2010 Annual School Report
Lake Munmorah High School

NSW Public Schools – Leading the way
Principal’s message

At Lake Munmorah High School our core business is learning. Our vision is to be a school where every member of the school community:

• accepts their responsibilities
• values learning
• strives for improvement
• works together in caring committed partnerships

The data highlighted in this report indicates that a strong learning culture is developing. Our school motto ‘Setting the Standard’ captures the essence of this philosophy. I certify that the information in this report is the result of a rigorous school self-evaluation process and is a balanced and genuine account of the school’s achievements and areas for development.

Mr Lindsay West

P & C message

All funds donated to the P&C come from the profits made from the canteen. Once again our canteen committee and canteen staff have done a brilliant job. Some of the KLAS to benefit from these donations were maths, CAPA, HSIE, PDHPE, English, TAS, science and the SRC. I would like to take this opportunity to thank our wonderful volunteers for their continued support. The P&C meets each month. Meetings are informal and friendly and all parents and carers are welcome.

Mrs Kay Burrows  P&C President

Student representative’s message

Our Senior Leadership Group and Student Representative Council (SRC) had another big year being actively involved in the school community and achieved a number of outcomes. This year we were actively involved in:

• communicating with the school body through the presentations of school assemblies.
• extending the leadership skills and experiences of the students
• raising funds for the school and a variety of charities selected by the students.
• offering the student body a vehicle to promote ideas and concerns with the senior executives
• enhancing the culture of stewardship for the students
• being actively involved in the external community
• generating an increase in active school involvement and participation across all academic, sporting and cultural domains.

School context

Student enrolment profile

<table>
<thead>
<tr>
<th>Year</th>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>2006</td>
<td>500</td>
<td>500</td>
</tr>
<tr>
<td>2007</td>
<td>500</td>
<td>500</td>
</tr>
<tr>
<td>2008</td>
<td>500</td>
<td>500</td>
</tr>
<tr>
<td>2009</td>
<td>500</td>
<td>500</td>
</tr>
<tr>
<td>2010</td>
<td>500</td>
<td>500</td>
</tr>
</tbody>
</table>

Student attendance profile

<table>
<thead>
<tr>
<th>Year</th>
<th>School</th>
<th>Region</th>
<th>State</th>
</tr>
</thead>
<tbody>
<tr>
<td>2007</td>
<td>85</td>
<td>85</td>
<td>85</td>
</tr>
<tr>
<td>2008</td>
<td>86</td>
<td>86</td>
<td>86</td>
</tr>
<tr>
<td>2009</td>
<td>87</td>
<td>87</td>
<td>87</td>
</tr>
<tr>
<td>2010</td>
<td>88</td>
<td>88</td>
<td>88</td>
</tr>
</tbody>
</table>

Management of non-attendance

The school contacts the parents or guardians of students who are absent from school without a valid reason. Students who display poor attendance patterns are supported by the school welfare and learning support teams. Students with significant issues are referred to the Home School Liaison Officer (HSLO).
Retention to Year 12

Post-school destinations

<table>
<thead>
<tr>
<th>Post School Destinations</th>
<th>Numbers</th>
</tr>
</thead>
<tbody>
<tr>
<td>University</td>
<td>17</td>
</tr>
<tr>
<td>TAFE or Private College</td>
<td>26</td>
</tr>
<tr>
<td>Traineeships / Apprenticeships</td>
<td>13</td>
</tr>
<tr>
<td>Working – full time</td>
<td>5</td>
</tr>
<tr>
<td>Working – part time / casual</td>
<td>35</td>
</tr>
<tr>
<td>Actively seeking work</td>
<td>2</td>
</tr>
<tr>
<td>Unknown</td>
<td>27</td>
</tr>
</tbody>
</table>

Year 12 students undertaking vocational or trade training

In 2010 36% of Year 12 students undertook at least one vocational or trade training course. Training was delivered both on the school site (School Vocational Education Training - SVET) and at TAFE colleges (TVET).

Year 12 students attaining HSC or equivalent vocational educational qualification

96% of Year 12 students attained their HSC in 2010.

Staff information

Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools.

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>94%</td>
</tr>
<tr>
<td>Postgraduate qualifications</td>
<td>6%</td>
</tr>
</tbody>
</table>

Staff establishment

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Deputy Principal(s)</td>
<td>2</td>
</tr>
<tr>
<td>Head Teachers</td>
<td>11</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>46.3</td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
<td>1.3</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>1</td>
</tr>
<tr>
<td>Support Teacher Behaviour</td>
<td>0.2</td>
</tr>
<tr>
<td>Counsellor</td>
<td>0.8</td>
</tr>
<tr>
<td>Careers Adviser</td>
<td>1</td>
</tr>
<tr>
<td>School Admin &amp; Support Staff (SASS)</td>
<td>11.372</td>
</tr>
<tr>
<td>Total</td>
<td>75.972</td>
</tr>
</tbody>
</table>

5% of the school workforce are Indigenous.

Staff retention

The staff retention rate for 2010 was 88%.

Financial summary

This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.

<table>
<thead>
<tr>
<th>Date of Financial summary</th>
<th>30/11/2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>Income</td>
<td>$</td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>586,083.89</td>
</tr>
<tr>
<td>Global funds</td>
<td>455,486.05</td>
</tr>
<tr>
<td>Tied funds</td>
<td>259,451.32</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>177,324.83</td>
</tr>
<tr>
<td>Interest</td>
<td>27,082.11</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>29,653.00</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Total</td>
<td>1,535,081.20</td>
</tr>
</tbody>
</table>

Expenditure

<table>
<thead>
<tr>
<th>Key learning areas</th>
<th>134,566.00</th>
</tr>
</thead>
<tbody>
<tr>
<td>Excursions</td>
<td>37,287.03</td>
</tr>
<tr>
<td>Extra curricular dissections</td>
<td>28,889.78</td>
</tr>
<tr>
<td>Library</td>
<td>17,316.29</td>
</tr>
<tr>
<td>Training &amp; Development</td>
<td>23,328.43</td>
</tr>
<tr>
<td>Tied Funds</td>
<td>280,156.74</td>
</tr>
<tr>
<td>Casual Relief Teachers</td>
<td>157,955.45</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>177,944.43</td>
</tr>
<tr>
<td>Utilities</td>
<td>88,172.69</td>
</tr>
<tr>
<td>Maintenance</td>
<td>41,492.40</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>30,528.43</td>
</tr>
<tr>
<td>Capital programs</td>
<td>39,696.86</td>
</tr>
<tr>
<td>Total Expenditure</td>
<td>1,057,334.53</td>
</tr>
</tbody>
</table>

Balance carried forward 477,746.67

A full copy of the school’s 2010 financial statement was tabled at the annual general meeting of the school P&C group. Further details concerning the statement can be obtained by contacting the school.
School performance 2010

Achievements

Arts

In 2010 our major achievements were:

- Participation in the following regional events
  - Starstruck (representation in dance, music, audio and lighting, backstage crew and drama)
  - Central Coast Dance Festival - junior and senior dance ensembles
  - ‘First Class’ HSC regional exhibition
  - Theatre Project for gifted and talented drama students
  - MADD Night - the night of music, art, dance and drama has become an important CAPA event on the annual calendar
  - transition days - music students visited primary schools and performed throughout Terms 3 and 4 to enhance the transition program
  - gifted and talented art students conducted drawing workshops with neighbouring primary schools
- Gallery and Exhibitions - in 2010 there were three major exhibitions:
  - ‘About Face’: our answer to the Archibald Prize.
  - HSC Exhibition: exhibition of HSC bodies of work and
  - MADD Night Exhibition
  - The Foyer Space - an exhibition space was established to showcase quality student work to visitors and parents to the office area
- Mural Projects - large scale mural project resulting in the transformation of two key learning spaces in CAPA.
- Excursions
  - musical theatre excursion to Sydney
  - Bangarra Dance company
  - ‘Art Express’ and ‘First Class’ HSC exhibitions
  - ‘Sculpture by the Sea’
  - First Class Exhibition - two HSC student works were competitively selected for this prestigious exhibition
  - National Portrait Prize - five visual arts students were selected for inclusion in the National Gallery of Australia student portrait prize with their works represented on the gallery website.
  - Artist-In-Residence Program - workshops for targeted students were conducted with professional musicians throughout the year
  - school assemblies - students performed as an integral part of all school assemblies throughout the year to showcase their skills and talents
  - school choir was established. The group were selected for Starstruck and performed the national anthem for formal assemblies and events
  - HSC Music – the school hosted a HSC music acceleration day with Irrawang High School attending. In addition our HSC music students performed at neighbouring high schools to accelerate their performance skills
- CAPA staff achievements include:
  - HSC marking in dance
  - guest curator role for Lake Macquarie City Art Gallery
  - solo art exhibitions (two staff)
  - choreographer position for Starstruck
  - choir conductor position for Starstruck
  - artistic director position for the Central Coast Dance Festival
  - guest lecturing and tutoring at the University of Newcastle (two staff)
  - mentoring of seven practicum teachers in all areas of CAPA

Sport

In 2010 LMHS was entered in 17 different Hunter and Central Coast sporting competitions ranging from AFL, surfing, touch football, basketball, cricket and soccer through to table tennis and lawn bowls.
The 2010 sporting year also saw one very talented senior student awarded a Sporting Blues Award. This award is one of the highest accolades any student can be awarded for success in their chosen sport. Ashley James, a very talented year 11 student was awarded a CHS Sporting Blue award in her chosen sport of cricket in 2010.

During the 2010 sporting year Tea Tree house made a clean sweep winning both the swimming and the cross country carnivals. Participation rates from the students in this house and their competitive spirit helped them to earn valuable points and lead their house to victory.

Some of the most successful sportspeople in 2010 are outlined below:

- CHS Swimming – Cheyne-Leigh Wardrop
- CHS Cross Country – Billey Asprey, Mel Howard, Arielle Norberry and Caitlin Williams
- CHS Surfing – Sam Johnston, Josh Radford, Jack Schollard and Kristen Thorne
- CHS Touch Football – Mel Howard
- CHS Hockey – Mel Howard

The school was also involved in the University of Newcastle’s NEAT girls program, which focuses on Nutrition and Enjoyable Activity for Teen Girls (NEAT).

Academic

In the National Assessment Program, the results across the Years 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.

Year 7: from Band 4 (lowest) to Band 9 (highest for Year 7)

Year 9: from Band 5 (lowest) to Band 10 (highest for Year 9)

In the School Certificate the performance of students is reported in performance bands ranging from Performance Band 1 (lowest) to Performance Band 6 (highest).

**Literacy – NAPLAN Year 7**
Numeracy – NAPLAN Year 9

Bar charts showing the percentage of students in bands for writing, grammar and punctuation, spelling, and numeracy. Each chart includes data for different years and averages.

- **Writing**
  - Bands 5 to 10

- **Grammar and Punctuation**
  - Bands 5 to 10

- **Spelling**
  - Bands 5 to 10

- **Numeracy**
  - Bands 5 to 10
School Certificate

Percentage of students in performance bands:
School Certificate English-Literacy

- Percentage in band 2010
- School Average 2006 - 2010
- SSG average 2010
- State average 2010

Percentage of students in performance bands:
School Certificate Science

- Percentage in band 2010
- School Average 2006 - 2010
- SSG average 2010
- State average 2010

Percentage of students in performance bands:
School Certificate Mathematics

- Percentage in band 2010
- School Average 2006 - 2010
- SSG average 2010
- State average 2010

Percentage of students in performance bands:
School Certificate History, Civics and Citizenship

- Percentage in band 2010
- School Average 2006 - 2010
- SSG average 2010
- State average 2010
Higher School Certificate

Minimum standards

The Commonwealth Government sets minimum standards for reading, writing, grammar and punctuation, spelling and numeracy for years 3, 5, 7 and 9.

The performance of the students in our school in the National Assessment Program – Literacy and Numeracy is compared to these minimum standards. The percentages of our students achieving at or above these standards are reported below.

<table>
<thead>
<tr>
<th>Percentage of Year 7 students achieving at or above minimum standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
</tr>
<tr>
<td>Writing</td>
</tr>
<tr>
<td>Spelling</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
</tr>
<tr>
<td>Numeracy</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Percentage of Year 9 students achieving at or above minimum standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
</tr>
<tr>
<td>Writing</td>
</tr>
<tr>
<td>Spelling</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
</tr>
<tr>
<td>Numeracy</td>
</tr>
</tbody>
</table>

Significant programs and initiatives

Aboriginal education

The following initiatives were put in place to support the development of greater cultural awareness of Aboriginal culture:

- The principal, staff and students participated in the Lakes Learning Community AECG partnership signing agreement ceremony at Mannering Park Primary School
- Norta Norta funding was used to employ Kim Anderson who worked with all year groups. Elements and accolades from the program have been shared at regular AECG meetings. Student’s results for NAPLAN particularly in the area of numeracy have been recognised.

Note:

Data and graphs are provided for courses with ten or more candidates only.
• students worked with Mr. Clint Green and Ms. Tracy Russell on the Yunung Community Garden on three occasions, learning about bush tucker and permaculture for the South Lake Community. The ‘Turtle’ garden is designed to give students hands on experience while learning about the native plants commonly used by Aboriginal people for food and medicine.
• five students received recognition through the Muru Bulbi AECG Annual awards:
  • Academic - Trevor Pearman
  • Sporting - Blake Percival
  • Leadership - Kayla Potter
  • Cultural - Djari Andrews
  • Encouragement - Kindilalan Beale.
• personalized learning plans were developed for all Aboriginal students in Years 7 to 10, and communicated to staff
• partner primary school PLP’s were developed for students in year 6 to support them with their transition to high school.
• Aboriginal students attended the Central Coast Indigenous job market at Wyong Race club linking Indigenous communities with education, training and jobs.
• Aboriginal students worked under the guidance of school staff and staff from Youth Connections Koori Connect to design and erect symbolic totems at the entrance to the school grounds.

Multicultural education
The school continues to incorporate multicultural perspectives into all of its teaching programs and policies. Students continue to develop an understanding of other cultures through their programmed study, particularly in the HSIE, language and TAS key learning areas.

A number of overseas exchange students visited our school last year and were warmly accepted by students and staff.

Respect and responsibility
Programs to foster responsibility and respect continued to be implemented throughout 2010. These included:

• anti bullying training
• peer mediation training
• peer support training
• anti violence seminars

The values of respect and responsibility are regularly articulated to students by staff and supported by the consistent application of the school welfare and discipline policy.

Student Support Services
Students participated in a number of presentations and programs throughout 2010 including:

Year groups:
• Year 7 - peer support, cyber bullying, diversity awareness, anti-bullying, Year 7 camp.
• Year 8 - cyber bullying, diversity awareness, conflict resolution, anti-bullying, GP in schools program.
• Year 9 - peer support training, cyber bullying, diversity awareness, conflict resolution, anti-bullying.
• Year 10 - peer support facilitators, cyber bullying, diversity awareness, conflict resolution, anti-bullying.
• Year 11 - driver awareness, safe partying, diversity awareness, study skills.
• Year 12 - driver awareness, safe partying, study skills.

General:
• anger management focus groups
• Seasons for Growth focus group
• Rock and Water focus groups
• social skills and developing positive peer relationships focus groups
• school based mentoring for senior students and students with support needs
• Plan-It-Youth mentor program - students mentored by community volunteers
• Youth Health- alcohol and other drugs education sessions
• NEAT girls program
• Participation in a celebrating safely forum
• Community Drug Action Team- information and student activities
• Brainstorm Productions: ‘Verbal Combat’ a play about cyber bullying and harassment
• Camp Quality presentation: The Teenage Alchemist
• City rail - train safety seminar
• ‘Youth Connections’ and ‘BreakThru’ conducted a number of courses and programs for students at risk
• The ‘yellowie’ system continued successfully as reinforcement for positive student behaviour
• The merit system continued with certificates presented to students. Student achievement was reported in school newsletters and recognized with a student barbeque.

Transition to high school
A review of the 2009 program and planning for 2010 was completed by transition coordinators during Term 4, 2009. A meeting was held in Term 1, 2010 to confirm agreed programs and dates.

The Stage 3 into stage 4 (Year 6 into 7) transition program at Lake Munmorah High School in 2010 successfully encompassed the following activities:
• LMHS staff and students’ assembly presentation at primary Schools- Term 1
• personal learning plans completed for transitioning indigenous students
• visits by the Support Teacher Learning to each of our partner primary schools to discuss current test results and support strategies for students with identified learning needs
• gifted and talented program- students were identified, rich tasks planned and implemented via online learning. Face to face presentation of completed projects
• vulnerable student program which included activities led by LMHS students trained in the peer support program
• behaviour support program run by the year adviser and Support Teacher Learning
• Rock and Water program: male and female focus groups held in each primary school
• Science activity day
• Cooling Conflicts Program- LMHS students working with targeted primary students
• classes developed based on testing completed in the primary schools, reviewed with Year 6 teachers
• sport gala day

• orientation day: LMHS staff introductory information, student performances, morning tea with parents, literacy and numeracy activities with 2011 CORE teachers, timetable ‘orienteering’ activity with peer support leaders, barbeque lunch and sporting competition- follow on from sport gala day.

Progress on 2010 targets
The school has been implementing a three year strategic plan, 2009 – 2011, addressing the priority areas of literacy, numeracy and student engagement and retention.

Target 1
Improved literacy outcomes for all students
The school literacy target team continues to evaluate the effectiveness of our strategies.

Our achievements include:
• implementation of a colour coded display of individual student’s literacy skill data for staff to readily reference during class
• implementation of literacy blitzes in the junior school
• student performance in the HSC improved as exemplified by higher mean scores for many courses

Target 2
Improved numeracy outcomes for all students
The school numeracy target team continues to evaluate the effectiveness of our strategies.

Our achievements include:
• implementation of a colour coded display of individual student’s numeracy skill data for staff to readily reference during class
• extending the use of the Mathletics software program as a major support resource in all year groups
• performance in SC mathematics and HSC mathematics courses continued to improve with a trend toward achievement in the higher bands
Target 3

Enhance student engagement and retention

The school engagement and retention target team continues to evaluate the effectiveness of our strategies.

Our achievements include:

- implementation of an individual case management model by members of the school Career and Transition team to support senior students through to successful completion of the HSC or further education
- the process for monitoring student attendance was evaluated and improved to support this key aspect of our plan
- the expansion of the Vocational Education Training (VET) curriculum continued throughout the year. Staff training as well as preparation for infrastructure upgrades (through Federal Government trade training initiatives) has progressed well.

Key evaluations

It is a requirement for all NSW public schools to conduct at least two annual evaluations – one related to educational and management practice and the other related to curriculum. In 2010 our school carried out the following evaluations:

Educational and management practice

School Executive structure

Background

Lake Munmorah High School is allocated executive staff according to guidelines developed by the department of Education and Training. The number of executive positions is directly linked to the student enrolment of the school. In 2010 there were ten head teacher and two deputy principal positions allocated to the school.

The deputy principals provide key support to the teaching staff in the implementation of learning and welfare programs.

The senior executive conducted an evaluation of the deputy principal roles and the effectiveness of the support they were offering to students and staff. The information gained was then used to inform planning for the provision of an effective senior executive support structure in 2011.

Findings and conclusions

Feedback indicated that while staff were satisfied with the processes for discipline and welfare support from deputy principals some staff considered that the deputy principal workload in discipline support was such that it impacted on leadership in teaching and learning.

The school strategic plan maintains a focus on student learning. An audit of deputy principal workload revealed that the senior executive support of strategies to improve learning was impacted by the amount of time spent on discipline support.

A restructure of the executive team to create a third deputy principal position was proposed. This plan also necessitated the creation of a relieving head teacher position. Expressions of Interest were called to fill these roles for a trial period encompassing 2011. This process created opportunities for professional development of staff as they prepared for their new roles.

The roles of the senior executive were renegotiated with a view to ensuring that the third deputy principal gained access to a full range of experiences in the position as well as allowing all senior executive to give more focussed support to implementing teaching and learning strategies across the school.

Future directions

A review of the structure will be conducted at the end of 2011 to evaluate the effectiveness of the delivery of learning and behaviour support services from the senior executive.

Curriculum

Review of Cooperative Outcomes Groups Stage 4 Curriculum Trial

Background

In 2009 CORE teachers (Year 7) worked with the teacher mentor to prepare for the implementation of COGs units in 2010. Programs were shared between our school and Wadalba Community school.

Existing programs could not be sourced through published resources. Only pilot modules are published on the curriculum support website. Due to the subject structure in Year 7, it was
agreed that many of the units would require extensive remodelling of the PDHPE and Science programs to be able to be implemented as published.

Research surrounding existing successful models of COGS was investigated through the head teacher - teaching and learning network, although elements of COGS integration were incorporated into LMHS practice in 2010 – from many shared models of currently operating Central Coast high schools there was no single curriculum design that matched the unique structure of Year 7 CORE classes.

Existing CORE programming, assessment and reporting were evaluated to identify areas of curriculum crossover. Common units were simplified across CORE Syllabus areas English, geography, history, mathematics and PDHPE. The planned scope and sequence for each subject was adjusted so that where possible a connecting idea could form the base for deep learning across targeted syllabus outcomes.

**Findings and conclusions**

Initial plans to centre the Term 1 COGS module around the XIX Commonwealth Games 2010 in Delhi was unsuccessful due to the extensive baseline testing schedule taking most classes until Week 5 to complete. CORE teachers’ concerns surrounding the student’s ability to effectively prepare for end of term topic tests given the reduced timeframe led to inconsistency across the faculty with staff opting to teach explicit teacher centred lessons to individual syllabus outcomes to ensure student success.

The specific learning needs of the 2010 cohort of students were identified via the baseline testing and partner primary school NAPLAN analysis. This information showed that many students had limited basic skills and required revision of Stage 3 and often Stage 2 concepts. CORE staff were concerned that COG units may not facilitate the explicit teaching necessary to ensure these students were achieving to a Stage 4 level.

To alleviate this situation in future trials, CORE staff then identified three occasions in the school calendar which provided suitable pilot periods. These times provided the opportunity for experimenting with COGS units which would not affect existing curriculum structure.

High attendance rates and a complete lack of behavioural referrals were indicative of COGS success during the Year 7 camp. Students who did not go on the camp completed thematic units of work in the collapsed class structures. This trial with the reduced student population enabled teachers to incorporate literacy, numeracy and ICT into connected outcome groups. One staff member was reluctant to reprogram for this event and continued with the normal programmed lessons with the collapsed classes assigned.

With previous trials demonstrating that staff had the capacity to program and teach to connected outcome groups the Term 4 ‘Ancient Greece’ unit facilitated the opportunity for modifications on traditional assessment. Student’s early results were not impacted by the trials as this COGs pilot was implemented after the Term 4 assessment and reporting phase.

Although again employed inconsistently across the classes due to teacher perceptions and areas of strength within their pedagogical practice, this last attempt at connected outcome groups was the most successful with students participating in a thematic Greek Day during Term 4. Students were divided into the Athenians and Spartans and participated in events from Ancient Greece which assessed their outcome acquisition. Feedback from the day was positive with many students asking if they could have another day to try out the other activities.
Future directions
Staff regularly reflected on the processes of units of work and logistical and pedagogical challenges and evaluated each pilot of cross-curriculum units as a faculty.

Pilots have had a negligible effect in test result analysis (NAPLAN, ESSA, subject examinations and assessment). NAPLAN testing preceded any viable trials of COGS at LMHS. A strength of the LMHS pilot is that the CORE structure (although still dependent on teacher collaboration) does not depend on interfaculty communication for the success of COG units which is an identified constraint in other settings.

Parent, student and teacher satisfaction
In 2010 the school sought the opinions of parents, students and teachers about the school.

The school P&C group hosted a forum to gather the views of the community with regard to key aspects of school operation.

The group comprised parents of students from all year groups, including some parents with current and previous students enrolled at the school.

The focus areas included:
- school facilities and environment
- teaching and learning – programs and practice
- student support and discipline
- community and communication

The findings from this forum were discussed further by the school student representative group and the school staff to confirm key areas for development.

Professional learning
In 2010 $39,950 was expended on professional development activities for staff.

All teaching staff received training in the areas of child protection, occupational health and safety, literacy, numeracy, ICT and quality teaching. Beginning teachers have been well supported with programs in all the above as well as classroom management. A particular focus of training for staff has focused on welfare initiatives such as Non Violent Intervention training and pedagogical leadership for executive staff.

Each KLA has accessed funding to support staff in engaging students using technology. There has also been considerable training of staff outside school hours including the aspirant teachers program and Moodle.

School development 2009 – 2011
In 2011 our school will continue to refine the strategies being used to address our three priority areas – literacy, numeracy and engagement and retention.

Targets for 2011
Target 1
Improved literacy outcomes for all students
Strategies to achieve this target include:
- analysis of individual student’s needs and provision of appropriate support
- incorporate quality teaching dimensions in all programming, assessment, teaching and professional development
- implement literacy focused programs throughout the school
- develop continuity of literacy strategies from Stage 3 to 4
- use value added data from SC and HSC performance to refine teaching strategies.

Our success will be measured by:
- NAPLAN literacy assessments indicate 93% of Year 7 and 9 students meet minimum national benchmarks
- Student growth data in NAPLAN reading and writing (Year 5 to Year 7 and Year 7 to Year 9) to equal or exceed the percentage of all state DET students
- SC and HSC data reflect improvement in student’s literacy skills. Increasing the
number of students achieving in Bands 4, 5 and 6 by 5%

**Target 2**

*Improved numeracy outcomes for all students*

Strategies to achieve this target include:
- analysis of individual student’s needs and provision of appropriate support
- develop strategies to support individual students and groups eg Mathletics
- conduct whole school numeracy focus days
- utilise the interest of numeracy representatives from each KLA to maintain focus on best practice strategies

Our success will be measured by:
- NAPLAN numeracy assessments indicate 96% of Year 7 and 9 students meet minimum national benchmarks
- Student growth data in NAPLAN numeracy (Year 5 to Year 7 and Year 7 to Year 9) to equal or exceed the percentage of all state DET students
- SC and HSC data to reflect improvement in student’s numeracy skills. Increasing the number of students in Bands 4, 5 and 6 by 5%

**Target 3**

*Improved student engagement and retention*

Strategies to achieve this target include:
- conduct reviews of retention, destination and student satisfaction data
- develop an effective post SC program for Year 10 students
- provide professional leaning for staff in techniques for engaging students more effectively
- expand the use of the career and transition team to case-manage students and provide academic, career and welfare support to students at risk of disengagement from education and training
- continue development of our middle years transition strategy with our partner primary schools

- increase the attractiveness and flexibility of curriculum provision

Our success will be measured by:
- identification and case management of students at risk resulting in 25% reduction in students not completing HSC
- student retention (to completion of Year 12) to improve by 3%
- provision of a relevant and flexible curriculum
- attendance rates improve by 3% average across the school

**About this report**

In preparing this report, the self-evaluation committee has gathered information from evaluations conducted during the year and analysed other information about the school's practices and student learning outcomes. The self-evaluation committee and school planning committee have determined targets for the school's future development.

Mr Lindsay West           Principal
Mr Mark Dehn               Deputy Principal
Mr Paul Bath             Deputy Principal
Ms Leah Watts              Deputy Principal
Mrs Jane Barnett          School Admin Manager
Ms Emma Ironside        Head Teacher
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Parents can find out more information about Annual School Reports, how to interpret information in the reports and have the opportunity to provide feedback about these reports at: