

2022 Annual Report

Lake Illawarra High School



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Introduction

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

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

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Message from the principal

Lake Illawarra High School is a proud public school with a strong focus on ensuring all students maximise their potential through the provision of a high class education in, the arts, sport, leadership and wellbeing. Our commitment to learning experiences that support academic success and prepare students for a rapidly changing future continued in 2022, with a renewed focus on the explicit development of literacy and numeracy skills. This was best demonstrated in Year 9 NAPLAN results with positive shifts in students moving from lower to higher NAPLAN literacy bands. We will continue to build on this work in 2023 and beyond with a school wide numeracy focus. Students in all year groups continued to be supported by their teachers to be deeply engaged in their learning, resulting, for example by our HSC students, who were able to achieve outstanding results in their HSC., with Lake Illawarra High School students placed on the Distinguished Achievers list for 2022.

Our ongoing commitment to developing a relevant and engaging curriculum that develops in students the skills and knowledge and prepares them for a future very different to the present, has resulted in strengthened STEM (Science Technology Engineering and Maths) programs, increased use of technology for enhanced learning, and learning opportunities that allow students to develop products and services . Students' learning has been strengthened through strong partnerships with many organisations including, our local Elders, business partners and academic partnerships.

Lake Illawarra High School is a unique school, focusing on academic excellence, as well as supporting our students wellbeing needs, and it is a privilege to serve this community

Tim Wilson

Rel Principal.

School vision

Our Lake Illawarra High School community aims to provide a safe and caring community where all students reach their highest potential through positive, enriching, future focused learning experiences. The school community embraces a philosophy of life-long learning, which is supported by a staff who are committed to unique and innovative professional learning. This empowers teachers to develop evidence and research informed expertise in curriculum, pedagogy and wellbeing. We provide opportunities for our students to become responsible citizens who care for and respect themselves and the community, and who can adapt to adversity and the challenges of a changing world.

School context

Lake Illawarra High School is a comprehensive high school situated on the foreshores of Lake Illawarra on the traditional lands of the Wadi Wadi tribe. In 2021, we have a mainstream enrolment of 573 students, with 20% (114 students) identifying as being of Aboriginal or Torres Strait Islander background. The school is also home to the 'Harbour Centre', a special education unit, which caters for 53 students and has two ED classes, one IM class, two MC classes and one Autism class. Lake Illawarra High School has a FOEI of 152 in 2021. At Lake Illawarra High School we cater for a wide range of student abilities and as a result offer an extensive curriculum and many opportunities to engage in extra-curricular activities. The school provides on demand technology to maximise learning opportunities and industry standard facilities for vocational training. The staff at Lake Illawarra High School utilise quality teaching practices, in a safe, secure and well-managed environment, in order to provide an excellent standard of education. Staff are committed to engage students in the desire to grow and learn.

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

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

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

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

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

Self-assessment and school achievement

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

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

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

Our self-assessment process will assist the school to refine our Strategic Improvement Plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework: <https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability>

Self-assessment using the School Excellence Framework

Elements	2022 School Assessment
LEARNING: Learning Culture	Delivering
LEARNING: Wellbeing	Delivering
LEARNING: Curriculum	Delivering
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Delivering
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	Delivering
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Delivering
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1: Student growth and attainment

Purpose

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

Initiatives

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

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

Resources allocated to this strategic direction

Socio-economic background: \$355,633.97

Professional learning: \$13,200.00

Low level adjustment for disability: \$5,886.10

Per capita: \$10,000.00

Summary of progress

Curriculum and learning continue to be at the forefront of all school goals and strategic planning. Lake Illawarra High School's curriculum provision and evidence-based teaching practices provide a high expectations framework, within which all students effectively develop their knowledge, understanding and skills. The school monitors and reviews its curriculum provision to meet changing requirements and the needs of the students.

Instructional practices have been strengthened by the activities linked to this strategic direction. Supporting the development of initiatives led by our school teams that focus on the delivery and assessment of fundamental skills has been vital. Through the delivery of literacy and numeracy skills lessons for all Year 7 and 8 students, the school is able to monitor and review the progress of a larger number of students.

Routine examination of data collected from various sources including RAP, PAT, SCOUT and Valid has changed teacher practice. By analysing and interpreting student data teachers are able to make informed decisions about their practice to meet the learning needs of their students. Teachers collect and collaboratively evaluate various forms of data in team meetings to inform their teaching. Students are aware of and most are showing expected growth on internal school progress and achievement data.

Our next steps, based on student surveys, is the need for explicit teaching in relation the upcoming curriculum reform. The school will focus professional learning for 2023 specifically around 'Learning Intentions' and 'Success Criteria' from the 'What Works Best' model. This will be delivered by the Senior Executive to Head Teachers, who will then deliver this to teaching staff in cross curricula groups.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
Contribute towards the achievement of the Lake Illawarra South Network target to increase the percentage of Aboriginal students attaining the HSC whilst maintaining their cultural identity.	The retention of of Aboriginal students attaining the HSC is 54.5%, contributing to the achievement of the Lake Illawarra South Network annual target
Increase the proportion of students achieving expected growth in NAPLAN Reading to the lower bound system negotiated target of 62.7%	Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.
Increase the proportion of students	Student achievement data is unavailable for this progress measure in 2022

achieving expected growth in NAPLAN Numeracy to the lower bound system negotiated target of 66.6%	with an absence of comparison data from the 2020 cancellation of NAPLAN.
Improvement in the proportion of students the top 2 bands in the HSC to the lower bound system negotiated target of 12.3%.	The percentage of HSC course results in the top 2 bands is 15.33% and has exceeded the lower-bound system negotiated target.
Improvement in the proportion of students the top 3 bands in the HSC to the lower bound system negotiated target of 38%.	The percentage of HSC course results in the top 3 bands is 31.33% indicating progress yet to be seen toward the lower-bound system negotiated target.
Improvement in the proportion of students achieving NAPLAN top 2 bands in Numeracy to the lower bound system negotiated target of 12%.	2022 NAPLAN data indicates 2.04% of students are in the top two skill bands for numeracy indicating the school did not achieve the system negotiated target. Focus on this target has resulted in the use of the numeracy progressions to track individual student progress and achievement.
Improvement in the proportion of students achieving NAPLAN top 2 bands in Reading to the lower bound system negotiated target of 14.2%.	2022 NAPLAN data indicates 8.51% of students are in the top two skill bands for reading indicating the school did not achieve the system negotiated target. Focus on this target has resulted in structured literacy groups to support reading comprehension and fluency.

Strategic Direction 2: Success for Every Student

Purpose

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

Initiatives

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

- Building an aspirational learning community
- Enhancing teacher capacity

Resources allocated to this strategic direction

Per capita: \$60,000.00

Socio-economic background: \$254,126.80

Professional learning: \$42,607.92

Beginning teacher support: \$45,651.00

Summary of progress

Through the allocation of staffing resources, including the Deputy Principal Instructional Leader and Head Teacher Equity and Engagement, there has been ongoing refinement of whole school structures to support student achievement. This process has included the ongoing refinement of our Faculty Improvement Plans and direct support, coaching and mentoring of staff in a range of key learning areas. Coordinated professional learning planning has allowed for focused and relevant professional learning being offered to all staff. Planning for the needs of our leadership team, our new or inexperienced staff and our emerging leaders through the 'Aspiring Leadership' program has been effective.

Professional learning planning has contributed to growth in school areas of priorities and improvement in student achievement at a HSC level. All staff have continued to engage in activities to support the development of their data literacy. Using internal and external measures, including internal assessments, HSC and NAPLAN data, staff have continued to develop their ability to understand and use data to inform teaching. Leadership teams have developed plans to support the response to their respective faculty data stories and plan for the future. All staff have been afforded the opportunity to reflect on and review student achievement data and use it to inform their practice.

This year there has been a continued focus on what teaching and learning across the Lake Learning Community (LLC) looks like and the effective partnerships to support the continuity of learning across the LLC to enhance both staff and student growth. Through the 'Faces on the Data' initiative and the development of student tracking strategies, such as HSC data analysis by HSC teachers and our Stage 6 Mentor, as well as the analysis of all other external assessment by our Literacy and Numeracy teams, staff have continued to develop their ability to understand and respond to data.

The next steps are to expand the Stage 6 mentoring program to include Year 11. We have found, based on the feedback from students, that these students would have preferred the extra support in Year 11 and have it continue into Year 12. There are plans to also continue the investment in Professional Learning Communities within Lake Illawarra High School and across the LLC that use the High Impact Professional Learning model to promote collaboration and teaching excellence. Lake Illawarra High School has committed to two more years with our Deputy Principal - Instructional Leader role allocation.

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 in the element 'Curriculum' is maintained at Sustaining and Growing.	Self-assessment against the School Excellence Framework in the element of Curriculum shows the school currently performing at Delivering.

School Excellence Framework assessment in the element 'Effective Classroom Practice' indicates improvement toward Sustaining and Growing.	Self-assessment against the School Excellence Framework in the element of Effective Classroom Practice shows the school currently performing at Sustaining and Growing.
School Excellence Framework assessment in the element 'Data Skills and Use' indicates improvement from Delivering to Sustaining and Growing.	Self-assessment against the School Excellence Framework in the element of Data Skills and Use shows the school currently performing at Sustaining and Growing.

Strategic Direction 3: Achievement through wellbeing

Purpose

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

Initiatives

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

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

Resources allocated to this strategic direction

Socio-economic background: \$436,340.63

Professional learning: \$6,600.00

Per capita: \$43,000.00

Student support officer (SSO): \$96,058.00

Aboriginal background: \$143,951.49

Integration funding support: \$259,282.00

Low level adjustment for disability: \$318,315.99

English language proficiency: \$3,359.38

Summary of progress

As a school, Lake Illawarra High School has continued to implement a range programs and initiatives to improve student behaviour, engagement and wellbeing. This has included targeted professional learning in the Neuro-Sequential Model in Education (NME) initiative, with the view to increasing the consistency of support for all students, and aimed at forming positive relationships between students and teachers. Staff engaged in ongoing professional learning and practical workshops to review attendance data systematically and to develop responsive actions to enhance attendance. As a result, school procedures were refined and communicated, and there was greater use of the SCOUT platform to monitor data at five-weekly intervals. This led to the application of evidence-based interventions, responsive to trends and the personalised needs of students and families.

Overall, SCOUT data indicates a sense of Wellbeing Advocacy, Expectation of success and Sense of belonging has declined for students and this represents an ongoing opportunity for the development of strategic awareness for students to feel connected to Lake Illawarra High School and to their concept of future life success.

The next steps will be to work with the school community in developing a school based procedure to support student behaviour, as well as promoting a greater sense of wellbeing. This includes staff training in NME and professional learning around co-regulation to increase the consistency of support for all students and promote consistency in managing student behavioural needs. As a school we have agreed to establish an additional support class. This class will see the appointment of an additional full-time position for the role of Deputy Principal Inclusion and Support. The DP Inclusion and Support will oversee all wellbeing programs and supports across the entire school

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
Increase the proportion of students attending school 90% or more of the time to the lower bound system-negotiated target of 49.2%.	The number of students attending greater than 90% or more of the time is 19.25% indicating progress yet to be seen toward the lower bound target.
Increase the proportion of students reporting positive Wellbeing (Expectations for Success, Advocacy and Sense of Belonging) at school to	Tell Them From Me data shows 49.17% of students identify as having positive Wellbeing (Expectations for Success, Advocacy and Sense of Belonging) at school indicating progress yet to be seen toward the lower bound target.

the lower bound system negotiated
target of 59.3%.

Funding sources	Impact achieved this year
<p>Socio-economic background</p> <p>\$1,046,101.40</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Lake Illawarra High School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Improvement in HSC Band results 'What Works Best' • Improvements in Literacy and Numeracy 'What Works Best' • Building an aspirational learning community • Enhancing teacher capacity • Focused and individualised support to enhance and cater for individual student needs. • Positive partnerships for learning, student engagement and wellbeing. <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • professional development of staff through to deliver specialist programs to support student learning • employment of additional staff to support program implementation. • 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: The establishment of Stage 4 Literacy and Numeracy groups, with a focus on targeted explicit teaching of foundational literacy and numeracy skills. Appointment of Senior Academic Advisor to mentor Year 12 ATAR students in maximising success in their HSC year, together with online ATOMI subscription to support students' achievement of course outcomes. Establishment of High Impact Teaching Team committed to the implementation of high impact teaching strategies to improve student outcomes.</p> <p>After evaluation, the next steps to support our students will be: Extension of the Senior Academic Advisor program to include Year 11 ATAR students to ensure study skills are embedded prior to HSC year. Continuation of the Stage 4 Literacy and Numeracy groups with an increased focus on the implementation of evidence based pedagogy, data-informed practices and use of the literacy and numeracy learning progressions to track student achievement. All teaching staff will engage in small group professional learning aimed at establishing a culture of high expectations through the identification and implementation of high impact teaching strategies.</p>
<p>Aboriginal background</p> <p>\$143,951.49</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Lake Illawarra High School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Positive partnerships for learning, student engagement and wellbeing. <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of specialist additional staff (AEO) to support Aboriginal students • partnership with Clontarf Academy to support male Aboriginal and Torres Strait Islander students. <p>The allocation of this funding has resulted in the following impact:</p>

<p>Aboriginal background</p> <p>\$143,951.49</p>	<p>Employment of specialist additional staff (AEO) to support Aboriginal students and facilitate improved community engagement, including the engagement of students and their families with the personalised learning pathway (PLP) process.</p> <p>Community consultation and engagement to support the development of Aboriginal and Torres Strait Islander students' cultural competency.</p> <p>Partnership with Clontarf Academy to support male Aboriginal and Torres Strait Islander students achieve improved educational outcomes, including attainment of HSC.</p> <p>After evaluation, the next steps to support our students will be:</p> <p>Continuation of partnership with Clontarf to support male Aboriginal and Torres Strait Islander students in achieving improved attendance, academic outcomes and attainment of HSC.</p> <p>Engagement of a female Aboriginal SLSO to support Stage 4 female Aboriginal and Torres Strait Islander students with improving classroom attendance, engagement and achievement of outcomes.</p> <p>Greater emphasis on the role of the AEO in engaging Aboriginal and Torres Strait Islander families in the development of PLPs that include explicit literacy and numeracy goals.</p> <p>Continuation of culturally relevant programs to allow development of Aboriginal and Torres Strait Islander students' cultural competency.</p>
<p>Low level adjustment for disability</p> <p>\$324,202.09</p>	<p>Low level adjustment for disability equity loading provides support for students at Lake Illawarra High School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Improvement in HSC Band results 'What Works Best' • Positive partnerships for learning, student engagement and wellbeing. <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • provision of individualised support for students through referral to the Learning and Support Team • development of a needs-based learning and support program in which specialist staff collaborated with classroom teachers to build capacity in meeting the needs of identified students • appointment of Senior Academic Advisor <p>The allocation of this funding has resulted in the following impact:</p> <p>Appointment of a Senior Academic Advisor to support Year 12 ATAR students in maximising their achievement in their HSC year.</p> <p>Appointment of Learning and Support Team coordinator to ensure that targeted students are provided with evidenced-based interventions to support achievement of outcomes.</p> <p>After evaluation, the next steps to support our students will be:</p> <p>Extension of the Senior Academic Advisor program to include Year 11 ATAR students to ensure study skills are embedded prior to HSC year.</p> <p>Greater collaboration with Learning and Support Teachers in building staff capacity to differentiate the learning within their classroom by identifying and supporting the learning needs of students with additional needs.</p> <p>Increased use of Learning and Support referral process to ensure early intervention for students with special needs, including students that require special provisions.</p>
<p>Professional learning</p> <p>\$62,407.92</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 Illawarra High School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p>

<p>Professional learning</p> <p>\$62,407.92</p>	<ul style="list-style-type: none"> • Improvement in HSC Band results 'What Works Best' • Improvements in Literacy and Numeracy 'What Works Best' • Building an aspirational learning community • Enhancing teacher capacity • Focused and individualised support to enhance and cater for individual student needs. <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Senior Academic Advisors met to plan, develop capability and evaluate a program for Senior students who were on ATAR pathways • Aspiring Leadership Team was created and participated in High Impact PL once a fortnight throughout the year. In this program they were led through a process of collaborative inquiry where they focused on trialling and refining their use of High Impact teaching Teaching. As part of this process the participants also observed one another. • Teachers of Numeracy engaged with primary teachers in our community of Practice to share expertise and capabilities. One member of staff worked with the LLC on 6 different occasions. • Teachers across the school participated in a wide range of PL from a variety of providers to support their PDP goals. • The executive participated in ongoing High Impact Professional Learning across the year in a model of collaborative practice whilst focusing on a common understanding of a range of measures of success. Each member of the executive team also worked together for a day in small groups to plan for the further development of whole school PL and implementation of WWB for 2023 • Ongoing PL on the Neurosequential Model of education across the school with shared practices with other communities of practice. • Work with a team of 4 members of staff to support the development of the use of data to inform planning and meeting individual needs. <p>The allocation of this funding has resulted in the following impact:</p> <p>Staff across the school in 6 different teams have been able to collaborate in a ongoing way to develop their skills and capability with a focus on engaging students and create a culture of high expectations.</p> <p>Student data from focus groups has demonstrated that they are seeing a difference in consistency in teaching and the understanding of success which each of these activities has been developing in their own way.</p> <p>After evaluation, the next steps to support our students will be:</p> <p>Each of these activities has been developed to include a different group of staff.</p> <p>High Impact Teaching and What Works Best have been combined to create a program of PL for all staff to participate in once a fortnight in 2023</p> <p>Faces on the Data has included all Year Advisors to work with a small group of students from their year group to work on goal setting.</p> <p>Neurosequential Model of Education is moving into a phase of developing lesson sequences for more teachers to deliver to support students ability to be respectful, resilient and responsible</p> <p>The numeracy primary connection has been extended to include teachers from across the school to work regularly with Stage 3 teachers from our five main feeder schools</p>
<p>COVID ILSP</p> <p>\$455,479.00</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

<p>COVID ILSP</p> <p>\$455,479.00</p>	<p>small group tuition groups/monitor progress of student groups</p> <ul style="list-style-type: none"> • providing targeted, explicit instruction for student groups in literacy/numeracy • employing/releasing staff to coordinate the program <p>The allocation of this funding has resulted in the following impact: Provision of small group tuition to support identified students in achieving literacy and numeracy progressions through the use of targeted and explicit, evidenced based literacy and numeracy strategies. Upskilling of staff in the use of data to identify students who would benefit from targeted intervention to support students in meeting literacy and numeracy progressions.</p> <p>After evaluation, the next steps to support our students will be: Expansion of the Covid Intensive Learning Support program through the employment of three full time teachers to support students' achievement in meeting literacy and numeracy progressions through small group tuition and team teaching within all core KLAS.</p>
<p>Integration funding support</p> <p>\$259,282.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Lake Illawarra High School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Positive partnerships for learning, student engagement and wellbeing. <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • intensive learning and behaviour support for funded students • employment of staff to provide additional support for students who have high-level learning needs • staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs) • professional learning to build teacher capacity around behaviour intervention/ curriculum adjustments <p>The allocation of this funding has resulted in the following impact: Engagement of LaST and SLSOs to support student achievement of outcomes in the classroom environment. Appointment of Learning and Support Team coordinator to oversee referrals of students with additional learning needs and facilitate the development and implementation of IEPs. Development of plans (PLP; BSP; BRP) to enable classroom teachers to further support targeted students in improved achievement of outcomes.</p> <p>After evaluation, the next steps to support our students will be: Continuation of Learning and Support Team including coordinator, LaST and SLSOs to ensure the ongoing identification of students with additional needs and the implementation of targeted evidenced based interventions to support them in maximising achievement of outcomes. Build teacher capacity in differentiating the learning within their classroom to further support students with additional needs. Build teacher capacity in their ability to collaboratively develop and implement a variety of student support plans.</p>
<p>English language proficiency</p> <p>\$3,359.38</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Lake Illawarra High School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Positive partnerships for learning, student engagement and wellbeing. <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to support delivery of targeted initiatives,

<p>English language proficiency</p> <p>\$3,359.38</p>	<p>such as the Learning and Support team. This allows for staff to adjust and differentiate their teaching to meet the needs of a variety of students, based on the recommendations of the team, as well as support by the LAST</p> <p>The allocation of this funding has resulted in the following impact: Students are more accurately identified as needing support and targeted interventions for example, differentiated learning strategies, assistance with assessment tasks or SLSO supports have been made.</p> <p>After evaluation, the next steps to support our students will be: Moving into 2023, we will continue to fund the .2 LaST positions (increasing LaST position from 1.0 FTE) to support the development of literacy and numeracy of our students. Further, the LaST will coordinate the SLSOs timetables so they are better placed to support students who attract IFS funding.</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 Illawarra High School</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Focused and individualised support to enhance and cater for individual student needs. <p>Overview of activities partially or fully funded with this Staffing - Other funding include:</p> <ul style="list-style-type: none"> • Employment of Student Support Officer • Provision and development of wellbeing programs <p>The allocation of this funding has resulted in the following impact: Employment of a full time Student Support Officer to mentor and support students' wellbeing. Provision in wellbeing programs, such as Breakfast Club, Winds of Change and Garden Care to promote student engagement and to support students in developing skills in resilience and respectful relationships.</p> <p>After evaluation, the next steps to support our students will be: Employment of an additional part time (4 days per week) Student Support Officer to further support the personalised wellbeing of students.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	280	280	286	300
Girls	238	252	255	248

Student attendance profile

School				
Year	2019	2020	2021	2022
7	87.9	91.6	80.6	77.4
8	79.7	85.7	79.9	71.4
9	84.0	81.5	78.0	69.6
10	79.5	84.9	75.9	69.6
11	83.6	91.6	75.9	65.2
12	85.0	88.6	81.7	76.7
All Years	83.3	87.1	78.6	71.6
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	0	3	8
Employment	10	31	39
TAFE entry	25	5	14
University Entry	0	0	25
Other	60	25	2
Unknown	0	0	0

Year 12 students undertaking vocational or trade training

47.95% of Year 12 students at Lake Illawarra High School undertook vocational education and training in 2022.

Year 12 students attaining HSC or equivalent vocational education qualification

84.6% of all Year 12 students at Lake Illawarra 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)	1
Head Teacher(s)	8
Classroom Teacher(s)	37.8
Learning and Support Teacher(s)	2.1
Teacher Librarian	1
School Counsellor	1
School Administration and Support Staff	17.08
Other Positions	1

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 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	964,572
Revenue	11,061,373
Appropriation	10,843,336
Sale of Goods and Services	133,777
Grants and contributions	79,593
Investment income	4,667
Expenses	-11,137,910
Employee related	-9,903,567
Operating expenses	-1,234,343
Surplus / deficit for the year	-76,538
Closing Balance	888,034

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	216,588
Equity Total	1,517,614
Equity - Aboriginal	143,951
Equity - Socio-economic	1,046,101
Equity - Language	3,359
Equity - Disability	324,202
Base Total	7,693,828
Base - Per Capita	146,696
Base - Location	0
Base - Other	7,547,133
Other Total	566,184
Grand Total	9,994,215

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.

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.

Numeracy

* Year 7 has 2 students in the top two bands and 28 students in the middle bands, that could be targeted to improve to the top 2 bands as per our school target. It is also important to retain students in the top two bands. Note: Mathematics teachers have stated that Year 7 students should aim to be in Bands 7/8 as that is where the curriculum is sitting; Year 9 students would be aiming for Bands 9/10. If considering this for Top Band achievement, 30% of Year 7 students are in Band 7+.

* Year 9 has 2 students represented in the top 2 bands and there is opportunity to improve the 60 students in the middle to the two upper bands. 9 students are in Year 9 are below the minimum standard, however, there is no 2020 Year 7 data for comparison due to COVID. In general, the trend demonstrates a shift in the Bands from Year 7 to 9, evidencing the school's ability to raise the students in lower achievement brackets, as there is a positive trend in expected growth.

Reading

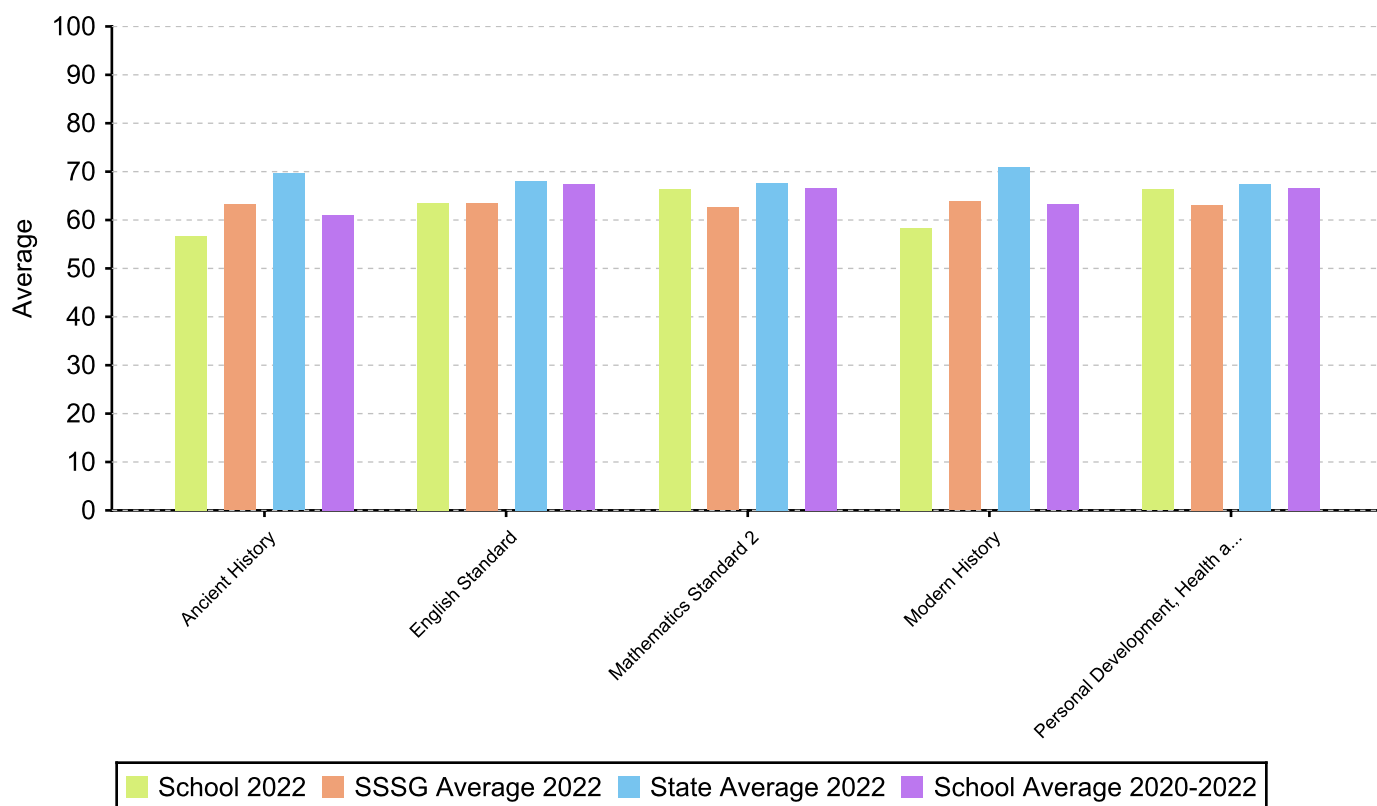
* Year 7 has 5 students in the top two bands and 28 students in the middle bands that could be targeted to improve to the top 2 bands as per our school target. It is also important to retain our students in the top 2 bands. This is a marked improvement on the previous cohort (2021 Year 7); however, data could be highly affected by COVID.

* In Year 9, there are 8 students represented in the top 2 bands and the opportunity to improve the 53 students in the middle two bands. Reading expected growth has been declining since 2019, though the number of students in the Top 2 bands has increased.

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
Ancient History	56.7	63.2	69.6	61.0
English Standard	63.5	63.5	68.1	67.4
Mathematics Standard 2	66.4	62.6	67.6	66.7
Modern History	58.4	63.8	70.9	63.2
Personal Development, Health and Physical Education	66.3	63.0	67.5	66.6

Our 2022 HSC results have been recognised by the Director as some of the best in the Illawarra region. Continuous online engagement with top achieving students throughout the COVID period and reengagement when returning to face-to-face learning has been essential in achieving this. The introduction of the Senior Academic Mentor program has also been a positive factor for these students; all ATAR pathway students meet with a Senior Academic Advisor on a fortnightly basis. Students are given tailored advice regarding study skills, time management, goal setting, assessment tasks, university requirements, etc. This both served as a means of helping students with their HSC studies, but also providing guidance and motivation in working toward post-secondary goals.

* Maths, CAPA, PDHPE and TAS average HSC results are above SSSG; English is only slightly below SSSG.

STUDENTS

Tell Them From Me (TTFM) is a suite of surveys for measuring student engagement and wellbeing. The surveys can be used to capture student and parent voices, providing reliable evidence for schools to use in identifying strengths and areas for improvement. The survey focuses on social-emotional, academic and student driven outcomes.

TTFM data indicated that both social and academic engagement had improved since 2021, however it was still lower than pre-pandemic levels. Students did value the positive relationships they had formed with their teachers.

TEACHERS

Staff reported that they valued the whole-school approach to wellbeing and the implementation of the neurosequential model for education alongside positive behaviour for learning to support student engagement.

PARENTS AND CARERS

Parents and carers demonstrated an increase in involvement and engagement with whole-school wellbeing activities and academic programs.

Policy requirements

Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

Aboriginal Education - School statement

Lake Illawarra High School is committed to the education of all Aboriginal and Torres Strait Islander Students. We are creating a culturally safe environment which enables our community to learn and celebrate. In 2022 the Aboriginal Education team created a road map to further the journey for students. This includes the building of the Yarning circle, and the the review of the Personalised Learning Pathways process to enhance learning, leadership and connection to culture, the use of external providers and inviting Elders of our community to enhance connection to country and education

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.

Anti-Racism - School statement

Lake Illawarra High School rejects all forms of racism. We are committed to the elimination of racial discrimination - including direct and indirect racism, racial vilification and harassment in all areas of the school. No student, staff member, parent, caregiver or community member should experience racism within the context of Lake Illawarra High School. All teaching and non-teaching staff contribute to the eradication of racism by promoting acceptance of Australia's cultural, linguistic and religious diversity, challenging prejudiced attitudes and ensuring that sanctions are applied against racist and discriminatory behaviours.

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.