2008 Annual School Report
Lake Munmorah High School

NSW Public Schools – Leading the way
Our school at a glance

Students
In 2008 our school had 910 students, 454 boys and 456 girls. 87.7% of junior students and 87.5% of senior students attended on average each school day. 75 students graduated with their Higher School Certificate (HSC). 56% of these students have gone on to further study in either a full time or part time capacity. 161 students completed their School Certificate (SC).

Staff
In 2008 the 14 executive staff, 50 teaching staff and 7 specialist staff were supported by 11 administrative staff and a general assistant.

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

Significant programs and initiatives
The school ran a number of programs to give students additional educational support throughout 2008. These included:
- Transition to high school program
- Vocational education program
- Aboriginal education programs
- Learning Support Team
- Australian Government Quality Teacher programs

Student achievement in 2008

Literacy – NAPLAN Year 7
In the 2008 National Assessment Program for Literacy and Numeracy (NAPLAN) tests, 90% of students in year 7 achieved at or above the minimum national benchmark standard for literacy.

Numeracy – NAPLAN Year 7
In the 2008 NAPLAN tests, 95% of students in year 7 achieved at or above the minimum national benchmark standard for numeracy.

Literacy – NAPLAN Year 9
In the 2008 NAPLAN tests, 90% of students in year 9 achieved at or above the minimum national benchmark standard for literacy.

Numeracy – NAPLAN Year 9
In the 2008 NAPLAN tests, 93% of students in year 9 achieved at or above the minimum national benchmark standard for numeracy.

School Certificate
Our SC performance, in terms of relative value added, was strongest in the area of English when compared with other schools with similar enrolment characteristics.

Higher School Certificate
Our strongest individual performances in the HSC were in the areas of general mathematics, community and family studies and food technology.

Our strongest performing subject areas were information technology, music 1, entertainment, information processes and technology, English standard and extension 1 and engineering studies.

Messages

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
Due to the hard work and dedication of a small band of canteen committee members our school canteen has been in the fortunate position of being able to donate a staggering $41 000 to the P&C over the last twelve months. We would like to thank all our valued volunteers and congratulate our canteen supervisors on a job well done. All the profits are directed by the P&C into purchases of equipment and resources for our students.

The P&C encourages all parents to have an active voice in their children's education. Come along to our meetings and have a cuppa and a friendly chat. We have guest speakers attend our
meetings and new faces are always welcome. Remember – the better our children’s education the better their future.

Mrs Kay Burrows
P & C President

Student representative’s message
Our Student Representative Council (SRC) was again active in 2008 with the following initiatives:

- running school assemblies and providing progress reports and updates to students
- developing the leadership skills of students in our school and our partner primary schools
- fundraising for charity and for the school
- providing a forum for students to voice their ideas, concerns and suggestions
- attending community meetings
- working with staff on focus groups such as playground supervision review and anti bullying initiatives
- improving the participation of students in whole school activities

School context

Student information

Student enrolment profile

![School Enrolments](image)

Student attendance profile

<table>
<thead>
<tr>
<th>Years 7 to 10 Attendance</th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
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</thead>
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<tr>
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<tr>
<td>State</td>
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<td>89.9</td>
<td>90.1</td>
<td>90.1</td>
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</table>

Years 11 and 12

<table>
<thead>
<tr>
<th>Attendance</th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>87.9</td>
<td>87.2</td>
<td>89.6</td>
<td>87.5</td>
</tr>
<tr>
<td>Region</td>
<td>88.8</td>
<td>88.8</td>
<td>88.8</td>
<td>88.7</td>
</tr>
<tr>
<td>State</td>
<td>89.5</td>
<td>89.7</td>
<td>89.6</td>
<td>89.8</td>
</tr>
</tbody>
</table>

Structure of classes
In each year group in the junior school there were two academic classes. These classes were formed on the basis of the previous year’s academic results and on teacher recommendation. In years 7 and 8 a literacy class operated. The other classes in each year group were of mixed ability.

In year 7 a middle schooling program (known as the CORE program) operated for the classes outside the academic stream. These classes had a home room and a common teacher for English, mathematics, history, geography and a learning to learn program. This class structure was effective in assisting students to make an effective transition from primary to high school.

Retention to Year 12

Post-school destinations
In 2008 75 students graduated from year 12.

<table>
<thead>
<tr>
<th>Post School Destinations</th>
<th>Numbers</th>
</tr>
</thead>
<tbody>
<tr>
<td>University</td>
<td>18</td>
</tr>
<tr>
<td>TAFE or private college</td>
<td>13</td>
</tr>
<tr>
<td>Traineeships / Apprenticeships</td>
<td>11</td>
</tr>
<tr>
<td>Working – full time</td>
<td>8</td>
</tr>
<tr>
<td>Working – part time / casual</td>
<td>6</td>
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<tr>
<td>Actively seeking work</td>
<td>11</td>
</tr>
<tr>
<td>Unknown</td>
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</tr>
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</table>
**Staff information**

Staff numbers have stabilised in recent years with a good balance between young and more experienced staff.

**Staff establishment**

For 2008 our school staffing was as follows:

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
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</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>46.9</td>
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<tr>
<td>Support Teacher Behaviour</td>
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<tr>
<td>Support Teacher Learning Assistance</td>
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</tr>
<tr>
<td>Teacher Librarian</td>
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<tr>
<td>Careers Adviser</td>
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<tr>
<td>Counsellor</td>
<td>1</td>
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<tr>
<td><strong>Total</strong></td>
<td>66.2</td>
</tr>
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**Staff retention**

A number of staff have been successful in gaining leadership positions in other schools. The staff appointed to replace these positions continue to bring experience and fresh perspectives to our school.

**Staff attendance**

Staff have access to leave entitlements such as sick leave. In 2008 the average daily attendance rate for staff, as determined by the Department, was 95.1%.

**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>95%</td>
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<tr>
<td>Postgraduate Degree</td>
<td>5%</td>
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</tbody>
</table>

**Financial summary**

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

**Date of financial summary:** 30/11/2008

### Income

- Balance brought forward: $700,410.29
- Global funds: $443,800.74
- Tied funds: $263,406.21
- School & community sources: $151,186.48
- Interest: $47,172.11
- Trust receipts: $24,505.29
- Canteen: $0.00
- **Total income**: $1,630,481.12

### Expenditure

- Teaching & learning
  - Key learning areas: $172,145.43
  - Excursions: $12,423.77
  - Extracurricular dissections: $33,923.13
- Library: $19,680.65
- Training & development: $42,628.11
- Tied funds: $377,897.56
- Casual relief teachers: $134,474.68
- Administration & office: $118,904.40
- School-operated canteen: $0.00
- Utilities: $76,089.65
- Maintenance: $34,572.85
- Trust accounts: $23,306.62
- Capital programs: $7,824.54
- **Total expenditure**: $1,053,871.39
- **Balance carried forward**: $576,609.73

A full copy of the school's 2008 financial statement is tabled at the annual general meetings of the school P&C association. Further details concerning the statement can be obtained by contacting the school.

**School performance 2008**

**Achievements**

**Arts**

In 2008 our major achievements were:

- participation in the following regional events:
  - Starstruck, Central Coast Dance Festival and Central Coast Showcase
- State Dance Camp: scholarship recipient Rachel Mitchell Year 11
- Indigenous instrument acquisition: the music faculty purchased didgeridoos, clapping sticks and porkas, all genuine Indigenous instruments, from the local Aboriginal community to enhance the teaching of Aboriginal music.
• Theatre project for gifted and talented drama students was launched
• Extravaganza: a large scale collaborative project involving all our partner primary schools and Lake Munmorah High School
• MADD night: the night of music, art, dance and drama has become an important CAPA event on the annual calendar
• Transition days: music students gave performances at primary schools throughout term 3 and 4 to enhance the transition program
• The Gallery Project: the school hall was converted into ‘The Gallery’ for exhibitions. The official opening was celebrated with the first exhibition of portrait painting by elective Year 9 students
• Face Off Exhibition: Lake Munmorah High’s answer to The Archibald Prize. An annual portrait painting competition and exhibition for elective art students was launched in term 1
• Year 12’s final ‘Body of Work’ was exhibited in the performance space in term 4
• First Class Exhibition: Matthew Rootsey, year 12, had his artwork chosen for The Lake Macquarie Gallery ‘First Class’ exhibition which is a Newcastle, Hunter and Central Coast version of ‘Art Express’
• Harmony Day poster competition: a selection of year 8 students were recognised in the National Harmony Day poster competition and received certificates for their efforts.
• Operation Art: Samantha Peljah of year 10 had her work selected for the 2008 Operation Art project where her work will be exhibited throughout NSW hospitals.
• ‘Heywire’ winner: Fiona Magee in year 12 was recognised for her songwriting when she received a prestigious ABC/JJJ ‘Heywire’ National Award in November.

Academic
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 the assessments.

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

<table>
<thead>
<tr>
<th>Percentage of students in bands:</th>
<th>Year 7 reading</th>
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<tbody>
<tr>
<td>Percentage of students</td>
<td></td>
</tr>
<tr>
<td>Percentage in band 2008</td>
<td></td>
</tr>
<tr>
<td>School average 2005 - 2007</td>
<td></td>
</tr>
<tr>
<td>LSG average 2008</td>
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</tr>
<tr>
<td>State average 2008</td>
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<table>
<thead>
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</table>

Sport
As well as enjoying integrated sport, students participated in a number of teams and independent competitions. Some of the major achievements included:
• CHS rugby union – Kate Mather, Mel Howard, Amber Radford, Miranda Rumore
• State athletics – Belinda Kaiser, James Lawson, James Pywell
• CHS cricket – Wayne Newton
• State Blue recipient (CHS sailing) – Jason Kakato
• Regional Blue recipients – Jason Kakato, Mel Howard
• CHS Hunter hockey – Mel Howard
• CHS U16s state hockey, Mel Howard
• CHS Hunter U16s touch football – Mel Howard
Percentage of students in bands:
Year 7 writing

Percentage of students in bands:
Year 7 grammar and punctuation

Percentage of students in bands:
Year 7 spelling

Percentage of students in bands:
Year 7 numeracy

Numeracy – NAPLAN Year 7
Numeracy – NAPLAN Year 9

School Certificate

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

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

Performance band

- Percentage in band 2008
- School Average 2004 - 2008
- LSG average 2008
- State average 2008

Performance band

- Competence
- Not Demonstrated
- Competent
- Highly Competent

Percentage of students in performance bands: Australian Geography, Civics and Citizenship

Performance band

- Percentage in band 2008
- School Average 2004 - 2008
- LSG average 2008
- State average 2008

School Certificate relative performance comparison to Year 5 (value-adding)

Performance band

- Percentage in band 2008
- School Average 2004 - 2008*
- LSG average 2008
- State average 2008

School Certificate: Relative growth from Year 5 (value-added)

Relative growth

- English
- Mathematics
- Science
- Australian History, Civics and Citizenship
- Computer Skills

School 2008
- School Average 2004 - 2008*
- LSG Average 2008
<table>
<thead>
<tr>
<th>School Certificate Results</th>
<th>Average mark 2008</th>
<th>School</th>
<th>LSG</th>
<th>State</th>
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Performance band distribution

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<th>4</th>
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<th>6</th>
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</thead>
<tbody>
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<td>Number in band 2008</td>
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<td>71</td>
<td>36</td>
<td>4</td>
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<tr>
<td>Percentage in band 2008</td>
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<td>44.4</td>
<td>22.5</td>
<td>2.5</td>
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<tr>
<td>School Average 2004 - 2008</td>
<td>3.7</td>
<td>11.9</td>
<td>26.9</td>
<td>38.6</td>
<td>11.9</td>
<td>1.0</td>
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<tr>
<td>LSG average 2008</td>
<td>0.6</td>
<td>2.7</td>
<td>27.2</td>
<td>41.1</td>
<td>25.4</td>
<td>3.0</td>
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<tr>
<td>State average 2008</td>
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<td>3.0</td>
<td>25.5</td>
<td>38.4</td>
<td>27.4</td>
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<table>
<thead>
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<th>LSG</th>
<th>State</th>
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<tr>
<td></td>
<td>64.2</td>
<td>67.9</td>
<td>68.9</td>
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Performance band distribution

<table>
<thead>
<tr>
<th>Performance band</th>
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<th>3</th>
<th>4</th>
<th>5</th>
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<tbody>
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<td>Number in band 2008</td>
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<table>
<thead>
<tr>
<th>School Certificate Science</th>
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<th>School</th>
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<tbody>
<tr>
<td></td>
<td>67.2</td>
<td>71.0</td>
<td>71.7</td>
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Performance band distribution

<table>
<thead>
<tr>
<th>Performance band</th>
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<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number in band 2008</td>
<td>6</td>
<td>26</td>
<td>63</td>
<td>43</td>
<td>22</td>
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<tr>
<td>Percentage in band 2008</td>
<td>3.8</td>
<td>16.3</td>
<td>39.4</td>
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<td>School Average 2004 - 2008</td>
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<td>15.9</td>
<td>36.6</td>
<td>31.1</td>
<td>9.0</td>
<td>0.3</td>
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<tr>
<td>LSG average 2008</td>
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<td>12.8</td>
<td>27.5</td>
<td>33.2</td>
<td>20.4</td>
<td>3.1</td>
</tr>
<tr>
<td>State average 2008</td>
<td>3.4</td>
<td>12.8</td>
<td>25.1</td>
<td>31.5</td>
<td>22.0</td>
<td>5.3</td>
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### School Certificate

#### Computer Skills

<table>
<thead>
<tr>
<th>Performance Band Distribution</th>
<th>School</th>
<th>LSG</th>
<th>State</th>
</tr>
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<tbody>
<tr>
<td><strong>Average mark 2008</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>School Certificate</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Australian History, Civics and Citizenship</td>
<td>64.1</td>
<td>67.5</td>
<td>68.5</td>
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#### Average mark 2008

<table>
<thead>
<tr>
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<th>School</th>
<th>LSG</th>
<th>State</th>
</tr>
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<tbody>
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<td>2</td>
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#### School Average 2004 - 2008

<table>
<thead>
<tr>
<th>Performance band</th>
<th>School</th>
<th>LSG</th>
<th>State</th>
</tr>
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<tbody>
<tr>
<td>School Certificate</td>
<td>3.7</td>
<td>22.8</td>
<td>43.9</td>
</tr>
<tr>
<td>Australian Geography, Civics and Citizenship</td>
<td>68.9</td>
<td>70.7</td>
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#### Average mark 2008

<table>
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<th>LSG</th>
<th>State</th>
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#### State average 2008

<table>
<thead>
<tr>
<th>Performance band</th>
<th>School</th>
<th>LSG</th>
<th>State</th>
</tr>
</thead>
<tbody>
<tr>
<td>LSG average 2008</td>
<td>3.1</td>
<td>19.1</td>
<td>38.0</td>
</tr>
<tr>
<td>State average 2008</td>
<td>3.4</td>
<td>18.0</td>
<td>35.4</td>
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</tbody>
</table>

#### School Certificate

#### School Certificate

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#### School Certificate

#### Performance Band Distribution

<table>
<thead>
<tr>
<th>Number in band 2008</th>
<th>Competence Not Demonstrated</th>
<th>Competent</th>
<th>Highly Competent</th>
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</thead>
<tbody>
<tr>
<td>1</td>
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<td>94</td>
<td>68</td>
</tr>
<tr>
<td>2</td>
<td>0.6</td>
<td>57.7</td>
<td>41.7</td>
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<tr>
<td>3</td>
<td>2.0</td>
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<td>35.7</td>
</tr>
<tr>
<td>4</td>
<td>0.3</td>
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</tr>
<tr>
<td>5</td>
<td>0.5</td>
<td>48.3</td>
<td>51.1</td>
</tr>
</tbody>
</table>
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.

Percentage of Year 7 students in our school achieving at or above the minimum standard in 2008

<table>
<thead>
<tr>
<th></th>
<th>Percentage of Year 7 students achieving at and above minimum standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>92.5</td>
</tr>
<tr>
<td>Writing</td>
<td>83.3</td>
</tr>
<tr>
<td>Spelling</td>
<td>92.0</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
<td>87.9</td>
</tr>
<tr>
<td>Numeracy</td>
<td>95.3</td>
</tr>
</tbody>
</table>

Percentage of Year 9 students in our school achieving at or above the minimum standard in 2008

<table>
<thead>
<tr>
<th></th>
<th>Percentage of Year 9 students achieving at and above minimum standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>95.1</td>
</tr>
<tr>
<td>Writing</td>
<td>79.4</td>
</tr>
<tr>
<td>Spelling</td>
<td>89.8</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
<td>86.8</td>
</tr>
<tr>
<td>Numeracy</td>
<td>93.1</td>
</tr>
</tbody>
</table>

Significant programs and initiatives

Aboriginal education

All teaching and learning programs include Aboriginal, historical, cultural and social perspectives. The ‘new’ Aboriginal Education Policy was launched late in 2008. Staff have begun working on strategies to implement this and will develop these throughout 2009.

Lake Munmorah High School embraces Indigenous culture, and this has been a positive outcome for our Indigenous students in 2008. This year has also seen involvement of more Indigenous students in cultural activities and acknowledgements. This has resulted in increased pride in their Indigenous cultures.

Improved academic outcomes and retention rates have also been accomplished and more students are identifying as Indigenous. Indigenous and non-Indigenous students have come together to form our ‘dance’ and ‘didge group’ demonstrating the cohesion of cultures at our school.

Mark Macdonald, our Aboriginal Education coordinator, visited the public schools of our local area to coordinate personal learning plans for all Indigenous students entering high school in 2009. Through collaboration with teachers, parents and students, a plan for each student was developed to ensure that their needs are met on transition to high school.

Our transition days are important for our Indigenous students as it allows them to acknowledge that Lake Munmorah High embraces Indigenous culture and celebrates it. During the transition day students are teamed up with our Indigenous students and enjoy cultural activities, lunch and performances by our dance and didge group together.

2008 was a particularly special year for our Indigenous students when the Australian Government acknowledged the past injustices done to Indigenous peoples and made an apology on behalf of the nation. At Lake Munmorah High this was celebrated with a special assembly and the viewing of the ‘apology’. Indigenous senior leaders attended the official ceremony after our ‘Sorry Day’ assembly.

A cultural leadership camp held at Wollombi, was attended by Samantha Shears, a year 9 Indigenous student. This has helped encourage her to become a member of the first junior Aboriginal Education Consultative Group committee.

Aboriginal and Torres Strait Islander artists and performers have visited the school this year and performed to both Indigenous and non-Indigenous students. This has been a positive outcome for our students as a whole.

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 KLA.

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 2008. These included:

- the rock and water program
- boys initiatives
- 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.

The Australian Government Quality Teaching Safe Schools Project – Building Links

Through this action learning project the school has been able to evaluate current practice and build on recognized strengths to design a whole school approach aimed at improving the quality of the teaching and learning environment.

Following the successful outcomes of the 2007 project, LMHS was once again selected from all high schools in the Hunter/Central Coast Region to design a 6-7 transition model to support students in transition in the middle school. LMHS acted as a mentor to Gwandalan primary school in developing this model (connected learning model to be implemented across all partner primary schools in 2009)

This project supported the introduction to the high school of The Lakes Learning Community Coordinator. This position is responsible for the setting up of structures to support improved communication between the schools and support the high school in its efforts to positively promote its achievements in the community.

The 2008 project achievements included the strengthening of relationships between the schools improving consistent practices between them. Teachers formed across school teams which enabled professional dialogue, the planning and the implementation of common practices. High school teachers led professional learning sessions in the Rock and Water program to support Gwandalan primary school in adopting similar practices to the high school in managing behaviour and building resilience in Stage 3 students.

Vocational Education Programs

VET courses delivered in 2008 were business services, entertainment industry, information technology and hospitality commercial cookery.

These courses provided alternate pathways for students to achieve entry into trades. Many students received part time work following their work placements.

Our communication with our LCP Youth Connections has strengthened and issues with work placement documentation eliminated. Student survey data completed for the RTO indicated that students saw VET courses as a valuable pathway and assisted them with completing their senior years.

Students are enrolled in SBAT courses and TVET courses. Students are pleased with the flexibility of the school curriculum.

Rock and Water Program

Due to the successful implementation of the Rock and Water (R&W) Program in 2007, a number of exciting developments have occurred in 2008. In collaboration with our partner primary schools, Lake Munmorah H.S. embarked upon a program with the view to:

- increase the number of teachers trained in R&W
- initiate the bridging of consistent language and practices between LMHS and our partner primary schools
- develop a year 6 – 7 transition process that would incorporate a common language base across the entire year group
- build upon and strengthen the platform developed by year 6 and 7 groups in 2007

2008 events included:

- the staff training program consisted of a number of teachers (D. Fromson, A. Bolte, T. Sherlock, C. Clinton and B. Paul) attending the 3 day R&W training course to complement those staff who had undergone training previously
- all LMHS staff were involved in a modified refresher course as part of the Term 2 staff development day
- LMHS R&W members (J. Ware, C. Clinton and N. Gravis) ran staff development training for teachers at Gwandalan P.S. in Term 2
- All Year 7 attended an intense 3 day program in Week 2 of Term 4
• year 8 have been working with Miss Sherlock and Mr. Fromson as part of their learning to learn program.

Future directions for 2009 are:
• further staff training
• greater collaboration with the learning support team
• all Year 7 will be involved in a personal best program
• targeted girls focus groups will be organised
• targeted boys (years 8, 9 and 10) focus groups organised
• link the program to the school target to improve student retention

Gifted and Talented Students Programs
During 2008 several projects were undertaken to cater for GAT students. A transition project was run during term 4 catering for year 6 students from Gwandalan, Manneuring Park and Lake Munmorah Public Schools. Students attended the high school to be involved in one of three GATS projects:
• physical education
• performing arts
• design, mathematics and science.

Students undertook activities in these areas under the guidance of teachers from LMHS. Teachers from LMHS visited the three primary schools to work with smaller groups of students in their chosen area. On the last day of the project students celebrated at LMHS with their parents and teachers and were presented certificates.

The teachers involved in the project were Alex Mudd, Brad Paul, Mark McDonald, Rebecca Hopkins and Lisa Doherty.

Another project undertaken at LMHS was a review of the GATS policy. This project was undertaken by Leah Watts, Allan Burns, Daniel Wilson, Peter Beach, Garry Prince (parent representative) and Amy Baker (student representative). Amy was involved in writing the student survey which was reviewed by the Student Leadership Team.

All teachers were surveyed about the implementation of the current GATS policy and the future direction of GATS programs in the school. One hundred and thirty parents and approximately two hundred and seventy five students were also surveyed for their opinions.

As a result the policy has been reviewed and rewritten and is in the final stages of review for implementation in 2009.

Cooling Conflicts program
Cooling Conflicts is a conflict management program involving educational drama techniques and peer teaching. The program assists students to examine how conflict escalates and teaches them how to intervene to manage conflict.

In 2008 Lake Munmorah High School teachers trained a group of year 11 students who as part of our transition program then peer trained students in years 5 and 6 at each of our feeder primary schools. Cooling Conflicts was also implemented into our Stage 4 ‘Learning to Learn’ curriculum accessed by all year 7 and 8 students for an hour each fortnight.

Student Welfare Programs
A number of successful programs operated throughout 2008:
• year 7- techno bully, sticks and stones, rock and water, cooling conflicts training, building resilience
• year 8- techno bully, sticks and stones, responsible gambling workshop, rock and water, cooling conflicts training, alcohol and other drugs workshops
• year 9- conflict resolution sessions, alcohol awareness and safe partying sessions, peer support and peer mediation training, techno bully, alcohol and other drug workshops, arrive alive activities
• year 10- alcohol awareness and safe partying sessions, peer support and mediation facilitators, responsible gambling workshops, techno bully, alcohol and other drug workshops, arrive alive
• year 11- driver awareness, youth and road trauma, cross roads, study skills program, cooling conflicts facilitators, techno bully, alcohol awareness and safe partying sessions
• year 12- maximum marks mentoring program, study skills program, youth and road trauma
• rock and water sessions for targeted male and female student groups
• focus group training for enhancing resilience and developing positive peer relationships
• links to learning program conducted through Workwise at Lake Haven youth centre provided a number of courses for at risk students
• pathways program conducted by Youth Connections saw a youth worker spending a day a week at LMHS supporting stage 5
students at risk of disengagement from their studies

- red cross mentor program involved a number of LMHS students in service learning supporting primary age students with literacy support needs
- peer support ran successfully with year 9 and 10 students actively supporting the incoming year 6 group in transition activities and our current Year 7 students in learning to learn classes
- A new commendation scheme was introduced in 2008 which has seen students earning ‘Yellowies’ as reinforcement for positive behaviour on a daily basis. A merit level system was also introduced - this has seen students awarded with merit certificates at assemblies. The various recognitions of student achievement are built into each level.

**Transition programs**

The year 6 into 7 transition program at Lake Munmorah High School in 2008 successfully encompassed the following activities:

- personal learning plans completed for transitioning Indigenous students
- assistance given to parents to access funding support for students with disabilities
- gifted and talented program - students identified, rich tasks planned and implemented
- vulnerable student program utilising the support of trained peer mentors
- behaviour support program implemented in consultation with the support teacher behaviour
- rock and water / personal best program for male and female focus groups
- sport gala day
- cooling conflicts program - LMHS students working with targeted primary students
- testing to determine class placements, identification of students with specific learning needs, independent workers
- class structure for year 7 based on testing and reviewed with year 6 teachers
- orientation day activities
- LMHS students’ assembly presentations at primary Schools- during terms 2, 3 and 4

**Learning Support Team**

A learning support team comprising the head teacher welfare (coordinator), school counsellor, support teachers learning, deputy principal and year advisors (as required) was established in 2008 with the aim of supporting students to meet their individual potential. The learning support team meets on a weekly basis and reports back to staff. Referrals to the learning support team are generated at the request of staff or parents. Possible outcomes of a referral to the learning support team include:

- attendance monitoring
- provision of student mentors
- packages of support for new enrolments offered in consultation with previous school
- strategy planning to support student behaviour - monitoring when required
- home school liaison officer referrals
- referral to support teacher behaviour
- applications to access support teacher learning testing and caseload
- recommendation of applicants for alternate placements ED/CD/BD/distance education
- recommendations for disability / integration funding reviews on a needs basis
- approve class placements and changes on a needs basis
- referrals to the school counsellor for support and testing
- referral to the deputy principal for a student improvement program
- liaison with external support e.g. DoCS, mental health services and police
- initiate and discuss student profiles
- consult on risk assessment and management plans
- review policy in curriculum and welfare areas
- referral to GATS committee for inclusion in programs
- referral to the Aboriginal education committee for the development or update of a personalised learning plan.

**Progress on 2008 targets**

The school has been implementing a three year strategic plan, 2006 – 2008, addressing the priority areas of literacy, numeracy and quality teaching and learning.
Target 1

**Improved literacy outcomes for all students**

By the end of 2008 we had completed full implementation of our whole school literacy strategy. Our ability to fully track improvements in benchmark data in stages 4 and 5 was hindered temporarily by the change from ELLA to NAPLAN. Improvement in SC and HSC results has been more readily identified.

Our achievements include:

- specific literacy outcomes and strategies have been included in all teaching programs across all KLAs
- value added data for SC and HSC subjects continues to improve, particularly SC English and HSC standard English
- all staff have been trained in literacy strategies including the use of text types and scaffolding

Target 2

**Improved numeracy outcomes for all students**

Our staff have developed a strong awareness that every KLA must implement effective strategies for teaching numeracy. Our ability to fully track improvements in benchmark data in stages 4 and 5 was hindered temporarily by the change from state (SNAP) to federal (NAPLAN) testing regimes.

Our achievements include:

- all staff have been trained in the use of specific numeracy strategies
- 83% of Indigenous students in year 9 (NAPLAN) achieved at or above national benchmarks in numeracy
- value added data from both SC and HSC Mathematics KLA courses continue an upward trend

Target 3a

**The quality teaching framework underpins all teaching practice**

This target has seen a significant investment of time and professional learning funds into teacher development. Staff understanding of the dimensions of quality teaching is highly evident. While the dimensions of the framework are evident in most programming, lesson delivery and assessment, further development will be undertaken in 2009.

Our achievements include:

- all staff have been trained in the elements of the quality teaching framework
- all KLAs have incorporated quality teaching elements into their programs and assessment tasks
- all KLAs systematically review the value added data relevant to their particular SC and HSC courses in terms of the quality teaching framework

Target 3b

**The quality teaching framework will underpin the creation of the conditions for quality learning in every classroom**

Our school learning culture is continuing to develop. It increasingly reflects the value students place in their learning and their responsiveness to quality teaching practice.

Our achievements include:

- a learning to learn program is now firmly established in the junior school
- clearly defined values, expectations and standards have been developed and the staff are working towards an ethos of consistent practice
- school welfare and support programs have been enhanced to reflect these values

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 2008 our school carried out evaluations of the student welfare policy and the English KLA.

Educational and management practice

Student Welfare

**Background**

The Welfare Policy at Lake Munmorah High School from 2000-2003 was in an implementation stage based on NSW Department of Education Policy documents. In 2003 a school based policy was developed by the Head Teacher Welfare in consultation with the school community using support and documentation from Warners Bay High School.

In the period 2003-2008 the welfare policy was an active working document which remained unchanged. In 2008 a review of existing policy and school practice was completed by the current head teacher welfare. This review determined that in the five year timeframe since the policy was last reviewed it no longer fully supported the welfare needs of students or fully reflected the practices of staff.
Findings and conclusions
In 2008 a revision of existing policy and school practice was completed. Following discussion and consultation between staff, students, and parents and liaison with regional student services personnel a policy was developed which better:

• reflected the current needs of students
• made students aware of school expectations
• ensured consistency in the practices of staff.

Future directions
On day 1 of Term 1, 2009 all Lake Munmorah High School staff attended a comprehensive presentation and discussion on the updated welfare, anti-bullying and discipline policies. An electronic copy of these policies is now permanently available to staff on the school’s computer network for their information and implementation.

In week 4, term 1, 2009 students from Years 7-11 attended year meetings where the updated welfare, anti-bullying and discipline policies were presented and discussed.

As per departmental process the 2009 welfare policy will be reviewed annually. This will be done through consultation with staff, students and parents.

Curriculum
English Key Learning Area

Background
The English faculty has been stable for the past four years which has enabled the faculty to develop the skills and practises to achieve sound School Certificate results and improving HSC results. Literacy skills, as measured by NAPLAN and ELLA results over this period suggest that reading and extended responses were areas of concern.

Findings and conclusions
• staff members have developed processes to ensure that monitoring of HSC courses is best practice
• to raise School Certificate results and improve the authenticity of assessment, the faculty introduced double marking of all Year 9 and 10 extended writing responses
• the faculty introduced an innovative ‘Rage’ reading program for Years 7 and 8. The outcome of this has been immediate with improved NAPLAN results in reading
• gifted and talented students are catered for through choice of individualised learning programs which include text choice, extended writing, representation and transformation of a text

Future directions
There have been some staff changes in the English faculty this year. To ensure a continuity of consistent practice, all staff will be trained in HSC monitoring, double marking and pilot speech marking.

Specific targets for the English KLA include:
• English advanced course results to improve to within half a standard deviation of state mean or better
• English extension I course candidates will increase in number, maintaining or bettering state average
• increase number of students achieving grade A in the School Certificate assessment by 10%
• 50% increase in the number of students achieving band 6 and 8% increase in students achieving bands 4, 5 or 6. Increased opportunities for identified gifted and talented students

Parent, student, and teacher satisfaction
In 2008 the school sought the opinions of parents, students and teachers about the school.

Their responses are presented below.

Lake Munmorah High School as part of its strategic plan of review has surveyed a cross section of students (133 in total) using the quality of school life survey. This survey is an instrument used to examine the social outcomes of schooling. The key features of the survey results are:

• the majority of students either mostly agree or definitely agree that their school is a place where they feel proud to be a student and enjoy learning
• most students mostly disagree that their school is a place where they feel depressed, restless or upset
• in terms of relationships with teachers the results were borderline about teachers treating students fairly and listening to what they say with numbers evenly spread across the range of responses
• the majority of students thought that school is a place where people look up to them and provide self esteem and status
in terms of sense of identity, most students felt that other students are very friendly and easy to get to know and they are accepted as they are

the relevance of schooling scored very high with most students agreeing or definitely agreeing

the sense of achievement was high for students with most definitely agreeing or mostly agreeing. This element was characterised by being successful as a student and coping with work

overall there was a slight decrease in quality of school life in relationship with age from years 7 to 10. This was evident among girls in particular with boys fluctuating in several elements from years 7 to 10

Regular communication via school newsletters, reports and faculty progress letters invited parents and carers to voice their opinions. The most regular negative feedback was in regard to school management of bullying issues.

Most parents were very supportive of the school uniform policy and of efforts to improve student attendance.

An audit of staff views about change management was conducted midyear. This was overwhelmingly supportive of the policy direction of the school leadership. Some concerns were raised about the rate of change and the impact on teacher workload.

Professional learning

- All teaching staff received training in the areas of child protection, occupational health and safety, anaphylaxis care, Aboriginal education policy, literacy, numeracy, ICT and quality teaching.
- $42000 was expended on professional development activities for staff.
- A number of Australian Government quality teaching projects (AGQTP) continued to provide valuable opportunities for staff to participate in their own professional learning.

School development 2009 – 2011

In 2009 our school will undertake work on our three strategic priorities – literacy, numeracy and engagement and retention. In each area our strategies will build on our achievements from 2008.

Targets for 2009

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
- teachers to access online resources
- implement literacy focussed programs throughout the school
- develop a strategic and systematic assessment program
- strengthen the partnership between the home and school
- develop continuity of literacy strategies from stag 3 to 4
- use value added data from SC and HSC performance to refine strategies.

Our success will be measured by:

- NAPLAN literacy assessments indicate 95% of year 9 students meet national benchmarks (91% in 2008)
- SC and HSC data reflect improvement in student's literacy skills. Increase number of students in top performance bands (bands 4, 5 and 6)
- teacher’s classroom practice demonstrates extensive use of effective quality teaching practices

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
- school will participate in the Count Me In Middle School initiative with our partner primary schools
- develop individualised strategies to support individual students and groups
- establish whole school numeracy focus days
- appoint numeracy representatives to each KLA to maintain focus on best practice strategies
Our success will be measured by:

- NAPLAN numeracy assessments indicate 95% of year 9 students meet national benchmarks (93% in 2008)
- SC and HSC data to reflect improvement in student’s numeracy skills. Increase the number of students in top performance bands (bands 4, 5 and 6) by 5%
- teacher’s classroom practice reflects extensive use of effective quality teaching practices

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 support strategies for students to utilise wider community eg Plan-It-Youth
- continue development of middle years strategy with LMG partner schools
- increase attractiveness and flexibility of curriculum provision

Our success will be measured by:

- identification and case management of students at risk of non completion
- an extended and flexible curriculum
- attendance rates improve by 5% average across the school
- suspensions and N-warnings decrease by 5%

**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
Ms Virginia Pacey        Deputy Principal
Ms Leah Watts             Head Teacher
Ms Emma Ironside         Head Teacher
Mrs Kay Burrows          P&C President

**School contact information**

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School Code: 8279

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: