Student information

It is a requirement that the reporting of information for all students be consistent with privacy and personal information policies.

Student enrolment profile

![Enrolments Graph]

Student attendance profile

![Student attendance rates Graph]

Management of non-attendance

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

Post-school destinations

<table>
<thead>
<tr>
<th>Destination</th>
<th>numbers</th>
</tr>
</thead>
<tbody>
<tr>
<td>University</td>
<td>17</td>
</tr>
<tr>
<td>Apprenticeship</td>
<td>5</td>
</tr>
<tr>
<td>TAFE or private college</td>
<td>6</td>
</tr>
<tr>
<td>Working - fulltime</td>
<td>11</td>
</tr>
<tr>
<td>Working – part time / casual</td>
<td>10</td>
</tr>
<tr>
<td>Defence Force</td>
<td>2</td>
</tr>
<tr>
<td>Actively seeking employment</td>
<td>9</td>
</tr>
<tr>
<td>Unknown</td>
<td>7</td>
</tr>
</tbody>
</table>

Year 12 students undertaking vocational or trade training

In 2013 58% of Year 12 students undertook at least one vocational or trade training course. Training was delivered at both on school site (School Vocational Education Training – SVET) and at TAFE colleges (TVET).

Year 12 students attaining HSC or equivalent Vocational educational qualification

95% of year 12 students attained their HSC in 2013.

Workforce information

It is a requirement that the reporting of information for all staff must be consistent with privacy and personal information policies.

Workforce composition

<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>3</td>
</tr>
<tr>
<td>Head Teachers</td>
<td>10</td>
</tr>
<tr>
<td>Classroom Teacher(s)</td>
<td>41.3</td>
</tr>
<tr>
<td>Disability support teachers</td>
<td>3</td>
</tr>
<tr>
<td>Learning and Support Teacher(s)</td>
<td>2.8</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>1</td>
</tr>
<tr>
<td>Careers Adviser</td>
<td>1</td>
</tr>
<tr>
<td>School Counsellor</td>
<td>0.8</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>13.882</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>78.782</td>
</tr>
</tbody>
</table>

5% of the school workforce is Indigenous.

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>
</tr>
<tr>
<td>Postgraduate</td>
<td>5%</td>
</tr>
<tr>
<td>NSW Institute of Teachers Accreditation</td>
<td>47%</td>
</tr>
</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.
Income
Balance brought forward $343,606.48
Global funds $592,201.46
Tied funds $444,436.16
School & community sources $149,748.24
Interest $14,280.36
Trust receipts $22,287.90
Total income $1,566,560.60

Expenditure
Teaching & learning
Key learning areas $149,863.88
Excursions $19,002.43
Extracurricular dissections $25,480.60
Library $17,777.26
Training & development $28,509.63
Tied funds $300,422.20
Casual relief teachers $204,037.61
Administration & office $183,025.75
Utilities $100,656.18
Maintenance $58,796.56
Trust accounts $28,210.54
Capital programs $31,533.53
Total expenditure $1,147,316.17
Balance carried forward $419,244.43

A full copy of the school’s 2013 financial statement was tabled at the annual general meetings of the School P&C. Further details concerning the statement can be obtained by contacting the school.

School performance 2013

Academic achievements

NAPLAN
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10.
The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.
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)
The My School website provides detailed information and data for national literacy and numeracy testing (NAPLAN).
Click on the link http://www.myschool.edu.au

Higher School Certificate (HSC)
In the Higher School Certificate, the performance of students is reported in performance bands ranging from Performance Band 1 (lowest) to Performance Band 6 (highest).
The following table shows the performance of Lake Munmorah High School students in 2013, the average performance of HSC cohorts at the school over the past 5 years and the 2013 HSC performance of the Statistically Similar Group (SSG).

<table>
<thead>
<tr>
<th>HSC Course</th>
<th>School 2013</th>
<th>5 year average</th>
<th>SSG 2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ancient History</td>
<td>64.8</td>
<td>62.8</td>
<td>64.1</td>
</tr>
<tr>
<td>Biology</td>
<td>63.3</td>
<td>67.3</td>
<td>69.6</td>
</tr>
<tr>
<td>Business Studies</td>
<td>67.5</td>
<td>68.8</td>
<td>68.8</td>
</tr>
<tr>
<td>Chemistry</td>
<td>63.1</td>
<td>64.4</td>
<td>69.5</td>
</tr>
<tr>
<td>CAFS</td>
<td>76.6</td>
<td>74.1</td>
<td>68.8</td>
</tr>
<tr>
<td>English (Standard)</td>
<td>58.1</td>
<td>61.6</td>
<td>61.0</td>
</tr>
<tr>
<td>English (Advanced)</td>
<td>69.1</td>
<td>71.6</td>
<td>71.6</td>
</tr>
<tr>
<td>Industrial Technology</td>
<td>65.6</td>
<td>65.6</td>
<td>68.4</td>
</tr>
<tr>
<td>Legal Studies</td>
<td>66.4</td>
<td>66.0</td>
<td>68.1</td>
</tr>
<tr>
<td>General Mathematics</td>
<td>61.1</td>
<td>66.9</td>
<td>60.3</td>
</tr>
<tr>
<td>Mathematics</td>
<td>69.1</td>
<td>73.7</td>
<td>71.8</td>
</tr>
<tr>
<td>Modern History</td>
<td>54.7</td>
<td>65.1</td>
<td>67.9</td>
</tr>
<tr>
<td>Music 1</td>
<td>71.7</td>
<td>77.3</td>
<td>74.8</td>
</tr>
<tr>
<td>Textiles and Design</td>
<td>63.5</td>
<td>63.3</td>
<td></td>
</tr>
<tr>
<td>Hospitality Exam</td>
<td>75.0</td>
<td>73.6</td>
<td>72.5</td>
</tr>
</tbody>
</table>

Significant programs and initiatives

Aboriginal education
During the 2013 school year a number of educational strategies, professional learning opportunities and Indigenous programs designed to promote quality teaching and increase awareness of Aboriginal perspectives were engaged in by both staff and students at Lake Munmorah High School.
Professional learning opportunities for staff included:
• The Dare to Lead program which was attended by Ms Leah Watts and Ms Alex Mudd
• ARCO (Anti-Racism Contact Officers) training that was attended by Ms Tracey Russell and Mr Trent Lake
• Professional Development days were given to faculties to work on New Curriculum requirements focusing on the inclusion of Aboriginal perspectives and content.

Participation and training in Traditional indigenous Games was undertaken by the school’s PDHPE staff and 20 indigenous students in Year 9, 10, 11, and 12. The day was designed to educate the participants about historical indigenous games that were designed to develop Aboriginal children’s skills in aiming, hunting and tracking and to pass on traditional cultural perspectives. The training has been a valuable educational tool in improving student engagement and connections and building partnerships with local Aboriginal leaders.

The “I Believe Program” run by the University of Newcastle was held throughout the year with all Year 8 and 9 students participating. Mr. Clint Green organised and facilitated this student educational program that helps foster post school pathways for students and builds links between the school and University.

Throughout the year a community cultural event was held in the local area that celebrated NAIDOC Week. Ms. Alex Mudd, Ms. Michelle Blood, and Miss Yvonne Wright, a Year 12 student at the school, attended the event and participated in the cultural activities offered. The day showcased a number of young Indigenous students’ talents and presented an excellent opportunity for the school to further develop community partnerships and offered a leadership opportunity for Miss Yvonne Wright as she assisted in the facilitation of traditional indigenous games on the day.

NAIDOC Week was celebrated by the school with every faculty adopting a cultural focus for the week on the topic they were currently teaching. Some of the activities each faculty covered were as follows:

• PDHPE – Traditional games
• TAS – Food
• English – Indigenous film and writing
• Visual Arts – Aboriginal Artists
• HSIE – Sacred land and natural formations

Aboriginal attendance rates have shown a positive increase during the 2013 year. 65% of our Indigenous students have a school attendance rate at 80% or higher. The implementation of individual student learning plans has assisted teachers in meeting the specific educational needs of our Indigenous students and in assisting in post school aspirations. The increased priority of student ILP has assisted KLA’s with the embedding of Indigenous cultural perspectives within teaching and learning programs and has helped to support student attendance rates.

2013 Norta Norta funding was appropriated with the employment of Mr. Trent Lake as an in-class tutor. Trent worked inclusively across all Key Learning Areas with students identified as not meeting state benchmarks in NAPLAN testing. His rapport with all students and staff enabled him to effectively fulfil the requirements of the Norta Norta program while his mentoring and leadership of Aboriginal students illustrated his impact on cultural development at a whole school level. In addition to the Norta Norta program, the continuation of the Stage 4 Literacy and Numeracy class, and whole school remedial programs such as; Multi-Lit and Counting On are examples of strategies employed to address the deficits revealed in the Literacy and Numeracy results for Aboriginal students, identified from analysis of the 2013 NAPLAN data. Lake Munmorah High School Aboriginal students who underperformed against state and regional means in Year 7 and 9 cohorts were also placed on LaST caseload via Learning Support Team referral, and their learning profiles were reflected in their PLP’s.
The school’s Aboriginal Education Committee consisted of 17 members including Deputy Principals, Head Teachers, Year Advisers, Learning and Support Teachers and other teaching staff and was coordinated by Ms. Alex Mudd. Committee members represented a diverse range of backgrounds including indigenous backgrounds and was a committee that was dedicated to change and improving cultural diversity and understanding.

The AECG served as an excellent opportunity to build genuine partnerships between the school and local Aboriginal community. Senior Executive members, the Aboriginal Education Coordinator and other staff of LMHS were regular attendees as full and associate members of the local Muru Bulbi Aboriginal Education Consultative Group meetings held bi-monthly. Aboriginal Education initiatives were regularly reported on in this context and information gained regarding opportunities for Aboriginal Students educational and cultural growth. These initiatives were then implemented were possible in the Lake Munmorah High school setting.

In 2013 the school had the privilege of having its first Aboriginal school leader selected to be school captain by school staff and students. Mr. Brendan Cain represented the school with pride and a high level of leadership and was an active participant in promoting Aboriginal culture and perspectives within the school setting and wider community through his involvement in leadership programs and sporting participation.

Whole school and Faculty review of the ATSIEAP has identified the following areas of notable development and achievement:

- Engagement and connections: Across KLA’s: HSIE explicit units of study focusing on Indigenous history, PDHPE indigenous sports and study of sporting identities, English Text choices including Indigenous perspectives, MATHS Aboriginal symbols e.g. concentric circles
- Attendance: PLP process, Phone intervention program, appointment of a HT Attendance officer, HSLO involvement
- Literacy and Numeracy: HSIE integrated in all lessons, Welfare LAST support and Norta Norta, PDHPE differentiated curriculum, ENGLISH identification of students level of achievement, modified curriculum, Maths Mathletics and NAPLAN preparation
- Leadership, Quality Teaching and Workforce Development: HSIE ARCO training, PDHPE staff professional learning e.g. Dare to lead, quality teaching, English Professional Learning National Curriculum focusing on Aboriginal perspectives,
- Pathways to real post school options: Year 7 and 8 participating in I-Believe, Year 10 and senior students accessing the Indigenous job market and university open days, CAT team support and intervention and ADHC assessments for students with disabilities, 3+3 senior curriculum model offering a greater variety of subjects to Stage 6 students

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.

School planning and evaluation 2012—2014

School evaluation processes

NSW public schools conduct evaluations to support the effective implementation of the school plan. The processes used include:

- Analysis of NAPLAN data. The SMARTDATA tool was used to monitor student’s performance in literacy and numeracy testing and inform the modification of programs and pedagogy to improve student learning.
• The executive group led their staff in analysis of HSC performance by using the Board of Studies Results Analysis Package (RAP).
• The Learning Support Team evaluated aspects of the plan relating to student attendance, retention, behavior and engagement through analysis of the Millennium welfare database and the Tell Them From Me Survey Pilot.
• Feedback on the implementation of the Compressed Curriculum model was collected via the Survey Monkey tool and evaluated by the senior executive team.

School planning 2012—2014: progress in 2013

School priority 1
To improve student literacy and numeracy.

Outcomes from 2012–2014
Improved levels of literacy and numeracy achievement for every student as reflected in performance in NAPLAN assessments and the HSC.

Evidence of progress towards outcomes in 2013:
• Outcomes in year 7 NAPLAN literacy and numeracy were maintained at 2012 levels.
• Outcomes in year 9 NAPLAN literacy and numeracy testing reveal that student performance did not reach expectations.
• Overall HSC performance data reveals that comparative performance against state means remains static. 13% of subjects achieved course means above state average.

Strategies to achieve these outcomes in 2014
• Use Improving Literacy and Numeracy National Partnership (ILNNP) funds to provide substantial support to improving student outcomes and develop long term capacity in staff.
• Use a range of resources including Counting On and Mathletics to support students along the numeracy continuum. Develop revised scope and sequence and new learning units in numeracy.

School priority 2
To provide innovative and effective curriculum and assessment.

Outcomes from 2012–2014
Compressed curriculum model introduced in stage 6 and New Australian curriculum introduced in years 7 and 9.

Evidence of progress towards outcomes in 2013:
• First Stage 6 cohort undertake HSC under 3+3 format. HSC results under this format compared favorably with ‘traditional’ model HSC. 3+3 students achieved 25% more band 4, 5 & 6 results than traditional model cohort.
• Teaching and learning programs for Year 7 and 9 English, Mathematics, Science and History were developed and staff experienced professional learning in the new syllabuses in readiness for their introduction in 2014.

Strategies to achieve these outcomes in 2014:
• Staff professional learning to continue to support the development of quality teaching programs and resources for Stages 4 and 5.
• Staff, students and parents to be provided access to online resources including SKWIRK, Mathletics and Scootle.
• All Stage 6 students to participate in development of individual learning plans to ensure that the curriculum effectively supports their learning pathway.
School priority 3
To improve student attendance and engagement.

Outcomes from 2012–2014
Student attendance, retention and suspension data reflect that all students are well supported, engaged and accessing opportunities to engage in appropriate curricula.

Evidence of progress towards outcomes in 2013:

- Student retention from year 10 to year 12 has improved from 35% to 42%.
- The effectiveness of whole school and individual strategies to develop staff and student conflict management skills is evident in the continuing trend of improved suspension data in the category of Aggressive Behaviour: 175 in 2011, 148 in 2012 and 127 in 2013. This data exceeds the planned 15% reduction target.
- During 2013 the Learning Support Team led by the Head Teacher Welfare, processed over 170 referrals for both individuals and class groups. Through these referrals students identified as ‘at risk’ in the school setting were supported by appropriate strategies to address their behavioural and learning needs reducing the potential for expulsion.

Strategies to achieve these outcomes in 2014:

- Implement the position of school attendance officer to improve focus on maximizing student attendance
- Increase flexibility in stage 6 curriculum to encourage improved retention to HSC
- Utilise the following strategies to foster student re-engagement with learning:
  - Life Skills, and modified programs of study
  - Integration Funding Support
  - Distance Education applications
  - Alternate placements access requests
  - AP LAS intervention and recommendations
  - Parent involvement to link to external agencies such as Youth Connections, Alesco, ET Australia, Breakthru etc
  - Risk Management Plans and Behaviour Management Plans
  - Learner profiles and specific ability information and strategies mapped against the literacy and numeracy continuum on W-Drive
  - Senior Improvement programs and CAT team intervention
  - Social skills programs / Resilience programs / anger management programs
  - Utilisation of District office staff and programs including HSLO and OOHC

Professional learning
Deputy Principals Mr. Mark Dehn and Ms. Leah Watts led Teacher Professional Learning at Lake Munmorah High School in 2013.

In summary, the 2013 budget from total available Teacher Professional Learning Funds was $39402.87. The sum accounted for course fees, casual salaries, travel and accommodation and other associated TPL expenses in accordance with DEC policy.

Additional professional learning opportunities were afforded from:

- The Australian Curriculum 2013 tied grant of $12161.46 attached to development opportunities surrounding the implementation of new Mathematics, English, Science and History syllabi in Years 7 and 9.
- The 2013 Beginning Teacher Resource Allocation Fund of $13064.49.
- The Improving Literacy and Numeracy National Partnership 2013 Semester 2 funding specifically linked to the School Plan target area of Numeracy and leadership learning. $33803.31 was applied to professional learning for specific stage based numeracy programs, quality teaching and engagement, and student voice surveys, with a further $40000.00 committed for Numeracy
leadership learning during 2014 to enhance capacity within the executive and senior executive.

- A component of Every Student Every School funding was expended on TPL during 2013 to strengthen staff application of curriculum differentiation, behaviour management and disability standards.

The impact of teacher professional learning during 2013 is evidenced in:

- All executive and teaching staff utilising Personalised Learning Plans created and refined through the TARS and EARS process. The Senior Executive evaluated expressions of interest for specific Professional Learning for connections with PLP’s and alignment with priority areas for TPL in accordance with the school plan before approval.
- The development of leadership capacity as a focus of TPL inclusive of career development opportunities such as Head Teacher network events and Principal and Deputy Principal conferences. Professional Learning held with Dr Neil Carrington to mentor executive teams in leadership.
- As a result of the DP conference 2013, leadership training for all LMHS executive was initiated and a coaching model developed for 2013-14.
- A total of 3 teachers gaining, and 28 teachers maintaining accreditation at the level of Professional Competence through the Institute of Teachers, with a further 9 working towards accreditation during 2013. Teachers accessed courses such as ‘Providing evidence for the level of Proficient Teacher’, ‘CC New Scheme Teacher events’, and ‘Catering for New Scheme Teachers for maintenance of accreditation’.
- All staff accessing DEC Mandatory Training which in 2013 included Anaphylaxis, e-Emergency Care and Child Protection updates.
- Whole Staff Development Days during 2013 focused on target areas from the School Plan. Examples of agenda items include: ProPsych - Based on the premise that the support of mental health in young people is a precursor to the attainment of optimal academic performance, this joint LMG event combined current psychological theory with discussions surrounding mental health challenges for young people and effective strategies for the school context, Technology applications for learning such as Google Apps, Millennium updates and Digital Workshops, Online staff training in Understanding Autism, Targeted Professional learning addressing the Literacy and Numeracy continuums, and National Curriculum implementation preparation.

Surveyed examples of external Professional Learning activities considered to have had a significant impact on staff development from Faculty based feedback for 2013 include:

- Meet the markers for HSC subjects
- The Annual Science teachers conference
- Teachers Federation Professional Learning for New Scheme Teachers
- VET training – improved skills and maintained validation
- WoodShow, Stiches and Craft Expo for TAS teachers
- Mental Health and Wellbeing Professional Learning
- Counting On
- Motivating and engaging students in Mathematics
- Geography Teachers Association Day
- Rumbalara Environmental Day
- ARCO training
- Teaching Students with Special Needs in Mainstream Classes
- Classroom Management through effective teaching
- Risk Management Plan and Behaviour Management Plan presentations
Parent/caregiver, student, and teacher satisfaction

In 2013, the school sought the opinions of parents, students and teachers about the school. The school participated in the Tell Them From Me survey pilot. This survey was completed by every student and provided valuable feedback on what our students think about school life, how engaged they are with school and the different ways that teachers interact with them. Some key points arising from the survey were that:

- 78% of our students had positive relationships with those at school (state average was 77%).
- The number of our students rating their learning as effective was 4% lower than state average.
- Our student truancy rate (missing school without reason) was 25% compared with state average of 18%.
- 52% of our students expressed an aspiration to complete high school as compared to state average of 69%.

Students voiced their views about aspects of their school life through their elected Student Representative Council members. Parents and carers took advantage of a number of opportunities throughout the year to meet with school staff to discuss their children’s academic and social progress. The school has also made effective use of social media (School Facebook Page) as a tool for gaining feedback from our school community.

The views of parents, students and staff were sought on the implementation of the 3+3 curriculum model in its first year of operation. Some key feedback was that:

- The implementation was well considered and managed by school staff.
- Staff reported that they felt they were ‘working harder’ under the new model and students reported feeling more focused with only three subjects to concentrate on.
- Parents reported that students felt less stressed with less subjects to focus on.
- All groups reported that good time management skills were paramount in making the model work effectively for them.

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
Mr. Garry Egberts        P&C President

School contact information

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Parents can find more information about Annual School Reports, how to interpret information in the report and have the opportunity to provide feedback about the report at: