

2023 Annual Report

Lake Illawarra High School



8474

Introduction

The Annual Report for 2023 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.

School contact details

Lake Illawarra High School

Reddall Pde

Lake Illawarra, 2528

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

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

4296 3844

Message from the principal

Lake Illawarra High School is a proud public school with a strong focus on supporting students to be the best versions of themselves through the provision of a quality education and wellbeing with opportunities to explore the arts, sport, leadership. Our commitment to learning experiences that support academic success and prepare students for a rapidly changing future continued in 2023, with a renewed focus on the explicit development of literacy and numeracy skills. Students in all year groups continued to be supported by their teachers to be deeply engaged in their learning. We celebrated our HSC class of 2023, with their outstanding results, including an increase in student performance data in the top 3 HSC performance bands.

Our ongoing commitment to developing a relevant and engaging curriculum that develops student 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. Students' learning has been strengthened through strong partnerships with many organisations including, our local Elders, business partners, academic partnerships, and engagement with our partner primary schools through the Lake Learning Community.

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.

Ms Jenny Perry

Principal

School vision

Lake Illawarra High School aims to provide a safe and inclusive environment where all students can reach their highest potential. The school community embraces a philosophy of life-long learning, following a wholistic approach to curriculum, pedagogy and wellbeing. We provide opportunities for our students to become respectful, responsible and resilient citizens who care for themselves and the community, and who can adapt to 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 people. 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	2023 School Assessment
LEARNING: Learning Culture	Delivering
LEARNING: Wellbeing	Delivering
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Delivering
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student growth and performance	Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Delivering
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Delivering
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1: Student growth and attainment

Purpose

To ensure 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

Professional learning

Per capita

Integration funding support

Low level adjustment for disability

Summary of progress

The focus for 2023 was on supporting the professional learning of staff regarding high expectations, explicit teaching and delivering Lake Learning Strategies through the literacy and numeracy teams. This involved fortnightly timetabled individual and executive team professional learning, to support the embedding of learning intentions and success criteria in teaching and supporting students to effectively articulate what they are learning and why. It also involved the delivery of explicit and evidenced based literacy and numeracy strategies, including involvement in the UOW (University of Wollongong) Secondary Writing project, bespoke literacy and numeracy groups in Stage 4 and the provision of personalised professional learning for staff. As a result, 100% of the executive team engaged in, and reported, positive engagement in the personalised professional learning. All staff engaged in professional learning aimed at the implementation of learning intentions and success criteria, however this was not reflected consistently in all teacher practice. The literacy and numeracy teams consisting of cross KLA (Key Learning Areas) members engaged with the literacy and numeracy progressions, using data sources (PLAN2 and pre-testing) to inform practice. The Writing in Secondary Schools team used baseline data collected through ongoing formative assessment to develop methods to increase students learning to write and writing to learn skills.

Next year the focus will be developing the whole school literacy and numeracy strategies and further developing teacher understanding of the learning cycle, which will support further achievement towards student growth and attainment.

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 of a 19.7% uplift in the percentage of Aboriginal students attaining the HSC whilst maintaining their cultural identity.	The percentage of Aboriginal students attaining the HSC whilst maintaining their cultural identity was 9.1%.
An increase in Check-in Assessment mean scaled score for reading in Year 7 and 9 for 2023 compared with Year 7 and 9 in 2022.	The Check-in Assessment mean scaled score for reading in Year 7 and 9 increased by 8.5% indicating achievement of the target.
An increase in Check-in Assessment mean scaled score for numeracy in Year 7 and 9 for 2023 compared with Year 7 and 9 in 2022.	The Check-in Assessment mean scaled score for numeracy in Year 7 and 9 increased by 9.1% indicating achievement of the target.

Increase the proportion of students achieving the top 2 bands in the HSC to be at or above the lower bound system negotiated target of 12.3%	The proportion of students achieving the top 2 bands in the HSC was 14.75% indicating achievement of the lower bound target.
Increase the proportion of students achieving the top 3 bands in the HSC to be at or above the lower bound system negotiated target of 38%	The proportion of students achieving the top 3 bands in the HSC was 41% indicating achievement of the lower bound target.

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

Professional learning
Socio-economic background
Integration funding support
Per capita
English language proficiency
Beginning teacher support
Low level adjustment for disability

Summary of progress

The focus for 2023 was on the collection and use of student learning and progress data in order for our staff to deeply know their students and how they learn. This involved creating mechanisms to track student learning progress for our students from Year 3 to Year 12, utilising our wellbeing team to provide individualised mentoring to support student growth and achievement, and working collaboratively with our parents and carers in order to enhance student achievement. We also worked collaboratively with our partner primary schools who comprise the Lake Learning Community to strengthen transition pathways. As a result, the evidence shows that there is an increase in the use of data to support student learning and the transition program has facilitated the explicit sharing of student information across sites of practice.

Next year, the focus will be on deeply embedding data informed practice to inform teacher learning goals in line with the Performance and Development Framework, and the enhancement of practices to support teacher collaboration. This will support further achievement towards supporting the ongoing professional development and growth of teachers.

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 with some themes at Excelling.	School Excellence Framework assessment in the element 'Curriculum' has been measured at Sustaining and Growing through self-assessment.
School Excellence Framework assessment in the element 'Effective Classroom Practice' indicates is maintained at Sustaining and Growing.	School Excellence Framework assessment in the element 'Effective Classroom Practice' has been measured at Sustaining and Growing through self-assessment.
School Excellence Framework assessment in the element 'Data Skills and Use' indicates improvement from Sustaining and Growing to Excelling.	School Excellence Framework assessment in the element 'Data Skills and Use' has been maintained at Sustaining and Growing through self-assessment.

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

Aboriginal background

Professional learning

Integration funding support

Per capita

Student Support Officer

Summary of progress

The focus for 2023 was on developing a whole school approach to consistent classroom management and wellbeing processes and growing our positive partnerships for learning, student engagement and wellbeing. This involved staff professional learning and collaboration regarding consistent practices relating to classroom management and student behaviour with a focus on creating supporting learning environments. There was a pivot in Terms 1 and 3 due to a change in department policies regarding student management and mobile phones in schools. The school engaged in department led research through the Parent Partnerships Ecosystem project to enhance parent engagement through focus groups, as well as utilising focus groups with the Safeguarding Kids Together team with a focus on student voice and analysis of school practices to inform decisions regarding attendance and wellbeing procedures. The school has continued to seek a personalised approach to student wellbeing through the establishment and/or refinement of wellbeing initiatives. Some examples include the RAISE program utilising external mentors, strengthened approaches to support First Nations Students' wellbeing, Ready 2 Go program to support student transition pathways and connecting First Nations Students to culture through the Elders program. As a result, we have seen an increase in student attendance and student compliance in whole school procedures, including student, staff and community support of the mobile phone ban.

Next year the focus will be on revitalising the school's values platform and rewards and recognition programs with a focus on a coordinated, planned and targeted approach to student wellbeing programs which will support further achievement towards increased attendance and student sense of belonging.

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
Improvement in the proportion of students attending school 90% or more of the time to be at or above the lower bound system-negotiated target of 49.2%.	The proportion of students attending school 90% or more of the time is 35.92% indicating progress yet to be seen towards the lower bound target.
Improvement in the proportion of students reporting positive Wellbeing (Expectations for Success, Advocacy and Sense of Belonging) at school to be at or above the lower bound system negotiated target of 59.3%.	The proportion of students reporting positive Wellbeing (Expectations for Success, Advocacy and Sense of Belonging) was measured at 52.89% indicating progress towards the lower bound target.

Funding sources	Impact achieved this year
<p>Socio-economic background</p> <p>\$1,095,371.76</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' • Building an aspirational learning community • 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 targeting professional learning opportunities to support student learning. • Funding of Head Teacher Equity and Engagement to increase community engagement and support transition programs. • Employment of additional staff to support wellbeing programs. • Providing students without economic support for educational materials, uniform, equipment and other items. • Funding of Deputy Principal Instructional Leader and Senior Academic Advisor to support student achievement. • Teacher release to support curriculum implementation. <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> - Teachers receiving additional release from face-to-face teaching to plan quality literacy and numeracy programs using assessment data. - The school heavily invested in data and the evaluation of data to support students and their learning. - Supplementation of extra-curricular activities and resourcing to increase equitability of resources and services. - Providing support for targeted students within the classroom through the employment of School Learning and Support Officers. - Implementation of literacy and numeracy strategies to support targeted intervention for students at point of need, in line with identified targets outlined in the School Improvement Plan. - Literacy and numeracy programs and resources, to support teaching, learning and assessment. - Students were provided with one-to-one intervention from School Learning and Support Officers (SLSOs) in the classroom and in the playground, based on their level of need. - Improved relationships between the school and community with the assistance of a Head Teacher Equity and Engagement. <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> - Establish a team of literacy and numeracy mentors to support our trajectory towards achieving school improvement measures. - To support refinement of existing strategies and establish new strategies to support successful literacy and numeracy interventions for individuals and groups of students. - To analyse and adjust access to online learning platforms to suit student needs. - To continue additional release from face-to-face teaching for planning and program. - To provide teacher professional learning on the effective analysis and use of student achievement data. - To continue to fund additional School Learning and Support Officers (SLSOs), an additional Student Support Officer (SSO) and a Senior Academic Advisor (SAA) to support interventions for targeted students. - Employment of a school funded Head Teacher Secondary Studies to support student achievement across the senior years.
<p>Aboriginal background</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Lake Illawarra High School. Funds under</p>

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.

Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:

- Positive partnerships for learning, student engagement and wellbeing.

Overview of activities partially or fully funded with this equity loading include:

- Community engagement to support continued support of cultural competency.
- Employment of specialist additional staff (SLSO) to support Aboriginal students.
- Partnership with the Clontarf Foundation to support the implementation of the Lake Illawarra High School Clontarf Academy.
- Engaging an Aboriginal Education Officer (AEO) to facilitate improved community engagement, including the engagement of students and their families with the personalised learning pathway (PLP) process
- Partnerships between the school and families, with NAIDOC and Reconciliation week events for the families and students, building relationships across the community and sharing culture and school successes.
- Inclusion of student artworks in yarnning circle.

The allocation of this funding has resulted in the following impact:

- An increase of Aboriginal families engaging in the Personalised Learning Pathways (PLP) process.
- Tell Them from Me data indicated an increase in Aboriginal students reporting positive expectations of success (14% increase) and sense of belonging (11%).
- The creation of a school culture that values the identity, culture, heritage and languages of our Aboriginal histories and culture.
- Increased understanding of Aboriginal history and culture across the school.
- Employment of additional staff to deliver personalised support for Aboriginal students.
- Staff understanding of Aboriginal policy, responsibilities and cultural immersion have improved through implementation of department, mandatory and school developed professional learning.
- The funding has allowed for cultural education for both students and teachers to be delivered.
- Funding supported the Personalised Learning Pathways process, ensuring every Aboriginal child achieves success and finds school an engaging and culturally safe place.
- Community engagement to support the development of cultural competency.
- All students benefitted from cultural learning.

After evaluation, the next steps to support our students will be:

- To further expand the cultural education for our Aboriginal and Torres Strait Islander students through workshops and the Personalised Learning Pathways (PLP) cycle.
- Enhanced partnerships between the school and families, with NAIDOC and Reconciliation week events for the families and students, building relationships across the community and sharing culture and school successes.
- To develop stronger connections with the local Aboriginal Education Consultative Group.
- To continue our partnership with the Clontarf Foundation to support the implementation of the Lake Illawarra High School Clontarf Academy.
- Continued employment of an Aboriginal Education Officer (AEO) to support achievement while maintaining cultural identity.
- To revitalise Aunt Mary's garden and our yarnning circle and embed their use in teaching and learning.
- To engage school and community in the development of a Lake Illawarra

<p>Aboriginal background</p> <p>\$180,261.33</p>	<p>High School Reconciliation Action Plan.</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"> • Improvements in Literacy and Numeracy 'What Works Best' • Enhancing teacher capacity <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Engaging support staff to work 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. <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> - The school achieved a more consistent approach to student learning support and interventions. - The Learning and Support Team (LaST) consolidated learning and support procedures through a refined referral process to ensure efficient and effective strategies were implemented for student support. - Student centred, explicit and personalised learning is visible across the school. - Employment of support staff to provide differentiated student support. - Implemented intensive small group tuition to support students with additional literacy and numeracy learning needs. - Improved learning achievement outcomes for students increasing expected growth for students in reading and numeracy. <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> - To further expand the impact of the Learning and Support Team (LaST), the school will provide additional support for identified students through the employment of trained School Learning and Support Officers (SLSOs).
<p>Professional learning</p> <p>\$64,252.17</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> <ul style="list-style-type: none"> • Improvement in HSC Band results 'What Works Best' • Building an aspirational learning community • Enhancing teacher capacity • Positive partnerships for learning, student engagement and wellbeing. <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Teacher release to support curriculum reform. • Teacher release for professional learning to support the implementation of the School Improvement Plan as well as their own learning needs. <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> - Increased capacity of all teachers to embed learning intentions and success criteria into teaching practice. - Increased capacity of teachers to utilise the literacy and numeracy progressions and use evidenced based literacy and numeracy strategies. - English and Mathematics staff have a solid understanding of the new syllabuses and associated teaching practices and are prepared to deliver new curriculum in 2024.

Professional learning \$64,252.17	<ul style="list-style-type: none"> - Increased opportunities for staff to engage in professional discussions, observations and professional dialogue. <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> - Additional professional learning to support staff with the implementation and teaching of new syllabuses. - Personalised and targeted professional learning in the form of mentoring and co-teaching literacy and numeracy. - To ensure that professional learning opportunities are linked closely to the school's strategic improvement plan. - To ensure the school's professional learning cycle and mandatory requirements are met by all staff. - Staff will continue to engage in a variety of professional learning activities aligned to system, school and individual performance and development goals to improve growth and achievement for all students. - The leadership team will work towards creating structures to support an inclusive learning culture that enables learning and growth for every teacher. - Increased personalised and targeted professional learning in reading and numeracy strategies.
COVID ILSP \$287,776.84	<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 2023.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • Employment of teachers/educators to deliver small group tuition. • Providing targeted, explicit instruction for student groups in literacy/numeracy. • Employing/releasing staff to coordinate the program. • Releasing staff to analyse school and student data to identify students for small group tuition groups/monitor progress of student groups. <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> - To support students in the program to achieve progress towards their personal learning goals. - Differentiated teaching through on-going formative assessment followed by targeted literacy and numeracy programs for identified students performing below the expected level for their stage. - Improved student engagement in learning. - 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>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> - Continue the implementation of literacy and numeracy small group tuition using data sources to identify specific student need. - providing additional in-class support for some students to continue to meet their personal learning goals will also be a priority. - Engagement of additional teaching staff using other flexible funding to extend intensive small group intervention programs. - To monitor students who have been on the program in 2023 to ensure ongoing success. - Provide progress updates to class teachers and parents during and/or at the end of each learning cycle.
Integration funding support \$398,162.00	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>Integration funding support</p> <p>\$398,162.00</p>	<p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Improvements in Literacy and Numeracy 'What Works Best' • Building an aspirational learning community • 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"> • Additional staffing to assist students with additional learning needs. • Staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs). <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> - Students demonstrated progress towards their personalised learning goals. - Students were provided with one-to-one intervention from School Learning Support Officers (SLSO's) in the classroom, based on their level of need. - Personalised Learning and Support Plans (PLSPs) were updated and responsive to student learning needs and progress ensuring eligible students received personalised learning and support within their own classrooms. - Learning is implemented collaboratively and monitored so that ongoing adjustments are made and new learning is regularly introduced to meet the needs of the student. <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> - To evaluate the structure and purpose of the Learning and Support meeting to better meet the needs of our students. - To revise the Learning Support Team referral process and provide professional learning to staff in relation to learning support processes and procedures. - To refine progress monitoring and evaluation of student learning plans.
<p>English language proficiency</p> <p>\$13,715.22</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"> • Enhancing teacher capacity <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Provision of additional EAL/D support in the classroom and as part of differentiation initiatives. <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> - Students were provided with one-to-one intervention from School Learning Support Officers (SLSO's) in the classroom, based on their level of need. <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> - To evaluate the structure and purpose of the Learning and Support meeting to better meet the needs of our students. - To revise the Learning Support Team referral process and provide professional learning to staff in relation to learning support processes and procedures. - To refine progress monitoring and evaluation of student learning plans.
<p>Student Support Officer</p> <p>\$99,516.00</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"> • Positive partnerships for learning, student engagement and wellbeing.

<p>Student Support Officer</p> <p>\$99,516.00</p>	<p>Overview of activities partially or fully funded with this Staffing - Other include:</p> <ul style="list-style-type: none">• Employment of a Student Support Officer (SSO) to support wellbeing.• Supporting our community through the Lake Cares program .• Supported students through targeted wellbeing programs, such as breakfast club and Winds of Change. <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none">- Increased support for student wellbeing.- Facilitation of peer mediation.- Visiable connection and support for the community.- Increased advocacy for students, including engaging a support person as needed. <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none">- Mapping (SSO) programs, protocols as a targeted and tailored approach to support student wellbeing and sense of belonging.
---	--

Student information

Student enrolment profile

Students	Enrolments			
	2020	2021	2022	2023
Boys	280	286	300	292
Girls	252	255	248	240

Student attendance profile

School				
Year	2020	2021	2022	2023
7	91.6	80.6	77.4	82.8
8	85.7	79.9	71.4	79.8
9	81.5	78.0	69.6	74.2
10	84.9	75.9	69.6	74.3
11	91.6	75.9	65.2	64.3
12	88.6	81.7	76.7	73.1
All Years	87.1	78.6	71.6	75.3
State DoE				
Year	2020	2021	2022	2023
7	92.1	89.7	85.5	87.9
8	90.1	86.7	82.1	84.6
9	89.0	84.9	80.5	82.8
10	87.7	83.3	78.9	81.1
11	88.2	83.6	80.0	81.7
12	90.4	87.0	83.9	86.0
All Years	89.6	85.9	81.7	83.9

Attendance

NSW student attendance data in 2020 is not comparable to other 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.

While there were no lockdowns or learning from home periods in Semester 1 2023, there was still a high prevalence of sick attendance codes as students were encouraged to stay home if they were even slightly unwell. Advice for families were still in place, recommending students and staff to stay home when sick and only returning to school when they were symptom free. (See <https://education.nsw.gov.au/schooling/covid-19/advice-for-families> for advice).

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	2.5	6.5
Employment	6	16	60
TAFE entry	3	5	2
University Entry	0	0	27
Other	16.5	9	0
Unknown	1	12	4.5

All Year 12 University offers were at our local University of Wollongong (UOW).

Year 12 students undertaking vocational or trade training

50.98% of Year 12 students at Lake Illawarra High School undertook vocational education and training in 2023.

Year 12 students attaining HSC or equivalent vocational education qualification

82.6% of all Year 12 students at Lake Illawarra High School expected to complete Year 12 in 2023 received a Higher School Certificate or equivalent vocational education and training qualification.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	1
Head Teacher(s)	8
Classroom Teacher(s)	36.7
Learning and Support Teacher(s)	1.8
Teacher Librarian	1
School Counsellor	1
School Administration and Support Staff	16.68
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 2023, 2.5% 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	2023 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.00%	3.60%
Teachers	3.00%	3.40%

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 2023 to 31 December 2023. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2023 Actual (\$)
Opening Balance	888,034.46
Revenue	11,735,209.02
Appropriation	11,479,134.13
Sale of Goods and Services	142,229.17
Grants and contributions	98,812.57
Investment income	15,033.15
Expenses	-11,609,721.97
Employee related	-10,303,237.78
Operating expenses	-1,306,484.19
Surplus / deficit for the year	125,487.05
Closing Balance	1,013,521.51

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.

	2023 SBAR Adjustments (\$)
Targeted Total	465,615
Equity Total	1,613,550
Equity - Aboriginal	180,261
Equity - Socio-economic	1,095,372
Equity - Language	13,715
Equity - Disability	324,202
Base Total	7,751,813
Base - Per Capita	151,971
Base - Location	0
Base - Other	7,599,842
Other Total	578,863
Grand Total	10,409,842

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

The National Assessment Program - Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9.

From 2023, student achievement in NAPLAN is reported against 4 levels of proficiency (<https://www.nap.edu.au/naplan/results-and-reports/proficiency-level-descriptions>). These measure student progress against challenging yet reasonable expectations based on the Australian curriculum. They replace the previous numerical NAPLAN bands and national minimum standards.

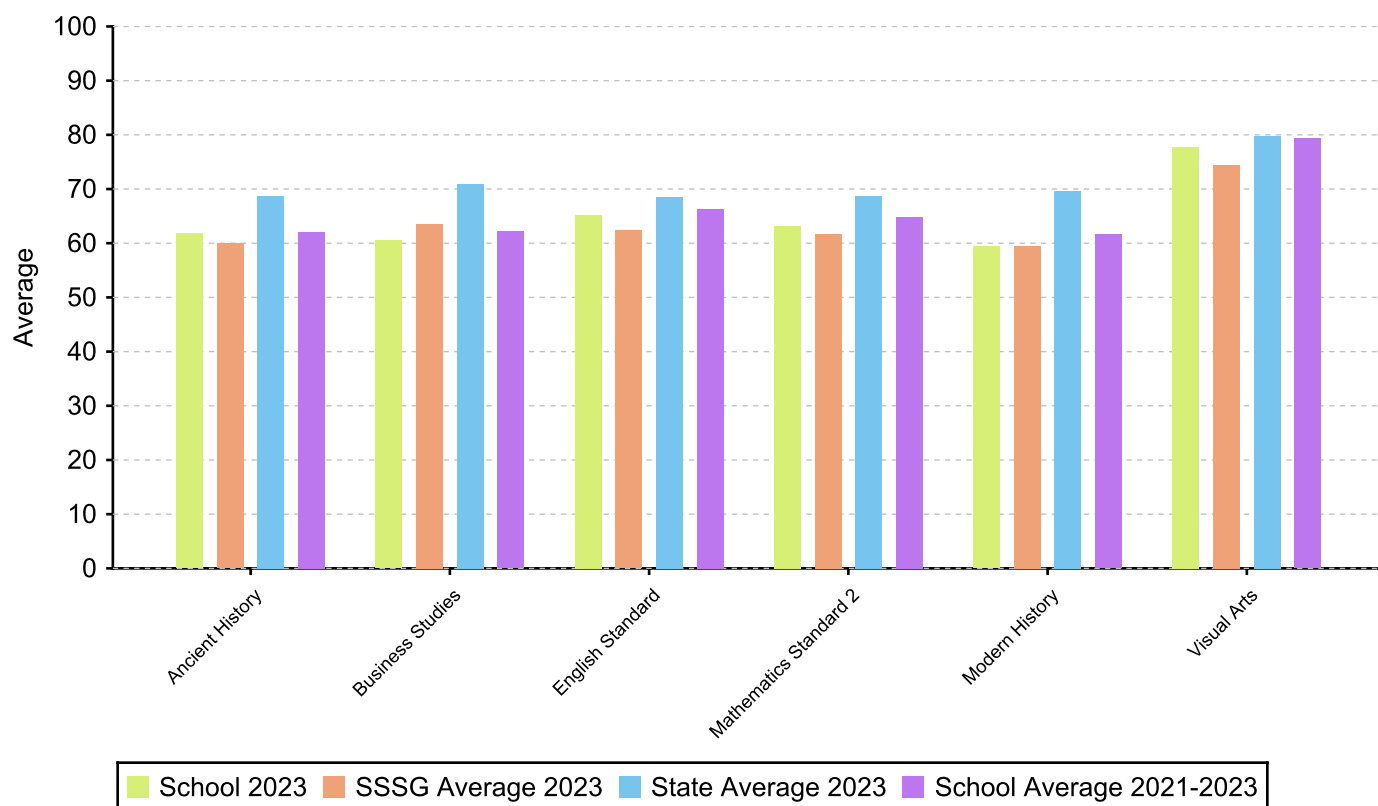
In addition to the shift to proficiency standards, the NAPLAN testing window moved up from May to March and the scale was reset. As such, NAPLAN scaled scores from 2023 and onwards cannot be compared to NAPLAN results prior to 2023.

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 2023	SSSG	State	School Average 2021-2023
Ancient History	61.8	59.9	68.7	62.1
Business Studies	60.5	63.5	70.9	62.2
English Standard	65.2	62.4	68.5	66.3
Mathematics Standard 2	63.2	61.7	68.7	64.9
Modern History	59.4	59.4	69.6	61.6
Visual Arts	77.7	74.5	79.8	79.3

STUDENTS

In 2023, students were surveyed through Tell Them From Me. In the 2023 Tell Them From Me (TTFM) data, student measures in advocacy, expectations and sense of belonging showed positive growth compared to previous years. Additional strengths identified included:

- An 11% increase in student motivation
- 89% of students were able to identify retrieval practices in some to all lessons
- 75% of students know where to seek help if someone is being bullied
- The school mean for drivers of school improvement around quality instruction and positive student-teacher interactions measured higher than the state mean

The results of the TTFM survey were unpacked with staff and individual actions developed as a result of the responses. An opportunity for growth is to ensure that all students participate in the TTFM survey to ensure all student voices are captured.

PARENTS

In 2023, the school sought the opinions of parents and the wider community through Parent and Citizens (P&C) meetings held twice a term. The P&C increased in size across 2023 compared to previous years.

A survey was completed at the start of 2023 regarding parent/carer communication with the school, which indicated that:

- 48% of parents/carers would like to be more involved in the school
- 40% of parents/carers felt that they were in communication with the school very often/ often and 45% scored not often/rarely
- Majority of parent contact was in regard to learning (30%) or support (16%)
- 75% of parent contact incidents were positive in nature

An opportunity for growth in this area is the promotion of the P&C as a consultative body. Parents and Carers will also be encouraged to participate in the Tell Them From Me Survey in 2024.

TEACHERS

In 2023, the People Matters Survey was not completed by staff. There is an opportunity to capture staff voice in 2024 through the completion of this survey.

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 2023, the Aboriginal Education team built on the road map developed in 2022 to further the journey for students. This included; the addition of substantial student artwork to the Yarning circle, community and stakeholder consultation regarding the installation of a mural displaying our acknowledgement of Country, the ongoing review of the Personalised Learning Pathways process to enhance learning, leadership and connection to culture, and engagement with 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.