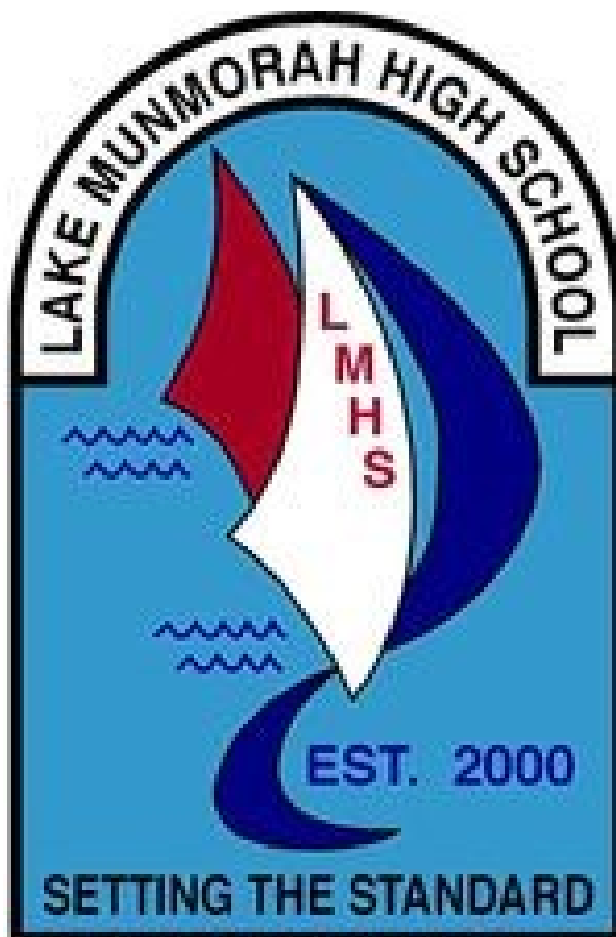


2022 Annual Report

Lake Munmorah High School



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Introduction

The Annual Report for 2022 is provided to the community of Lake Munmorah High School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the Strategic Improvement Plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

School contact details

Lake Munmorah High School

Carters Rd

Lake Munmorah, 2259

<https://lakemunmor-h.schools.nsw.gov.au>

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

4358 1411

Message from the principal

Dear parents, carers, students, and community members,

It is with great pleasure that I present to you the 2022 Annual School Report for Lake Munmorah High School. As the relieving principal from the start of Term 3 in 2022, I am delighted to report that 2022 was another successful year for our school, with significant achievements in academic excellence, student wellbeing, and community engagement. At Lake Munmorah High School, we are committed to providing a high-quality education for our students, and 2022 was no exception. Our dedicated staff worked tirelessly to ensure that our students received the best possible education, and the results speak for themselves. Our 2022 HSC results were pleasing, with our highest ATAR of 94. We are particularly proud of our CAPA, Mathematics, and English results. Our Year 12 graduating students transitioned to a variety of pathways, including further education, apprenticeships, traineeships and full-time employment. At Lake Munmorah High School, we believe that student wellbeing is paramount. Our staff members work closely with our students to ensure that they have the necessary support and resources to succeed both academically and personally. In 2022, we introduced several initiatives to support student wellbeing. These included youth mental health first aid workshops, student-led mentoring programs, and increased access to counselling services. As a result, we saw a marked improvement in the overall wellbeing of our students, with a significant decrease in the number of absences due to mental health issues. At Lake Munmorah High School, we recognise the importance of community engagement in fostering a positive learning environment. In 2022, we continued to work closely with parents, community members, and local businesses to strengthen our ties with the wider community. Our community engagement initiatives included parent-teacher meetings, community events, and partnerships with local businesses. These initiatives allowed us to work together with our community to provide the best possible education for our students. I would like to thank our students, staff, parents, carers, and community members for their ongoing support and dedication to Lake Munmorah High School. The achievements outlined in this report are a testament to the hard work and commitment of everyone involved in our school community. As we look to the future, we are excited about the opportunities that lie ahead. We remain committed to providing our students with a world-class education, and we look forward to continuing to work closely with our community to achieve this goal.

Samantha Thomas

Message from the students

Lake Munmorah High School is committed in providing students with fun activities to celebrate the achievements and efforts the students have made. Throughout 2022, students have had ability to participate in these activities with the swimming carnival, allowing students to compete competitively. Year 12 held many fundraiser's for their formal, a bake sale, roses for sale on Valentines Day, trivia night and Pink Stumps Day. School events at Lake Munmorah acknowledge the effort students have made and I would like to thank the staff for their assistance in making these events a possibility. I hope that there are many more of these events to come.

Zara Blackwell (School Captain) c/o Student leadership Team



2022-2023 Student Leadership Team

School vision

Lake Munmorah High School embeds a culture of high expectations to support student academic and wellbeing outcomes through collaboration, evidence informed practice and genuine educational partnerships.

School context

Lake Munmorah High School is a modern comprehensive high school established in 2000. The school population is comprised of approximately 661 students, 108 of whom identify as Aboriginal and/or Torres Strait Islander, and 24 students who are from a non-English speaking background. The FOEI (Family Occupation and Education Index) is 121. The school works collaboratively with partner primary schools, across a range of activities and initiatives, as part of the Lakes Learning Community.

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

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

The school is committed to continually improving effective classroom practices with staff professional learning being the key to ensuring this. This learning will ensure that both literacy and numeracy levels can be enhanced through improved data analysis and use, to support individualised and differentiated teaching and learning. Lake Munmorah High School has a support unit for students with identified autism spectrum disorders, emotional disturbances, and intellectual disabilities. The school has a strong relationship with the local Aboriginal community and is a proud and active member of the Muru Bulbi AECG.

Self-assessment and school achievement

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

This year, our school undertook self-assessment using the School Excellence Framework. 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>

Strategic Direction 1: Student growth and attainment

Purpose

Our purpose is to utilise evidence informed practice to improve learning outcomes and achieve student growth in reading, numeracy and HSC attainment, leading to whole school improvement.

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.

- Evidence Informed Practice
- Reading and Numeracy
- HSC Success

Resources allocated to this strategic direction

Summary of progress

Evidence Informed Practice

Senior Executive led a two day Trajectory Reset Conference focusing on how data is analysed and interpreted at LMHS. This had a tremendous impact in allowing the Executive to piece together a plan for how Literacy and Numeracy should be approached at LMHS. Professional learning was delivered to all staff, developing a clear understanding of Premier's Priorities and Departmental targets, alongside school based initiatives, ensuring collective teacher efficacy and ownership of the strategic directions of the school.

Impact: The development of a professional learning calendar at an executive and whole school level provided opportunities for exemplar practice to be consistently modeled to inform future teaching and learning. The creation of a High Impact Team influenced whole school priorities supported by data and evidence informed practice which developed teachers capabilities to learn, evolve and expand their understanding.

Next steps: Lake Munmorah High School is committed to providing all teachers with High Impact professional learning to improve their practice and create supportive and engaging learning environments where all students have the opportunity to experience success.

Reading and Numeracy

English and Mathematics faculties were provided additional individualised professional learning with an explicit focus on target priority areas, including NAPLAN. Data from the Trajectory Reset Conference was been used to refine the approach to developing student reading and numeracy skills at LMHS. High functioning Literacy and Numeracy teams were created and whole school Literacy and Numeracy Action Plans were established. Opportunities for cross KLA collaboration through frequently scheduled workshops, building the capacity of staff in both Literacy and Numeracy domains. These workshops led to the development of a Whole School Stage 4 Literacy and Numeracy Global Mapping working document and the identification of 'Literacy and Numeracy Moments' throughout all subject areas.

Impact: The continuation of Numeracy and Literacy focus groups, in addition to explicit literacy strategies taught across all key learning areas has led to improved in Year 9 NAPLAN results. We exceeded our Year 9 NAPLAN reading target.

Next steps: Lake Munmorah High School is committed to the ongoing implementation of the Intensive Learning Support Program to explicitly support students in literacy and numeracy. We will continue to identify expected growth for each student and work towards students achieving higher than expected growth on internal and external achievement measures

HSC Success

Professional learning was delivered to the Executive team centred around the Results Analysis Package and the SCOUT platform. Amendments were made to the HSC Analysis package proforma to provide an accurate assessment of student achievement, and deeper analysis to identify success alongside opportunities for future growth. All HSC subject teachers completed this in depth HSC analysis which allowed them to reflect and subsequently inform and adjust their practice. The Executive team engaged in presentations of HSC analysis by the curriculum leaders of each key learning area to provide collegial reflection and identify strengths and areas for future development, in relation to content delivery alongside student achievement.

Impact: Improvements were made to the school's curriculum documents; teaching and learning programs, assessment notifications, assessment booklets, and scope and sequences. All teaching and learning programs and assessment notifications were designed using the schools new template designs. HSC results indicated continued success in students attaining results in the top 3 Bands. In 2022, 76% of students achieved Band 3 and above, and 39% of students achieved in the top 3 bands of the HSC which is further evidence of positive growth from what was already strong growth the previous year in 2021.

Next steps: Lake Munmorah High School is committed to ensuring students grow and attain their learning goals through explicit, consistent and evidence-based teaching and learning practices. Every teaching and learning program and assessment task delivered by teachers will be reviewed to ensure it is of the highest quality and is compliant with school based and NESA syllabus requirements. Our teachers will continue to engage in the key elements of our HSC Strategy to continue the upward trajectory of our student performance in the HSC. We will continue to build on the key components of this HSC Strategy as it evolves into a high quality strategy of good practice. Our teachers will continue to evaluate their effectiveness and reflectively adapt their practice through quality, targeted professional learning and use of student assessment data to inform teaching and learning in 2023.

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 percentage of students achieving in the top 2 bands in Year 9 NAPLAN in Reading to be above the school's lower bound system-negotiated target of 13.3%. (System-negotiated target)	The percentage of students achieving in the top 2 bands in Year 9 NAPLAN in Reading increased to 13.51% exceeding the agreed lower bound target of 13.3%.
Increase the percentage of students achieving in the top 2 bands in Year 9 NAPLAN in Numeracy to be above the school's lower bound system negotiated target of 16.1%. (System-negotiated target)	The percentage of students achieving in the top 2 bands in Year 9 NAPLAN in Numeracy increased to 12.84% indicating progress towards the lower bound target of 16.1%.
Increase the percentage of students achieving expected growth in Year 9 NAPLAN in Reading to be above the school's lower bound trajectory target of 55.14%. (System-negotiated target)	The percentage of students achieving expected growth in Year 9 NAPLAN in Reading is unable to be determined due to the cancellation of NAPLAN in 2020.
Increase the percentage of students achieving expected growth in Year 9 NAPLAN in Numeracy to be above the school's lower bound trajectory target of 58.5%. (System-negotiated target)	The percentage of students achieving expected growth in Year 9 NAPLAN in Numeracy is unable to be determined due to the cancellation of NAPLAN in 2020.
Increase the percentage of students achieving in the top 3 bands in HSC course achievement to be above the school's lower bound system negotiated target of 41.88%.	The percentage of students achieving in the top 3 bands in HSC course achievement increased to 39.78% indicating progress towards the lower bound target of 41.88%.
School Excellence Framework assessment of the element of 'Data Skills and Use' indicates improvement through external validation from Delivering to Sustaining and Growing. (School-determined target)	The leadership team is comprehensively analyses student progress and achievement data for insights into student learning and discusses results with the whole staff.

Strategic Direction 2: High Expectations

Purpose

Our purpose is to establish a culture of high expectations which support student and whole school improvement.

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.

- Curriculum
- Effective Classroom Practice

Resources allocated to this strategic direction

Summary of progress

Curriculum

A curriculum review was completed and led to the evaluation of curriculum hours across all key learning areas. A restructure across all key learning areas, allowed for an opportunity to incorporate Literacy and Numeracy lessons into Stage 4 and 5, providing educational rigour and promoting the educational growth of students. High Potential and Gifted Education continued to expand through the Shine and Targeted Sports Programs, which was another consideration during the curriculum restructure, to maximise student learning potential to achieve high expectations. Teaching and learning programs across all key learning areas were updated to ensure whole school consistency and a focus on priority areas. Student differentiation is supported through the inclusion of an accommodations and adjustments component to support the Nationally Consistent Collection of Data.

Impact: Improvements were made to the school's curriculum documents; teaching and learning programs, assessment notifications, assessment booklets, and scope and sequences. All teaching and learning programs and assessment notifications were designed using the schools new template designs. HSC and NAPLAN results indicated improvement and students reported experiencing success from being involved in extra curricular programs.

Next steps: Lake Munmorah High School is committed to ensuring students grow and attain their learning goals through explicit, consistent and evidence-based teaching and learning practices. With the implementation of the new curriculum, every teaching and learning program and assessment task delivered by teachers will be reviewed to ensure it is of the highest quality and is compliant with schoolbased and NESA syllabus requirements. Our teachers will continue to evaluate their effectiveness and reflectively adapt their practice through quality, targeted professional learning and use of student assessment data to inform teaching and learning in 2023.

Effective Classroom Practice

High impact professional learning has been delivered and prioritised each term on Formative Assessment which included workshops focused on measuring student learning, providing feedback that moves learners forward, and Learning Intentions and Success Criteria. Student learning was supported through the implementation of individualised key learning area student reflection tasks for all Stage 4 units of work. To establish an engaged and consistent learning environment, a whole school approach to negating the distraction of mobile phones led to the implementation of the Yondr system, which has had an effective and positive impact on classroom management. The foundation for a partnership with Real Schools was initiated, with the intention to support student learning and effective classroom management strategies, centred around the creation of a restorative practices culture.

Impact: With the introduction of Yondr, data indicates that active learning time in class has significantly increased and negative mentions have declined by 42%.

Next steps: Lake Munmorah High School is committed to ensuring students have access to high quality learning. In 2023, we will be partnering with Real Schools to enhance our school's culture through a focus on positive behaviour and building authentic relationships.

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
School Excellence Framework assessment of the element of 'Curriculum' indicates improvement through external validation from Delivering to Sustaining and Growing. (School-determined target)	In 2021, Lake Munmorah was at delivering on the School Excellence Framework element of Curriculum with a focus on the theme of Curriculum Provisions to ensure the school monitors and reviews its curriculum provision to meet changing requirements of the students.
School Excellence Framework assessment of the element of 'Effective Classroom Practice' indicates improvement through external validation from Delivering to Sustaining and Growing. (School-determined target)	In 2021, Lake Munmorah was at delivering on the School Excellence Framework element of Effective Classroom Practice with a focus on the theme of Lesson Planning to ensure teachers collaborate across faculties/stage/teams to share curriculum knowledge, data, feedback and other information about student progress and achievement, to inform the development of evidence based programs and lessons, which meet the needs of all students.

Strategic Direction 3: Genuine Educational Partnerships

Purpose

Our purpose is to build authentic and genuine educational partnerships with all key stakeholders, leading to whole school improvement.

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.

- Aboriginal Education
- Wellbeing
- Attendance

Resources allocated to this strategic direction

Summary of progress

Aboriginal Education

High impact professional learning was delivered to all staff through collaboration with the Aboriginal Education and Wellbeing Officer from the Teacher Quality and Impact Directorate. The key focus areas included Turning Policy into Action and the revitalisation of the entire Personalised Learning Pathways process to strengthen educational partnerships. The relationship with the local Muru Bulbi Aboriginal Education Consultative Group (AECG) continued to grow with LMHS having the opportunity to support Aboriginal Education by hosting a Muru Bulbi AECG meeting for our local schools and the broader community. Furthering the commitment to build authentic cultural connections was supported through numerous staff, including the entire Executive team, attending the Central Coast Regional AECG Connecting to Country professional learning. Genuine partnerships have been established with external agencies and local Aboriginal communities to raise the profile of Aboriginal Education and opportunities to improve the wellbeing, educational and transitional pathways for Aboriginal and Torres Strait Islander students.

Impact: Data indicated that many of the school's Aboriginal students have accessed support through the Aboriginal Education Team made up of a school funded Head Teacher Aboriginal Students and Transitional pathways and an Aboriginal Student Learning and Support Officer.

Next steps: Lake Munmorah High School is committed to ensuring that the progress and achievement of Aboriginal students is equivalent to the progress and achievement of all students in the school. We will continue to ensure teachers demonstrate a strong understanding of Aboriginal perspectives and all teachers work in collaboration with parents and community to ensure our Aboriginal students achieve their learning potential. Establishment of an Aboriginal Education Officer position at the school will further promote Aboriginal and/or Torres Strait Islander student wellbeing to support retention rates whilst maintaining their Aboriginal culture.

Wellbeing

The Wellbeing Team is comprised of the Head Teacher Wellbeing, Student Support Officer, Re Connect Room Teacher, Year Advisors, Girls Advisors, Leadership Team Coordinators, Chaplain, School Counsellors, and Therapy Dog. Together they provided support for students in developing their individual capacity to achieve their potential and be lifelong learners. In addition to parents/ caregivers, the community and school staff, they also liaised with departmental and external support agencies, to support students and the school to achieve optimal wellbeing and educational outcomes. The Wellbeing Hub, staffed by the Head Teacher of Wellbeing, Student Support Officer, Chaplain and School Counsellors, is opened periods 1 to 5 for student support. It is also provided support and food to students in breaks 1 and 2 as well as before school.

In addition to day-to-day support for students and families the Wellbeing Team also coordinated targeted, year groups and whole school wellbeing programs and presentations which in 2022 included; Legal Aid, LifeChanger, Links Youth Support Services, Love Bites, Head Space, Rock and Water, Drumbeat, RAGE-Renavigating Anger and Guilty Emotions, DeEscalate, Wesley Mission, Core of Life, Creating Chances, Fit for Change, Fit for Life, Nations of Origin, Black Dog Institute, RYDA- Rotary Youth Driver Awareness, Life Line- Mind your Sports Mates, School Liaison Police presentations, Regional Youth Support Services, Smashed- Alcohol education presentations and whole school events including Attendance rewards, Uniform draws, Immunisations, National Day of Action against Bullying and Violence, Harmony Day, R U OK day, Red Shield Appeal, White Ribbon Day, Wear it Purple Day, Pink Stumps day.

Impact: The above strategies and support contributed to an increase from 2021, in the Tell Them from Me student survey, of 2% (43% to 45%) in Sense of Belonging which pertains to students' feelings of being accepted and valued by their peers and by others at school. Advocacy at School remained the same in 2022 as 2021. Expectations for Success continues to be a priority area for ongoing focus.

Next steps: Lake Munmorah High School is committed to prioritising positive, respectful relationships among students and staff. Continued evaluation and refinement of our learning support systems and processes will continue to be a priority.

Attendance

Attendance at Lake Munmorah High school continued to be a complex issue. High impact professional learning was delivered to Executive and aspiring staff members at the School's "Trajectory Reset" Conference. During this conference staff were presented the Lake Munmorah High School Attendance Strategy for 2022 for universal, individual and targeted support. Selected staff were chosen to be part of the Attendance Team and were trained in processes such as the Departments Attendance Matters resources, the use of the 1A and 1B letters to support student attendance, scheduled meetings with the HSLO, Attendance Matters visuals placed throughout the school and attendance being promoted through the school's social media platforms. Fortnightly data reports developed and analysed by the Attendance Team provided a targeted list for all year groups for attendance intervention. From a reactive perspective, Lake Munmorah Truancy Procedures were developed. The procedures are a 4 tiered process to support staff and students with partial truancy and the use the Truancy Wizard function in Sentral.

Impact: While systems and processes have improved for consistency across the school, student attendance continues to be an area for improvement. Student attendance declined in 2022.

Next steps: Lake Munmorah High School is committed to creating a safe and engaging learning environment where students want to be. In 2023, we plan to investigate ways of increasing and celebrating student attendance. We have identified the need to improve our communication processes so our community values the importance of regular school attendance. .

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 Aboriginal students attaining Year 12 by 50%, while maintaining their cultural identity.	Aboriginal and/or Torres Strait Islander students represented 21% of the Year 12 cohort in 2022. The proportion of Aboriginal students attaining Year 12 while maintaining their cultural identity was 38%.
Tell Them From Me: Increase the proportion of students reporting Expectations for Success, Advocacy, and Sense of belonging at School to be above the school's lower bound system-negotiated target of 52.68%.	The proportion of students reporting Expectations for Success, Advocacy, and Sense of Belonging at School was 45.67% which was below the lower bound target of 52.68%.
Increase the proportion of students attending >90% of the time to be above the school's lower bound system-negotiated target of 56.1%	The proportion of students attending >90% of the time was 18.70% which was below the lower bound target of 56.1%.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$197,992.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Lake Munmorah High School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing to assist students with additional learning needs • staffing release for targeted professional learning around [course] • staffing release to build teacher capacity around [behaviour intervention/ curriculum adjustments] • consultation with external providers for the implementation of [strategy] • intensive learning and behaviour support for funded students • release for classroom teachers to liaise with carers and stakeholders to develop and conduct regular reviews of students' personalised learning and support plans (PLSP) <p>The allocation of this funding has resulted in the following impact: Integration funding support (IFS) allocations support eligible students at Lake Munmorah High School in mainstream classes who require moderate to high levels of adjustment. Integrated funding was used to provide additional resources such as specialist teachers, learning support officers, and assistive technology to enhance the learning experience of our students. The impact of integrated funding has resulted in an improvement of students academic, emotional and social wellbeing as well as collaborative and proactive partnerships with parents/carers to promote academic and wellbeing success for students with disability.</p> <p>After evaluation, the next steps to support our students will be: Provide more staff training in compiling and completing access requests. Support or Student Learning and Support Officers to continue to differentiate the learning for our students.</p>
<p>Socio-economic background</p> <p>\$636,829.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Lake Munmorah High School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • professional development of staff through [program] to support student learning • staff release to increase community engagement • employment of additional staff to support [name] program implementation. • resourcing to increase equitability of resources and services • employment of external providers to support students with additional learning needs • providing students without economic support for educational materials, uniform, equipment and other items <p>The allocation of this funding has resulted in the following impact: A more engaging and more aesthetically pleasing school for students to learn, flourish and thrive. Quality resources have supported quality teaching and learning in classrooms which is supported by improved student outcomes and TTFM Student Surveys.</p>

<p>Socio-economic background</p> <p>\$636,829.00</p>	<p>After evaluation, the next steps to support our students will be: Consolidation of current projects and activities into teaching and wellbeing programs combined with staff engagement in High Impact Professional Learning to maximise utility of resources to support quality student learning outcomes.</p>
<p>Aboriginal background</p> <p>\$116,500.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Lake Munmorah High School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of a full time Aboriginal Student Learning Support Officer to support students performing below the expected stage level • employment of additional staff to deliver personalised support for Aboriginal students • community consultation and engagement to support the development of cultural competency • staffing release to support development and implementation of Personalised Learning Plans • employment of additional staff to support literacy and numeracy programs <p>The allocation of this funding has resulted in the following impact: Driving improvements in curriculum and assessment delivery including professional collaboration to support the learning of students to complete their secondary education successfully whilst maintaining their cultural identity.</p> <p>After evaluation, the next steps to support our students will be: Continued support for students with explicit literacy and numeracy skills. Continued professional learning for all staff to support student learning and wellbeing. Employment of an Aboriginal Education Officer. Create a bigger Aboriginal learning and wellbeing space to cater for the increasing number of Aboriginal and/or Torres Strait Islander students. .</p>
<p>English language proficiency</p> <p>\$21,481.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Lake Munmorah High School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to support delivery of targeted initiatives • provision of additional EAL/D support in the classroom and as part of differentiation initiatives • additional staffing to implement Individual Educational Plans for all EAL/D students • withdrawal lessons for small group (developing) and individual (emerging) support <p>The allocation of this funding has resulted in the following impact: Provision of a part time EAL/D Support Teacher to support students both within the classroom and by utilising small withdrawal groups to focus on areas of identified need.</p>

<p>English language proficiency</p> <p>\$21,481.00</p>	<p>Provision of individualised support during COVID with learning activities and adjustment of learning tasks and coursework. Development of adjusted learning activities and assessments appropriate to the EAL/D student's identified level of English learning. Assessing students against the EAL/D Learning progressions and the development of Individual Learning Plans with parent consultation.</p> <p>After evaluation, the next steps to support our students will be: Supporting professional development opportunities for the EAL/D teacher through network meetings and relevant courses. Provide professional learning for staff focused on curriculum differentiation strategies to support the learning and wellbeing needs of EAL/D students.</p>
<p>Low level adjustment for disability</p> <p>\$358,592.00</p>	<p>Low level adjustment for disability equity loading provides support for students at Lake Munmorah High School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students • engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting • 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 to increase learning outcomes • employment of additional staff to support teachers to differentiate the curriculum and develop resources and classroom activities resulting in improvement for students with additional learning needs • employment of SLSO to improve the development of students by implementing speech and OT programs developed by specialists • support for students in Life Skills; Individual Learning Plans/Profiles; and HSC Special Provisions. • employment of LaST and interventionist teacher • employment of an Occupational Therapist to provide intervention programs that support student needs • development of a needs-based learning and support program in which specialist staff collaborated with classroom teachers to build capacity in meeting the literacy needs of identified students <p>The allocation of this funding has resulted in the following impact: Improvement of student academic engagement across curriculum areas through the provision of appropriate, individualised adjustments.</p> <p>After evaluation, the next steps to support our students will be: Expansion of Learning and Support Team to ensure quality and continued delivery of programs. Professional learning focused on strategies to support the learning and wellbeing needs of students with a disability.</p>
<p>Professional learning</p> <p>\$74,302.00</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 Lake Munmorah High School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this initiative</p>

<p>Professional learning</p> <p>\$74,302.00</p>	<p>funding include:</p> <ul style="list-style-type: none"> • engaging a specialist teacher to unpack evidence-based approaches to teaching writing and explore modelled, interactive, guided and independent writing • Beginning and new teacher mentoring program. • Head Teacher, Deputy Principal and Principal networking. • Formative assessment professional learning package. <p>The allocation of this funding has resulted in the following impact: Student data analysis and interpretation, identified student learning needs and guided the professional learning focus. The school leadership team facilitated professional learning to enhance teaching practice and to pursue improved learning outcomes for students. The professional learning supported teachers with differing levels of expertise in a collaborative and inclusive learning environment.</p> <p>After evaluation, the next steps to support our students will be: Increase teacher collaboration that is motivated and driven by expert advice, to learn, develop, and enhance teaching practice for continued student progress and accomplishment.</p>
<p>COVID ILSP</p> <p>\$483,326.00</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 2022.</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 • releasing staff to analyse school and student data to [identify students for small group tuition groups/monitor progress of student groups] • providing targeted, explicit instruction for student groups in literacy/numeracy • development of resources and planning of small group tuition • leading/providing professional learning for COVID educators • releasing staff to participate in professional learning <p>The allocation of this funding has resulted in the following impact: The COVID ILSP funding supported students who experienced difficulties with their literacy and numeracy skill development during the disruption to learning period. To achieve this, the school employed a literacy and numeracy teacher, who worked collaboratively to plan and deliver small group tutorials to students across all year levels. The program was designed to provide students with support to gain valuable skills to help them progress towards achieving learning goals. Overall, the COVID ILSP program was a comprehensive and effective approach to supporting student growth. By providing targeted support in literacy and numeracy, facilitating professional learning for teachers, and engaging in team teaching, the ILSP team was able to make a significant positive impact on the academic success of students.</p> <p>After evaluation, the next steps to support our students will be: Following the evaluation, LMHS will continue to build on the strong foundation in literacy and numeracy and explore new ways to support student learning. This may involve introducing new programs or initiatives to provide students with skills for success in the modern world.</p>
<p>Student support officer (SSO)</p> <p>\$96,058.00</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students at Lake Munmorah High School</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p>

<p>Student support officer (SSO)</p> <p>\$96,058.00</p>	<ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this Staffing - Other funding include:</p> <ul style="list-style-type: none"> • LMHS strives to have as many whole school programs as possible each year including: <p>GSA Breakfast Club Role Introduction at Year Meetings R U Ok Day Wear it Purple Harmony Day Activities Love Bites yr 10, Love Bites yr 7 Friendships Life Changer RYDA (Rotary Youth Driver Program) School Liaison whole school presentations Legal Aid Presentations Lifeline - Mind your mates Teen Mental Health First Aid Red Shield Appeal Peer Support Creating Chances Program LINKS youth Support Services</p> <p>The allocation of this funding has resulted in the following impact:</p> <p>The Student Support Officer at Lake Munmorah High School worked within the wellbeing team, operating out of the wellbeing hub, and enhanced student wellbeing and learning outcomes.</p> <p>They provided individual and targeted wellbeing support to students. They worked collaboratively with external agencies and provided wellbeing programs and created a referral pathway for students and families. They provided a wide range of interventions for social, school, family and emotional issues that negatively impacted their school engagement and learning.</p> <p>The SSO used the Stepped Care Framework. Stepped Care is an evidence-based model that connected students and families to the right level of support, in the right place, and at the right time.</p> <p>Universal interventions were whole school approached which promoted and maintained positive health and wellbeing in the community. They also provided fair and equitable access to support services for students and their families as needed.</p> <p>After evaluation, the next steps to support our students will be:</p> <p>Ongoing evaluation of impact to meet the needs of the students. In 2023, Lake Munmorah High Schoolreturn plans to implement a Mental Health program specifically for male students called Man Cave, and engage with Samaritans to implement an Adolescent Parenting Program facilitated at the school.</p> <p>Lake Munmorah High School will continue to advocate for the return of the Youth Health.</p>
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Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	373	377	362	343
Girls	339	345	342	329

Student attendance profile

School				
Year	2019	2020	2021	2022
7	90.4	86.1	87.7	78.2
8	87.7	82.7	84.1	77.4
9	84.3	81.2	81.0	73.9
10	82.1	76.1	79.8	73.5
11	82.4	74.3	70.7	69.4
12	85.2	83.9	82.5	73.0
All Years	85.5	80.7	81.2	74.4
State DoE				
Year	2019	2020	2021	2022
7	91.2	92.1	89.7	85.5
8	88.6	90.1	86.7	82.1
9	87.2	89.0	84.9	80.5
10	85.5	87.7	83.3	78.9
11	86.6	88.2	83.6	80.0
12	88.6	90.4	87.0	83.9
All Years	88.0	89.6	85.9	81.7

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 from 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 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.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2022, student attendance was impacted by a range of factors:

- Families evacuating and relocating due to NSW floods
- Sick students staying at home until a negative COVID-19 test was returned
- Household members testing positive to COVID-19
- The easing of COVID-19 border controls at the beginning of 2022 which allowed families to travel inter-state and overseas.

Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

Post school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
Seeking Employment	1	0	7
Employment	2	17	19
TAFE entry	3	2	17
University Entry	0	0	16
Other	9	45	5
Unknown	0	11	37

Year 12 students undertaking vocational or trade training

40.51% of Year 12 students at Lake Munmorah High School undertook vocational education and training in 2022.

Year 12 students attaining HSC or equivalent vocational education qualification

98.3% of all Year 12 students at Lake Munmorah High School expected to complete Year 12 in 2022 received a Higher School Certificate or equivalent vocational education and training qualification.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Head Teacher(s)	9
Classroom Teacher(s)	43.3
Learning and Support Teacher(s)	1.8
Teacher Librarian	1
School Counsellor	1
School Administration and Support Staff	16.68
Other Positions	2.08

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2022, 4.6% of the department's overall workforce identify as Aboriginal and/or Torres Strait Islander Peoples.

Aboriginal and Torres Strait Islander school workforce composition

Staff type	Benchmark ¹	2022 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.00%	4.10%
Teachers	3.00%	3.30%

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 2022 to 31 December 2022. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2022 Actual (\$)
Opening Balance	755,913
Revenue	12,265,816
Appropriation	12,114,861
Sale of Goods and Services	19,457
Grants and contributions	128,103
Investment income	3,395
Expenses	-12,210,400
Employee related	-10,795,924
Operating expenses	-1,414,476
Surplus / deficit for the year	55,416
Closing Balance	811,329

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.

	2022 SBAR Adjustments (\$)
Targeted Total	201,304
Equity Total	1,133,402
Equity - Aboriginal	116,500
Equity - Socio-economic	636,829
Equity - Language	21,481
Equity - Disability	358,592
Base Total	8,960,234
Base - Per Capita	188,959
Base - Location	0
Base - Other	8,771,275
Other Total	885,241
Grand Total	11,180,181

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.



Yarn Up

School performance - NAPLAN

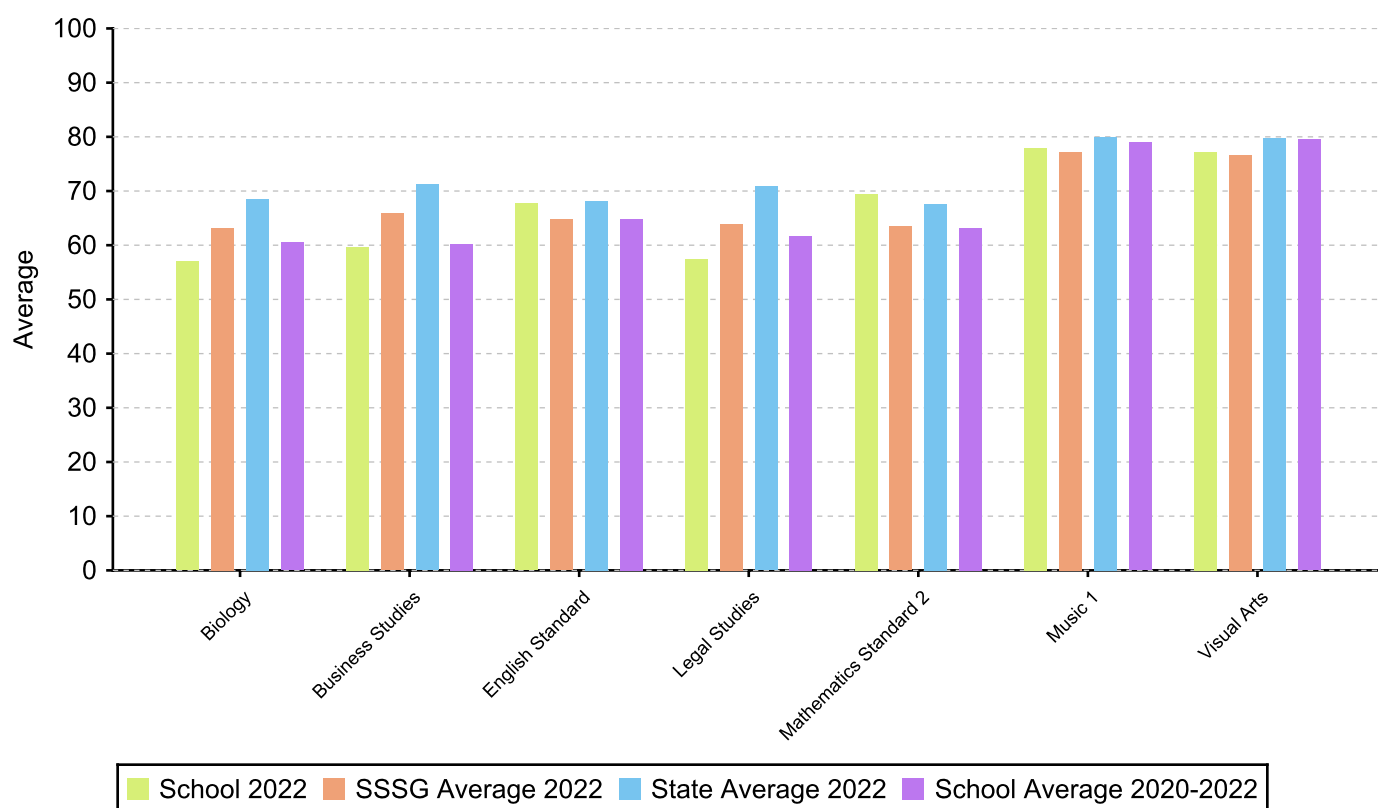
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

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 2022	SSSG	State	School Average 2020-2022
Biology	57.0	63.2	68.5	60.5
Business Studies	59.7	65.8	71.2	60.2
English Standard	67.7	64.7	68.1	64.8
Legal Studies	57.5	63.9	70.8	61.6
Mathematics Standard 2	69.4	63.5	67.6	63.2
Music 1	78.0	77.3	79.9	79.0
Visual Arts	77.2	76.6	79.8	79.5

Parent/caregiver, student, teacher satisfaction

Lake Munmorah High School welcomes and values the feedback of our students, staff, parents, carers and the wider community. Throughout 2022, data was sought from a range of sources including Tell Them From Me Survey, Student Voice, Parent Teacher Evenings, evaluation surveys from staff professional learning, evaluation of teaching and learning programs and whole school community events.

Twice a year, students, staff and parents have the opportunity to participate in the Tell Them From Me (TTFM) survey conducted by the The Learning Bar. The data collected from this survey supports the school's strategic directions and ensures that every student is known, valued and cared for.

Due to small sample size, in 2023 we plan to investigate ways of increasing our responses from all stakeholders. We have identified the need to improve our communication processes and demonstrates to the school community that their feedback is valued and provides an opportunity for continued growth and school improvement.

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.