

2021 Annual Report

Lake Illawarra High School



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Introduction

The Annual Report for 2021 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 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

As with all other schools across Australia, Lake Illawarra High School experienced a challenging 2021. However despite this, our school community has emerged from this extremely challenging year with a renewed sense of enthusiasm and a renewed sense of purpose. I have been incredibly proud of our students, staff and community for the way that they have dealt with the challenges of 2021.

Lake Illawarra High School students have certainly displayed our school values of Respect, Responsibility and especially Resilience over the last twelve months. This was demonstrated best by our HSC students, who despite much adversity, were able to achieve outstanding results in their HSC. In fact their results as a cohort was so outstanding, the school received a commendation for their performance from the Secretary of the NSW Department of Education. This effort reflected the resolve of the entire student body throughout 2021.

Of course our students were magnificently supported by the staff of Lake Illawarra High School who continued to adapt and who displayed tremendous flexibility and agility in an ever changing environment. This included adapting to new modes of lesson delivery, providing wellbeing support in many different ways, as well as ensuring that students were engaged as much as possible. Many lessons were learned, which will certainly allow us to continue to improve our pedagogy and supports in the coming years.

As a school community we look forward to implementing the lessons learnt over the last twelve months. The outstanding resilience that our students, parents and staff have demonstrated shows that as both individuals and as a community we can truly flourish in 2022 and beyond.

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, enriching, future focused learning experiences. The school community embraces a philosophy of life-long learning, which is supported by a staff who are committed to unique and innovative professional learning. This empowers teachers to develop evidence and research informed expertise in curriculum, pedagogy and wellbeing. 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.

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 tribe. In 2021, we have a mainstream enrolment of 573 students, with 20% (114 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 53 students and has two ED classes, one IM class, two MC classes and one Autism class. Lake Illawarra High School has a FOEI of 152 in 2021. 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 on demand 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.

Extra -curricular opportunities in Sport, Leadership, Technology, and Creative and Performing Arts, enable our students to be provided with opportunities to excel in a range of different experiences.

Lake Illawarra High is also a member of the Illawarra Academy of STEM Excellence which allows our students to engage with a wide range of industry partners.

The school has a CLONTARF Academy which provides ongoing support and the provision of opportunities in many areas for our Aboriginal boys.

Lake Illawarra High is a member of the Lake Learning Community and works together with both our feeder primary schools and our community to sustain a culture of effective, evidence -based teaching for ongoing improvement and to support the learning and wellbeing of students as they transition from primary to high school.

The school has completed a situational analysis in consultation with students, staff, parent/carers and the local AECG. The key findings of this analysis were that we need to improve communication systems with our community and need to rejuvenate our cross KLA approach to the explicit teaching of literacy and numeracy skills. HSC analysis revealed a need to shift the bands of achievement to the top 2 bands and a need to focus across the school on improving students' understanding of key HSC verbs and their ability to write under HSC exam conditions. It is also important that we continue to focus on high expectations and learning culture through the provision of quality pedagogy and the quality implementation of 'What Works Best' initiatives.

Self-assessment and school achievement

This section of the annual report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework. The Framework is a statement of what is valued as excellence for NSW public schools, both now and into the future. The Framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

Each year, we assess our practice against the Framework to inform our Strategic Improvement Plan and annual report.

Our self-assessment 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>

Self-assessment using the School Excellence Framework

Elements	2021 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Working towards Delivering
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Delivering
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Delivering
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Sustaining and Growing
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	Sustaining and Growing

Strategic Direction 1: Student growth and attainment

Purpose

To ensure that teaching practice is high quality, innovative, collaborative and evidence informed. All staff contribute to a learning culture that promotes shared responsibility in facilitating student growth and attainment.

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.

- Improvement in HSC Band results 'What Works Best'
- Improvements in Literacy and Numeracy 'What Works Best'

Resources allocated to this strategic direction

Socio-economic background: \$108,413.34

Professional learning: \$22,428.00

English language proficiency: \$3,400.10

Summary of progress

Strategic Direction 1, 'Student growth and attainment' was planned around supporting student uplift in areas of HSC and school literacy and numeracy levels. It was devised that a targeted intervention was needed to address these areas and, therefore the two focus areas to achieve this uplift were: Improvement in HSC Band results 'What Works Best' and Improvements in Literacy and Numeracy 'What Works Best'. Due to the Covid pandemic, as a school we have not been able to provide or access professional learning for staff and in cases where professional learning did take place, it was not given the chance to be implemented with fidelity as the shift from face-to-face learning moved to students 'Learning from Home' and therefore support was prioritised in this area..

Literacy and Numeracy Teams were established and a professional learning plan was developed for staff in these focus areas. Initially this was done face to face, however it was modified to allow for remote learning to occur. This resulted in a number of on-line activities being developed for students in Stages 4 and 5, which gave students the option of participating in these activities.

Student engagement was also an issue. The Wellbeing Team maintained close contact with our families by regularly phoning them to ensure that students and families were being supported and that students were able to access the online curriculum.

Looking forward, as a school executive, we will be re-launching the 'What Works Best' model in 2022, this will take place with professional learning sessions during the first Staff Development day (SDD) in Term 1, with a focus on a whole school approach to support our HSC students and whole school literacy and numeracy standards.

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
Contribute towards the achievement of the Lake Illawarra South Network target to increase the percentage of Aboriginal students attaining the HSC whilst maintaining their cultural identity.	52.9% of Aboriginal students attained results in the top three HSC bands. demonstrating achievement of the lower bound target of 35.33%
NAPLAN Growth in Reading - trending positively towards the system-negotiated target of 62.7%-67.7%	Data indicates 37.68% of students have met expected growth in Reading.
Increase the percentage of students achieving top 2 bands HSC to at or above the lower bound system	The proportion of students achieving top 2 bands HSC is 16.67%, indicating progress above the lower bound system negotiated target.

<p>negotiated target of 12.30%</p> <p>Increase the percentage of students achieving top 3 bands HSC to at or above the lower bound system negotiated target of 38.0%</p>	<p>The proportion of students achieving top 3 bands HSC is 61.49%, indicating progress above the lower bound system negotiated target.</p>
<p>Increase the percentage of students achieving top 2 NAPLAN bands - Numeracy to at or above lower bound system negotiated target of 12.00%</p>	<p>The proportion of students achieving top 2 bands Numeracy is 7.69%, indicating progress yet to seen towards the lower bound system negotiated target.</p>
<p>Lift student performance in top 2 NAPLAN bands 'reading' by 4.7% to achieve lower bound system negotiated target. baseline</p>	<p>Data indicates 3.33% of students are in the top two skill bands for reading which is a decrease against baseline data.</p>
<p>NAPLAN Growth in Numeracy - trending positively towards the system-negotiated target of 66.6%-71.60%</p>	<p>The proportion of students achieving top 2 bands Numeracy is 55.56%, indicating progress yet to seen towards the lower bound system negotiated target.</p>

Strategic Direction 2: Success for Every Student

Purpose

Teaching and learning across the Lake Learning Community (LLC) reflects aspirational expectations of learning progress and achievement. Effective partnerships and continuity of learning across the LLC will result in students and staff who are motivated to deliver their best and continually improve.

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.

- Building an aspirational learning community
- Enhancing teacher capacity

Resources allocated to this strategic direction

Socio-economic background: \$312,058.00

6101: \$44,652.00

Beginning teacher support: \$44,535.00

Professional learning: \$33,960.00

Summary of progress

Strategic Direction 2, 'Success for every student' was devised around what teaching and learning across the Lake Learning Community (LLC) looks like and the effective partnerships to support the continuity of learning across the LLC to enhance both staff and student growth. As a school, we recognise the vital role teachers play guiding students to achieve their best as well as the environment to support learning and how this impacts growth. Therefore two focus areas were created, these being: Building an aspirational learning community and Enhancing teacher capacity.

By the end of Semester 1, LIHS employed an Instructional Leader to develop an aspirational learning community. Throughout Term 3 and 4 data from across the 6 primary schools was analysed to plan for 2022. This process was partially impacted by Covid, however a plan has been developed to promote collaboration on the evidence-based strategies for high impact teaching to support increased student achievement in literacy, numeracy and the HSC.

Our next steps will be to:

facilitate the implementation of Professional Learning Communities within Lake Illawarra High School and across the LLC that uses the High Impact Professional Learning model to promote collaboration and teaching excellence (including EXCEL and STEM classes). work collaboratively with the HT Community and Engagement to support transition processes in terms of literacy, numeracy and data tracking.decommission the Quality Teaching Rounds program.

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
Increased number of applications from Year 6 students for Year 7 EXCEL Class compared to 2020	Applications from Year 6 student for Year 7 Excel class placement has increased by 30% from 2020 to 2021
20% percent of staff have participated in the Quality Teaching Rounds	4 teachers participated in observations based on the Quality Teaching Rounds during Semester 1, with the program put on hold due to the 'Learning from Home' period. With the employment of the Instructional Leader and the Head Teacher Equity and Community, the QTR program will be decommissioned for 2022 and beyond.
Progress towards 'Delivering' to 'Sustaining and Growing'.shift in the 'Data skills and use' SEF self	Self assessment against the School Excellence Framework in the element of Data Skills and Use shows the school currently performing at Delivering.

Strategic Direction 3: Achievement through wellbeing

Purpose

In order to maximise student outcomes there is a strategic and planned approach to develop whole school wellbeing processes that support the wellbeing of all students so that they can connect, succeed, thrive and learn.

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.

- Focused and individualised support to enhance and cater for individual student needs.
- Positive partnerships for learning, student engagement and wellbeing.

Resources allocated to this strategic direction

Socio-economic background: \$464,028.35

Flexible Funding for Wellbeing Services: \$19,168.80

Aboriginal background: \$143,911.00

Low level adjustment for disability: \$327,360.00

Integration funding support: \$220,000.00

Summary of progress

This year, due to the pandemic, our plans were modified to support student wellbeing as a result of the 'Learning from Home' period. Our wellbeing focus shifted towards ensuring that students were still connected with the school and still felt supported. This was achieved by setting up processes for staff to make referrals of concern regarding course work, attendance or wellbeing, which were all discussed and case managed at our daily wellbeing meeting. Further, each student was assigned to a 'student case manager' at school (SLSO or staff member) to be contacted each week, as well as rewarding engagement at home with prizes sent to every student who was nominated by their teacher for their efforts.

Despite the pandemic through our 2 focus areas of *Focused and individualised support to enhance and cater for individual student needs* and *Positive partnerships for learning, student engagement and wellbeing*, we have:

Through focus area 1- Implemented trauma informed practices to identify the early signs of dysregulation, engaged in a range of wellbeing programs, such as Creating Chances, Drumbeats and Winds of Change, as well as analysing school data to focus on the embedding of PBL values in our school, and engaged with the 'Attendance Matters' website to achieve positive student attendance.

Through focus area 2 - Developed and conducted transition programs to support the wellbeing and success for students at each transition point at school. (These programs, however, have been greatly impacted by the COVID restrictions and were modified to comply with the current regulations). Engaged in professional learning and consulted with the AECG regarding the design and construction of our Yarning Circle. Worked with the Clontarf Academy to improve positive outcomes for Aboriginal students.

Our next steps will be to:

Continue to roll out staff training in the NME initiative with the view to increasing the consistency of support for all students. Re-establish our strong links with our feeder primary schools through the Lake Learning Community. This will involve increasing our transition activities for Stage 3 students, sharing pedagogy between primary and high school staff and implementing consistent wellbeing strategies between the schools.

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 the proportion of students attending 90% of the time to be at or above the system negotiated lower	Attendance data indicates that the number of students attending school greater than 90% of the time is 35.23%.

bound target of 45.17%	
Increase the percentage of students reporting positive 'sense of belonging' to be at or above the system negotiated target of 53.5% as indicated though TTFM data.	Tell Them From Me data indicates 43.52% of students report a positive sense of wellbeing (Expectations for success, advocacy, and sense of belonging at school).

Funding sources	Impact achieved this year
<p>Socio-economic background</p> <p>\$997,240.99</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Lake Illawarra 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"> • Improvements in Literacy and Numeracy 'What Works Best' • Focused and individualised support to enhance and cater for individual student needs. • Positive partnerships for learning, student engagement and wellbeing. • Enhancing teacher capacity • Building an aspirational learning community • Improvement in HSC Band results 'What Works Best' • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • staff release to implement specialist Literacy and Numeracy programs • employment of additional staff to support iSTEM program implementation. • resourcing to increase equitability of resources and services • professional development of executive staff to support student learning through What Works Best <p>The allocation of this funding has resulted in:</p> <p>Stage 4 and Stage 5 (Year 9 elective) STEM classes, as well as a STEM Coordinator.</p> <p>Targeted Stage 4 Literacy and Numeracy classes, including a both a Literacy and Numeracy Coordinator</p> <p>Stage 6 Mentoring Program, including an Edrolo subscription for both Year 11 and 12 HSC courses.</p> <p>Staff engaged in Quality Teaching Rounds (QTR) professional learning, as well as, completing an iteration of the QTR.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>to discontinue with the QTR program and significant modification to the Stage 6 mentoring program . The QTR program, although it has its merits, has been greatly impacted by the last 2 years of Covid restrictions and lock downs. As a senior executive team, it was decided that we would better achieve our goals by creating the position of Head Teacher Equity and Engagement, who would work closely with our Instructional leader to support teaching and learning at LIHS. Further, the Stage 6 mentoring program will also be modified with the periods condensed to create a Stage 6 Academic Advisor. Tthis role will be split to support the implementation of the program. It will still have elements of the 'Elevate' program with more of a focus on individualised support for our HSC students.</p> <p>We will continue with the the Numeracy program in 2022.</p>
<p>Aboriginal background</p> <p>\$143,911.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Lake Illawarra 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"> • Positive partnerships for learning, student engagement and wellbeing. <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of specialist additional staff (AEO) to support Aboriginal

<p>Aboriginal background</p> <p>\$143,911.00</p>	<p>students</p> <ul style="list-style-type: none"> • engaging an Aboriginal Education Officer (AEO) to facilitate improved community engagement, including the engagement of students and their families with the personalised learning pathway (PLP) process • community consultation and engagement to support the development of cultural competency • employment of external providers (Clontarf) to support male Aboriginal students achieve improved educational outcomes • resourcing to increase equitability of resources and services <p>The allocation of this funding has resulted in: the employment of our Aboriginal Education Officer to support improved education and wellbeing outcomes of our Aboriginal students, as well as engaging with our community to improve the connection between school and community. This has provided opportunities for our students to participate in cultural programs. The partnership agreement, with the Clontarf Foundation, working with male Aboriginal students, has improved educational attainment and engagement, discipline, life-skills, self-esteem and employment prospects.</p> <p>After evaluation, the next steps to support our students with this funding will be: to create the Head Teacher Equity and Engagement. This staff member, as part of their role, will work closely with our AEO to support the achievement of education outcomes of our Aboriginal students, particularly our female Aboriginal students through the PLP process, as well as engaging in opportunities with community to support the cultural identity of our Aboriginal students. As a school we have again entered into an agreement with the Clontarf Foundation for 2022.</p>
<p>English language proficiency</p> <p>\$3,400.10</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Lake Illawarra 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"> • Improvements in Literacy and Numeracy 'What Works Best' <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • provision of additional EAL/D support in the classroom and as part of differentiation initiatives <p>The allocation of this funding has resulted in: the development of the Lake Illawarra High School 'Successful Seven' comprehension strategy. This strategy has been developed as a visual support for students to assist their learning.</p> <p>After evaluation, the next steps to support our students with this funding will be: further refinement and implementation of the developed resources across the school, with support from the literacy team for implementation into the classroom.</p>
<p>Low level adjustment for disability</p> <p>\$327,360.00</p>	<p>Low level adjustment for disability equity loading provides support for students at Lake Illawarra 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"> • Positive partnerships for learning, student engagement and wellbeing. <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting

<p>Low level adjustment for disability</p> <p>\$327,360.00</p>	<ul style="list-style-type: none"> • providing support for targeted students within the classroom through the employment of School Learning and Support Officers • targeted students are provided with an evidence-based intervention [program name] to increase learning outcomes • support for students in [program name - e.g. Life Skills; Individual Learning Plans/Profiles; HSC Special Provisions] • employment of LaST and interventionist teacher <p>The allocation of this funding has resulted in: increased student wellbeing support through a coordinated approach, led by the Head Teacher, Wellbeing. The strategic deployment of staff ensured that students' needs were identified and responsive and reactive systems of support were provided. The Anchor Program has been pivotal in further supporting students and their families. The Learning and Support Coordinator ensured appropriate coordination of teaching and non-teaching staff and actioned referrals and support, where needed. This ensured that support remained high during the Learn from Home period.</p> <p>After evaluation, the next steps to support our students with this funding will be: to utilise the Wellbeing and Health In-reach Nurse (WHIN) to achieve the goals of the Anchor Program. This resource will work in partnership with deployed staff to provide a coordinated approach to the school's wrap-around network of support. Based on the review of the Learning and Support Program and in conjunction with our school-based data and feedback, we will adjust and modify programs to match identified needs.</p>
<p>Flexible Funding for Wellbeing Services</p> <p>\$19,168.80</p>	<p>The flexible funding for wellbeing services allocation is provided to support student wellbeing at Lake Illawarra 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"> • Focused and individualised support to enhance and cater for individual student needs. • Positive partnerships for learning, student engagement and wellbeing. <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • staffing release to engage in professional learning in regards to cultural sensitivity in the design of a Yarning Circle. • targeted wellbeing program in conjunction with an external provider to support positive student behaviour. <p>The allocation of this funding has resulted in: the successful completion of the Lake Illawarra High School Yarning Circle, which has promoted positive connections and a sense of belonging across our school community. The rewarding of students displaying positive behaviours based on our value system, has raised and reinforced the benefits of the PBL system, making explicit our culture of high expectations.</p> <p>After evaluation, the next steps to support our students with this funding will be: focussing on what respectful use of the Yarning Circle looks like. This will be achieved by engaging with the Education Office Aboriginal Education team and our local AECG. Further funds will be aligned for beautification (plants, paths etc) to access the Yarning circle. We will also be continuing with our student rewards system, however this will be greatly modified,. As a result, we will be rebranding a Lake Illawarra High School rewards system using the Sentral 'Awards' module, making it consistent and reflecting our agreed school values and creating a user friendly interface. This will be launched at the Term 1 2022 Staff Development Day. Further, this new system will both increase communication with parents via the Parent Portal on Sentral and develop both electronic and hardcopy portfolios for students.</p>
<p>COVID ILSP</p> <p>\$360,438.00</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</p>

<p>COVID ILSP</p> <p>\$360,438.00</p>	<p>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"> • employment of teachers/educators to deliver small group tuition • providing targeted, explicit instruction for student groups in literacy/numeracy • releasing staff to coordinate the program <p>The allocation of this funding has resulted in:</p> <p>addressing numeracy progression concerns identified by classroom teacher observations, plus Year 7 Best Start, and Year 8 Check-In assessments. Observations during withdrawal sessions were entered into Class2. Internal assessments at the end of each topic were via Exit Tickets. Students retained these Exit tickets in their Math Work books for future reference. Year 7 CILSP participation involved 96 students across 4 math classes, distributed into 25 groups. The sessions addressed the lowest scored progressions in Best Start assessments - Addition strategies, Decimals, Fractions and Measurement. One additional program involved 7 students distributed into 2 groups to address Order of Operations progressions. Another program involved 10 students distributed into 2 groups to address Multiplicative Strategies and Operating with Decimals and Percentages. Approximately 200 sessions were held across Terms 1 and 2. Year 8 - Year 8 CILSP participation was 111 students across 5 math classes, distributed into 23 groups. The groups were arranged based on the rankings from the Year 8 Check-In assessment and results from the multiplication pre-test during the schools Year 8 Numeracy periods. The CILSP sessions mainly addressed the progression Multiplicative Strategies. An additional program involved 16 students, distributed into 4 groups to address the progression Interpreting and Representing Data. Approximately 100 sessions were held across Terms 1 and 2. Year 9 CILSP participation was 22 students from 1 math class, distributed into 5 groups. The sessions addressed progressions with the topic of scaling and measurement. 8 sessions were held in May. Year 10 CILSP participation was 35 students from 2 math classes, distributed into 9 groups. The sessions addressed the lowest assessed progressions in the HSC Minimum Standards topics - Units of measurement with a focus on Rates & Ratios. There was limited school attendance during Term 3 and the first 3 weeks of Term 4 due to the COVID lockdown. The CILSP was accordingly limited to observing those attending student's math lessons 1 day/ 5 lessons per week and assisting when required. Two Zoom tutorial sessions per week were made available to all math students.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>to continue supporting the literacy and numeracy skill development which was impacted by the 'Remote Learning' program due to the COVID 19 pandemic. This will be the continued small group intervention addressing the specific literacy and numeracy deficits identified by staff and through data analysis.</p>
<p>Integration funding support</p> <p>\$220,000.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Lake Illawarra 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"> • Positive partnerships for learning, student engagement and wellbeing. <p>Overview of activities partially or fully funded with this targeted funding include:</p>

<p>Integration funding support</p> <p>\$220,000.00</p>	<ul style="list-style-type: none"> • implementation of targeted programs to differentiate teaching and learning programs • employment of Learning and Support Staff • employment of a Student Wellbeing Officer • consultation with external providers for the implementation of the Anchor program • creation of the position of Head Teacher Wellbeing. • staffing release to coordinate the Learning and Support team <p>The allocation of this funding has resulted in: Targeted programs delivered by specialist staff. The coordination of programs has been responsive to the identified needs and modified as changing circumstances has necessitated.</p> <p>After evaluation, the next steps to support our students with this funding will be: to maintain the employment of additional staff. Our data analysis indicates that the additional staff (Head Teacher Wellbeing, LaST and SLSOs) have had a positive effect on student wellbeing over the course of 2021. As a result of the department creating the role in schools of Student Support Officer, our Student Wellbeing officer position will end and this position will now form part of our staffing entitlement. In 2022, the Lake Illawarra High School Anchor program will discontinue and as a school we will be employ a WHIN The Learning and Support coordinator has completed a review of the learning and support team and based on data, and feedback will be implemented.</p>
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Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	267	280	280	286
Girls	248	238	252	255

Student attendance profile

School				
Year	2018	2019	2020	2021
7	85.2	87.9	91.6	80.6
8	84.4	79.7	85.7	79.9
9	80.1	84	81.5	78
10	83.2	79.5	84.9	75.9
11	81.7	83.6	91.6	75.9
12	85.2	85	88.6	81.7
All Years	83.3	83.3	87.1	78.6
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	0	0	4
Employment	4	24	45
TAFE entry	2	8	22
University Entry	0	0	23
Other	16	4	6
Unknown	0	0	0

Year 12 students undertaking vocational or trade training

47.54% of Year 12 students at Lake Illawarra High School undertook vocational education and training in 2021.

Year 12 students attaining HSC or equivalent vocational education qualification

89.1% of all Year 12 students at Lake Illawarra 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)	1
Head Teacher(s)	8
Classroom Teacher(s)	36.5
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 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	986,623
Revenue	10,545,210
Appropriation	10,409,830
Sale of Goods and Services	90,509
Grants and contributions	43,011
Investment income	460
Other revenue	1,400
Expenses	-10,567,261
Employee related	-9,733,936
Operating expenses	-833,325
Surplus / deficit for the year	-22,051
Closing Balance	964,572

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	181,927
Equity Total	1,473,313
Equity - Aboriginal	145,700
Equity - Socio-economic	996,853
Equity - Language	3,400
Equity - Disability	327,360
Base Total	7,348,015
Base - Per Capita	139,790
Base - Location	0
Base - Other	7,208,225
Other Total	458,430
Grand Total	9,461,685

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

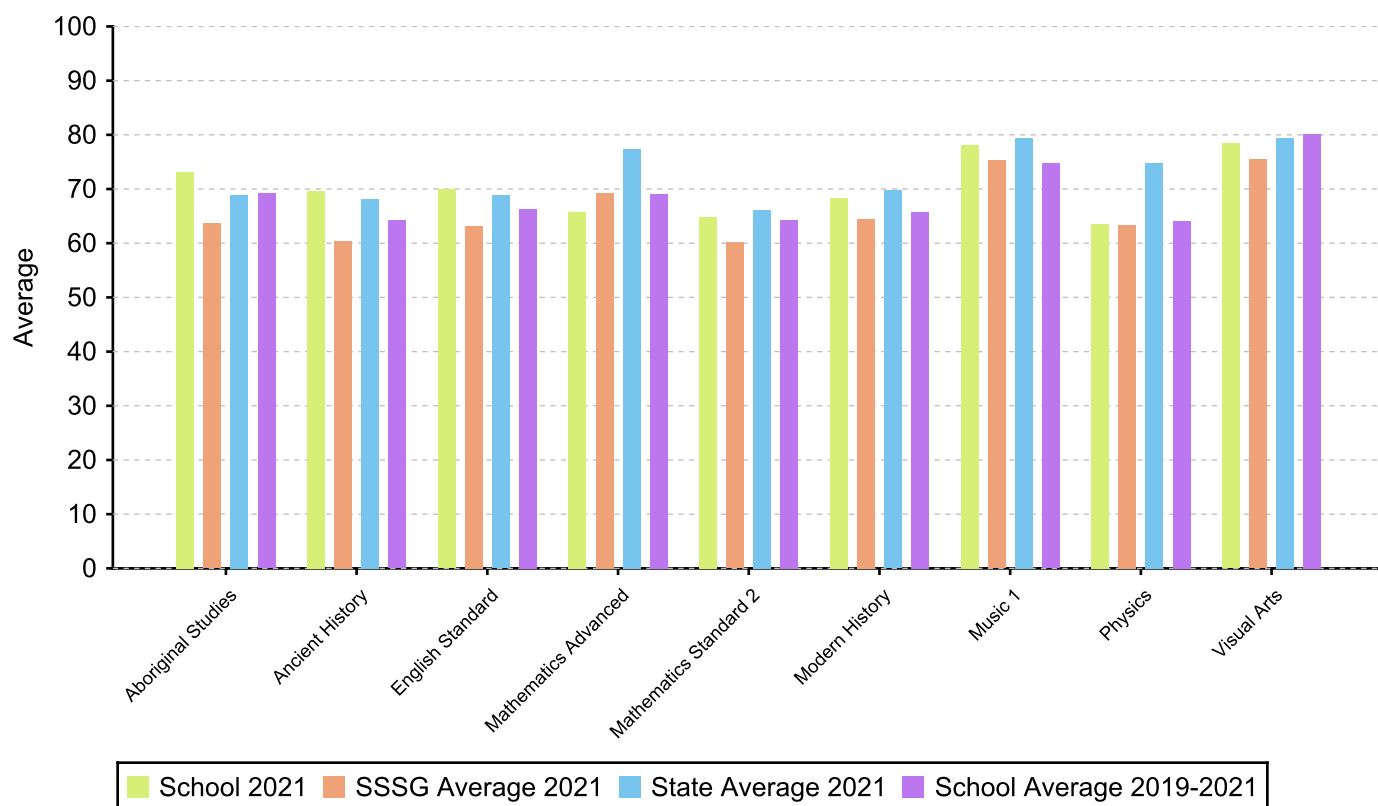
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

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
Aboriginal Studies	73.1	63.7	68.8	69.2
Ancient History	69.6	60.5	68.1	64.2
English Standard	69.9	63.2	68.8	66.3
Mathematics Advanced	65.8	69.2	77.4	69.1
Mathematics Standard 2	64.9	60.1	66.1	64.3
Modern History	68.3	64.5	69.7	65.8
Music 1	78.1	75.3	79.4	74.7
Physics	63.5	63.4	74.8	64.1
Visual Arts	78.4	75.4	79.4	80.1

Parent/caregiver, student, teacher satisfaction

During 2021 Lake Illawarra High School sought feedback from students, parents and staff using a variety of ways, many of which needed to be adapted due to the challenges provided by the COVID pandemic.

Students, staff and parents completed the Tell Them From Me survey during term 1 of 2021. Students reported that while high expectations, the quality of lessons, and their relationships with their teachers were a positive, the sense of belonging among students was something for us to focus on moving forward.

Parents and carers indicated that they appreciated the communication the school provided and were invested in their child's academic progress.

Teachers appreciated the collaboration among staff and they also supported higher expectations and positive student behaviour.

During the learning from home period parents were contacted by phone at least once a fortnight by our Wellbeing Team. This allowed the school to ensure that any supports that were required by families or students such as medical referrals or food drops were provided.

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 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.