

2022 Annual Report

Lambton High School



8482

Introduction

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

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

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Message from the principal

As relieving Principal for Term 1, 2023, it is my pleasure to present the Annual School Report for Lambton High School (LHS) for 2022. After the disrupted COVID years of 2020 and 2021 with repeated lockdowns, extensive learning from home, restrictions on travel and the cancellation of significant events, 2022 saw the resumption of school events which reflected a sense of returning to normality in terms of school life and the ability for students to resume planned curricular and extra-curricular events.

Our Year 12 cohort of 2022 enhanced the school's reputation of academic excellence performing at an exceptional level in the Higher School Certificate. Year 12 LHS students achieved a combined total of 86 top scores (Band 6) which included 12 top scores in Extension Courses (E4). Two of our students were placed on the highly celebrated Allrounders List which means they received top scores in 10 or more of their studied units. James Harrison received an ATAR of 99.5 and Sophie Tickle an ATAR of 99.15. Additionally, 37 students were placed on the Distinguished Achievers List meaning they achieved a top score in one or more of their subjects studied. As a school, we maintained a highly commendable 17th place state wide on the Comprehensive High Schools Ranking. Sixteen of the HSC courses delivered at LHS in 2022 had one or more students receive a top band result. I would like to acknowledge the exceptional work ethic and the unwavering commitment and passion demonstrated by all LHS teachers in supporting our HSC Success Model focussing on High Impact HSC Leverage Strategies.

Student leadership remains a key focus at our school. Mrs Carolyn Hayden and Mrs Jody Sullivan are exceptional in leading the Student Representative Council (SRC) and Junior Aboriginal Education Consultative Group (JAECG). The SRC continues to support numerous local, national and international charities holding fundraising days such as:

- Beanies for Brain Cancer and Stress Less Days to raise money for the Mark Hughes Foundation
- Raising money for the World Wildlife Fund through an out of uniform "Dress as an endangered animal day"
- Bandana Day raising significant money to donate to Canteen
- Our iconic Green Day where the school focuses on the importance of reducing our individual environmental footprint raising awareness of renewable energies and reducing pollution.

The JAECG were heavily involved in raising cultural awareness across our school. Members of the JAECG wrote and delivered Acknowledgement of Country at all of our formal assemblies and weekly Monday Light the Week assemblies. Additionally, numerous Aboriginal students immersed themselves in programs such as Sista Speak, NRL School to Work, Aboriginal camps and the Yadaki Group. Our Yadaki Group has gained a fantastic reputation due to their performances at numerous formal functions at neighbouring schools.

On an individual leadership basis, Mhairi Hammond and Thomas Muggleton were awarded the prestigious 2022 Minister's Award for Excellence in Student Achievement for their commitment to academic excellence, sporting and/or cultural achievements, leadership skills, contribution to the school community and values such as integrity, respect and responsibility. Additionally, Mairhi and Thomas were also recipients of the Future Leaders Helen Handbury Leadership Award. This is an award that recognises Year 12 students in rural and regional Australia who have shown strong community leadership and initiative. They each received \$5000 towards an international trip to experience community development in another culture.

Wellbeing was enhanced through the development and implementation of our Junior Mentoring Program in 2022. Students in Years 7-12 meet with a dedicated Mentor teacher on a weekly basis to develop time management and organisational skills, study skills, ways to support mental health and engage with GEM (Gratitude, Empathy, Mindfulness) principles from The Resilience Project. Students in Years 7-9 were issued with Student Planners for the first time in 2022 which aided enormously with organisational skills and meeting assignment and homework deadlines. Additionally, LHS welcomed Miss Ruby Kozlik in 2022 as our full time Student Support Officer. Ruby delivered individual and small group intervention mental health strategies to over 220 students whilst engaging the services of organisations such as Samaritans and Allambie to support families in need.

I would like to thank our Parents and Citizens group (P&C) who raised significant funds to sponsor numerous school projects and have been responsible for enhancing school resources to improve student learning experiences. I wish to take this opportunity to acknowledge the dedication of Mrs Rhona Hammond who has been the P&C President for the past 5 years. Rhona has been the driving force behind the success of our P&C and was ably supported in 2022 by committee members Mrs Jacqui Young, Mr Graham Beverley and Mrs Veronica Patterson. The P&C contributed significant funds to the school to support a number of initiatives in 2022 including:

- Sponsoring the purchase of numerous new representative sports uniforms
- Purchasing 3 new outdoor table tennis tables
- Purchasing a new outdoor POD to support the Retail Services VET Program to deliver their "Renew" second hand uniform shop initiative.
- Allocate a significant amount of money to install new air conditioning to the Library and Mini-Hall areas of the school. This will be realised once the power upgrade is completed at Lambton High School.

Finally, can I acknowledge the support LHS receives from our fantastic community of Parents and Carers. Your input and views on the school vision and strategic priority areas is highly valued and contributes to what makes the Lambton Learning Community such a strong partnership. I look forward to another highly successful year at LHS in 2023.

Darren Mitten

Relieving Principal

Message from the school community

Parents & Citizens Report 2022

The Lambton High School Parents and Citizens' Association (LHS P&C) is a group parents and carers who work alongside the Principal and the school community to improve the educational outcomes, school resources and learning opportunities for staff and students. Our meetings are scheduled on the 2nd Tuesday of each month from 7.00 - 8.30 pm in the LHS School Library. We encourage any new members to attend our meetings and become active contributors in supporting our school initiatives. Our P&C raise significant funds through the running of the LHS Canteen and supplying Year 7 Book Packs at the beginning of each school year to Year 7 parents. I would like to take this opportunity to thank Mrs Angela Chisholm for her hard work and dedication as our Canteen Manager. Can I also thank Mrs Veronica Patterson who supports the operation of the school canteen through her P&C role of Canteen Committee Representative. I would also like to acknowledge the dedication of Mrs Jacqui Young our Secretary and Mr Graham Beverley who is our Treasurer. The P&C has contributed significant funds to the school to support a number of initiatives in 2022 including:

- Sponsoring the purchase of numerous new representative sports uniforms
- Purchasing 3 new outdoor table tennis tables
- Purchasing a new outdoor POD to support the Retail Services VET Program to deliver their "Renew" second hand uniform shop initiative.
- Allocate a significant amount of money to install new air conditioning to the Library and Mini-Hall areas of the school. This will be realised once the power upgrade is completed at Lambton High School.

I would also like to acknowledge the role that numerous P&C members have played as contributors to Merit Selection Panels, ensuring that parents have a voice in the appointment of quality educators to Lambton High School.

I look forward to another successful P&C year at Lambton High School in 2023.

Mrs Rhona Hammond

P&C President

Message from the students

As leaders of Lambton High School, throughout 2022, our school had a variety of significant achievements - including academic, sporting, cultural and creative pursuits. Within the Student Representative Council (SRC) our students strive for excellence by promoting and modelling our core values of respect, excellence, integrity, and responsibility through our leadership. This was evidenced in the success of various fundraisers, including Green Day (for environmental and sustainability awareness), Stressless Day (as a proactive approach to fostering positive wellbeing) and Harmony Day (in celebration of cultural diversity), which unified our school and demonstrated our commitment to collaboration and investing in our community. As well as this, our students participated in a range of experiences including the GRIP Leadership Conference, Sydney Leadership Camp and ANZAC Day to further develop our leadership skills and foster strong collaborative partnerships across our school and community.

Throughout the year our teaching staff worked diligently to support all students, with our students demonstrating this through our excellent academic achievement. The Year 12 Class of 2022 received outstanding HSC results, with two of Lambton High School's students listed on the All-Rounders List and several students selected for ARTEXPRESS exhibitions in New South Wales. In addition, a range of students across all year groups excelled in their learning, with their efforts being acknowledged with ROSE (Recognition of School Excellence) and Academic Excellence Awards. On the sporting field we had numerous students recognised for sporting excellence through their representation on sporting teams at both the regional, state and national level.

Evidently, through 2022 Lambton High School has flourished with our students continuing our excellent record of success across the various domains of education.

Jessamy Sewell and Ryan Robinson

2023 Lambton High School Captains



School vision

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

School context

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

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

Student enrolment in 2022 is 1166 students, including 71 Aboriginal, 64 EAL/D and 35 students in 5 Special Education classes. Every student can achieve through opportunities in high potential and gifted programs, a wide range of extra-curricular activities and effective support programs. We offer acceleration in the Creative and Performing Arts (Music, Art and Drama), Mathematics, Academic Enrichment and CAPA Enrichment classes in Year 7. Students are supported at all points of transition.

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

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

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

Through our situational analysis we identified the following priorities and strategic areas for 2021 to 2025:

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



Self-assessment and school achievement

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

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

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

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

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

Self-assessment using the School Excellence Framework

| Elements | 2022 School Assessment |
|--|------------------------|
| LEARNING: Learning Culture | Sustaining and Growing |
| LEARNING: Wellbeing | Excelling |
| LEARNING: Curriculum | Sustaining and Growing |
| LEARNING: Assessment | Sustaining and Growing |
| LEARNING: Reporting | Sustaining and Growing |
| LEARNING: Student performance measures | Sustaining and Growing |
| TEACHING: Effective classroom practice | Sustaining and Growing |
| TEACHING: Data skills and use | Excelling |
| TEACHING: Professional standards | Sustaining and Growing |
| TEACHING: Learning and development | Excelling |
| LEADING: Educational leadership | Excelling |
| LEADING: School planning, implementation and reporting | Sustaining and Growing |
| LEADING: School resources | Excelling |
| LEADING: Management practices and processes | Sustaining and Growing |

Strategic Direction 1: Student growth and attainment

Purpose

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

Initiatives

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

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

Resources allocated to this strategic direction

Professional learning: \$10,409.00

Summary of progress

Data skills and use to inform teaching practice

At the commencement of the school year staff were modeled and guided by the Learning Assistance and Support Teacher (LaST) in the establishment of their own class profiles using data sets and learning plans collated by the learning and support team to inform teaching and learning in 2022. Staff engaged with Check in Assessment and NAPLAN data to inform teaching practice. Staff were able to identify literacy and numeracy ability and needs for all students, incorporating Personalised Learning Pathways (PLP) information for Aboriginal, High Potential and learning support students. Faculties and Higher School Certificate (HSC) teachers completed analysis of 2021 HSC data using a consistent school wide proforma to focus on HSC improvement. This annual analysis drives continual improvement in the teaching and learning cycle for each faculty.

Expert colleagues prepared and delivered staff workshops to communicate school priority areas in literacy and numeracy using data, including school improvement measures and skill gaps identified by data trends, to inform future planning. Staff completed activities to identify the literacy and numeracy demands of their disciplines as noted in their syllabus documents and through their expertise indicated that, as a result of the activity, staff had a strong understanding of the basic demands of literacy in their discipline. Survey data collated at the beginning of 2022 also provided an insight into whole school generalised perception of literacy in their subjects. Numeracy and literacy team leaders delivered further targeted professional learning to all staff on the school strategy, including analysis of 2022 NAPLAN data and faculty tasks to support whole school implementation of strategies to support literacy and numeracy instruction. Due to NAPLAN not being conducted in 2020, expected growth in NAPLAN results were not able to be calculated.

Explicit teaching

Our focus for literacy and numeracy during 2022 was on the development of staff collective efficacy in knowing and being able to implement explicit teaching strategies within their classrooms and in response to syllabus requirements as part of the professional learning cycle, Learn, Do, Reflect. Staff were surveyed on their knowledge of reading comprehension research and strategies to inform a whole school approach in the explicit teaching of reading and plan for future professional learning needs. To deliver professional learning to further support implementation of the Critical Reading Scaffold and Newman's Error Analysis, colleagues collaborated to design and implement teaching and learning strategies in each Key Learning Areas (KLAs). The implementation of a more long term approach to develop staff capacity and confidence in embedding literacy and numeracy across all teaching disciplines through differentiated and targeted Professional Learning remains a key focus at Lambton High School each year.

Utilising HSC data, a targeted professional learning program was undertaken by the science faculty, supported by an embedded High Impact HSC mentor. Staff engaged in professional learning to support HSC delivery and extend high impact strategies to improve HSC value-add and achievement data. Staff across all faculties engaged in HSC professional learning. Staff were supported to implement high impact HSC strategies and were supported to complete further learning in these and additional subjects in 2022. The Senior Mentoring Program to support student HSC achievement was expanded to include Year 10 with a scope and sequence developed to prepare students for the demands of the HSC. Explicit instruction was delivered to student groups focusing on organisational skills and use of assessment booklets to support study routines and autonomous learning. The Senior Learning Centre provided point of need interventions with Stage 6 students in response to student identified learning and wellbeing goals, as identified through Year 11 and 12 PLP Interviews.

Progress towards achieving improvement measures

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

| Annual progress measure | Progress towards achievement |
|--|---|
| Students achieving in top 2 NAPLAN bands in reading is above 27.3% (Baseline 20.96%). | 25% of students are in the top two NAPLAN bands for reading. |
| HSC course results in the top 2 bands is working towards 46.9% (Baseline 42.96%). | 42% of students attained HSC results in the top two bands. |
| Students achieving in top 2 NAPLAN bands in numeracy is above 34.0% (Baseline 27.99%). | 24% of students are in the top two NAPLAN bands for numeracy. |
| HSC course results in the top 3 bands is working towards 78.4% (Baseline 74.25%). | 68% of students attained HSC results in the top three bands. |
| At least 58% of 2019 Year 9 Aboriginal students attain a HSC in 2022 while maintaining their cultural identity. | The whole school community demonstrates aspirational expectations of learning progress and achievement for all students, and is committed to the pursuit of excellence. This is evidenced by 60% of 2019 Year 9 Aboriginal students attained a HSC in 2022 while maintaining their cultural identity. |
| Students maintaining growth Year 7-9 in reading based on internal measures. NAPLAN measures unavailable. | The expected growth for NAPLAN in 2022 can not reported, as NAPLAN was not conducted in 2020. |
| Students maintaining growth Year 7-9 in numeracy based on internal measures. NAPLAN measures unavailable. | The expected growth for NAPLAN in 2022 can not reported, as NAPLAN was not conducted in 2020. |
| % of Aboriginal students achieving top 3 NAPLAN bands in reading is working towards 50% (2019 Baseline 40%) and numeracy is working towards 38% (2019 Baseline 23%). | In reading, 50% of Year 7 and 48% of Year 9 Aboriginal students achieved in the top 3 NAPLAN bands and in numeracy, 33% of Year 7 and 25% of Year 9 Aboriginal students achieved in the top 3 NAPLAN bands. |
| School Excellence Framework elements of data skills and use, and effective classroom practice are validated at sustaining and growing (Baseline sustaining and growing). | In the School Excellence Framework elements of effective classroom practice and data skills and use, the school has been validated at sustaining and growing. |



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

Purpose

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

Initiatives

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

- Collaborative and differentiated professional learning
- Mentoring and leadership

Resources allocated to this strategic direction

Professional learning: \$11,000.00

Summary of progress

Collaborative and differentiated professional learning

In 2022 all staff engaged in professional learning focused on the school priority areas of literacy, numeracy, and differentiation. To facilitate professional dialogue and enhance collaborative structures we adopted a workshop model that allowed for collaboration within and across faculties as staff participated in a 'learn, do, reflect' cycle. Using this professional learning cycle across the year, staff engaged in professional learning on specific and actionable teaching strategies before designing and implementing lessons or learning sequences in direct response to the learning needs of their students. The sharing and modelling of best practice examples allowed for collaborative reflection on teaching practice and the promotion of evidence based and discipline specific strategies to improve student learning outcomes. Professional learning was targeted at upskilling staff in metacognitive and visible learning strategies and the explicit teaching of numeracy and literacy was promoted through engagement with the Universal Resources Hub. A cross-faculty team model and the 'learn, do, reflect' professional learning cycle will be enhanced in 2023 to allow staff to develop deep expertise in the school's teaching and learning priorities.

A range of additional experiences were also provided in response to student achievement data and staff learning needs, including school lead professional learning rounds on evidence based high leverage strategies to support achievement in the High School Certificate (HSC) and a range of differentiated and tiered professional learning workshops were offered to support the implementation of Canvas, this will continue in 2023.

Mentoring and leadership

In 2022 the executive team engaged with the Middle Leadership role statement and investigated coaching and mentoring models to support leadership development. As leaders of whole school professional learning and school improvement the executive team engaged in collaborative professional development workshops, framed by the theme of High Expectations from the What Works Best research base, on school priority areas including student attendance and wellbeing, literacy and numeracy, NAPLAN and HSC data analysis and CANVAS.

The cross-faculty workshop structure as outlined above also provided a platform for mentoring and coaching through collaborative planning, professional dialogue and the sharing of best practice resources and aspirant leaders were supported in a range of instructional leadership roles, including as facilitators of the HSC high leverage strategies professional learning rounds. Team leaders of key school initiatives (literacy, numeracy, attendance and wellbeing, community communication) met regularly for the ongoing monitoring and evaluation of school initiatives to foster a culture of continuous school improvement and inform strategic planning. Beginning teachers were supported with mentoring and coaching programs linked to their performance and development plans. In addition, interns from the University of Newcastle were supported across most faculty areas. While it was encouraged, no teachers undertook lead or highly accomplished teacher Accreditation. Two staff have been indicated they will commence the HAT credential journey 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 |
|--|--|
| <p>70% of staff (2020 Baseline 60%) indicate school delivered professional learning is quality, engaging and meets their professional learning needs.</p> <p>30% of teachers are involved in coaching/mentoring relationships.</p> | <p>21% of staff surveyed strongly agreed and 67% agreed that school delivered professional learning was quality and engaging and 74% agreed that it meets their professional learning needs.</p> <p>60% of teachers surveyed were involved in coaching/mentoring relationships, including pre-service, beginning teachers and new or inexperienced HSC teachers, and aspirant executive.</p> |
| <p>School Excellence Framework elements of school planning, implementation and reporting, professional standards and educational leadership are validated at sustaining and growing.</p> | <p>School Excellence Framework elements of school planning, implementation and reporting and professional standards have been validated sustaining and growing and the element of educational leadership has been validated at excelling.</p> |



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

Purpose

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

Initiatives

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

- Supportive wellbeing system
- Inclusive and supported learning

Resources allocated to this strategic direction

Per capita: \$19,000.00

Professional learning: \$1,000.00

Summary of progress

Supportive wellbeing system

Our focus for 2022 involved three key areas: the implementation of a junior mentoring program, further enhancing the newly developed attendance procedures to improve student attendance and to develop and embed the use of our Wellbeing Hub, to ensure effective use of our newly appointed School Support Officer (SSO).

Our Junior Mentoring program; based on the Resilience Project, and its evidence GEM (Gratitude, Empathy, Mindfulness) framework, was timetabled weekly and embedded into everyday practice. This small group mentoring allows monitoring and supporting student wellbeing, while explicitly teaching proactive wellbeing measures and expected respectful behaviours between students. Additionally, Junior Mentoring supported the delivery of numerous study skills focus sessions and whole school wellbeing focus themes such as R U OK Day.

The Wellbeing Hub was completed and operational in 2022, with the employment of a fulltime Student Support Officer, who has implemented early intervention wellbeing programs and engaged external agencies to supplement the existing work of the Head Teacher Wellbeing and School Counsellor in supporting students. Use of the service is increasing as students and families recognise the need for early intervention to reduce stress and anxiety. In 2022, the Student Support Officer worked with over 220 students in either a one on one or small group intervention setting.

Positive celebration of attendance was implemented for 2022 for those attending above 95%. Interviews with students indicated a positive impact on encouraging students to attend. Greater communication with parents was also a priority. Data shows a reduction in unexplained absences in Term 3 2022 by 25% since the implementation of the 5 weekly letters and the Phone Intervention Plan program for student absences. However, the baseline for students attending above 90% has not been reached due to ongoing impacts of COVID19.

Inclusive and supported learning

After collaborating with the SafeGuarding Kids Together team, our communication structures were endorsed as being strongly evident. SchoolBytes, Edval, Sentral and Facebook are being used to support the parents and community engaging with the school and providing information. CANVAS was implemented through Years 7 and 11 across the whole school. The minimal deliverables of the Home Page, Assessment Tasks and Course Information were handled through faculties and the CANVAS administration team were able to deliver professional learning in other elements of the Learning Management System to personalise and enhance lesson delivery across the school. Further work in 2023 on differentiating for students of all abilities has been prioritised and planned for.

In 2022 we continued to develop class profiles and engage in professional learning on differentiation to support student learning and achievement. All staff completed workshops on Learning Intentions and Leveled Success Criteria as a differentiation tool and best practice faculty examples were showcased to staff. Professional learning on the High Potential and Gifted Education (HPGE) policy was delivered to the Year 7 e3 teaching team and staff engaged in the collaborative analysis of data and planning to enhance teaching and learning.

Additional SLSO support was provided in 2022 to students through in class, one-on one and small group work. This has increased the level of students' participation and engagement in learning. Over 75 students were supported through organisational study groups and there was an increase in the amount of self referrals. These groups have contributed to

the improvement of students' learning outcomes. Assignment support was provided to over 15 students per year group per week through teacher, parent, self referral and the Learning Support Team referral.

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 |
|--|--|
| Yr 7-10 students attending school 90% or more of the time is approaching 75.7% (Baseline 69.5% Sem 1, 2018). | 50% of Year 7 - 10 students have attended more than 90% of the time. Covid concerns in early 2022 have contributed to this. |
| Students reporting a positive wellbeing (sense of belonging, expectations for success and advocacy) at school is approaching 70.4% (Baseline 67.7% 2018). | Students reporting positive wellbeing at school in 2022 is 70%. This has increased from approximately 68% in 2021. |
| Staff Tell Them From Me inclusive school data is above 7.8 - NSW Government Norm (2020 Baseline 7.7). | Staff Tell Them From Me inclusive school data is still above NSW Government Norm (2020 Baseline 7.7) at 8.0. |
| 80% of teaching programs and observations demonstrate embedded strategies for classroom accommodations and adjustments across all student academic levels. | 75% of teaching programs and observations demonstrate embedded strategies for classroom accommodations and adjustments across all student academic levels. |
| All students have a teacher mentor and participate in mentoring programs. | 100% of students have a teacher mentor and participate in mentoring programs. |
| % of Aboriginal students attending school 90% or more of the time is above 50% (Baseline 43% Term 1 2021). | 17% of Aboriginal students have attendance rates of 90% or more . |
| School Excellence Framework elements of wellbeing, curriculum and assessment are validated at sustaining and growing. | School Excellence Framework elements of wellbeing was validated at excelling, and curriculum and assessment were validated at sustaining and growing. |



| Funding sources | Impact achieved this year |
|---|--|
| <p>Refugee Student Support</p> <p>\$4,159.36</p> | <p>Refugee student support funding is provided to support students from refugee backgrounds who have been enrolled in an Australian school for less than three years.</p> <p>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 additional SLSO's for targeted student support. • Additional staffing for targeted interventions to support student learning. <p>The allocation of this funding has resulted in the following impact: The implementation of effective, individualised student support strategies to foster and develop a sense of belonging to LHS among targeted students.</p> <p>After evaluation, the next steps to support our students will be: Development of a targeted intervention plan based on specific individual student needs in 2023.</p> |
| <p>New Arrivals Program</p> <p>\$6,828.00</p> | <p>The New Arrivals Program funding provides on arrival, intensive English tuition for eligible, newly arrived English as an additional language or dialect (EAL/D) students at the beginning and emerging phases of English language proficiency at Lambton 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 targeted funding include:</p> <ul style="list-style-type: none"> • Employment of additional staff for targeted student support. This was achieved through the hiring of additional SLSO's. • Additional staffing for targeted interventions to support student learning as required and identified by our EaLD teacher. <p>The allocation of this funding has resulted in the following impact: Students having greater access to EaLD supports in the school. Stronger connections developed between LHS staff and the parents of these students. Students feeling a sense of belonging to the LHS community through consolidating and strengthening cultural connections.</p> <p>After evaluation, the next steps to support our students will be: Continue strong communications between students, staff and parents/carers. Specific, targeted interventions for identified students.</p> |
| <p>Integration funding support</p> <p>\$83,274.00</p> | <p>Integration funding support (IFS) allocations support eligible students at Lambton High School in mainstream classes who require moderate to high levels of adjustment.</p> <p>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 identified learning needs. • Staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs). |

| | |
|---|--|
| <p>Integration funding support</p> <p>\$83,274.00</p> | <ul style="list-style-type: none"> • Employment of staff to provide additional support for students who have high-level learning needs. <p>The allocation of this funding has resulted in the following impact: Additional SLSO support was provided to students through in class, one-on-one and small group work. This has increased the level of students' participation and engagement in learning. Students were supported through organisational groups and there was an increase in the amount of self referrals. Positive feedback was received from both staff and students. These groups have contributed to the improvement of students' learning outcomes.</p> <p>After evaluation, the next steps to support our students will be: Continue targeted, additional SLSO support to students through in class, one-on-one and small group work. Ongoing support to continue through organisational groups to improve students' learning outcomes.</p> |
| <p>Socio-economic background</p> <p>\$96,003.84</p> | <p>Socio-economic background equity loading is used to meet the additional learning needs of students at Lambton High School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>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"> • Supplementation of extra-curricular activities. • Equitable access to specialist resources such as student diaries, study skills handbooks, Elevate Education seminars and student assistance. • Providing students without sufficient economic support with educational materials, uniform, equipment and other items. • Employment of additional staff to support literacy, numeracy and HSC support program implementation. <p>The allocation of this funding has resulted in the following impact: Effective development and implementation of key strategic priority areas in student support and wellbeing. All students regardless of socio-economic situations have equitable access to all resources and learning opportunities at LHS. Students develop life-long learning skills in the areas of organisation, time management and study skills. Funding used to supply uniforms to disadvantaged families thus creating a sense of belonging for all students. Numerous students were subsidised for expenses incurred for attending mandatory excursions.</p> <p>After evaluation, the next steps to support our students will be: Continued development and support for students experiencing disadvantage and student wellbeing programs.</p> |
| <p>Aboriginal background</p> <p>\$56,489.79</p> | <p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Lambton High School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p>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 specialist additional staff (SLSO) to support Aboriginal |

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| <p>Aboriginal background</p> <p>\$56,489.79</p> | <p>students.</p> <ul style="list-style-type: none"> • Staffing release to support development and implementation of Personalised Learning Plans. • Employment of specialist additional staff (LaST) to support Aboriginal students. <p>The allocation of this funding has resulted in the following impact: Initiatives implemented by the Aboriginal Education Team are having a demonstrated impact on students both in the classroom and their sense of belonging within the school. These included employment of an Aboriginal SLSO and other SLSOs to support the Norta Norta Tutoring program. Other initiatives enabling students to feel good about their culture at school and were strongly supported by staff and students during 2022 include the Yarn Up PLP event, Year 6-7 transition, NAIDOC celebrations, Didge Group, Dance group and Sista Speak Programs, and Walk a Mile. The JAECEG designed a Yarning Circle in 2021 which was constructed and opened in 2022. Learning Circle Protocols were developed by the JAECEG and then ratified by the Awabakal Lands Council. All staff had the opportunity during our School Development Day to get on country and learn about Turning Aboriginal Education Policy action and faculties were provided with ongoing professional learning support with programming Aboriginal Perspectives. Two staff members completed Stronger, Smarter training. Aboriginal students and staff are delivering Acknowledgement of Country in all formal assemblies and at each Monday Morning Assembly. Numerous JAECEG members have written the Acknowledgment of Country used on the assemblies.</p> <p>After evaluation, the next steps to support our students will be: Continue to strengthen the presence of the JAECEG within the school. Increased number of Aboriginal students delivering Acknowledgment of Country at assemblies. Aboriginal SLSO Tutoring Support. Investigate the delivery of Bro Speak</p> |
| <p>English language proficiency</p> <p>\$183,465.72</p> | <p>English language proficiency equity loading provides support for students at all four phases of English language learning at Lambton 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"> • Provision of additional EAL/D support in the classroom and as part of differentiation initiatives. • Employment of additional staff to support delivery of targeted initiatives. • Additional teacher time to provide targeted support for EAL/D students and for the development of programs. <p>The allocation of this funding has resulted in the following impact: The employment of a specialist EAL/D (English as an Additional Language/Dialect) teacher allocated as per SBAR has enabled programs to be administered to over 55 students receiving varying degrees of English tuition. Providing language support and initial assessment of English Language proficiency for all "New Arrival" EAL/D students. The program has enabled the provision of relevant data to support the establishment of the needs of individual intensive language support. Students were able to receive orientation and transition to the school, the community, the country and the culture. Through teacher liaison and collaboration with the specialist EAL/D teacher and SLSO support, students have been able to engage in more learning experiences and, through differentiated curriculum and assessment, been able to participate in individual formal assessment. The support has assisted students in transitioning from the junior school into the advanced senior curriculum and enabled more liaison to occur with parents, students, and the</p> |

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| <p>English language proficiency</p> <p>\$183,465.72</p> | <p>Career Advisor regarding school to work transition.</p> <p>After evaluation, the next steps to support our students will be: Development of specific programs tailored to support EALD students in 2023 based on specific needs.</p> |
| <p>Low level adjustment for disability</p> <p>\$200,059.14</p> | <p>Low level adjustment for disability equity loading provides support for students at Lambton High School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>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 a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting. • Engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students. • 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 interventions through McLit and Multilit to increase learning outcomes. • IEP's were planned with students in consultation with parents & the school counsellor. These have engaged students and their parents/carers in a consultative and collaborative processes to personalise learning and support reflecting student needs. <p>The allocation of this funding has resulted in the following impact: 1.0 Learning and Support Teacher (LaST) Allocated as per SBAR. Additional SLSO support was provided to students through in class, one-on one and small group work. This has increased the level of students' participation and engagement in learning. Over 75 students were supported through organisational groups and there was an increase in the amount of self referrals. Positive feedback was received from both staff and students. These groups have contributed to the improvement of students' learning outcomes. Assignment support was provided to over 15 students per year group per week through teacher, parent, self referral and the Learning Support Team. These were also provided to students who couldn't access computers and/or the internet at home, or required extra guidance. Students reported that they found these support periods very beneficial. Support was provided to identified students on work experience on their first day at work placement. This enabled the student to feel more comfortable, settle into a new environment. and complete their placement successfully. 28 students participated in Multilit, an individual literacy support program. 90% of these students increased their reading ability. 22 students participated in Macqlit, a small group literacy support program. IEP's were planned with 42 students in consultation with parents & the school counsellor. These have engaged students and their parents/carers in a consultative and collaborative process to personalise learning and support reflecting student needs. The Learning Support and Wellbeing teams met once a week and identified students that need supports or have additional needs. L'EXTRA homework club operated every Thursday after school from 3-4pm. This support enhanced students' access to a wider range of curriculum learning experiences, specialist teachers, sources of knowledge, individual connections and educational and community services, including volunteers from Teach Outreach at Newcastle University. Improved professional learning programs were arranged to address learner diversity in classrooms, including the provision of support for teachers in recognising and responding to students' additional learning needs. Teacher Professional Learning was provided through Check In Assessment, Macqlit and Best Start Training. Disability provisions were provided for identified students across all year</p> |

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| <p>Low level adjustment for disability</p> <p>\$200,059.14</p> | <p>groups.</p> <p>After evaluation, the next steps to support our students will be: A continuation of LaST employment and support so that individualised and specialist needs are met across the school. Based on 2023 IFS predictions and new student enrolments attracting IFS funding, numerous additional SLSO's will be employed in 2023 to provide greater support in classrooms to enhance learning for students.</p> |
| <p>Professional learning</p> <p>\$119,064.00</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 Lambton 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"> • Data skills and use to inform teaching practice • Explicit teaching • Collaborative and differentiated professional learning • Mentoring and leadership • Supportive wellbeing system • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Staff training and support in literacy and numeracy. Specific strategies are Newman's Error Analysis and Critical Reading Scaffolds. • Updating reading resources to meet the needs of students particularly focusing on the super six strategies from Focus on Reading. • Teacher release to engage staff in HSC High Impact Professional Learning. <p>The allocation of this funding has resulted in the following impact: Staff were supported with release and course costs to support PDP goals and Professional learning to improve their practice aligned with school strategic directions and initiatives in Literacy, Numeracy, HSC attainment and High Impact Practices, attendance and student wellbeing. Release days are used to improve the capacity of teaching and non-teaching staff in line with, teacher accreditation, school and Departmental priorities. Stage 6 teachers engaged in Professional Learning opportunities as part of their Professional Development Plans to support High Impact Practices in HSC implementation through network and state initiatives. Staff from all KLA's attended Professional Learning at conferences and network meetings and a large percentage of teachers were HSC markers. Head Teachers led HSC analysis of faculty teams and developed teaching strategies for further improvement.</p> <p>After evaluation, the next steps to support our students will be: Professional Learning will focus on the majority of Stage 6 teachers completing High Impact HSC strategies. This will be delivered through face to face sessions at LHS and through on-line courses. Numerous staff will be provided with access to the ALC. This will support the LHS HSC improvement measures of increasing the number of students achieving Band 4 & 5 results. In addition, a professional learning community of Stage 4, E3 teachers will be developed to academically challenge our Gifted & High Potential Stage 4 students.</p> |
| <p>COVID ILSP</p> <p>\$117,140.00</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>COVID ILSP</p> <p>\$117,140.00</p> | <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of teachers/educators to deliver small group tuition • providing targeted, explicit instruction for student groups in writing and numeracy • employing staff to coordinate the program • employment of additional staff to support the monitoring of COVID ILSP funding • engaging the services of Kip McGrath tutoring with the focus on Maths and English <p>The allocation of this funding has resulted in the following impact: A survey of parents and students participating in COVID ILSP tutoring revealed that 76% of respondents believed COVID ILSP tutoring was highly useful or useful to improve their learning in the classroom. 64% of respondents said that it increased their confidence to 'give things a go' in class. 66% of respondents said that the tutoring had helped them to improve results in assessments tasks. Year 12 students targeted for support were able to attain minimum standards with 100 percent of students attaining the minimum standard in Numeracy and Reading and 98 percent of students attained the minimum standard in Writing.</p> <p>After evaluation, the next steps to support our students will be: The COVID ILSP program will focus on writing after evaluation of data and feedback from students. Funding will allow employment of a tutor for approximately 2 days per week who will work with small tuition groups within a classroom. The after hours numeracy program will continue as feedback from students has expressed an interest in continuing this program. A coordinator will oversee the administration of the program to ensure DoE guidelines and evaluation of COVID ILSP are being met.</p> |
| <p>Per capita</p> <p>\$314,050.03</p> | <p>These funds have been used to support improved outcomes and the achievements of staff and students at Lambton 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"> • Supportive wellbeing system • Other funded activities <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • Releasing classroom teachers with specific expertise to engage in planning to support identified curriculum areas, including literacy and numeracy. • Subsidising physical activity programs focusing on movement, wellbeing and social skills. • Employing an SSO to support a range of Wellbeing programs and initiatives across the school. This included the establishment of a Wellbeing Hub. • Engaging specialist teachers who work across all mainstream classes to provide intervention programs for students. <p>The allocation of this funding has resulted in the following impact: Students from all socio-economic backgrounds are supported in their learning at LHS. The subsidisation of student planners and GEM lessons foster an equitable learning environment where all students are known, valued and cared for. A differentiated whole school curriculum approach allows access to all curriculum areas for all students. High Potential and Gifted students are identified in Stage 4 with tailored programs developed to assist and encourage all HPGE students to reach their academic potential.</p> <p>After evaluation, the next steps to support our students will be: Students from all ability levels will continue to be supported through a comprehensive whole-school differentiated curriculum approach. This will support a Core Value at LHS of all students achieving their</p> |

| | |
|--|---|
| Per capita \$314,050.03 | personal best. |
| Student support officer (SSO) \$96,058.00 | <p>These funds have been used to support improved outcomes and the achievements of staff and students at Lambton 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 Staffing - Other funding include:</p> <ul style="list-style-type: none"> • Employment of full-time SLSO at LHS in 2022. • Development of a Wellbeing HUB at LHS delivering individual and group supports. • SSO delivering individual and small group support workshops developing resilience and confidence building strategies. <p>The allocation of this funding has resulted in the following impact: In 2022, 260 students from LHS gained support from the SSO through either individual or small group interventions. Of the students involved in the program most have sought support for Anxiety(31.9%) and Mental Health(21.5%). Numerous external agencies were engaged to support students and families. These included: Samaritans, Headspace, CAMHS, North Academy and The Smith Family. Whole school supports established include: Wellbeing lessons delivered through Mentoring, R U OK Day, GEM Wellbeing Days, Breakfast Club</p> <p>After evaluation, the next steps to support our students will be: Student data surveys informed LHS that they would like to learn more about: Building respectful relationships Improving self esteem Emotional regulation Navigating social media Managing difficult friends These identified areas will be focus areas moving forward in 2023.</p> |

Student information

Student enrolment profile

| Students | Enrolments | | | |
|----------|------------|------|------|------|
| | 2019 | 2020 | 2021 | 2022 |
| Boys | 560 | 578 | 559 | 555 |
| Girls | 598 | 587 | 579 | 599 |

Student attendance profile

| School | | | | |
|-----------|------|------|------|------|
| Year | 2019 | 2020 | 2021 | 2022 |
| 7 | 93.1 | 93.9 | 92.2 | 89.4 |
| 8 | 90.0 | 92.8 | 87.0 | 86.8 |
| 9 | 89.2 | 91.8 | 86.8 | 82.7 |
| 10 | 87.4 | 92.1 | 87.1 | 83.8 |
| 11 | 89.6 | 89.1 | 88.4 | 86.0 |
| 12 | 89.8 | 93.0 | 86.6 | 86.0 |
| All Years | 89.9 | 92.1 | 88.0 | 85.8 |
| 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 | 0 | 2.5 |
| Employment | 2.46 | 9.8 | 15 |
| TAFE entry | 2.46 | 4.29 | 5 |
| University Entry | 0 | 0.61 | 77.5 |
| Other | 1.97 | 4.9 | 0 |
| Unknown | 0 | 0 | 0 |

Year 12 students undertaking vocational or trade training

24.02% of Year 12 students at Lambton High School undertook vocational education and training in 2022.

Year 12 students attaining HSC or equivalent vocational education qualification

96.1% of all Year 12 students at Lambton 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) | 13 |
| Classroom Teacher(s) | 58.9 |
| Learning and Support Teacher(s) | 1 |
| Teacher Librarian | 1 |
| Teacher ESL | 1 |
| School Counsellor | 2 |
| School Administration and Support Staff | 18.97 |
| Other Positions | 1 |

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 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 | 1,411,044 |
| Revenue | 14,286,355 |
| Appropriation | 13,727,441 |
| Sale of Goods and Services | 6,440 |
| Grants and contributions | 541,616 |
| Investment income | 5,920 |
| Other revenue | 4,938 |
| Expenses | -14,286,343 |
| Employee related | -12,945,920 |
| Operating expenses | -1,340,424 |
| Surplus / deficit for the year | 12 |
| Closing Balance | 1,411,056 |

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 | 56,671 |
| Equity Total | 537,344 |
| Equity - Aboriginal | 57,815 |
| Equity - Socio-economic | 96,004 |
| Equity - Language | 183,466 |
| Equity - Disability | 200,059 |
| Base Total | 11,644,585 |
| Base - Per Capita | 295,050 |
| Base - Location | 0 |
| Base - Other | 11,349,535 |
| Other Total | 758,237 |
| Grand Total | 12,996,837 |

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.



School performance - NAPLAN

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

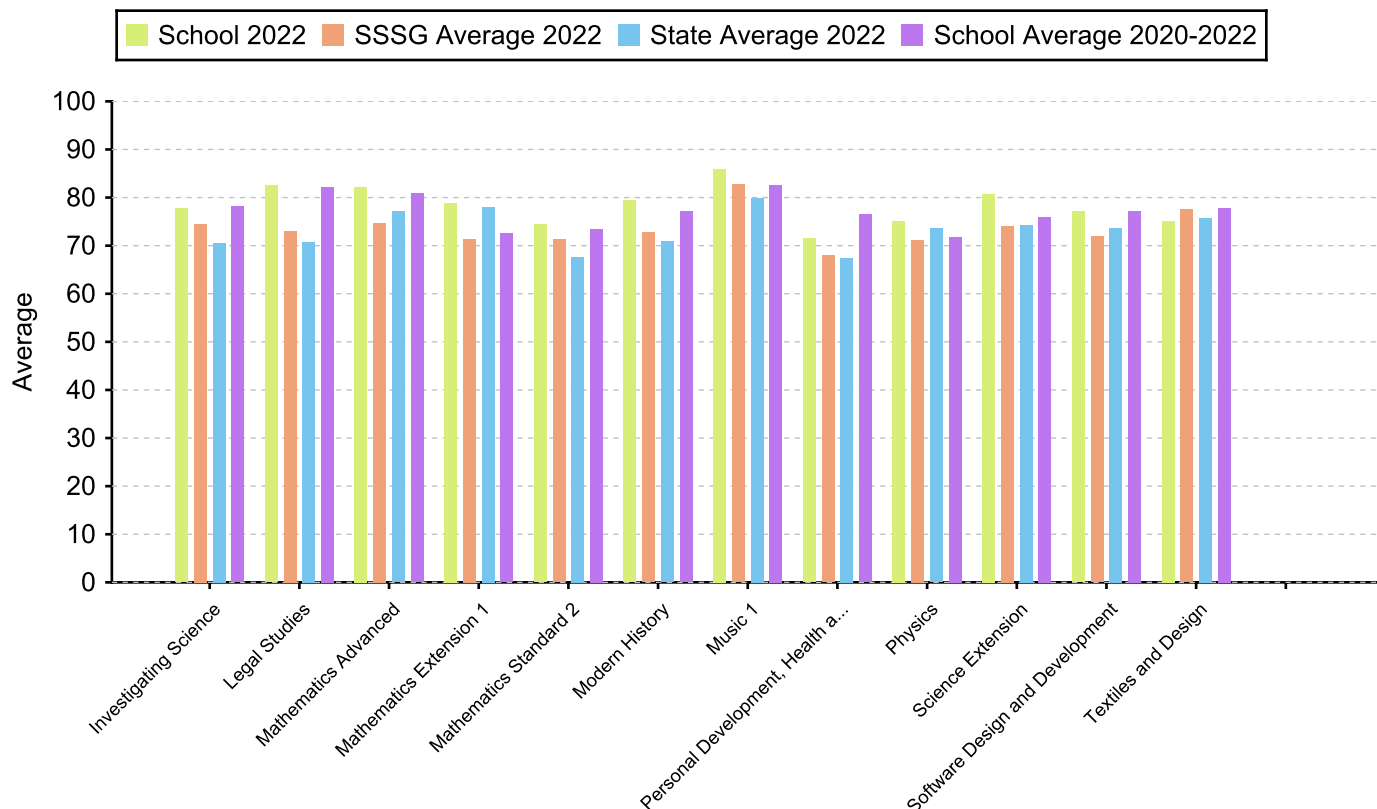
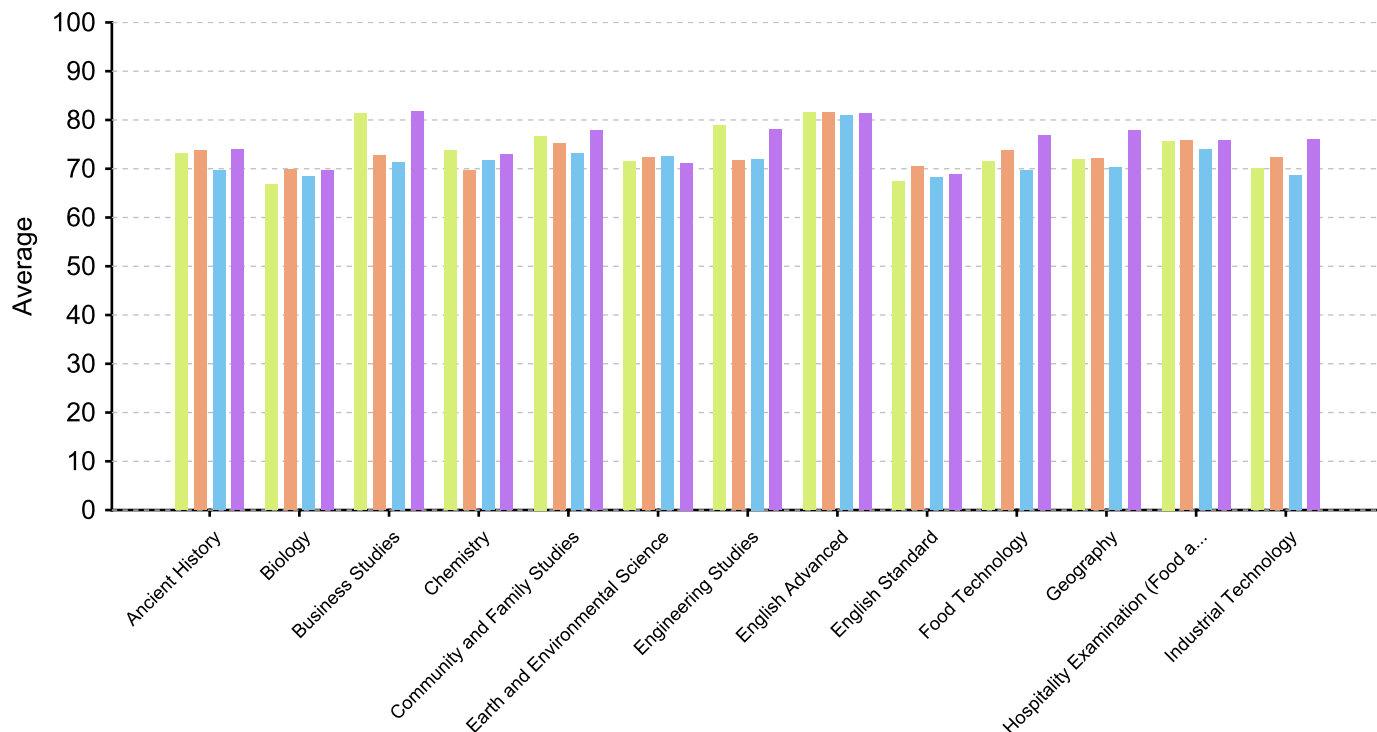
The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data.



School performance - HSC

The performance of students in the HSC is reported in bands ranging from Band 1 (lowest) to Band 6 (highest).

The information in this report must be consistent with privacy and personal information policies. Where there are fewer than 10 students in a course or subject, summary statistics or graphical representation of student performance is not available.



| Subject | School 2022 | SSSG | State | School Average 2020-2022 |
|---|-------------|------|-------|--------------------------|
| Ancient History | 73.2 | 73.7 | 69.6 | 73.9 |
| Biology | 66.7 | 69.8 | 68.5 | 69.6 |
| Business Studies | 81.3 | 72.6 | 71.2 | 81.7 |
| Chemistry | 73.7 | 69.7 | 71.7 | 72.8 |
| Community and Family Studies | 76.7 | 75.1 | 73.2 | 77.8 |
| Earth and Environmental Science | 71.5 | 72.3 | 72.5 | 71.2 |
| Engineering Studies | 78.8 | 71.7 | 72.0 | 78.1 |
| English Advanced | 81.5 | 81.5 | 81.0 | 81.3 |
| English Standard | 67.3 | 70.5 | 68.1 | 68.8 |
| Food Technology | 71.5 | 73.8 | 69.7 | 76.8 |
| Geography | 71.9 | 72.2 | 70.2 | 77.9 |
| Hospitality Examination (Food and Beverage) | 75.7 | 75.8 | 74.0 | 75.8 |
| Industrial Technology | 70.0 | 72.2 | 68.6 | 76.1 |
| Investigating Science | 77.7 | 74.5 | 70.6 | 78.1 |
| Legal Studies | 82.5 | 73.1 | 70.8 | 82.2 |
| Mathematics Advanced | 82.2 | 74.7 | 77.1 | 80.9 |
| Mathematics Extension 1 | 78.8 | 71.4 | 78.0 | 72.6 |
| Mathematics Standard 2 | 74.4 | 71.3 | 67.6 | 73.5 |
| Modern History | 79.4 | 72.7 | 70.9 | 77.1 |
| Music 1 | 86.0 | 82.7 | 79.9 | 82.7 |
| Personal Development, Health and Physical Education | 71.5 | 68.0 | 67.5 | 76.5 |
| Physics | 75.1 | 71.1 | 73.5 | 71.8 |
| Science Extension | 80.7 | 74.0 | 74.4 | 75.9 |
| Software Design and Development | 77.1 | 71.9 | 73.7 | 77.3 |
| Textiles and Design | 75.2 | 77.5 | 75.7 | 77.8 |



Parent/caregiver, student, teacher satisfaction

The Tell Them From Me Survey was conducted in 2022 with students, parents and teachers. Parent feedback in the Partners in Learning Survey showed that improvement has been made in the parents supporting learning at home, which was an identified area of improvement from the 2021 survey. One area that decreased since the 2021 survey is safety at school and needs further investigation as it doesn't correlate with data from the student survey. Although gains have been made in some areas, the majority of aspects in the parent survey remain below state norms.

Students undertook one survey in 2022 and when compared with data from 2021, improvements have been made in some areas. Student responses have placed the school above state norms in all areas, except for Aspirations in which there has been a 4% decrease in students indicating they will finish year 12, a 7% decrease in students wanting to attend university and a 3% increase in students wanting to pursue a trade.

Teacher feedback in the Tell Them From Me survey conducted in 2022 has seen a decrease in some aspects, with a positive increase in parent involvement. Although improvement has been made in some areas, aspects below state norms and require further investigation include; leadership, inclusive school, parent involvement, collaboration, quality feedback and overcoming obstacles to learning.

Lambton High School has a P & C that actively contributes to the school learning community through a P & C run canteen, regular meetings and providing representation on interview panels. Their contribution to the school is valued by both the staff and students. The P & C meet every second Tuesday of the month at 7pm in the Library.



Policy requirements

Aboriginal Education Policy

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

Evidence of effective implementation of the policy included:

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

Anti-Racism Policy

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

Multicultural Education Policy

Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.

Multicultural and anti-racism education - School Statement

Lambton High School's clientele is diverse and has more than 200 students with a language background other than English (LBOTE), attributing to over 50 different languages being spoken in the home or community. There are around 50 EAL/D (English as an Additional Language/Dialect) students receiving specialist support, with many new foreign students arriving in the country during the post-COVID period. Enrolments for International Students, who specifically come to Australia to attain their HSC and transition into tertiary education, increased. Additionally, just over 4% of the overall student population identify as Aboriginal or Torres Strait Islander.

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

The Multicultural Education Policy and the Anti-Racism Policy have supported the school community to acknowledge and respect cultural diversity and foster community connections through the celebration of special events, such as Harmony Day and Refugee Week. Multicultural Education is embedded into the curriculum of all key learning areas and monitored through program registration, ensuring an inclusion of the whole school community. Lambton High School has continued to foster strong and positive links with community networks, like the Northern Settlement Services (Mosaic

Multicultural Connections) and the Multicultural Neighbourhood Centre and continues to access interpreters to liaise with parents and carers. The education of EAL/D students continues to be a firm focus at Lambton High School.

Other School Programs (optional)

Student Leadership

There are two leadership groups at Lambton High School:

- Student Representative Council
- Senior Student Body.

Students are supported as leaders by Lambton High School staff. Their opinions are valued and their ideas implemented.

Student Representative Council

The Lambton High School Student Representative Council was a large group of students from Year 7 to 11 that were able to self-nominate. Jessamy Sewell and Ryan Robinson who were the Presidents of the SRC in 2022 best summed up the 2022 SRC in this excerpt from their Induction Speech.

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

Members of the Lambton High School Student Representative Council for 2022 were:

- **Presidents** - Jessamy Sewell and Ryan Robinson
- **Vice Presidents** - Keama Sullivan and Michael Scott
- **Secretaries** - Cadence Campbell and Elana Zhang
- **Treasurers** - Elise Borg, Lily Campbell, Demani McSpadden, Sarang Navia
- **Year 7 Members** - Harry Bailey, Gaius Bowditch, Mitchell Cadell, George Hartcher, Vashini Sivayogan, Sunny Topic, Jarred Watts
- **Year 8 Members** - Cameron Allan, Tanishkaa Gajendran, Noah Jones, Darcy Mitchell, Amelia Robinson, Isaac Shaw, Scarlett Smith, Evie Turnbull, Phoebe Ulph, Georgia Young.
- **Year 9 Members** - Joshua Graham, Cody Turnbull
- **Year 10 Members** - Chloe Archer, Lachlan Cadell, Sahra Garside, Anika Gillett, Addie Jackson, Mia Malcolm, Nashita Jaffar Sadiq, Aiva Pinches, Kiah Reid, Branden Zsiros
- **Year 11 Members** - Amelia Accardi, Sarah Holland, Patrick Lennard, Emily Lewer, Jovana Markelic, Revti Menaria, Shivani Sivayogan.

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

Keama Sullivan was awarded the Tim Crakanthorp Social Justice Award for helping with charitable works, volunteering and earning the respect of the school community.

Elana Zhang was awarded the ADF Future Innovators Award in Year 10. This award has been designed to recognise the recipients' Science and Mathematics abilities

The annual SRC Leadership Day, held at Dixon Park Surf Life Saving Club, embodied a variety of activities and presentations run by SRC members on topics such as teamwork, fundraising, qualities of a leader, volunteering and public speaking. The day encouraged student engagement, which was undeniably achieved by the fun and interactive nature of the activities. Students were enabled to access their full leadership potential and learn the skills vital for a successful leader not only within the school environment of Lambton High School, but amongst the extended community. The following students planned and presented activities - Scarlet Smith, Evie Turnbull, Michael Scott, Ryan Robinson, Jessamy Sewell, Jovana Markelic, Amelia Acardi, Emily Lewer, Revti Menaria, Shivani Sivayogan Elana Zhang, Chloe Archer, Mia Malcolm, Nashita Jaffar Sadiq. Thanks to Mr Bennett and Ms Ruby Kozlik for their presentations.

The SRC and Senior Student Body attended the GRIP student leadership conference in Newcastle City Hall. The conference specifically trained student leaders for what their role is as a student leader. The topics covered included:

- Making school a great place for everybody
- How to make every student feel valued
- How to get everybody on board with a big idea

- How to replace conflict with unity

These topics were all delivered in an interactive talk, allowing all students to fully engage with the speaker. Through the information provided in the conference students were truly able to gain a full understanding of what is needed to be a leader and how to put these qualities into action. Ryan and Amelia Robinson represented LHS by leading participants in crazy dancing from the stage. Keama Sullivan explained how events could be advertised to interest more students.

Elise Borg, Lily Campbell, Demani McSpadden, Sarang Navia sourced second hand uniforms and set up a shop to sell them. The aim was not to raise lots of money but to provide a service to students to buy good quality uniforms at a cheap price. Also, the fashion and clothing industry is the third most polluting industry in the world. Not only is this an environmental issue, it is also a human rights issue, involving child labourers and underpaid and mistreated workers. Money raised was used to purchase new blazers that were used by students who represent the school formally. This activity was handed over to the Retail Services class so they were able to set up a meaningful business which has been named "Renew".

The SRC fundraised for many charities raising thousands of dollars.

- One fundraiser that stood out was the Stressless Pyjama Day and Movie Afternoon that catered for both the students and teachers after a challenging time experienced through COVID. This raised money for the Mark Hughes Foundation. The mental health of students was prioritised by providing a day to relax and de-stress by watching a movie, coming out of school uniform and enjoying a barbecue lunch, popcorn and chocolates. It was a great team effort that involved every member of the SRC.
- On 25 October the SRC and Senior Student Body organised a Fundraiser for WWF whose global mission is to stop the degradation of the planet's natural environment and to build a future in which humans live in harmony with nature. Students and staff dressed as their favourite endangered animal or plant and contributed a gold coin donation. SRC members and the Senior Student Body cooked for a cake stall and sold cans of drink in the quad at lunch raising \$590 for WWF. Mr Les Kiss, Joshua Graham and Sunny Topic harvested fresh vegetables from the LHS garden selling them to staff raising \$65 to buy more seeds for the garden.
- Lambton High School took part in National Bandanna Day on 28 October. Bandanna Day is the flagship fundraising and awareness campaign for Canteen. Canteen provides free and tailored support to young people aged 12-25 who are impacted by cancer. Year 8 SRC members - Evie Turnbull, Scarlett Smith, Isaac Shaw, Amelia Robinson, Cameron Allan, Phoebe Ulph and Taniskaa Gajendran sold Bandana's raising \$300. Thanks to Mrs Sherriden Williams for her assistance

Green Day took place at Lambton High School for the 28th consecutive year on 28th June. The theme was **"If You Cannot Reuse, Refuse"**. The day composed of the following activities:

- Music was provided by Years 9 - 12 Music students.
- Best dressed junior and senior students and staff were judged and prizes for best dressed were awarded.
- Year 8 students displayed their environmental projects in the Library.
- Year 9 Drama presented their environmental drama to Year 8.
- There was a cake decorating competition in the theme of the day. Judging was completed by Keama Sullivan and Emily Lewer.
- Students had the opportunity to make a bag from a preloved T-Shirt.
- SRC members and the Senior Student Body made Green cakes and slices.
- Fresh produce from the vegetable garden was on sale.

Senior Student Body

The Senior Student Body is made up of Year 12 leaders who self-nominated. Captain, Vice-Captains and Senior Prefects were chosen through interview. Senior Prefects provide a link between the Senior Student Body and Student Representative Council

- **CAPTAINS:** Mhairi Hammond & Thomas Muggleton
- **VICE-CAPTAINS:** Taneisha-Lee Fry & Hugh-Angus Bright
- **SENIOR PREFECTS:** Charlotte Mason, James Harrison, Rachel Pree, David MacLure, Sophie Tickle, Arlo Yeomans-Hansen, Sophie Unwin
- **PREFECTS:** Lily-Jane Dauwalder, Leila Futter, Grace Jolly, Chloe Odgers, Tara Odgers, Eunso Oh, Francelle Patingo

Mhairi Hammod and Thomas Muggleton won the prestigious 2022 Minister's Award for Excellence in Student Achievement for their commitment to academic excellence, sporting and/or cultural achievements, leadership skills, contribution to the school community and values such as integrity, respect and responsibility.

Mairhi Hammond and Thomas Muggleton were awarded the Future Leaders Helen Handbury Leadership Award. This is an Australian award that recognises Year 12 students in rural and regional Australia who have shown strong community leadership and initiative. They each received \$5000 towards an international trip to experience community development in another culture.

Taneisha-Lee Fry was awarded the Sharon Claydon 2022 Community Spirit and Leadership Award for leadership qualities for her contribution to the school community.

Hugh-Angus Bright and Sophie Tickle were presented with the Ampol Best All Rounder Award in recognition of student excellence in academic achievement, leadership' sporting and community service activities.

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

James Harrison was awarded the ADF Future Innovators Award in Year 12. This award has been designed to recognise a recipients science and mathematics abilities.

Mhairi was recognised for her service to Newcastle by Sharon Claydon MP with the 2022 Newcastle Volunteer Award.

Captains Mhairi Hammond and Thomas Muggleton attended the Lambton/New Lambton RSL Anzac Ceremony on 25 April. They represented Lambton High School with pride presenting the keynote address. On 11th November, new Captains Jessamy Sewell and Ryan Robinson gave the keynote address at Lambton/New Lambton RSL Remembrance Day Ceremony. On both occasions the students were excellent representatives of Lambton High School and the veterans were sincerely impressed.

Mhairi Hammond and Thomas Muggleton represented Lambton High School at the 2022 Secondary Schools Student Leadership Program in March. They visited Parliament House and Government House. The civics and citizenship program offered the Captains the opportunity to develop their knowledge of our system of government and parliamentary proceedings, and the role of the Governor.

Charlotte Mason represented the 27th National Schools Constitutional Convention in May which was based on the topic "Does Australia need a Bill of Rights?"

Girls in the Senior Student Body celebrated International Women's Day at school. They presented a speech to the school, encouraged students to come to school out of uniform wearing purple, and made purple ribbons for staff and students.

Over a two week period, members of the Senior Student Body volunteered time at lunch to share subject-specific study tips with Year 11. They covered Biology, Chemistry, English , Modern History, Business, PE, Ancient History, Visual Arts, Engineering, Legal Studies, IPT, Geography, and Food Technology.

Hugh-Angus Bright, who was assisted by all members of the Senior Student Body, invited the Australian Museum of Clothing and Textiles from Maitland to Lambton High School. They brought historical costumes to show to Textiles Classes. A BBQ raised funds for the future development of the Museum.

Captains, Vice-Captains and Senior Prefects acted as Master of Ceremony for several major school assemblies. These included:

- The Year 12 Graduation Assembly
- Academic Presentations Assemblies
- Student Representative Council and Junior AECG Inductions
- Welcome to New Year 7 students and their parents.

Mhari Hammond, Thomas Muggleton and Taneisha-Lee Fry with the help of Ms Michaela Swann designed and established the LHS vegetable garden for which they had gained a grant from the Sustainable Schools Grant.

The Newcastle WhiteRibbon Day Breakfast was held on 25 November at NeX in King Street. The following students of the Lambton High School Senior Student Body welcomed guests from the community to the breakfast and ushered them to their seats - Jessamy Sewell, Ryan Robinson, Lachlan Van Der Vliet, Callum Hannah, Keama Sullivan, Sarah Holland, Jovana Markelic, Sunny Mitchell, Timothy Harrison, Michael Scott, Shriya Bansal , Hazel Oakwood, Siahn Perkins, Emily Lewer.

The SRC and Senior Student Body held a fundraiser on 15th November to raise money for White Ribbon. Lachlan Cadell, Joshua Graham, Momoka Sinclair-Irvine, Keah Reid, and Isabella Winter collected gold coin donations. Michael Scott, Lachlan Van Der Vliet, Hazel Oakwood, Amelia Acardi, Sunny Mitchell, Momoka Sinclair-Irvine, Keah Reid, and Isabella Winter organised a fundraising BBQ.