

# 2021 Annual Report

## Lambton High School



8482

# Introduction

The Annual Report for 2021 is provided to the community of Lambton 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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## School vision

At Lambton High School we are committed to educating an inclusive and progressive school community in which all students are known, valued and cared for, fostering a culture of excellence, responsibility, integrity and respect. All students and staff will be supported and challenged to continue to learn and improve every year. Students will be inspired to achieve their potential through further education, work and as lifelong learners and global citizens.

## School context

Lambton High School is a proudly comprehensive high school catering for students from Years 7 to 12 situated on Awabakal country in Newcastle.

Our school has a strong focus on learning and high expectations for student success. We provide quality education in a caring, culturally safe, engaging and challenging learning environment that values pride in identity of all and provides a sense of belonging. We are proud of our students' levels of achievement and levels of representation in sport, leadership, cultural activities and in the Creative and Performing Arts.

Student enrolment in 2021 is 1160 students, including 69 Aboriginal, 58 EAL/D and 32 students in 5 Special Education classes. Every student can achieve through opportunities in high potential and gifted programs, a wide range of extra-curricular activities and effective support programs. We offer acceleration in the Creative and Performing Arts (Music, Art and Drama), Mathematics, Academic Enrichment and CAPA Enrichment classes in Year 7. Students are supported at all points of transition.

We have an active student leadership body, including a Student Representative Council (SRC), Senior Prefect Body and our Junior Aboriginal Education Consultative Group (JAECG), whose voices are essential in strategic decision making in the school.

Our highly qualified teaching staff meet the professional requirements for NSW public schools. Lambton High School's dedicated and experienced staff consists of 82 teachers, 12 Head Teachers, 2 Deputy Principals and the Principal. They are ably supported by 20 administrative and support staff.

We work strongly with our supportive parent and community body, including parents and carers, students, partner primary schools, the Muloobinbah AECG, businesses and charitable organisations, who all play a valued role in the school's decision making and planning processes.

Through our situational analysis we identified the following priorities and strategic areas for 2021 to 2024:

- student performance driven by research-based and data informed whole school approaches to effective teaching and learning with a specific focus on literacy and numeracy embedded in all stages of learning.
- instructional and educational leadership capabilities of all teachers and leaders and a continued culture of high expectations.
- student engagement, inclusion, high expectations, differentiation and wellbeing will enhance students' sense of belonging in our school's culture and core values.



## 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	Excelling
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Excelling
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

To ensure students grow in their learning through explicit, consistent and research-informed teaching. Our teachers will evaluate their effectiveness to shape their practice through dynamic programming and quality, targeted professional learning, using student assessment data to inform teaching.

### 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.

- Data skills and use to inform teaching practice
- Explicit teaching

### Resources allocated to this strategic direction

**Low level adjustment for disability:** \$1,048.00

**Aboriginal background:** \$200.00

**Professional learning:** \$15,643.50

**Socio-economic background:** \$2,620.00

### Summary of progress

#### Data skills and use to inform teaching practice

Teachers were modelled and guided by the Learning Assistance and Support Teacher (LaST) in the establishment of their own class profiles using data sets and learning plans collated by the learning and support team to inform teaching and learning in 2021. These identified literacy and numeracy ability and needs for all students, including Personalised Learning Pathways (PLP) information for Aboriginal, High Potential and learning support students. Professional learning was delivered to all staff on how to create custom groups in Scout to support data analysis in Semester 2. Guided workshops on data analysis were led by expert colleagues to engage with NAPLAN, Best Start and Check-in assessment data for teachers to target literacy and numeracy instruction in all disciplines and develop whole staff professional learning to support the school's literacy and numeracy strategy. Faculties and HSC teachers completed analysis of 2020 HSC data using a consistent school wide pro forma to focus on HSC improvement.

Expert colleagues prepared and delivered staff workshops to communicate school priority areas in literacy and numeracy using data, including school improvement measures and skill gaps identified by data trends, to inform future planning. Staff completed activities to identify the literacy and numeracy demands of their disciplines as noted in their syllabus documents and through their expertise indicated that, as a result of the activity, staff had a strong understanding of the basic demands of literacy in their discipline. Survey data taken at the beginning of 2021 also provided insight into whole school generalised perception of literacy in their subjects. Numeracy and literacy team leaders delivered further targeted professional learning to all staff on the school strategy, including analysis of 2021 NAPLAN data and faculty tasks to support whole school implementation of strategies to support literacy and numeracy instruction.

Utilising COVID ILSP funding a Stage 5 reading and numeracy support program was established based on students who have achieved in the bottom two bands of NAPLAN. Identified students commenced Progressive Achievement Tests (PAT) for placement in band groups and targeted resources for individual learning groups were created. Student growth was tracked via Plan 2 by mentors with work samples to monitor learning progress. A Stage 6 support program was restructured and delivered via Stage 6 tutoring support for students who self identified as requiring additional support including an Aboriginal and English as an additional language or dialect (EAL/D) tutoring program for students to prepare for HSC minimum standards testing.

#### Explicit teaching

Our focus for literacy during 2021 was on the assessment of staff confidence and development of staff collective efficacy in knowing and being able to implement explicit teaching strategies within their classrooms and in response to syllabus requirements. Streamlining the goals into two stages; short term goals (to meet the 2022 SIP target) and long term goals (to meet the 2024 SIP target) has allowed for the targeted development of high impact, explicit strategies, such as the Super Six reading strategy to equip staff in the short term. Staff were surveyed on their knowledge of reading comprehension research and strategies to inform a whole school approach in the explicit teaching of reading and plan for

future professional learning needs. To deliver professional learning to further support implementation of Super 6 strategies, colleagues shared best practice examples across a range of Key Learning Areas (KLAs). The implementation of a more long term approach to develop staff capacity and confidence in embedding literacy across all teaching disciplines through differentiated and targeted Professional Learning remains a key focus at Lambton High School.

In 2021, staff engaged in professional learning to support HSC delivery and extend high impact strategies to improve HSC value-add and achievement data. Staff in English, biology, PDHPE and modern history engaged in HSC professional learning A quality teaching practice initiative built staff capacity in high impact HSC strategies and staff were supported to complete further learning in these and additional subjects in 2022. The Senior Mentoring Program to support student HSC achievement was expanded to include Year 10 with a scope and sequence developed to prepare students for the demands of the HSC. Explicit instruction was delivered to student groups focusing on organisational skills and use of assessment booklets to support study routines and autonomous learning. The Senior Learning Centre provided point of need interventions with Stage 6 students in response to student identified learning and wellbeing goals, as identified through Year 11 and 12 PLP Interviews.

### **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.

<b>Annual progress measure</b>	<b>Progress towards achievement</b>
<ul style="list-style-type: none"><li>• Students achieving in top 2 NAPLAN bands in reading is above 24.1 % (Baseline 20.96%) and in numeracy is above 31.0% (Baseline 27.99%).</li><li>• HSC course results in the top 2 bands is above 45% (Baseline 42.96%)</li><li>• HSC course results in the top 3 bands is above 76.3% (Baseline 74.25%)</li></ul>	<ul style="list-style-type: none"><li>• 24.5% of students are in the top two NAPLAN bands for reading which is an increase against baseline data and 18.27% of students are in the top two NAPLAN bands for numeracy indicating a decrease against baseline data.</li><li>• 43% of students attained HSC results in the top two bands.</li><li>• 77% of students attained HSC results in the top three bands.</li></ul>
<ul style="list-style-type: none"><li>• At least 61% (7 students) of 2020 Year 9 Aboriginal students (12 students) attain a HSC in 2023 (2017 school baseline 16.7%) while maintaining their cultural identity.</li><li>• Students achieving expected growth Year 7-9 in reading is above 65.4% (Baseline 64.4%) and in numeracy is above 67.2 % (Baseline 69.4%).</li></ul>	<ul style="list-style-type: none"><li>• 75% of 2020 Year 9 (Aboriginal students) are completing their preliminary HSC in 2022.</li><li>• 53.93% of students achieved expected growth in Years 7- 9 in reading and 41.14% achieved expected growth in numeracy.</li></ul>
<p>% of Aboriginal students achieving top 3 NAPLAN bands in reading is above 50% (2019 Baseline 40%) and numeracy is above 38% (2019 Baseline 23%).</p> <p>School Excellence Framework elements of data skills and use, and effective classroom practice are validated at excelling (Baseline sustaining and growing).</p>	<p>In reading 39% of Year 7 and 0% of Year 9 Aboriginal students achieved in the top 3 NAPLAN bands and in numeracy, 26% of Year 7 and 0% of Year 9 Aboriginal students achieved in the top 3 NAPLAN bands.</p> <p>In the School Excellence Framework elements of effective classroom practice and data skills and use, the school has been validated at sustaining and growing.</p>

## Strategic Direction 2: Teachers as leaders of classroom and collaborative practice

### Purpose

To further develop instructional and educational leadership capabilities of all teachers and leaders through professional learning and collaborative practices within a continuous culture of improvement and high expectations.

### 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 differentiated professional learning
- Mentoring and leadership

### Resources allocated to this strategic direction

**Professional learning:** \$13,201.81

### Summary of progress

#### Collaborative and differentiated professional learning

The high impact professional learning (HIPL) assessment tool informed the creation of an action plan for Hub (team) model implementation and determined the extent current structures of collaborative professional learning enhanced professional learning to support school priorities. Hub leadership and some teams were established. However, progress and implementation was limited due to COVID. In 2022 when we will develop support documents and resources that outline and embed visible learning principles, quality teaching, professional learning scaffolds and a model for the evaluation and monitoring of milestones. Executive professional learning for implementation in faculties was led by team leaders in Aboriginal Education, attendance, teaching for tomorrow, wellbeing, the Resilience Project, literacy and numeracy, high potential and gifted education, NAPLAN and HSC data analysis and CANVAS.

All staff undertook professional learning on *Teaching for Tomorrow* to inform innovative and future focused teaching and learning practices during a combined school development day with network schools. Michael McQueen author of *Teaching for Tomorrow* was the keynote and led workshops. Faculties reflected on and evaluated current practice and developed tasks to inform future planning in teaching and learning.

#### Mentoring and leadership

The senior executive investigated and explored coaching/mentoring models and programs to develop the leadership capacity of executive and teachers. To further support this initiative, the leadership team investigated leadership models and practices including the Middle Leadership Development Program for the development of head teachers. However, due to COVID, the implementation of research based strategies and innovative thinking in team leadership to support school improvement and succession planning was limited and will form a greater focus in 2022. Beginning teachers were supported with mentoring and coaching programs linked to their performance and development plans. In addition, interns from University of Newcastle were supported across most faculty areas. While it was encouraged, no teachers undertook lead or highly accomplished teacher Accreditation.

### 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
65% of staff (2020 Baseline 60%) indicate school delivered professional learning is quality, engaging and meets their professional learning needs.	28% of staff strongly agreed and 56% agreed that school delivered professional learning was quality, engaging and meets their professional learning needs.
20% of teachers are involved in	41% of teachers surveyed were involved in coaching/mentoring relationships, including pre-service, beginning teachers and new or

coaching/mentoring relationships.	inexperienced HSC teachers, and aspirant executive.
School Excellence Framework elements of school planning, implementation and reporting, professional standards and educational leadership are validated at excelling.	School Excellence Framework elements of school planning, implementation and reporting, professional standards and educational leadership have been validated at sustaining and growing.



## Strategic Direction 3: Inclusive, supported and connected learning for every student

### Purpose

To empower all students to achieve their potential by enhancing student engagement and sense of belonging through differentiation, dynamic programming and targeted wellbeing programs.

### 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.

- Supportive wellbeing system
- Inclusive and supported learning

### Resources allocated to this strategic direction

**Socio-economic background:** \$3,524.00

**Integration funding support:** \$4,432.00

**English language proficiency:** \$10,434.00

### Summary of progress

#### Supportive wellbeing system

Our focus in 2021 was to develop more effective wellbeing support processes and resources for students. This involved a two tiered approach. The first tier was the planning and development of a junior mentoring program for implementation from 2022 to compliment the existing senior mentoring program. Timetable and day structures were altered for the start of 2022 to allow a 20 minute mentoring session to occur each Wednesday. Additionally, all staff (including deputy principals) were allocated a mentoring group for 2022. This supports small group structures and emphasises every student is known, valued and cared for. The key theme for junior mentoring in 2022 will be the delivering of the Resilience Project concentrating on key ideas of Gratitude, Empathy and Mindfulness. Evidence based research strongly links improved student academic performance to happy, positive student mindsets. Staff participated in professional learning linking evidenced based wellbeing strategies to the Wellbeing Framework and School Excellence Framework. The second tier is the planning and building of a new Wellbeing Hub to support the delivery of numerous well being programs. These will be delivered by LHS staff and identified external agencies. Furthermore, the appointment of a full time student support officer who works out of the Wellbeing Hub further strengthened wellbeing resources in the school.

Throughout 2021, we reviewed our processes in order to enhance the importance of attendance within the school and wider community. Communication strategies included SMS messaging to parents re student absences. Furthermore, the review of attendance procedures included the development of an attendance team and a tiered approach to intervention strategies designed to improve student and parent understanding of the importance of attendance. In addition, processes were implemented for regular collection and analysis of accurate attendance data. Whilst data shows our annual target has not yet been met, the improvement on 2020 attendance data is encouraging despite high absenteeism due to COVID19 restrictions. Future focus will include celebration of students attending above 95%, communicating with carers of individual student attendance patterns every 5 weeks and the creation of a phone intervention plan to address unexplained absences.

#### Inclusive and supported learning

In 2021 , professional learning was provided in class profiles and differentiation to support student learning and achievement. Professional learning also supporting the needs of EAL/D students, students with individual education plans, and personalised learning pathways at a classroom level. Additionally, professional learning on the High Potential and Gifted Education policy, pedagogy and connections to Lambton High School Strategic Improvement Plan was delivered to all staff. Resources were developed and teaching strategies regularly communicated to staff via SharePoint and Champion's Showcase to support differentiation in the classroom to extend all students.

After developing an analysis of school communication structures we incorporated the use of SchoolBytes for a second arm of communication with parents and community. The major movement was developing a team to install the delivery of CANVAS as the single platform of digital learning. For 2022, our focus will be having Year 7 and Year 11 working within the structure across all subjects. A core group of staff have been trained by the CANVAS administration team and will be the expert leaders within their faculties. The administration team have also scaffolded learning for all staff in developing course landing pages that students can access all mandatory documents from the beginning of 2022.

### 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
<p>Yr 7-10 students attending school 90% or more of the time is above 73.1%</p> <p>Students reporting a positive wellbeing (sense of belonging, expectations for success and advocacy) at school is above 69.2% (Baseline 67.7% 2018)</p>	<p>65.5% of Years 7 - 10 students attended more than 90% of the time.</p> <p>In 2021, students reporting a positive sense of wellbeing at school was 67.95%. Student sense of belonging improved from 65% to 67%.</p>
<p>Staff Tell Them From Me inclusive school data is above 7.7 - NSW Government Norm (2020 Baseline 7.7).</p> <p>70% of teaching programs and observations demonstrate embedded strategies for classroom accommodations and adjustments across all student academic levels.</p> <p>50% students have a teacher mentor and participate in mentoring programs.</p> <p>% of Aboriginal students attending school 90% or more of the time is above 45% (Baseline 43% Term 1 2021).</p> <p>School Excellence Framework elements of wellbeing, curriculum and assessment are validated at sustaining and growing.</p>	<p>Staff Tell Them From Me inclusive school data is 8.1, substantial progress.</p> <p>65% of teaching programs and observations demonstrate embedded strategies for classroom accommodations and adjustments across all student academic levels.</p> <p>100% of students have a teacher mentor and participate in mentoring programs.</p> <p>61% of Aboriginal students are attending 90% or more of the time.</p> <p>School Excellence Framework elements of wellbeing, curriculum and assessment were validated at sustaining and growing.</p>



Funding sources	Impact achieved this year
Refugee Student Support \$5,877.00	<p>Refugee student support funding is provided to support students from refugee backgrounds who have been enrolled in an Australian school for less than three years.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of additional staff for targeted student support</li> <li>• additional staffing for targeted interventions to support student learning</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Effective student support mechanisms.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Development of a targeted plan based on specific needs in 2022.</p>
Integration funding support \$94,296.00	<p>Integration funding support (IFS) allocations support eligible students at Lambton High School in mainstream classes who require moderate to high levels of adjustment.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Inclusive and supported learning</li> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to assist students with additional learning needs</li> <li>• staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs)</li> <li>• employment of staff to provide additional support for students who have high-level learning needs</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Additional SLSO support was provided to students through in class, one-on-one and small group work. This has increased the level of students' participation and engagement in learning. Students were supported through organisational groups and there was an increase in the amount of self referrals. Positive feedback was received from both staff and students. These groups have contributed to the improvement of students' learning outcomes.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Continue targetted additional SLSO support to students through in class, one-on-one and small group work.. Ongoing support to continue though organisational groups to the improve students' learning outcomes.</p>
Socio-economic background \$113,749.00	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Lambton High School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Supportive wellbeing system</li> <li>• Explicit teaching</li> <li>• Other funded activities</li> </ul>

<p>Socio-economic background \$113,749.00</p>	<p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• supplementation of extra-curricular activities</li> <li>• equitable access to specialist resources</li> <li>• resourcing to increase equitability of resources and services</li> <li>• providing students without economic support for educational materials, uniform, equipment and other items</li> <li>• employment of additional staff to support literacy, numeracy and HSC support program implementation.</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Effective development and implementation of key strategic priority areas in student support and wellbeing.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Continued development and support for students experiencing disadvantage and student wellbeing programs.</p>
<p>Aboriginal background \$66,986.15</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Lambton 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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Data skills and use to inform teaching practice</li> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• employment of specialist additional staff (SLSO) to support Aboriginal students</li> <li>• staffing release to support development and implementation of Personalised Learning Plans</li> <li>• employment of specialist additional staff (LaST) to support Aboriginal students</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Initiatives implemented by the Aboriginal Education Team are having a demonstrated impact on students both in the classroom and their sense of belonging within the school. These included employment of an Aboriginal SLSO and other SLSOs to support the Norta Norta Tutoring program.</p> <p>Other initiatives enabling students to feel good about their culture at school were interrupted by COVID such as Yarn Up PLP event, Year 6-7 transition, NAIDOC celebrations, Didge Group, Dance group and Sista Speak Programs, and Walk a Mile. However, the JAECG were able to design a Yarning Circle and funding was possible toward its construction following consultation with LAECG.</p> <p>All staff had the opportunity during our School Development Day to get on country and learn about Turning Aboriginal Education Policy action and faculties were provided ongoing professional learning support with programming Aboriginal Perspectives.</p> <p>2 staff completed Connecting with Country professional learning.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Student support and initiatives</p> <p>Programming</p>

Aboriginal background  \$66,986.15	Aboriginal SLSO Tutoring Support
English language proficiency  \$145,157.00	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Lambton High School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Inclusive and supported learning</li> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• provision of additional EAL/D support in the classroom and as part of differentiation initiatives</li> <li>• employment of additional staff to support delivery of targeted initiatives</li> <li>• additional teacher time to provide targeted support for EAL/D students and for development of programs</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p> <p>The employment of a specialist EAL/D (English as an Additional Language/Dialect) teacher allocated as per SBAR has enabled programs to be administered to 40 students receiving varying degrees of English language support. Initial assessment of English Language proficiency for all "New Arrival" EAL/D students has been able to provide relevant data to establish the needs of individual intensive language support. Students were able to receive orientation and transition to the school, the community, the country and the culture.</p> <p>Through teacher liaison and collaboration with the specialist EAL/D teacher, and SLSO support, students have been able to engage in more learning experiences and, through differentiated curriculum and assessment, been able to participate in individual formal assessment. The support has assisted students in transitioning from the junior school into the more advanced senior curriculum and enabled more liaison to occur with parents, students, and the Career Advisor regarding school to work transition.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p> <p>Development of specific programs tailored to support EALD students in 2022 based on specific needs.</p>
Low level adjustment for disability  \$198,850.00	<p>Low level adjustment for disability equity loading provides support for students at Lambton High School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Data skills and use to inform teaching practice</li> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting</li> <li>• engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students</li> <li>• providing support for targeted students within the classroom through the employment of School Learning and Support Officers</li> <li>• targeted students are provided with an evidence-based interventions McLit and Multilit to increase learning outcomes</li> <li>• IEP's were planned with students in consultation with parents &amp; the school counsellor. These have engaged students and their parents/carers in a consultative and collaborative processes to personalise learning and</li> </ul>

<p>Low level adjustment for disability \$198,850.00</p>	<p>support reflecting student needs.</p> <p><b>The allocation of this funding has resulted in:</b> 1.0 Learning and Support Teacher (LaST) Allocated as per SBAR.</p> <p>Additional SLSO support was provided to students through in class, one-on-one and small group work. This has increased the level of students' participation and engagement in learning. Over 60 students were supported through organisational groups and there was an increase in the amount of self referrals. Positive feedback was received from both staff and students. These groups have contributed to the improvement of students' learning outcomes.</p> <p>Assignment support was provided to 12 students per year group per week through teacher, parent, self referral and the Learning Support Team. These were also provided to students who couldn't access computers and/or the internet at home, or required extra guidance. Students reported that they found these support periods very beneficial.</p> <p>Support was provided to identified students on work experience on their first day at work placement. This enabled the student to feel more comfortable, settle into a new environment. and complete their placement successfully.</p> <p>24 students participated in Multilit, an individual literacy support program. 90% of students increased their reading ability.</p> <p>20 students participated in Macqlit, a small group literacy support program. IEP's were planned with 35 students in consultation with parents &amp; the school counsellor. These have engaged students and their parents/carers in a consultative and collaborative processes to personalise learning and support reflecting student needs.</p> <p>The Learning Support Team met once a week and identified students that need supports or have additional needs.</p> <p>L'EXTRA homework club operated every Thursday after school from 3-4 pm. This support enhanced students' access to a wider range of curriculum learning experiences, specialist teachers, sources of knowledge, individual connections and educational and community services, including volunteers from Teach Outreach at Newcastle University.</p> <p>Improved professional learning programs were arranged to address learner diversity in classrooms, including the provision of support for teachers in recognising and responding to students' additional learning needs.</p> <p>Teacher Professional Learning was provided through Check In Assessment, Macqlit, Best Start Training.</p> <p>Disability provisions were provided for identified students across all year groups.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> A continuation of LaST employment and support so that individualised and specialist needs are met across the school.</p>
<p>Professional learning \$116,335.31</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Lambton High School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Data skills and use to inform teaching practice</li> <li>• Explicit teaching</li> <li>• Collaborative and differentiated professional learning</li> <li>• Other funded activities</li> </ul>

<p>Professional learning \$116,335.31</p>	<p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• Overview of activities partially or fully funded with this initiative funding include: Staff training and support in literacy and numeracy updating reading resources to meet the needs of students teacher release to engage staff in HSC High Impact Professional learning.</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Staff were supported with release and course costs to support PDP goals and Professional learning to improve their practice aligned with school strategic directions and initiatives in Literacy, Numeracy, HSC attainment and High Impact Practices, attendance and student wellbeing. Release days are used to improve the capacity of teaching and non-teaching staff in line with, teacher accreditation, school and Departmental priorities. Stage 6 teachers engaged in Professional Learning opportunities as part of their Professional Development Plans to support High Impact Practices in HSC implementation through network and state initiatives. Staff from all KLA's attended Professional Learning at conferences and network meetings and a large percentage of teachers were HSC markers.</p> <p>Head Teachers led HSC analysis of faculty teams and developed teaching strategies for further improvement.</p> <p>In 2020, an additional School Development Day was included at the start of Term 2 to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Plan and implement professional development aligned to the SIP and teacher PDPs in 2022.</p>
<p>School support allocation (principal support) \$55,590.00</p>	<p>School support allocation funding is provided to support the principal at Lambton High School with administrative duties and reduce the administrative workload.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• Employ additional SAS support for administration and additional SAM hours.</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Administrative improvement of educational operations and activities.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Review and potentially streamline Administrative processes that support school activities, attendance and communication in 2022.</p>
<p>COVID ILSP \$128,000.00</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 school as most likely to benefit from additional support in 2021.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted</b></p>

<p>COVID ILSP \$128,000.00</p>	<p><b>funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of teachers/educators to deliver small group tuition</li> <li>• releasing staff to analyse school and student data to identify students for small group tuition groups/monitor progress of student groups.</li> <li>• providing targeted, explicit instruction for student groups in literacy/numeracy - [Reading and Numeracy]</li> <li>• employing/releasing staff to coordinate the program</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p> <p>An increase in student growth and a shift from the bottom two bands to the middle two bands in NAPLAN. In NAPLAN Numeracy, 60 percent of Year 7 students involved in COVID ILSP tutoring attained at or above expected growth and 46 percent of students moved from the bottom two bands to the middle two bands. In NAPLAN Reading, 71 percent of Year 7 students involved in COVID ILSP tutoring attained at or above expected growth and 59 percent of students moved from the bottom two bands to the middle two bands. In NAPLAN Numeracy, 77 percent of Year 9 students involved in COVID ILSP tutoring attained at or above expected growth and 54 percent of students moved from the bottom two bands to the middle two bands. In NAPLAN Reading, 50 percent of Year 9 students involved in COVID ILSP tutoring attained at or above expected growth and 15 percent of students moved from the bottom two bands to the middle two bands. Year 8 students targeted for the COVID ILSP program have achieved growth from terms 2 to term 4, with 81 percent of students improving their results in Check-in Reading. Years 10, 11 and 12 students targeted for support were able to attain minimum standards with 85 percent of students attaining the minimum standard in Numeracy, 100 percent attaining the minimum standard in Reading and 71 percent of students attaining the minimum standard in Writing.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p> <p>An analysis of data to target students for 2022 and develop focus areas in line with the Strategic Improvement Plan. Based on feedback from families and student survey data, small group tuition will occur within lessons through the employment of a literacy tutor and staff will be employed to deliver numeracy tuition outside of schools hours. A staff member will be allocated release time to act as a mentor for the literacy tutor to support direction in line with the Strategic Improvement Plan. COVID ILSP staff will be provided with professional learning relevant to their focus area and in the use of PLAN2 to support programming in line with achievement of student outcomes and documenting evidence of observed progress. A coordinator will oversee the administration of the program to ensure DoE guidelines and evaluation of COVID ILSP are being met.</p>
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## Student information

### Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	553	560	578	559
Girls	569	598	587	579

### Student attendance profile

School				
Year	2018	2019	2020	2021
7	93.8	93.1	93.9	92.2
8	91.3	90	92.8	87
9	89.4	89.2	91.8	86.8
10	88.8	87.4	92.1	87.1
11	91.1	89.6	89.1	88.4
12	91.7	89.8	93	86.6
All Years	91	89.9	92.1	88
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

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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	4.22
Employment	3.29	8.19	15.06
TAFE entry	0.48	3.08	7.83
University Entry	0	0.53	60.24
Other	0.95	2.05	10.84
Unknown	0	0	1.81

### Year 12 students undertaking vocational or trade training

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21.88% of Year 12 students at Lambton High School undertook vocational education and training in 2021.

### Year 12 students attaining HSC or equivalent vocational education qualification

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92.8% of all Year 12 students at Lambton 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)	13
Classroom Teacher(s)	59.4
Learning and Support Teacher(s)	1
Teacher Librarian	1
Teacher ESL	0.8
School Counsellor	2
School Administration and Support Staff	17.97
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 <sup>1</sup>	2021 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
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.

	<b>2021 Actual (\$)</b>
<b>Opening Balance</b>	2,273,289
<b>Revenue</b>	13,502,449
Appropriation	13,093,332
Sale of Goods and Services	2,834
Grants and contributions	401,773
Investment income	892
Other revenue	3,619
<b>Expenses</b>	-14,340,523
Employee related	-12,281,354
Operating expenses	-2,059,169
<b>Surplus / deficit for the year</b>	-838,074
<b>Closing Balance</b>	1,435,215

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

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The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2021 SBAR Adjustments (\$)
<b>Targeted Total</b>	148,326
<b>Equity Total</b>	502,482
Equity - Aboriginal	51,916
Equity - Socio-economic	107,605
Equity - Language	145,157
Equity - Disability	197,803
<b>Base Total</b>	11,434,566
Base - Per Capita	293,715
Base - Location	0
Base - Other	11,140,851
<b>Other Total</b>	642,152
<b>Grand Total</b>	12,727,525

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.

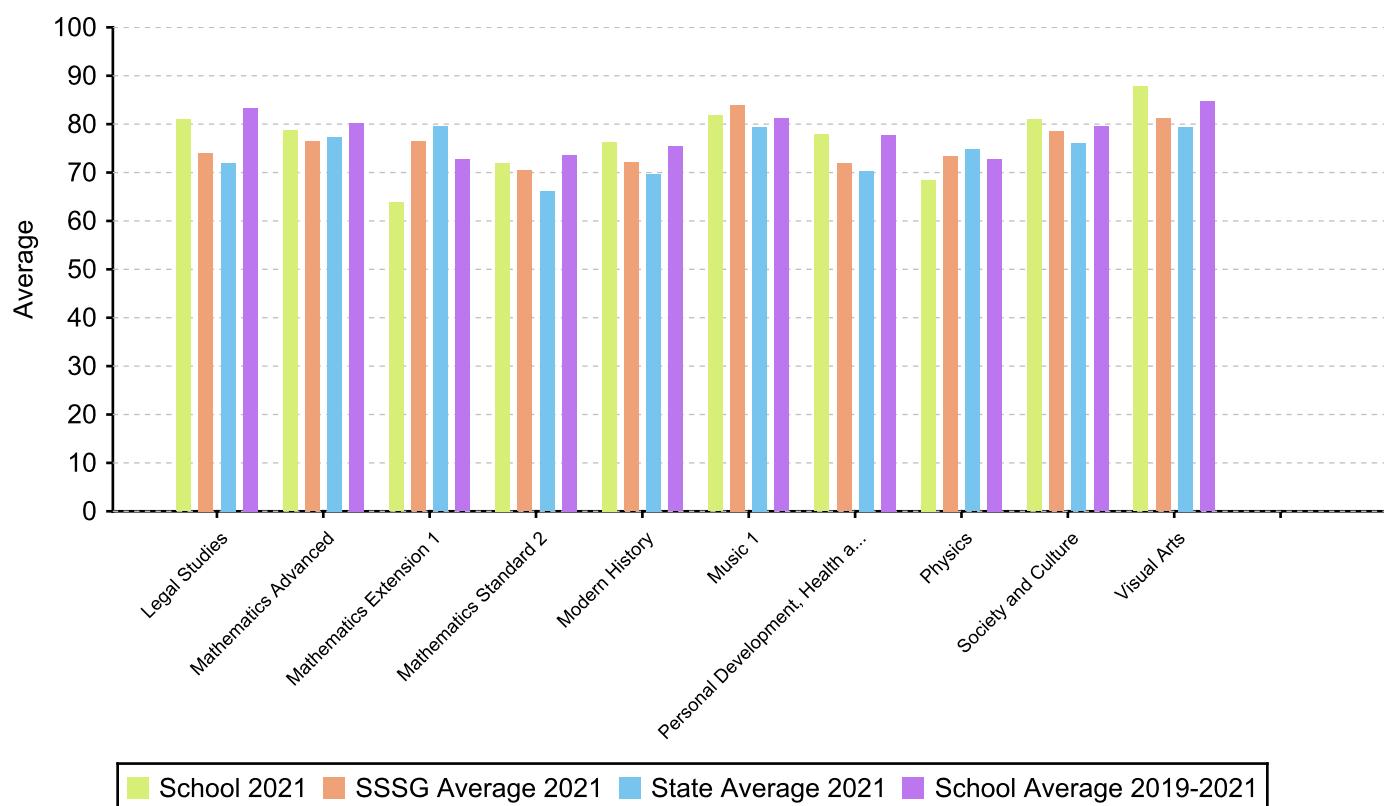
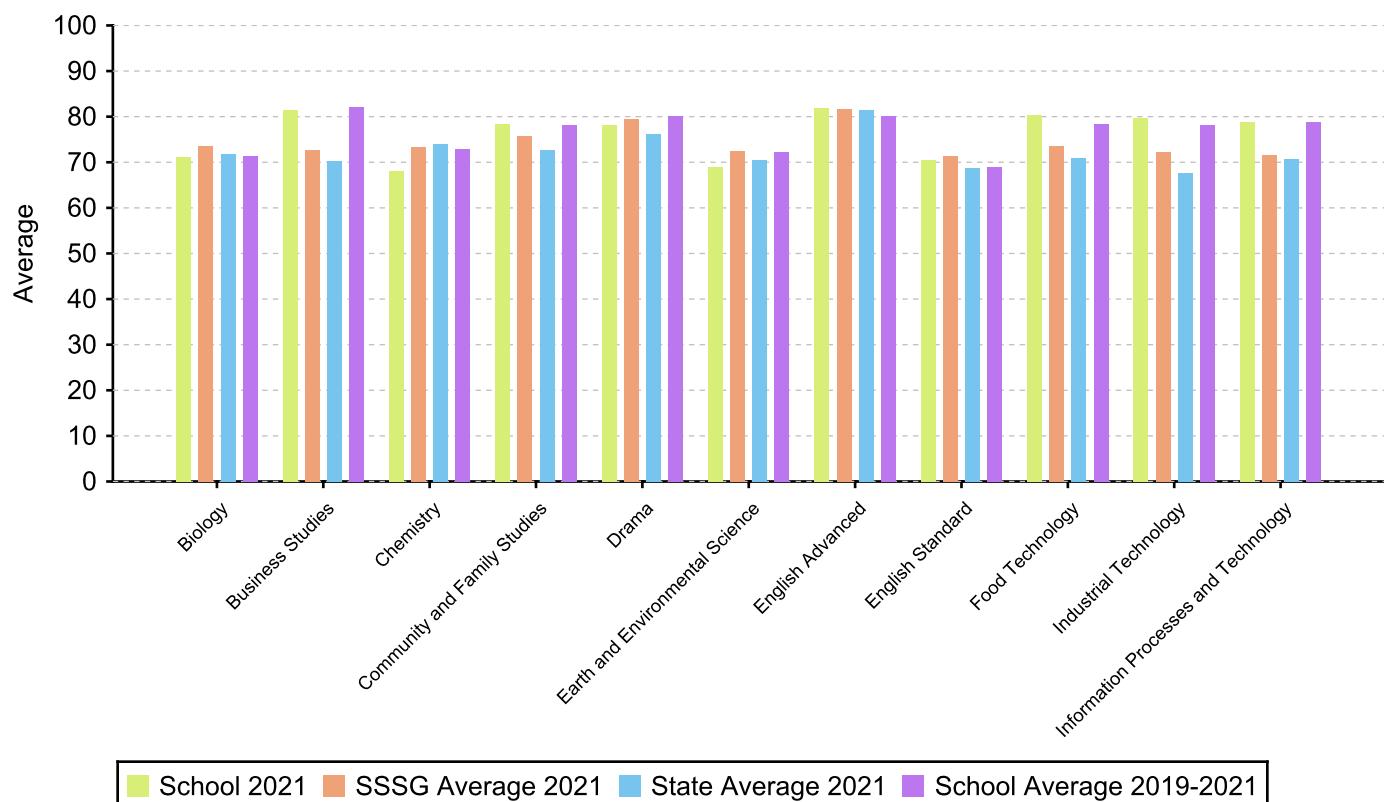
The My School website provides detailed information and data for national literacy and numeracy testing. Go to [myschool.edu.au](http://myschool.edu.au) to access the school data.



# 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.



<b>Subject</b>	<b>School 2021</b>	<b>SSSG</b>	<b>State</b>	<b>School Average 2019-2021</b>
Biology	71.1	73.6	71.9	71.4
Business Studies	81.5	72.7	70.4	82.1
Chemistry	68.0	73.4	74.1	72.9
Community and Family Studies	78.4	75.8	72.7	78.2
Drama	78.1	79.4	76.1	80.1
Earth and Environmental Science	69.0	72.5	70.6	72.3
English Advanced	82.0	81.6	81.4	80.2
English Standard	70.6	71.3	68.8	68.9
Food Technology	80.4	73.5	71.0	78.4
Industrial Technology	79.6	72.2	67.7	78.3
Information Processes and Technology	78.8	71.6	70.8	78.8
Legal Studies	81.0	74.1	72.0	83.3
Mathematics Advanced	78.7	76.4	77.4	80.2
Mathematics Extension 1	63.8	76.4	79.5	72.7
Mathematics Standard 2	72.0	70.4	66.1	73.6
Modern History	76.3	72.1	69.7	75.4
Music 1	81.8	83.9	79.4	81.1
Personal Development, Health and Physical Education	77.9	71.9	70.3	77.7
Physics	68.4	73.4	74.8	72.8
Society and Culture	81.0	78.5	76.0	79.5
Visual Arts	87.8	81.2	79.4	84.7



## Parent/caregiver, student, teacher satisfaction

The Tell Them From Me Survey was conducted in 2021 with students (two snapshots), parents and teachers.

Parent feedback in the Partners in Learning Survey showed that improvements have been made in the majority of aspects in two-way communication with parents and school supports. One area that decreased since the 2020 survey is parents supporting learning at home, dropping below the state norm. Although gains have been made in many areas, the majority of aspects remain below state norms. These will be explored to implement measures for improvement in 2022.

Students undertook two snapshot surveys in 2021. When compared with data from 2020, improvements have been made in all areas. Pleasingly, there has been a 6% decrease in students who reported they were subjected to physical, social or verbal bullying or are bullied over the internet. Student responses have placed the school above state norms in all areas, however, through school supports and the Safe Guarding Kids program being implemented in 2022, the school will continue to include student voice for improvement.

Teacher feedback in the Tell Them From Me survey conducted in 2021 has seen a positive trend upwards in all aspects of student learning, classroom and school practices. The most significant gains were seen in data informs practice, teaching strategies, planned learning opportunities and technology. Although improvement has been made in all areas, aspects below state norms and require further investigation include; leadership, inclusive school and parent involvement.

Lambton High School has a P & C that actively contributes to the school learning community through a P & C canteen, regular meetings and providing representation on interview panels. Their contribution to the school is valued by both the staff and students.



# 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.

## Multicultural and anti-racism education - School Statement

Lambton High School's clientele is diverse and has more than 210 students with a language background other than English (LBOTE), attributing to over 53 different languages being spoken in the home or community. There are over 60 EAL/D (English as an Additional Language/Dialect) students receiving specialist support, with 7 students arriving in the country within the last twelve months. At Lambton High School we also have international students studying specifically to attain their HSC and transition into tertiary education. Additionally, just over 5% of the overall student population identify as Aboriginal or Torres Strait Islander.

The school has continued to deliver quality EAL/D programs and intensive support to EAL/D students through the employment of a specialist EAL/D teacher to achieve equitable educational outcomes. This role has allowed Lambton High School to devise and implement individualised programs for refugee students, continue to offer and run successful preliminary and HSC EAL/D (English as an Additional Language/Dialect) courses to students in the senior school, monitor and support all international students and participate in network meetings to receive updates on EAL/D initiatives and multicultural outcomes concerning current global refugee statuses.

Due to COVID-19, Lambton High School was unable to participate in the Japanese Hakodate Exchange Program, which supports and provides hospitality to students from Hakodate, Japan.

The Multicultural Education Policy and the Anti-Racism Policy have supported the school community to acknowledge and respect cultural diversity and foster community connections through the celebration of days, such as Harmony Day

and Refugee Week. Multicultural Education is embedded into the curriculum of all key learning areas and monitored through program registration, ensuring an inclusion of the whole school community. Lambton High School has continued to foster strong and positive community links with Northern Settlement Services and the Multicultural Neighbourhood Centre and has accessed the use of interpreters for individual parent interviews as required.

## Other School Programs (optional)

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### Student Leadership

There are two leadership groups at Lambton High School - Student Representative Council (SRC) and Senior Student Body. Students are supported as leaders by Lambton High School staff. Their opinions are valued and their ideas implemented. These groups are coordinated by Carolyn Hayden, whose expertise and tireless efforts with the students reap many rewards for our students and community.

#### Student Representative Council

Lambton High School Student Representative Council was a large group of students from Year 7 to 11 that were able to self-nominate.

Jessamy Sewell and Ryan Robinson, SRC presidents in 2022 stated the following in their induction speech.

"The SRC is a collective group of student leaders from all years, backgrounds and interests and is the voice for all students. We work together in order to provide voice on various issues, contribute to community events, fund raise for groups that need support and generally work towards the advancement of Lambton High School. Together the SRC focuses on leadership skill development with the assistance of various Training days and conferences such as GRIP Leadership. Collectively we use our team skills and individual interests to investigate issues we are passionate about within and outside of the school, and attempt to solve them. This allows us to provide students with a safe environment to build the necessary leadership skills of communication, responsibility and empathy to improve our school."

Members of the Lambton High School Student Representative Council for 2021 were:

Presidents - Mhairi Hammond and Thomas Muggleton

Vice Presidents - Taneisha-Lee Fry and Hugh Angus-Bright

Secretaries - Ryan Robinson and Jessamy Sewell

Treasurers - Cadence Campbell, Dannon Peck and Elana Zhang

- Year 7 - Cameron Allan, Stella Pinches, Noah Jones, Amelia Robinson, Isaac Shaw, Scarlet Smith.
- Year 8 - Elise Borg, Lily Campbell, Claire Johnson, Ella Mounter, Sarang Navia, Amelia Ristevski, Ivy Wickman
- Year 9 - Chloe Archer, Lachlan Cadell, Sahra Garside, Anika Gillett, Nieve Maguire, Mia Malcolm, Aiva Pinches, Branden Zsiros
- Year 10 - Amelia Accardi, Harry Bamford, Sarah Holland , Patrick Lennard, Emily Lewer, Jovana Markelic, Vaibhav Thirumaligai Murali, Michael Scott, Keama Sullivan.
- Year 11 - Lily Jane Dauwalder, Leila Futter, Ella Hawes, Grace Jolly, Charlotte Mason, Chloe Odgers, Tara Odgers, Eunso OH, Rachel Pree, Georgina Rolfe, Emily Sanson, Sophie Tickle, Sophie Unwin, Arlo Yeomans-Hansen, Francelle Patingo.

Jessamy Sewell received the ADF Long Tan Youth Leadership and Teamwork Award for Year 10. This award recognizes students who demonstrate leadership and teamwork within both the school and the wider local community

Hugh-Angus Bright received the Tim Crakanthorp Social Justice Award for helping with charitable works, volunteering in the community and earning the respect of the school community.

A group of Year 11 students (Taneisha-Lee Fry, Mhairi Hammond, Charlotte Mason, Eunso Oh and Francelle Patingo) attended a live feed from the legislative assembly in Sydney to celebrate International Women's Day. The theme was 'choose to challenge' and focused on women in leadership roles. Some of their main takeaways included 'the first follower' model, which encourages women to follow and provide support when another woman puts forward an idea, building solidarity and strength to female leadership. Additionally, Mhairi Hammond states that "we were reminded that when men interrupt us to continue on and not be afraid to redirect the conversation back to our original point. As representatives from the SRC and students now in senior positions of the school, we took away the reminder to not feel the need to just be likeable, and regardless of others viewpoints, continue to stand as strong leaders who don't undervalue themselves."

Taneisha-Lee Fry and Charlotte Mason influenced many students from local schools and promoted social justice by

helping design the Hunter Amnesty Schools International Conference 2021. With the aim to educate local students on refugee's experiences, they presented personal stories of adults and Lambton High School refugee students in their homeland. They learnt that students now feel safe in Australia. Their section was highly rated by the audience. Thanks to Ms Crowe for supporting our international students and the international students for sharing their stories.

Year 11 SRC students Hugh-Angus Bright, Charlotte Mason, Thomas Muggleton, Sophie Tickle and Arlo Yeomans-Hansen participated in the City of Newcastle's Youth Mock Council Conference. Workshops were run by councillors John Mackenzie and Peta Winney-Baartz regarding the function of local government and the creation of motions. Over two days, students formed focus groups on topics such as environmental sustainability, social justice and safe spaces. They drafted motions presented to a "mock council" with Deputy Lord Mayor and Lambton High School Graduate Declan Clausen assisting with these proceedings. The motions were then presented at the next council meeting. The conference allowed students to understand the role of local government and emphasised the importance of many valuable leadership skills found within Newcastle City Council.

Sophie Tickle from Year 11 attended the City of Newcastle and Futurepreneurs 3-day boot-camp facilitated by young and successful entrepreneurs, who focused on the steps it takes to become an entrepreneur. Seminars on mindset, prototyping and idea development were enjoyed along with keynote speeches from local business owners. After the three day boot-camp, participants had the opportunity to apply skills learned to a pitch night where participants had the chance to pitch their business ideas to a panel of local innovators for prizes. Sophie developed her idea for The Elder Flower, a business that visits nursing homes and aged care facilities to conduct floral arrangement classes, combating social isolation, boredom and physical health problems among elderly populations. Sophie's idea won her 1st prize.

Aiva Pinches, Dannon Peck, Chloe Archer, Cadence Campbell, Sahra Garside, Anika Gillet, Mia Malcolm , Elana Zhang and Elise Borg sorted second hand uniforms and set up a shop to sell them. The aim was not to raise lots of money but to provide a service to students to buy good quality uniforms at a cheap price. Also the fashion and clothing industry is the third most polluting industry in the world. Not only is this an environmental issue, it is also a human rights issue, involving child labourers and underpaid and mistreated workers. Money raised was used to purchase new blazers for students when representing the school.

The area behind the music rooms had been empty with wasted space for many years, so the SRC collaborated to design and create an innovative area. This sandstone block learning area has been utilised by music students and other pupils. It is a relaxing and effective area to study, work and in which to create. It was named the Creative Collaborative Centre.

COVID gave Taneisha-Lee Fry and Mhairi Hammond the novel opportunity to attend the NSW Sustainable School Conference on Zoom alongside teachers from all over NSW. The girls were particularly keen to write an application for a Sustainable Schools Grant. Tom Muggleton joined Mhairi and Taneisha to write an application to develop the degraded vegetable gardens that were already near the car park. At the same time the TAS faculty was looking for funding for a Unit called "Farm Your Food" in their Stage 4-6 food and agricultural courses. The development of kitchen gardens with a food waste management plan was aimed at including students and staff in better sustainability practices applicable to everyday learning and individual learning projects. They were successful and received a grant of \$12,494 which included the purchase of new garden beds, soil, fertiliser, seedling trays, seeds, wheelbarrows, gloves, tools, garden shed, food hydrators, compost bins, mulcher bin, professional learning for staff and acquisition of plants. Thank-you to Ms Loveday, Mr Bozinovski. Mrs Woods and Ms Glabus for their assistance. Mhairi, Tom and Taneisha, with the help of Ms Glabus, LHS's resident bee expert, set up a native bee hive near the food technology classrooms.

The annual SRC Leadership Day, held at Dixon Park Surf Life Saving Club, embodied a variety of activities and presentations run by Year 11 SRC members on topics such as teamwork, fundraising, qualities of a leader, volunteering and public speaking. The day encouraged student engagement, which was undeniably achieved by the fun and interactive nature of the activities. Students were enabled to access their full leadership potential and learn the skills vital for a successful leader not only within the school environment of Lambton High School, but amongst the extended community. Hunter Blunden from Year 12 attended representing the Senior Student Body, providing the link between the two leadership groups. Thanks to Mr Bennett and Ms Grivas for their presentations.

The SRC fundraised for many charities raising thousands of dollars.

- The Stressless Pyjama Day and Movie Afternoon catered for both students and teachers after a tough time with COVID and raised money for Stewart House. The mental health of students was prioritised by providing a day to relax and de-stress by watching a movie, coming out of school uniform in pyjamas and enjoying a barbecue lunch. It involved all the SRC in the organisation.
- A BBQ raised \$309 which was donated to Zara's House Refugee Women and Children's Centre. Zara's House is a place of welcome that alleviates social exclusion, where refugee women meet Australian women, to share hospitality, ideas, culture, learning and local opportunities. The aim is for the refugee women to be confident and engaged in their new environment and for them to be a stable influence within the family home.
- Cadence Campbell bravely shaved off her long hair and this raised over \$2000 for Hair for Heart and the Starlight Foundation.

As Year 6 students were unable to visit Lambton High School due to COVID, Mhairi Hammond, Tom Muggleton, Taneisha-Lee Fry and Hugh-Angus Bright produced a video with a tour around the school to give the students an idea

about what attending high school would be like. They included interviews of key staff and student leaders in the video. Thanks to Mr Redding for his assistance.

## **Senior Student Body (SSB)**

The SSB is made up of Year 12 leaders who self-nominate. Captain, vice-captains and senior prefects were chosen by interview. Senior prefects provide a link between the two leadership groups, the SRC and SSB.

CAPTAINS - Alexa Stuart Kelly Mitchell

VICE CAPTAINS - Harriet Murphy Ethan Edwards

SENIOR PREFECTS - Jada Moloney, Hunter Blunden, Chloe Smith, Lucy Ulph Alexander Weinzerl

PREFECTS - Shukran Akram ,Riley Blandon , Jaya Bolton-Manuel, Govindi De Alwis, Saraya Diaz, Madison Ellenor ,Olivia Fogarty, Nupur Garg , Alexander Griffin, Darcy Griffiths, Jayde Griffiths, Maggie Hartsuyker, Emma Hayes, Jordy Jones, Raphael Kannan, Churu Kansal, Rachael Kershaw, Anabelle Lintott, Montana Morgan, Billy Murphy, Pavarita Naidu, Ayomal Perera, Isabella Ristovski, Mia Sargeant, Jasmine Stojkovski, Alexis Zok

Alexa Stuart and Chloe Smith won the prestigious 2021 Minister's Award for Excellence in Student Achievement for their commitment to academic excellence, sporting and/or cultural achievements, leadership skills, contribution to the school community and values such as integrity, respect and responsibility.

Jada Moloney was presented with the Future Leaders Helen Handbury Leadership Award. This is an Australian award that recognises Year 12 students in rural and regional Australia who have shown strong community leadership and initiative.

Alexa Stuart was awarded the Future Leaders Future Justice Award, an Australian award, that recognises Year 12 students who have shown leadership and initiative on intergenerational equity and future justice.

Jada Moloney received a Highly Commended Award in the National Council of Women NSW Dame Marie Bashir Peace Awards. She was nominated for displaying leadership in fostering harmonious relationships and peace.

Kelly Mitchell was awarded the Sharon Claydon 2021 Community Spirit and Leadership Award for leadership qualities and his contribution to the school community.

Chloe Smith was presented with the Ampol Best All Rounder Award in recognition of student excellence in academic achievement, leadership' sporting and community service activities

Harriet Murphy received the ADF Long Tan Leadership and Teamwork Awards for Year 12. This award recognizes students who demonstrate leadership and teamwork within both the school and the wider local community.

Harriet Murphy, (vice captain), and Kelly Mitchell, (captain) attended the Lambton/New Lambton RSL Anzac Ceremony on Sunday 25 April. They represented Lambton High School with pride presenting the keynote address on the part played by the Australian Flying Corps in World War 1. The veterans were very impressed with the quality of Harriet's and Kelly's research. The students were excellent representatives of Lambton High School.

Alexa Stuart, Jada Moloney, Morgan Montana and Nupur Garg set up an environmental group consisting of SRC members and other students with an environmental conscience to organise the 27th annual Green Day Event with the title "Innovate to Change Our Fate". There was an outstanding turn out with students participating in costume competitions, cake competition and poster competition. For the first year, we withheld our barbecue to support our planet and reduce meat consumption. Our passionate environmental team as well as teachers assisted the fundraiser by creating sustainable markets within the school at lunchtime including beeswax wraps, plants and homemade crafts. The library staff sold second hand books. This worked in our favour, with us having an extremely successful fundraising event. The money raised was spent on a native bee colony and an outside sandstone seating area for collaborative learning. The local community were involved by providing sponsorship for prizes in various competitions.

Captains, vice-captains and senior prefects acted as Master of Ceremony for several major school assemblies, notably, Year 12 Graduation, Academic Presentations, Student Representative and Junior AECG Inductions, Welcome to New Year 7 students and their parents.

Members of the SSB raised money by catering at the Athletics Carnival for a farewell present for the school from Year 12. They also organised Trivia Night and other last week activities for Year 12. Other members organised the Year 12 Farewell at Newcastle City Hall.