

2021 Annual Report

Lake Munmorah High School



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Introduction

The Annual Report for 2021 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 Strategic Improvement 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

During much of 2021 (three terms) I was seconded to other schools to assist them for a variety of reasons. I would like to take this opportunity to thank Ms Georgie Fleming who was relieving for me as Principal at Lake Munmorah High School. Georgie is to be commended for the outstanding job she did leading and managing the school during the most trying of times. Not surprisingly, all her hard work and dedication to students has been recognised and she is currently now in her substantive position as Principal of Castle Hill High School in Sydney.

While 2021 presented many challenges it also provided some great opportunities, particularly as it related to LMHS strengthening its ability to deliver on-line learning, through our learning platform CANVAS, throughout the learning from home period. The flow on benefits to students is that they can access missed lessons and content even after returning to face-to-face learning. Last year also allowed us to expand our wellbeing operations, already operating at "best practice" to include activities such as dropping food and health packs to our learning community members experiencing need.

Overall, staff are to be commended for their tireless and unwavering efforts to ensure student learning and wellbeing needs were met during all parts of a particularly tricky year. Students are to be congratulated for their efforts and resilience and parents and carers for their fantastic support and patience. Here's hoping 2022 delivers us some "smooth sailing" and a much more settled, productive and positive schooling and academic year.

Tony Keevill - Principal, Lake Munmorah High School



School vision

At Lake Munmorah High School we strive for excellence collaboratively working together to develop our students to become academically and vocationally competitive within a local, national and global context. It is our aim to educate all students to the highest levels of academic achievement, to enable them to reach and expand their potential, and to prepare them to become productive, responsible, ethical, creative and compassionate 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 731 students, 99 of whom identify as Aboriginal or Torres Strait Islander and 19 students who are from a non-English speaking background. The FOEI (Family Occupation and Education Index) is 123. The school works collaboratively with partner primary schools, across a range of activities and initiatives, as part of the Lakes Learning Community.

A comprehensive situational analysis has been conducted which led to development of the 2021-2024 Strategic Improvement Plan, both of which involved genuine consultation with students, staff, parents, and the local AECG. Through our situational analysis, we have identified a need to use the majority of the school's equity funding to support a range of initiatives including a Targeted Sports Program, STEM classes and a dedicated STEM learning area, as well as a strategic initiative to support student growth in the area of creative and performing arts with the 'SHINE' program. The school has a modern Resource Centre that is supporting higher HSC attainment with additional one on one study support. The school provides strong support to address student wellbeing through targeted programs and the 'Wellbeing Hub'.

The school is committed to continually improving effective classroom practices with staff professional learning being the key to ensuring this. This learning will ensure that both literacy and numeracy levels can be enhanced through improved data analysis and used to support individualised and differentiated learning.

Lake Munmorah High School also has a support unit for students with identified autism spectrum disorders, emotional disturbances and intellectual disabilities. The school has a strong relationship with the local Aboriginal community and is a proud and active member of the Muru Bulbi AECG.



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 Strategic Improvement Plan and annual report. Every four 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 Strategic Improvement 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	2021 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Delivering
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Delivering
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
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: Student growth and attainment

Purpose

Our purpose is to ensure students grow in their learning through explicit, consistent and research-informed teaching. In order to maximise student learning outcomes to build strong foundations for academic success, we will further develop and refine data driven teaching practices that are responsive to the learning needs of individual students.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Improve effective classroom practice through a focus on explicit teaching practice, formative assessment and literacy/numeracy strategies.
- Driving improvements in curriculum and assessment delivery including professional collaboration to support the learning of students to complete their secondary education successfully.
- Develop strong processes in personalised learning and intervention to ensure students are literate and numerate.

Resources allocated to this strategic direction

Literacy and numeracy intervention: \$168,177.00

Socio-economic background: \$146,550.00

Professional learning: \$6,000.00

6101 Roll Over Funds: \$112,118.00

Aboriginal background: \$35,335.00

Summary of progress

A focus on delivering a range of explicit teaching strategies were introduced to staff through Professional Learning days including Formative Assessment as a means of addressing effective practice across the whole school. This was supported through data analysis from RAP, NAPLAN, Check in assessment and COVID ILSP withdrawal groups (pre and post testing) which provided reflective tools for staff to use evidence based data to review practice, learning programs including the texts taught within them.

A continuation of moving forward in instilling high expectations at LMHS regarding a formal curriculum, assessment and reporting review is expected. Positive relationships between our Lakes Learning Community of Schools (LLCoS) and LMHS will continue, including the embedding of Literacy Intentions and Success Criteria into programs for Stages 3 and 4. This will provide successful outcomes for our students. To avoid added stress for our students in their senior years, students will be given the chance to complete their Minimum Standards test earlier in Year 10, supported by English and Mathematics teachers in Literacy and Numeracy consecutively, increasing their chances of success.

The opportunity we are trying to capture is beneficial for all students to reach our goals for Literacy and Numeracy. While there was some disruption from working from home during COVID, overall the implementation of strong processes within our COVID ILSP withdrawal groups were successful for a variety of reasons. The personalised method of learning saw our disengaged students benefit and thrive in the small group environment. For our Aboriginal students it was hugely successful, meeting the school targets early in the year. The program to support the growth of Literacy and Numeracy outcomes has been seen as beneficial in improving the student's skills in these areas, reflected in improved future NAPLAN results as well as developing positive relationships between students and teachers.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
NETWORK TARGET Increase the proportion of Aboriginal students attaining Year 12 by 50%, while maintaining their cultural identity. This includes a combined network uplift trending toward 24% from baseline	The proportion of Aboriginal students attaining Year 12 while maintaining their cultural identity increased by nine percentage points indicating progress towards target.

data.	
Increase proportion of students achieving Expected Growth Reading towards 9.9% (system based target).	The percentage of students achieving expected growth in reading increased to 41.41% indicating progress toward the lower bound target.
Increase proportion of students achieving Expected Growth Numeracy towards 9.7% (system based target).	The percentage of students achieving expected growth in numeracy increased to 47.31% indicating progress toward the lower bound target.
Tell Them From Me Survey: 'Data informs practice' to increase above baseline towards a score of 0.8 (school based target).	Tell Them From Me (TTFM) staff survey data indicates an increase of 0.3 (7.2 to 7.5) in the "Data Informs Practice" to reflect on and improve upon teaching practice in this Student Learning Driver.
Tell Them From Me Survey: 'Teacher collaboration' to increase above baseline towards a score of 0.4 (school based target).	Tell Them From Me (TTFM) staff survey data indicates an increase of 0.2 (7.6 to 7.8) in the "Teacher Collaboration" Student Learning Driver demonstrating that staff have actively collaborated with each other to reflect and improve upon teaching practice.

Strategic Direction 2: High Expectations

Purpose

Our purpose is to establish a culture of high expectations that guide and support the school community in achieving their personal best.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Drive high expectations across all facets of the school community.
- A culture of educational excellence.
- Improvement of student academic and holistic outcomes.

Resources allocated to this strategic direction

Professional learning: \$28,400.00

6101 Roll Over Funds: \$15,500.00

Socio-economic background: \$30,424.00

Summary of progress

The recent External Validation (EV) has allowed for a clear perspective in what is required to allow Lake Munmorah High School to achieve high expectations across all facets of the school community. There will be a continued approach to developing a culture of educational excellence and high expectations in the pursuit to improve teacher quality and student educational outcomes. The school was able to find quality opportunities for our HPGE students in the creative fields and physical domains such as SHINE and TSP programs. The appointment of a Head Teacher of Aboriginal Education and Transitional Pathways has seen our Aboriginal students having an increased connection to their culture through the creation of the Yarning Circle and Aboriginal Artwork as well as support for our Aboriginal HSC students.

A culture shift by students previously not wanting the recognition improved, with students becoming proud of their achievements. A review of the Goal Setting Plan for students is required so that student plans can be assessed and possibly more easily included in the transition plan from Year 6 into Year 7. Student goal setting plans will be addressed and reviewed by Year Advisors as to how they are presented to students, including utilising transition points. As a result of remote learning taking place, Wellbeing priorities took the salient priority of the school, including attendance posters being placed in all classrooms and explicit expectations and instruction introduced for the Reconnect Room.

Opportunities to develop teacher capacity will be a focus moving forward. High Impact Professional Learning (HIPL) for all teachers in RAP and NAPLAN data will occur. Head Teachers demonstrated competence in Higher School Certificate (HSC) analysis delivering an in depth overview of HSC Results within their faculty. Opportunities for Head Teacher innovation, self-reflection and improvement in practice were put in place. A higher number of staff involved in this opportunity was needed.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
Increase proportion of students in Top 2 Bands Reading above baseline towards 6.4% (system based target).	Data suggests that 5.26% of students are now in the top two skill bands (NAPLAN) for reading indicating modest progress toward the annual progress measure.
Increase proportion of students in Top 2 Bands Numeracy above baseline towards 5.9% (system based target).	Data suggests that 7.21% of students are now in the top two skill bands (NAPLAN) for numeracy, indicating modest progress toward the annual progress measure.
Increase proportion of students achieving in the Top 3 Bands HSC towards 7.7% (system based target).	26.67% of students attained results in the top three bands demonstrating progress yet to be seen toward the lower bound target.

Tell Them From Me Survey: 'Expectations for success' above baseline towards a score of 0.5 (school based target).	Tell Them From Me (TTFM) student survey data indicates an increase of 0.3 (6.2 to 6.5) in the "Expectations for Success" Driver of Student Outcomes.
Tell Them from Me Survey: 'Students who are appropriately challenged' above baseline towards 6% (school based target).	Tell Them From Me (TTFM) student survey data indicates responses remained steady at 27% in the "Students who are appropriately challenged" component of the Intellectual domain for Student Engagement.
School self-assessment of the School Excellence Framework (SEF) elements of 'Effective Classroom Practice', 'Data Skills and Use' and 'Learning and Development' indicates improvement above baseline of Delivering (school based target).	<p>Self-assessment against the School Excellence Framework shows the school currently performing at delivering in the element of effective classroom practice.</p> <p>Self-assessment against the School Excellence Framework shows the school currently performing at delivering in the element of data skills and use.</p> <p>Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the element of learning and development.</p>
All Year 12 students have a goal setting plan articulating and guiding their learning goals and post school aspirations. (school based target).	Still in the planning phase.

Strategic Direction 3: Engaged and Innovative School Community

Purpose

To promote the engagement, trust and respect of the wider school community in the development and embedding of innovative strategies that support improved student outcomes.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Collaborative and productive partnerships that enhance student success.
- Strategies to support students and enhance holistic student outcomes
- Promote the importance of, and improve the attendance of all students.

Resources allocated to this strategic direction

Socio-economic background: \$81,493.00

Professional learning: \$26,000.00

Aboriginal background: \$11,511.00

6101 Roll Over Funds: \$171,898.00

Summary of progress

Lake Munmorah High School utilises a variety of strategies in order to enhance holistic student outcomes. The implementation of a Head Teacher of Aboriginal Education and Transitional Pathways with a full time SLSO has seen a focus on student wellbeing and Aboriginal Education. There has been an increase in Department of Education Aboriginal Team Professional Learning and support for staff at Lake Munmorah High School. The Tell Them From Me (TTFM) data shows that staff understanding and students feeling good about their culture has increased. Social media via the Aboriginal Education CANVAS page and online gathering for Aboriginal students took place with Yarn Up's occurring daily. Weaving workshops were held weekly with online sessions being conducted by teachers and an SLSO.

An increase in the opportunities regarding community involvement in celebrating student achievement and success has seen performances by Lake Munmorah High School's SHINE students at the Doyalson RSL, Lake Munmorah Bowling Club and Lake Munmorah shops. An Alumni for past Year 12 students was created via Facebook in preparation for their 25 year anniversary, with a possible extension of the Alumni as well as the HPGE programs such as SHINE and TSP being considered. Communication within the community has been a high priority and focus at Lake Munmorah High School.

The 'Safeguarding Kids Together' initiative focusing on anti-bullying and cyberbullying undertook a thorough analysis of Lake Munmorah High School with positive feedback provided. LST meetings and follow up were excellent. During Lockdown, wellbeing checks were put in place daily as well as care packages provided for families. The TTFM wellbeing data was positive. A Youth Health Clinic was in operation for the students of Lake Munmorah High School. The promotion of P & C was conducted via Zoom as a result of COVID restrictions being in place. Attendance has been highlighted as a priority due to the long term positive educational impacts, with a continuation of and expansion on the rewards system acknowledging high attendance. A large team of people will be addressing attendance next year led by the Head Teacher of Support.

Collaborative and productive partnerships that enhance student success are seen through the positive connections that have been built between Lake Munmorah High School and Lakes Learning Community of Schools. This includes networking on Formative Assessment, Transition taster lessons, Lake Munmorah Public School students as an audience for music performances, Transition Year 6 to 7 Open Night and Faculty Showcase nights.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
Increase in the percentage of students reporting positive wellbeing (Expectations for Success, Advocacy	47.31% of students reporting positive wellbeing outcomes has decreased by 7.33% across the positive wellbeing measures.

and Sense of Belonging) above baseline towards 5.4% (system negotiated target).	
Increase in the percentage of students attending 90% of the time towards 7.3% (system negotiated target).	The number of students attending greater than 90% of the time or more has decreased by 8.56%.
Increase in the number of Year 12 leavers who are currently in higher education, TAFE or employment above baseline towards 4% (school based target).	Rolling 3 year average 2018 - 2020 = 51%.
Alumni is present as part of the wider school community and the school celebrates previous student's success stories. Number of Alumni members is towards 190 members (school based target).	Current Alumni members totals 82.
Tell Them from Me: Aboriginal Students-'Teachers understand culture' above baseline towards 10% (school based target).	Tell Them From Me (TTFM) student survey data indicates an increase of 14% (32% - 46%) in Aboriginal students who agreed/strongly agreed that "Teachers understand culture" component of the NSW DoE Custom Measures domain.
Tell Them from Me: 'Students that value schooling outcomes' above baseline towards 8% (school based target).	Tell Them From Me (TTFM) student survey data indicates an increase of 5% (48% - 53%) in the "Students that value schooling outcomes" component of the Social-Emotional Outcomes domain.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$204,034.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Lake Munmorah High School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • Students who receive Integration Funding Support are provided with daily access to School Learning Support Officer (SLSO) assistance in the classroom and as required during break times and at sporting and extra-curricular activities / excursions. This support is targeted at ensuring students are academically engaged i.e. assistance in maintaining pace of their peers with course work (theory and practical) and assessment task completion. Additionally SLSOs action daily monitoring and intervention in relation to students social and emotional wellbeing, social skill development and co-regulation support in times of need. <p>Learning and Support Teachers (LaSTs) case manage students on IFS and provide daily support for SLSOs in regards to supporting individual student and provide SLSOs with ongoing professional learning opportunities. LaSTs engage with parents/carers on a regular weekly (if not daily) basis to communicate progress, concerns and/or provide feedback as requested. In addition LaSTs develop and maintain students Individual Learning Plans, behaviour plans (if required), conduct annual face to face reappraisal and review meetings (with Support Teacher Transition as required) and provide professional learning to staff in regards to appropriate adjustments and support strategies to meet individual student need. During the 2021 Covid remote learning period, LaSTs and SLSOs worked with students on IFS via the school's learning platform Canvas (emailing), over scheduled Zoom sessions (for individual students), phone calls multiple times per week, weekly and daily outline of work completion and for some students provision of printed hardcopy work tasks.</p> <p>The allocation of this funding has resulted in:</p> <p>Improvement of students academic, emotional and social wellbeing. Collaborative, proactive partnerships with parents/carers to promote academic & wellbeing success for students with disability.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>Have more staff training in compiling and completing access requests.</p>
<p>Socio-economic background</p> <p>\$782,446.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Lake Munmorah High School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Improvement of student academic and holistic outcomes. • Collaborative and productive partnerships that enhance student success. • Improve effective classroom practice through a focus on explicit teaching practice, formative assessment and literacy/numeracy strategies. • Driving improvements in curriculum and assessment delivery including professional collaboration to support the learning of students to complete their secondary education successfully. • Promote the importance of, and improve the attendance of all students. • Drive high expectations across all facets of the school community. • Other funded activities <p>Overview of activities partially or fully funded with this equity loading</p>

<p>Socio-economic background</p> <p>\$782,446.00</p>	<p>include:</p> <ul style="list-style-type: none"> • Technology - whole school resources <p>Computer hardware, laptops and projectors \$160 000</p> <p>Teaching software, programs and resources across area KLA's Edrolo, mathspace, canvas, literacy planet, Elevate, Literacy - Fountas and Pinnell \$100 000</p> <p>Parent and community software Sentral, Skool bag \$30 000</p> <p>Upgrade School Fitness lab including flooring, equipment \$35 000</p> <p>Pingpong tables \$55 000</p> <p>Maintenance area the school Painting in classroom, roller blinds across the school, landscaping and garden in the senior's area \$200 000</p> <p>OT Services \$50 000</p> <p>Student assistance Excursions, fee and school uniform \$15 000</p> <p>The allocation of this funding has resulted in: A more engaging and more aesthetically pleasing school for students to learn, flourish and thrive. Quality resources have supported quality teaching and learning in classrooms which is supported by improved student outcomes and TTFM Student Surveys.</p> <p>After evaluation, the next steps to support our students with this funding will be: Consolidation of current projects and activities into teaching and wellbeing programs combined with staff engagement in High Impact Professional Learning to maximise utility of resources to support quality student learning outcomes.</p>
<p>Aboriginal background</p> <p>\$98,846.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Lake Munmorah High School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Driving improvements in curriculum and assessment delivery including professional collaboration to support the learning of students to complete their secondary education successfully. • Strategies to support students and enhance holistic student outcomes • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • An Aboriginal Learning and Engagement Centre (ALEC) has been self-funded to improve the learning and wellbeing outcomes of our Aboriginal and Torres Strait Islander students. This includes the employment of a Head Teacher Aboriginal Education and Transitional Pathways and a Student Learning and Support Officer (SLSO). We have additionally employed

Aboriginal background \$98,846.00	<p>specialised teachers to work with Aboriginal students in Stages 4, 5 and 6 targeting improvements in reading, writing, grammar and punctuation, as well as increasing their ability to achieve highly across the curriculum, in NAPLAN and HSC Minimum Standards.</p> <ul style="list-style-type: none">• Student cultural engagement and connection is being supported through programs that include NRL School 2 Work, Dhinewan Mentoring, Weaving and cultural leadership excursions. This is also supported through celebrating and acknowledging significant dates including Sorry Day, Reconciliation week, NAIDOC week and Children’s Day. Educational resources were developed for the whole school and LMHS celebrated NAIDOC over two days when we returned to face to face teaching and learning. During COVID, a specific page was set-up on CANVAS for Aboriginal Education to support students and families. Resources and program materials were uploaded via this platform. Support provided included; online Canvas support, weekly phone calls to parents, helping students complete assessment and class tasks, small groups to improve literacy and cultural mentoring workshops to keep the students engaged.• Connection to school and the promotion of the engagement of Aboriginal students is facilitated through a whole school mentoring program with students having been allocated an individual staff mentor with whom they complete their Personalised Learning Pathway. In 2021, this mentor provided ongoing support throughout the year liaising with parent/carers on a one-on-one basis. We held the first of our bi-annual Yarn Up in June. This was a successful event that opened our brand-new Yarning Circle, students prepared some bush tucker and families participated in an art workshop. Unfortunately, the second Yarn Up was cancelled due to COVID guidelines and advice.• At LMHS, we actively strive to provide appropriate and relevant training and resources to our staff. Several staff regularly attended and were actively involved at the Muru Bulbi AECG meetings. Seven staff attended Connecting to Country PL, we had all staff complete PL provided by the Kinchela Boys Home Aboriginal Corporation which highlighted the impacts on the Stolen Generation and their families. We also had Sue Stewart and Karen Rubie present two PL session to all staff on Aboriginal Histories and Cultures. <p>The allocation of this funding has resulted in:</p> <p>COVID ILSP Lessons were tailored to their needs as identified by previous NAPLAN score analysis, with cultural information and connections made in withdrawal sessions.</p> <p>These groups had access to the same resources and ICT as the Top Band Program and were run by 1 staff member. A total of approximately 15 students were involved in these groups.</p> <p>Outcomes from this program saw similar results as well with many students increasing their band across more than one domain. A notable area for this group was an overall increase in the spelling domain.</p> <p>At the conclusion of the program the teachers then looked at the improved NAPLAN data and found that the majority of students had positive growth with the following highlights:</p> <table><tr><td>Student 1 - NAPLAN 7 -</td><td>531.30</td><td>479.80</td><td>476.60</td><td>482.80</td><td>444.80</td></tr><tr><td>Student 1 - NAPLAN 9 -</td><td>589.70</td><td>555.60</td><td>missed</td><td></td><td>597.50</td></tr><tr><td>Student 2 - NAPLAN 7 -</td><td>495.00</td><td>504.20</td><td>551.30</td><td>548.60</td><td>534.90</td></tr><tr><td>Student 2 - NAPLAN 9 -</td><td>563.40</td><td>550.50</td><td>595.70</td><td>556.20</td><td>572.90</td></tr></table> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>Support students as required based on thorough analysis of 2021 NAPLAN results and a deep granular interrogation of NAPLAN processes and HIPL provided school wide.</p>	Student 1 - NAPLAN 7 -	531.30	479.80	476.60	482.80	444.80	Student 1 - NAPLAN 9 -	589.70	555.60	missed		597.50	Student 2 - NAPLAN 7 -	495.00	504.20	551.30	548.60	534.90	Student 2 - NAPLAN 9 -	563.40	550.50	595.70	556.20	572.90
Student 1 - NAPLAN 7 -	531.30	479.80	476.60	482.80	444.80																				
Student 1 - NAPLAN 9 -	589.70	555.60	missed		597.50																				
Student 2 - NAPLAN 7 -	495.00	504.20	551.30	548.60	534.90																				
Student 2 - NAPLAN 9 -	563.40	550.50	595.70	556.20	572.90																				
English language proficiency \$30,656.00	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Lake Munmorah High School.</p> <p>Funds have been targeted to provide additional support to students</p>																								

<p>English language proficiency</p> <p>\$30,656.00</p>	<p>enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Individualised tutoring programs to ensure success of EAL/D students in completing Minimum Standards testing. • Ongoing professional development of both executive and classroom teachers to extend their capacity to provide quality teaching and learning experiences to EAL/D students, • Differentiation of curriculum and assessments in accordance with identified individual needs of students using the identified criteria from the ESL Scales and EAL/D Learning Progressions and information from Individual Learning plans. <p>The allocation of this funding has resulted in:</p> <p>Provision of a part time EAL/D Support Teacher to support students both within the classroom and by utilising small withdrawal groups to focus on areas of identified need.</p> <p>Provision of individualised support during COVID with learning activities and adjustment of learning tasks and coursework via tele conferences etc.</p> <p>Negotiating with staff for adjusted learning activities and assessments better suited to the EAL/D student's identified level of English learning.</p> <p>Assessing students against the EAL/D Learning progressions and creating Individual Learning Plans with parent consultation.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>Supporting professional development opportunities for the EAL/D teacher via network meetings and relevant courses.</p>
<p>Low level adjustment for disability</p> <p>\$339,062.00</p>	<p>Low level adjustment for disability equity loading provides support for students at Lake Munmorah High School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • In 2021 Learning and Support Teachers (LaSTs) proactively adapted to the ways in which support was provided to students, as a result of the Covid remote learning period. LaSTs were actively engaged with parents/carers and students with disability and/or identified learning difficulties on a weekly (sometimes daily) basis via phone, email and Zoom calls. Student support involved weekly / daily work completion schedules and highly adjusted work packages and tasks (both printed and electronic). LaSTs were available to students for additional 1:1 support during designated periods of time via the school's learning platform, Canvas and worked collegially with the Learning Support Team and Wellbeing Team to ensure consistency of care and support. <p>Learning and Support Teachers in consultation with the Learning Support Team ensured the annual successful collection of National Consistent Collection of Data (NCCD) on LMHS students with disability. The collection of this data allows the school to identify and support students in their specific area(s) of need. The most recent data collected evidenced an increased number of students being included in the overall census as well as an increase in the level of adjustment(s) being provided to specific students. This data correlated to the increase in referrals to the Learning Support Team and demand for LaST intervention for individual students and class groups in the last twelve months.</p> <p>Learning and Support Teachers action ongoing Literacy and Numeracy testing (Learner Profile) for identified students to provide staff with accurate information regarding individual student need and the appropriate</p>

<p>Low level adjustment for disability</p> <p>\$339,062.00</p>	<p>adjustments to support them. In the lead up to NAPLAN and HSC examinations Learning and Support Teachers complete and submit applications for Disability Provisions, working closely with students, parents/carers and external professionals as required. The number of successful applications in the last round of exams, ensured all eligible students with disability and/or learning difficulties received the appropriate adjustments for examinations, allowing them to demonstrate their content knowledge on the same basis as their peers.</p> <p>Learning and Support Teachers coordinate the school's Learning Support Team; responsible for weekly meeting minutes, chairing meetings, ensuring all actions are followed up by team members, liaising with external services and therapists, writing all Student Behaviour Support Plans and Risk Management Plans. In consultation with the Learning Support Team, LaST's have coordinated and organised ongoing management and running of the school funded Occupational Therapist (attending once per week), from the University of Newcastle OT Clinic. LaSTs facilitate the link between the OT's, school staff and parent/carers for all steps involved in the screening and intervention process. The recent Safeguarding Kids Together review of LMHS practises through the Health and Safety Directorate, commented that the LMHS Learning Support Team engages in exemplary practises in all facets of delivery. As an outcome of this review, the Learning Support Team is currently developing a guidelines document to support ongoing and improved practises at the school.</p> <p>To ensure appropriate support is provided across curriculum areas, Learning and Support Teachers provide ongoing professional learning to staff in regard to academic adjustments (including Life Skills resourcing and programming) and behaviour management strategies for individual students (FBA, behaviour plans) and whole classes (in class observations and support). Additionally LaST's work with parents/carers to facilitate transition meetings for all senior students with disability, involving the Support Teacher Transition.</p> <p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> * Improvement of student academic engagement across curriculum areas through the provision of appropriate, individualised adjustments. <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>Expansion of Learning and Support Team to ensure quality and continued delivery of programs.</p>
<p>Flexible Funding for Wellbeing Services</p> <p>\$19,060.00</p>	<p>The flexible funding for wellbeing services allocation is provided to support student wellbeing at Lake Munmorah High School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • The Wellbeing Team is composed of the Head Teacher of Wellbeing, Year Advisors, Girls Advisors, Leadership Team Coordinators, Chaplain, School Counsellors, and Therapy Dog. <p>Together they provide support for students in developing their capacity to achieve their potential to be lifelong learners. They offer students necessary support to engage with learning in line with individually identified needs, including access to an onsite Occupational Therapy Team, and Youth Health Clinic.</p> <p>They also liaise with departmental and external support agencies, in addition to parents/ caregivers, the community and Senior Executive, to support students and the school to achieve optimal wellbeing and educational outcomes.</p> <ul style="list-style-type: none"> • The Wellbeing Hub, staffed by the Head Teacher of Wellbeing, Chaplain and School Counsellors, is open period 1 to 5 for student support, it is also open to provide support and food to students in breaks 1 and 2 as well as

<p>Flexible Funding for Wellbeing Services</p> <p>\$19,060.00</p>	<p>before school.</p> <ul style="list-style-type: none"> • In addition to day to day support for students and families the Wellbeing Team also coordinates targeted, year groups and whole school wellbeing programs and presentations such as; Rock and Water, Drumbeat, Yoga, RAGE, Seasons for Growth, Love Bites, School Liaison Police presentations, RYSS- Anti bullying / Safe Partying / De escalate / Healthy Relationships presentations, Smashed- Alcohol education presentations, Black Dog- Insights presentations and whole school wellbeing events including Attendance rewards, Uniform draws, Immunisations, National Day of Action against Bullying and Violence, Harmony Day, White Ribbon Day, Wear it Purple Day, Pink Stumps day, Shave for a cure. <p>The allocation of this funding has resulted in: In 2021 the above strategies and support contributed to an increase, from 2020 in the Tell Them from Me student survey, of 11% in positive behaviour at school, 3% in positive relationships, 4% in effort and 5% in values school outcomes and a decrease of 8% in truancy and 6% in Bully- Victim.</p> <p>After evaluation, the next steps to support our students with this funding will be: Professional development for all staff in effective evaluation of activity, process and impact as it relates to wellbeing at LMHS. Targeted professional learning for staff as it relates to their data analysis of TTFM survey results and what it means for their teaching practice and delivery.</p>
<p>Literacy and numeracy intervention</p> <p>\$168,177.00</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Lake Munmorah High School who may be at risk of not meeting minimum standards.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Improve effective classroom practice through a focus on explicit teaching practice, formative assessment and literacy/numeracy strategies. <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Creation of the senior study area in the resource center as a learning hub for senior students. <p>The allocation of this funding has resulted in: The engagement of senior students to have access to expert teachers during study periods in order to help towards the completion of school work and assessment task.</p> <p>After evaluation, the next steps to support our students with this funding will be: Expansion and utilisation of the senior study area by all senior students on a regular basis to have a positive impact on student learning and their overall HSC results.</p>
<p>COVID ILSP</p> <p>\$420,374.18</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2021.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • Bottom Two Bands Program <p>In 2021 the LaST team withdrew 40 students in Year 8 and 9 in the bottom two bands of NAPLAN. The purpose of these groups was to intervene and</p>

provide explicit support to improve their literacy and numeracy outcomes in line with the Covid intervention groups. Many of these students were YARC and BAS tested, and profiles of their learning difficulties created to better help all staff to provide instructions for their specific needs.

These students were broken up into five groups based on area of need indicated in their previous NAPLAN data. These were:

- Language, Spelling and Grammar
- Reading
- Writing
- Numeracy
- Intensive - Very low in more than two domains of NAPLAN.

These groups were led by three LaST staff where they created a program and resources to target the areas of weakness informed from deep item analysis of the student data. These groups met twice a week for 10 weeks in the led up to NAPLAN. The intensive group worked on literacy and numeracy skills - mainly linked to past NAPLAN papers. This was also informed by Pre and Post formative assessment which saw increases in students written responses and practice NAPLAN questions.

• Top 2 Bands Program

Two teachers assigned to this tier of students have removed small groups of no more than 5 students from class to participate in intensive literacy and numeracy lessons. A total of 50 students were involved overall. Groups were created using previous NAPLAN data with all students in the top and middle bands included with the aim to increase the number of students performing in the top bands. The lessons were 1 period in length (1 hour) and took place approximately 2 times per fortnightly cycle. All students involved underwent pre and post testing to build a data profile of students. Lessons consisted of activities from all areas of literacy and numeracy with a targeted approach on developing the skills needed for NAPLAN and success in writing. Students completed written tasks, defined key concepts, utilised ICT and online learning platforms to complete activities. Much of this took place using iPads purchased for the groups.

The allocation of this funding has resulted in:

Bottom Two Bands Program:

At the conclusion of the program the teachers then looked at the improved NAPLAN data and found that majority of students had positive growth with the following highlights:

Student 1 - NAPLAN 7 - 2019	366.7	393	328.6	305.3	123.6
Student 1 - NAPLAN 9 - 2021	390.8	451.7	477.7	377.1	386.7
Student 2 - NAPLAN 7 - 2019	533.9	396.8	460	482.8	471.6
Student 2 - NAPLAN 9 - 2021	537.7	519.5	582.7	573.9	522.5

Top 2 Bands Program:

These withdrawal groups resulted in increased NAPLAN scores for students involved, with more reaching the higher end of the middle 2 bands and entering the top 2 bands. The average NAPLAN band increase was 2 bands, over 70% of students involved saw growth across all literacy domains, and a higher percentage of students saw growth at or above the expected rate.

After evaluation, the next steps to support our students with this funding will be:

Support students as required based on thorough analysis of 2021 NAPLAN results and a deep granular interrogation of NAPLAN processes and HIPL provided school wide.

Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	367	373	377	362
Girls	350	339	345	342

Student attendance profile

School				
Year	2018	2019	2020	2021
7	89.4	90.4	86.1	87.7
8	86.6	87.7	82.7	84.1
9	85.9	84.3	81.2	81
10	82.9	82.1	76.1	79.8
11	80	82.4	74.3	70.7
12	83.7	85.2	83.9	82.5
All Years	85	85.5	80.7	81.2
State DoE				
Year	2018	2019	2020	2021
7	91.8	91.2	92.1	89.7
8	89.3	88.6	90.1	86.7
9	87.7	87.2	89	84.9
10	86.1	85.5	87.7	83.3
11	86.6	86.6	88.2	83.6
12	89	88.6	90.4	87
All Years	88.4	88	89.6	85.9

Attendance

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 2020. 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.

Attendance figures in 2021 were calculated differently to align with the third edition of ACARA's National Standards for Student Attendance Data and Reporting. Changes include treating partial absences over 120 minutes as a half day absence (instead of their actual value, calculated as a proportion of a nominal 6-hour day) and covers all weeks during Semester 1. Prior to 2021, the final week of Term 2 was excluded.

Furthermore, the Department implemented an automated attendance feed (AAF) system in Semester 1 2021. AAF transfers data automatically from third-party attendance management systems to the Department's centralised data warehouse every night. The AAF has significantly improved data quality in 2021, which has affected data comparability

with previous years.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2021, COVID-19 continued to affect student attendance. Analysis of attendance codes showed a change in the structure of absence reasons in 2021.

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	1.6	25.5	6.56
Employment	2.4	21.7	26.23
TAFE entry	0	5.2	4.92
University Entry	0	0	16.4
Other	96	47.6	11.48
Unknown	0	0	34.41

Year 12 students undertaking vocational or trade training

19.54% of Year 12 students at Lake Munmorah High School undertook vocational education and training in 2021.

Year 12 students attaining HSC or equivalent vocational education qualification

95.3% of all Year 12 students at Lake Munmorah High School expected to complete Year 12 in 2021 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)	43.2
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 2021, 4.3% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2021 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	4.40%
Teachers	3.30%	3.20%

Note 1 - The NSW Public Sector Aboriginal Employment Strategy 2019-2025 takes a career pathway approach in that it sets an ambitious target of 3% Aboriginal employment at each non-executive grade of the public sector by 2025.

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 2021 to 31 December 2021. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2021 Actual (\$)
Opening Balance	1,397,990
Revenue	11,576,107
Appropriation	11,510,997
Sale of Goods and Services	14,743
Grants and contributions	49,965
Investment income	402
Expenses	-12,218,184
Employee related	-10,538,019
Operating expenses	-1,680,165
Surplus / deficit for the year	-642,077
Closing Balance	755,913

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.

	2021 SBAR Adjustments (\$)
Targeted Total	152,675
Equity Total	1,114,268
Equity - Aboriginal	102,146
Equity - Socio-economic	642,304
Equity - Language	30,657
Equity - Disability	339,161
Base Total	8,736,844
Base - Per Capita	184,833
Base - Location	0
Base - Other	8,552,011
Other Total	569,362
Grand Total	10,573,149

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

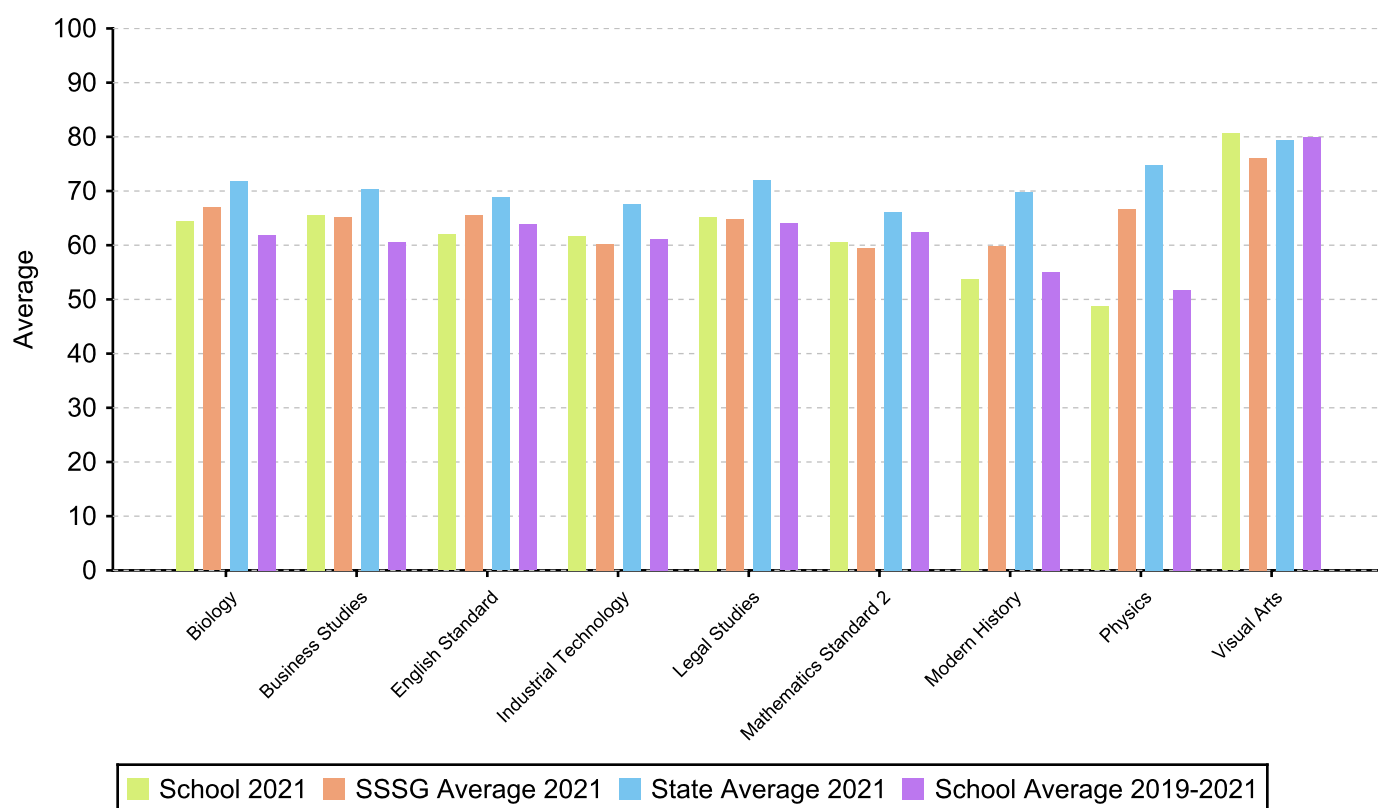
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

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.

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 2021	SSSG	State	School Average 2019-2021
Biology	64.5	67.0	71.9	61.9
Business Studies	65.6	65.2	70.4	60.5
English Standard	62.0	65.6	68.8	63.8
Industrial Technology	61.7	60.2	67.7	61.2
Legal Studies	65.2	64.9	72.0	64.0
Mathematics Standard 2	60.6	59.5	66.1	62.5
Modern History	53.7	59.8	69.7	55.1
Physics	48.7	66.7	74.8	51.7
Visual Arts	80.6	76.1	79.4	79.9

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 as follows. In the domain of Social-Emotional Outcomes the following areas showed an improvement from 2020 as indicated. "Positive Relationships" increased by 3 percentage points, "Values School Outcomes" increased by 5%, "Truancy" decreased by 8%, "Positive Behaviour at School" increased by 8% and "Effort" improved by 4 percentage points.

In the Drivers of Student Outcomes domain the following improvements are noted between 2020 and 2021 surveys. "Explicit Teaching Practices and Feedback increased from 5.8 to 6.2, "Advocacy at School" from 5.6 to 5.8, "Positive Learning Climate from 5.4 to 5.6 (equal to NSW Govt norm) and "Aspirations to Finish Year 12" improved from 56% to 61% (which in effect is a 10% increase).

Once again in 2021, 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, 5.5 in 2020 to 6.7 in 2021. "Parents feel welcome" has increased from 4.8 in 2018 to 5.0 in 2020 to 6.4 in 2021. In the 'school supports positive behaviour' section, increased from 5.1 in 2018 to 5.9 in 2020 to 6.6 in 2021 and 'safety at school' increased from 5.4 in 2020 to 6.4 in 2021.

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' has gradually improved from 7.4 in 2018 to 7.6 in 2020 to 7.8 in 2021 (equal to NSW Govt norm), 'Leadership' increased from 6.5 in 2018 to 6.6 in 2020 to 6.7 in 2021 and 'Inclusive School' also increased from 7.7 in 2018 to 7.8 in 2020 to 8.1 in 2021 (only 0.1 below NSW Govt norm). There were improvements and increase seen in every area as it relates to the Classroom Content domain. Some examples were "Learning Culture" 7.5 to 7.8, "Data Informs Practice" 7.2 to 7.5, "Teaching Strategies" 7.3 to 7.7 and "Technology" 6.0 to 6.7 which is also equal to the NSW Govt norm.

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.

Aboriginal Education - School statement

The promotion of Aboriginal education continues to gain greater emphasis at LMHS particularly with regards to the academic and holistic growth of students. During 2021, a wide variety of programs promoted students having greater connection to their culture and community.

Student learning data is analysed from multiple platforms to determine individualised student needs. These are then met by appropriate intervention groups and mentoring programs that are held on a regular basis with constant support provided through additional tutoring initiatives. Additionally, as a strategic initiative that targets higher achievement in NAPLAN in relation to Aboriginal students. Key improvements in literacy and numeracy have been made a priority in addressing the Premier's targets, including increasing the number of Aboriginal students who will complete their HSC by 2023, whilst maintaining their cultural identity.

At LMHS we recognise the importance to provide a culturally safe environment and education for all of our Aboriginal & Torres Strait Islander Students. We are actively striving to increase the profile of Aboriginal Education through creating an engaging classroom environment and culturally safe places to learn. This includes the installation of Edugraphix artwork throughout the school during 2022 and providing students with the accessibility of a culturally safe space in Tracey's place where students can access and seek necessary support.

Anti-Racism Policy

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

Multicultural Education Policy

Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is 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.

