

Lambton High School

Annual Report



2017



8482

Introduction

The Annual Report for 2017 is provided to the community of Lambton High School as an account of the school's operations and achievements throughout the year.

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

Peter Riley

Principal (Relieving)

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School background

School vision statement

Lambton High School aims to provide a welcoming, inclusive and progressive school community which fosters a culture of high expectations, pride and respect amongst all stakeholders.

We aim to produce students who are independent thinkers, innovative risk takers, creative thinkers, resilient, empathetic, problem solvers and life-long learners. Their educational experience should be holistic, real world, diverse and relevant to the 21st century.

Our teachers will continue to develop their expertise so they can facilitate learning experiences which are engaging, inquiry based and collaborative. They will model their practice on the Australian Professional Teaching Standards.

Parents will engage with the school and become advocates and active partners in their student's education.

School context

Lambton High School is a proudly comprehensive, co-educational high school catering for students from Years 7 to 12 in the Newcastle Education Area.

Our school has a strong focus on learning and high expectations for student success. We provide high quality education in a caring, secure and challenging learning environment. We continue to achieve academically above regional and state averages and have a strong student representation in sport, leadership, cultural activities and in the creative and performing arts.

There are opportunities for every student to achieve through challenging programs for gifted and talented students, a wide range of extra-curricular activities and effective support programs. We accelerate in the Creative and Performing Arts (Music, Art and Drama), in Mathematics and introduced a Year 7 Academic Enrichment and CAPA Enrichment Class in 2015.

We have a SRC with student representation from Year 7 to 11 and a Senior Leadership Body for students in Year 12 that play an essential role in the strategic planning, management and development of the school.

Through P and C Association consultation, the parent body plays a valued role in the decision making process especially in regard to key areas such as policy, community use of facilities, welfare, fundraising and spending priorities.

Student enrolment in 2016 was 1107 students and in 2017 it has risen to 1133 students (43 Aboriginal and 139 EAL/D).

All teaching staff meet the professional requirements for teaching in NSW public schools. Lambton High School has a dedicated and experienced staff consisting of 57 teachers, 12 Head Teachers, 2 Deputy Principals and the Principal.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

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

This year, our school undertook self-assessment using the School Excellence Framework (Version 2). The framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

In the domain of Learning, our priorities have focused on writing, engagement and Inquiry-Based Learning. In the elements of Learning, the school's on balance assessment is that Lambton High School is excelling in the majority of elements. Staff have continued to engage in professional development in Inquiry-Based Learning, the use of TEEL, ALARM and Quality Teaching Rounds.

The implementation of the Head Teacher Transition and Senior Learning Centre Coordinator is improving student's learning strategies and study skills to improve engagement and learning outcomes. This is demonstrated through the growth in HSC results.

Lambton High School has undertaken analysis of data and trends, that indicate a strong growth in ongoing performance improvement to ensure outcomes in learning for all students.

In the Teaching domain, our main focus has been on building a school culture of collaborative and continuous learning for the 21st century. Lambton High School's on balance assessment for elements of the Teaching domain, include areas in which the school is excelling and elements that are sustaining and growing. In 2017 the focus has been on innovation projects, walk throughs and consolidating the performance and development framework, observations and accreditation processes and requirements. Evaluation of professional learning activities indicate that Lambton High School is excelling in the elements of Effective Classroom Practice and Learning and Development.

All staff and leaders are developing their knowledge and reflecting on practice to build their understanding of the Australian Professional Standards (APTS) in preparation for mandatory accreditation and the higher levels of accreditation.

In the domain of Leading, our efforts have been focused on quality educational delivery and ensuring a strong sense of culture, belonging and leadership within our school community. In the elements of Leading, Lambton High School's on balance assessment is that the school is excelling in some elements, sustaining and growing in Educational Leadership and delivering in School Resources. Work has continued to be undertaken in specific areas of the school to enhance the Physical Learning Environment and student leadership has been demonstrated at school and community events and programs including; Model United Nations Assembly, Green Day, Walk a Mile Koori Style and NAIDOC Week.

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

For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/sef-evidence-guide>

Strategic Direction 1

Student Learning

Purpose

Teachers will create opportunities for students to achieve their highest potential through dynamic, holistic and differentiated learning.

Overall summary of progress

The 2017 evaluations of major teaching and learning strategies (writing, QT, iLE, IBL, feedback, assessment) within the school, highlighted that more surface and deep learning is occurring rather than the higher level of transfer of learning.

NAPLAN data despite demonstrating a shift in student writing levels from lower bands to middle bands, indicated that no noticeable impact has been made on the writing levels of students in the higher bands. Year 9 NAPLAN longitudinal data for writing (persuasive writing 2011–2014, 2017 & creative writing 2015–2016) indicates a small shift of students from band 5 and 6 into band 7 & 8 (Band 5/6 : 2011 –38.4% 2017 – 36.4%, Band 7/8 : 2011 – 46.5% 2017 – 53.9%), there was no noticeable shift in the top bands.

Most faculties have tasks that explicitly require different styles of writing and are linked to outcomes. Anecdotally there appears to be more focus on writing than in previous years, embedded in assessment.

Professional learning in iLET has occurred throughout 2017. The aim of iLET is to provide differentiated teaching and learning, professional learning, with a focus on challenging the top range of students. Across 2017 in staff development days, extended staff meetings and staff meetings, all faculties participated in Professional Learning lead by iLET. The focus was to build knowledge and resources for staff to be able to identify potential GATS students in their classes, design pretest activities to differentiate entry points for new learning and design tiered learning activities to cater for a range of student learning opportunities.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
8.5 Teachers expect students to pay attention in class and work hard – TTFM (7.8 and 7.6 in 2015)	<ul style="list-style-type: none"> • RAM Equity Welfare Levy – \$1,500 	<ul style="list-style-type: none"> • Teachers expect students to pay attention in class and work hard – TTFM (7.4 and 7.7 in 2016).
Achieve 65% greater than or equal to expected growth in NAPLAN writing	<ul style="list-style-type: none"> • MultiLit/EAL/D \$15 000 • Syllabus implementation – \$12 000 	<ul style="list-style-type: none"> • MULTILIT Reading program and additional EAL/D teacher • Whole school Writing Focus on TEAL, ALARM and SHIFT. • 61.6% of students achieved expected growth in writing in 2017.
Achieve 60% greater than or equal to expected growth in NAPLAN numeracy	<ul style="list-style-type: none"> • Numeracy support – \$2000 	<ul style="list-style-type: none"> • 73.4% of Year 9 students achieved expected growth.
HSC Value Added result greater than +2 (from 0 in 2013 and 1.6 in 2014)	<ul style="list-style-type: none"> • QT: TPL – \$19 000 • RAM Socio-economic – \$7,000 • Casual support – \$21,000 	<ul style="list-style-type: none"> • The Senior Learning Centre environment and study skills program have been embedded through the Learning Centre Coordinator position. • Value added results are trending positively, achieving 1.12 in 2017.
Increase the proportion of students in the top 2 NAPLAN bands in literacy and numeracy from 30.25% to 32.67% by 2019.		<ul style="list-style-type: none"> • Reading – 19% (Year 9, 2017) • Writing – 10% (Year 9, 2017) • Spelling – 26% (Year 9, 2017) • Grammar and punctuation – 19% (Year 9, 2017) • Numeracy – 25% (Year 9, 2017)
80% of students and parents indicate teachers implement a	<ul style="list-style-type: none"> • RAM equity – \$400 • Casual support – \$ 13 	<ul style="list-style-type: none"> • Expanded Lambton Learning Ladder program in Years 7 and 8

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
range of teaching strategies to enhance student engagement (from 71.5% in 2014).	000	<ul style="list-style-type: none">• Introduced Head Teacher Transition position• Conducted Parent Learning Community Groups (PLCG)

Next Steps

The following areas will be key priorities in 2018:

- Implement innovative teaching and learning programs to increase engagement and autonomy of stage 5 students.
- Expand Inquiry Based Learning (IBL) projects to provide for more personalised, authentic, problem based and student directed learning.
- Adjusting teaching and learning programs based on data to improve student outcomes in literacy (Focus on Writing Program), and numeracy.



Strategic Direction 2

Staff and Leader Learning

Purpose

To build greater capacity in the Lambton High School educational community by leading and inspiring a school culture of collaborative, continuous learning for the 21st century; through the implementation of effective teacher and leader professional learning, organisational and communication practices.

Overall summary of progress

Since 2014, at the end of year all staff undertake a Quality Teaching Professional Learning survey to determine the impact of the Quality Teaching Program on teaching and learning. Findings from the surveys drive the implementation for the following year's program. In 2014 staff indicated that the impact of Quality Teaching in the school was at professional learning level only; in 2015 this rose to a recognition that there was organizational support within the school to facilitate and support the implementation of Quality Teaching. By 2016, staff (78%), were indicating the Quality Teaching Program and rounds were either creating changes to their teaching practice and/or was impacting on student learning behaviors and outcomes and were able to provide evidence as to how coding of lessons and/or assessment tasks/programs and adjustments had been made accordingly from the process.

The survey indicated the two areas for potential improvement to assist more staff to lift into changes to teaching practice were; the need for progressive monitoring and feedback of the Quality Teaching Framework through the teaching and learning cycle and having the Quality Teaching Framework guide the school's teaching and learning system more explicitly. Staff participating in the Quality Teaching Rounds component of the program undertake an evaluation of the rounds process at the end of each year. Feedback from the evaluations is overwhelmingly positive with participating staff consistently saying the Quality Teaching rounds program is 'one of the best PL experiences they have been involved in'.

Staff evaluations of in house teacher professional learning shows:

- 90% of staff strongly agree that Lambton High School teacher professional learning, conducted in-house, provides up to date knowledge and practice in targeted school priorities
- 87% strongly agreed that teacher professional learning allows for collegial discussion and application of constructive feedback
- 88% highly recommended the differentiated workshop options and choices style of teacher professional learning based around school priorities

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
At least 90% (from 0% in 2014) of staff indicate a move from level 1 to level 2 on Guskey's Thermometer on TPL practices in the school by 2017.		• 77% achieved in 2017
Staff responses move from an average of 6.4 to 8 by 2017 on the key driver of leadership for student learning in the Focus On Learning Survey.	• TPL – \$17 000	• An increase of 0.9 was achieved in 2016, with an average score of 7.3. The Focus on Learning Survey will be undertaken biannually in 2018.
Staff responses move from an average of 7.4 to 8 by 2017 on the key driver of collaboration for student learning in the Focus On Learning.	• QT: TPL – \$19 000	• An increase of 0.4 was achieved in 2016, with an average score of 7.8. The Focus on Learning Survey will be undertaken biannually in 2018
By 2017 5% (from 0% in 2015) of staff will seek higher levels of accreditation.		• 1 staff member has registered with NESAs for accreditation at higher levels. • A number of staff attended regional HALT meetings and workshops throughout 2017.

Next Steps

The following areas will be key priorities in 2018:

- Professional learning through the Fast Feed program, Quality Teaching Rounds and SOLO teams.
- Mentoring and professional learning on accreditation and maintenance at all career stages.
- Professional opportunities are coordinated to prepare staff for the implementation of the Stronger HSC Standards, to support syllabus implementation, data analysis and monitoring structures.
- School leaders and aspiring leaders participate in targeted professional learning opportunities to build leadership capacity and access to higher levels of accreditation.



Strategic Direction 3

School Learning

Purpose

To develop quality educational delivery and consistent, high standard and shared professional practices. To ensure a strong sense of culture, belonging and leadership within our school community.

Overall summary of progress

In 2017, research and analysis of data has occurred to develop the Innovate 5 (junior/senior model). Through survey data, students at Lambton High School report the jump from Year 10 to 11 is difficult with 80% of Year 11 students indicating they felt unprepared for the rigors of senior school and 75% of students in Year 11 considering the workload as not manageable. Less than 50% of students in Years 9–11 know what it means to be successful at school. School visits were conducted to view acceleration programs, junior/senior models, mentoring programs, flexibility in timetabling and/or structure of school days to allow students to explore interests, self selected classes to improve outcomes and engagement, focus on problem based, self directed learning and andragogical model of teaching for years 10–12.

Every student, every teacher, once a year (particularly for Stage 5), participates in Inquiry Based Learning which is structured with clear learning intentions. Recognition of the quality and innovative work of Inquiry Based Learning and L3 at Lambton High School has been validated by the amount of requests for professional learning on this work from a range of other schools across the region. All staff have participated in Inquiry Based Learning professional learning and all faculties have begun to create/implement Inquiry Based Learning programs, however, more than half of Lambton High School faculties identified as not being confident in Inquiry Based Learning programming and teaching strategies. Further professional learning opportunities will be available throughout 2018.

L3 aims to build future capability skills and independent learner opportunities in students via their participation in an Inquiry Based Learning project. The program begins in year 7 with a highly structured approach to skillbuilding, leading into a collaborative Inquiry Based Learning project, this develops into the more student directed year 8 L3 program and Inquiry Based Learning project. The program is authentic based, student lead and product orientated. No two L3 classes look alike with mentor teachers working in pairs, building an individualized program from a base program to suit the needs of their class.

Recognition of the quality and innovative work of Inquiry Based Learning and L3 at Lambton High School has been validated by the amount of requests for professional learning on this work from a range of other schools across the region. An evaluation of L3 2016 and evidence from 2017 classes to date, indicate that the effect size on student skill development is closing in on 0.4. The SOLO taxonomy level is between deep and transfer, while the professional learning afforded as a L3 team teacher in L3 is creating changes to student learning practices and behaviors. Mentors are positive about the program and consider it a powerful opportunity for students and themselves, to experience learning that develops future focused skills and is student driven. Team teaching was also seen as a positive aspect.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
93% attendance rate (91% in 2015, 90.4% in 2014)	• Norta Norta – \$18 000	• Attendance has been steadily increasing from 2015, achieving 92.7% in 2017.
70% student retention rate (68% in 2015, 59.5% in 2014)		• Exceeded measure with 76% student retention in 2017.
40% of HSC students achieve two or more Band 5 or 6 results		• 38% of HSC students received two or more Band 5/6 results.
35% of students achieve Proficiency (Band 9/ Band10) in Year 9 Numeracy (33.1% in 2015)	1. TPL– \$2 700	• 25% proficiency achieved in 2017.
15% of students achieve Proficiency (Band 9/ Band10) in Year 9 Writing	• Casual support – \$3,500	• 10% proficiency achieved in 2017.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
57% Aboriginal students Expected Growth in Numeracy (50% in 2015) and Writing (37.5% in 2015)		• Aboriginal students are performing above state averages for expected growth in writing.
Above NSW DoE average in all HSC courses.	• RAM Equity – \$24 000	• Above NSW DoE average in 65% of courses (60.6% in 2016).

Next Steps

The following areas will be key priorities in 2018:

- Implement Innovate5 (Junior/Senior model) across the whole school community.
- Improve learning facilities in a variety of environments.
- Build formal alliances with business partners and the community to develop an awareness of opportunities and significance in learning.



Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	<ul style="list-style-type: none"> • \$25 000 	<p>Transition to High School</p> <ul style="list-style-type: none"> • Year 5 and 6 ATSI students from partner primary schools attended transition activities including NAIDOC Day celebrations. This strengthened support for ATSI students to improve readiness for High School. <p>Improve educational outcomes for ATSI students at LHS</p> <ul style="list-style-type: none"> • Increased completion of assignments, assessments and homework of ATSI students by employing a tutor to work with students 2 days a week. The tutor also analysed NAPLAN data to identify areas of weakness and establish learning goals with students to improve learning outcomes.
English language proficiency	<ul style="list-style-type: none"> • English Language Proficiency – \$28 098 	<p>The employment of a specialist EAL/D (English as an Additional Language/Dialect) teacher has allowed close to 35 students to be supported through EAL/D programs and receive intensive language support. In the last twelve months 10 newly arrived EAL/D students have received orientation to the school, the community, the country and the culture, as well as language proficiency assessment. This support has also assisted EAL/D students to transition from the junior school into the Preliminary and Higher School Certificate curriculum.</p> <p>The support of an EAL/D specialist teacher has enabled EAL/D students to participate and engage in more learning and formal assessment through teacher liaison and collaboration with mainstream teachers. This, in turn, has led to support for differentiating the curriculum and individual assessments. Support has been provided to liaise with parents, students and the Career Advisor regarding transition into the workplace and tertiary studies.</p>
Low level adjustment for disability	<ul style="list-style-type: none"> • Low level adjustment for disability – \$48 301 • Integration funding – \$69 980 	<p>Lambton High School was one of the first schools in our region who participated in the YAM program – Youth Aware of Mental Health. This program was developed by Hunter Health in conjunction with Department of Education and The Black Dog Institute. All Year 9 students completed 5 training sessions around this culturally sensitive program promoting increased knowledge about mental health through dialogue and play. Youth learnt from each other and were encouraged to practice empathy and solidarity. YAM has been shown to reduce depression and anxiety, suicide attempts, and severe suicidal ideation and facilitates healthy lifestyle choices among youth.</p> <p>A new support program was trialed in term 4, students were identified to attend Organisational Support periods once a week. This program aimed at teaching students how to be best organised for the demands of high school. The program was very successful and</p>

<p>Low level adjustment for disability</p>	<ul style="list-style-type: none"> • Low level adjustment for disability – \$48 301 • Integration funding – \$69 980 	<p>will lead into its full implementation in 2018.</p>
<p>Socio-economic background</p>	<ul style="list-style-type: none"> • HT Transition and HT Learning and Support – \$35 200 • Student Assistance – \$9600 • QT Rounds – \$7100 	<p>Whole school programs which were successfully run in 2017 included Wellbeing Days which were held once a term for years 7 to 10. These programs focussed on a variety of topics including anti-bullying, cyber-safety, road safety, surf safety, mental health and team building.</p> <p>A new program was introduced in term 4, 'Boys to Men'. The students who participated in this program reported an increased connection with school and the teachers who ran the program. The Peer Mediation Program was coordinated to assist in the resolution process between students. 28 year 10 students were trained in the process of Peer Mediation and 26 successful mediation sessions were held throughout the year.</p> <p>The Leadership and Peer Support training program was run for 55 selected year 10 students. 45 of these students were selected as Peer Support Leaders to work with the year 7 students in 2018.</p> <p>In 2017, 7,000 commendations were issued for achievements in the areas of; academics, sport, community, cultural, school service and leadership. 56 students achieved Gold status and 24 students received the new Diamond level, which has been introduced as an extension to the existing levels.</p>
<p>Support for beginning teachers</p>	<ul style="list-style-type: none"> • QTIP (UoN) – \$6000 total (BT component – \$500) • QT Rounds (BT = 15 days) – \$6,750 • TPL funds– \$4982 	<p>Beginning Teacher Support Funding was made available under the Great Teaching, Inspired Learning (GTIL) reforms. Beginning teachers were provided with either reduced teaching loads to support the development of their skills and/or given access to targeted professional learning opportunities designed to support their development as teachers.</p> <p>Head Teachers of beginning teachers, as experienced teachers/mentors, provided ongoing feedback and support in specific training, classroom observation and structured feedback. Beginning teachers were given access to professional learning that focused on classroom and behaviour management, strategies to build student engagement, collaborative professional practices within the school and productive relationships with the school's community.</p>



Student information

Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	571	563	557	556
Girls	503	527	540	556

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

Student attendance profile

School				
Year	2014	2015	2016	2017
7	95	93.1	95.4	95.2
8	93.2	90.1	91.7	93.4
9	91.9	91.5	92.7	91.7
10	90.9	90	91.5	90.9
11	92.4	90.2	93.9	93.9
12	92.1	92	93	92
All Years	92.6	91.1	93	92.9
State DoE				
Year	2014	2015	2016	2017
7	93.3	92.7	92.8	92.7
8	91.1	90.6	90.5	90.5
9	89.7	89.3	89.1	89.1
10	88.1	87.7	87.6	87.3
11	88.8	88.2	88.2	88.2
12	90.3	89.9	90.1	90.1
All Years	90.2	89.7	89.7	89.6

Management of non-attendance

Regular attendance at Lambton High School is essential to assist students to maximise their potential. Parents are required to explain the absences of their children from school promptly and within seven days to the school. An absence is unexplained if parents have failed to provide an explanation to the school within seven days.

Lambton High School monitors the regular attendance of students and contacts parents/caregivers when needed to discuss unexplained absences. When necessary, with the support of parents/caregivers and/or Home School Liaison Officers, Lambton High

School's welfare team develops and implements strategies to support students with identified attendance issues. Personal attendance and welfare plans have successfully facilitated improved attendance of individual students and assisted these students to re-engage with their education.

Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10%	Year 11%	Year 12%
Seeking Employment			4.3
Employment		0	17.4
TAFE entry	2	9	16.8
University Entry			57.2
Other	7	5	3.1
Unknown	1		1.2

Year 12 students undertaking vocational or trade training

In 2017, 8 students undertook School Based Apprenticeships/Traineeships in the industry areas of Primary Industries – Horticulture, Furnishings, Retail, Sport and Fitness, Electrotechnology, Business Services and Warehousing.

12% of Year 12 students participated in School Vocational Education Training (SVET) courses (Hospitality and Skills for Work and Vocational Pathways) and 39.5% of Year 12 students participated in TAFE Vocational Education Training (TVET) courses.

Year 12 students attaining HSC or equivalent vocational education qualification

In 2017, 149 students completed the HSC, with one student completing Year 12 without attaining a HSC certificate.

- 8.3% of Year 12 SVET students achieved a Certificate II qualification in Hospitality (Food and Beverage).
- 50% of Year 12 SVET students achieved a Certificate II qualification in Skills for Work and Vocational Pathways.
- 42.3% of Year 12 TVET students achieved Certificate II qualification in a variety of TVET courses.
- 22% of Year 12 TVET students achieved Certificate III qualification in a variety of TVET courses.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	2
Assistant Principal(s)	0
Head Teacher(s)	11
Classroom Teacher(s)	55.8
Teacher of Reading Recovery	0
Learning & Support Teacher(s)	1.3
Teacher Librarian	1
Teacher of ESL	0.8
School Counsellor	2
School Administration & Support Staff	13.97
Other Positions	1

*Full Time Equivalent

The Australian Education Regulation 2013, requires schools to report on Aboriginal compositions of their workforce. One teacher at Lambton High School identifies as Aboriginal.

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	19

Professional learning and teacher accreditation

The purpose of Professional Learning at Lambton High School in relation to the 2015–2017 school plan was to build greater capacity in the educational community by leading and inspiring a school culture of collaborative, continuous learning for the 21st century; through the implementation of effective teacher and leader professional learning, organisational and communication practices. This occurred through all staff developing a program of personalised professional learning within their Performance and Development Plan, having opportunities to participate in and lead formal and informal TPL to support their PDPs and

school plan teaching and learning strategies engaging in accreditation and mentoring processes.

This was supported by a Teacher Professional Learning (TPL) team who implemented and coordinated whole school TPL policy(s) and practices, including formal and informal professional learning on school development days, staff meetings, faculty meetings and for each staff member. They ensured that quality, differentiated, collaborative, accredited and strategic professional learning was implemented to support the 3 key initiatives and opportunities to build leadership capacity were provided including: use of Australian Professional Teaching Standards (APTS), and access to higher levels of accreditation. In 2017, a total of \$100 235 was expended on TPL.

Financial information (for schools using both OASIS and SAP/SALM)

Financial information

The three financial summary tables cover 13 months (from 1 December 2016 to 31 December 2017).

The financial summary consists of school income broken down by funding source and is derived from the school Annual Financial Statement.

Receipts	\$
Balance brought forward	655,925
Global funds	438,427
Tied funds	215,705
School & community sources	274,739
Interest	5,670
Trust receipts	24,423
Canteen	0
Total Receipts	958,964
Payments	
Teaching & learning	
Key Learning Areas	90,007
Excursions	66,754
Extracurricular dissections	18,421
Library	11,925
Training & Development	0
Tied Funds Payments	162,581
Short Term Relief	57,746
Administration & Office	154,222
Canteen Payments	0
Utilities	59,362
Maintenance	14,142
Trust Payments	5,986
Capital Programs	2,515
Total Payments	643,662
Balance carried forward	971,227

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

The information provided in the financial summary includes reporting from 1 January 2017 to 31 December 2017.

	2017 Actual (\$)
Opening Balance	0
Revenue	1,817,286
Appropriation	1,559,306
Sale of Goods and Services	17,252
Grants and Contributions	231,554
Gain and Loss	0
Other Revenue	6,857
Investment Income	2,317
Expenses	-1,149,544
Recurrent Expenses	-1,149,544
Employee Related	-525,002
Operating Expenses	-624,542
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	667,742
Balance Carried Forward	667,742

The Opening balance for the 2017 school financial year is displayed in the OASIS table as Balance brought forward. The financial summary table for the year ended 31 December 2017 shows the Opening balance as \$0.00 because the Opening balance for the 2017 school financial year is reported in the OASIS table (as Balance brought forward).

The amount displayed in the Appropriation category of the financial summary table is drawn from the Balance carried forward shown in the OASIS table and includes any financial transactions in SAP the school has undertaken since migration from OASIS to SAP/SALM. For this reason the amount shown for Appropriation will not equal the OASIS Balance carried forward amount.

Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

	2017 Actual (\$)
Base Total	9,282,341
Base Per Capita	167,574
Base Location	0
Other Base	9,114,767
Equity Total	417,652
Equity Aboriginal	23,669
Equity Socio economic	96,908
Equity Language	103,824
Equity Disability	193,252
Targeted Total	270,850
Other Total	209,413
Grand Total	10,180,256

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

A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

School performance

NAPLAN

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

Reading

Year 7

- 34% of students are at proficiency, compared to State DoE at 31%.
- 2% of students are below NMS in reading, compared to State DoE at 7%.
- Reading is trending up with the scaled school score at 564.6, compared to State DoE at 537.4.

Year 9

- 19% of students are at proficiency in reading, compared to State DoE at 25%.
- 4% of students are below NMS in reading, compared to State DoE at 7%.
- Reading is trending down with the scaled school score at 586.8, however, it is above State DoE at 577.2.
- 61.6 % of students achieved greater than or equal to expected growth in reading.

Writing

Year 7

- 20% of students are at proficiency in writing, compared to State DoE at 21%.
- 7% of students are below NMS in writing, compared to State DoE at 10%.
- Writing is trending down with the scaled school score at 514.9, however, above State DoE at 503.9.

Year 9

- 16% of students are at proficiency in writing, compared to State DoE at 18%.
- 12% of students are below NMS in writing, compared to State DoE at 18%.
- Writing is trending down with the scaled school score at 544.7, however, it is above State DoE at 541.8.
- 5.5 % of students achieved greater than or equal to expected growth in writing.

Spelling

Year 7

- 41% of students are at proficiency, compared to State DoE at 41%.
- 3% of students are below NMS in spelling, compared to State DoE at 6%.
- Spelling is trending up with the scaled school score at 561, compared to State DoE at 549.6.

Year 9

- 26% of students are at proficiency in spelling, compared to State DoE at 31%.
- 4% of students are below NMS in spelling, compared to State DoE at 8%.
- Spelling is trending up with the scaled school score at 591.6, compared to State DoE at 583.7.
- 47.8 % of students achieved greater than or equal to expected growth in spelling.

Grammar and Punctuation

Year 7

- 34% of students are at proficiency in grammar and punctuation, compared to State DoE at 30%.
- 7% of students are below NMS in grammar and punctuation, compared to State DoE at 9%.
- Grammar and punctuation is trending up with the scaled school score at 554.4, compared to State DoE at 534.8.

Year 9

- 25% of students are at proficiency in grammar and punctuation, compared to State DoE at 30%.
- 4% of students are below NMS in grammar and punctuation, compared to State DoE at 10%.
- Grammar and punctuation is trending up with the scaled school score at 578.4, compared to State DoE at 571.
- 57.1 % of students achieved greater than or equal to expected growth in grammar and punctuation.

Band	4	5	6	7	8	9
Percentage of students	7.5	10.6	20.7	27.1	18.1	16.0
School avg 2015-2017	4.3	12.2	24.0	27.0	19.1	13.3

Aboriginal Students

Year 7

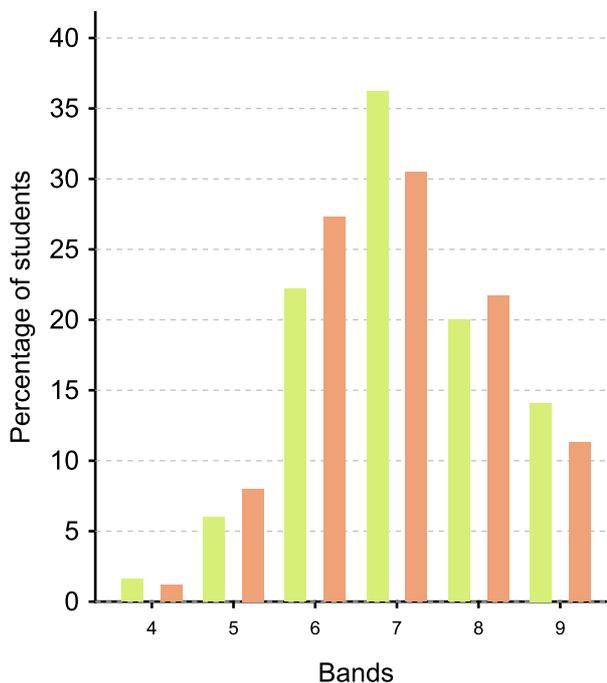
- Reading is above state mean at 562.8, compared to State DoE at 484.2.
- Writing is above state mean at 494, compared to State DoE at 443.4.
- Spelling is above state mean at 544.1, compared to State DoE at 496.1.
- Grammar and Punctuation is above state mean at 535.9, compared to State DoE 475.1.

Year 9

Due to the small number of Aboriginal students in year 9, summary statistics have been removed.

- Reading and writing is above the state mean, compared to State DoE.
- Writing and spelling Spelling are below state mean, compared to State DoE.

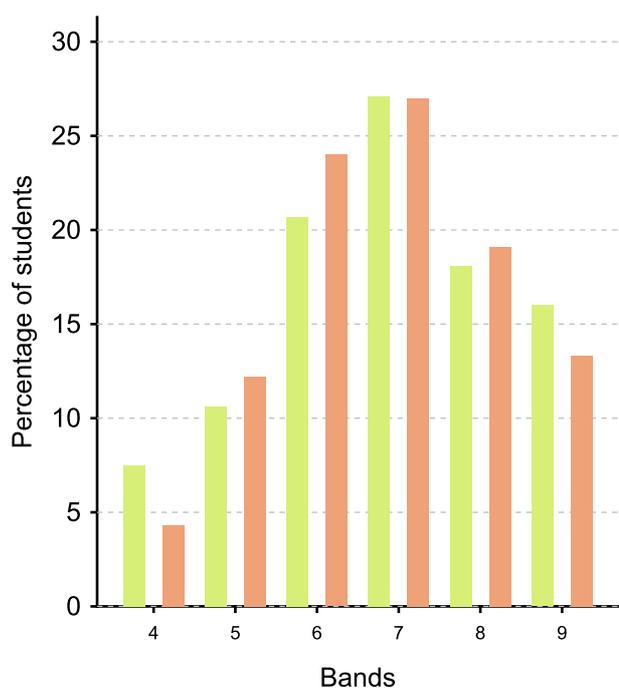
**Percentage in bands:
Year 7 Reading**



■ Percentage in Bands
■ School Average 2015-2017

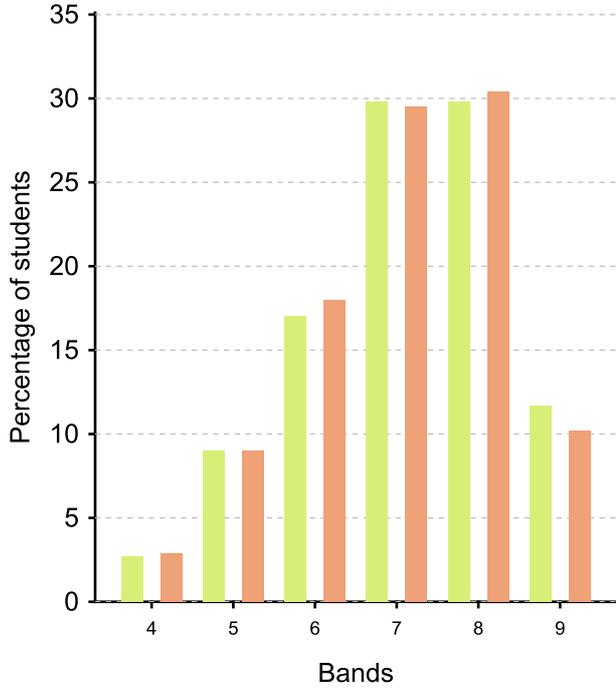
Band	4	5	6	7	8	9
Percentage of students	1.6	6.0	22.2	36.2	20.0	14.1
School avg 2015-2017	1.2	8.0	27.3	30.5	21.7	11.3

**Percentage in bands:
Year 7 Grammar & Punctuation**



■ Percentage in Bands
■ School Average 2015-2017

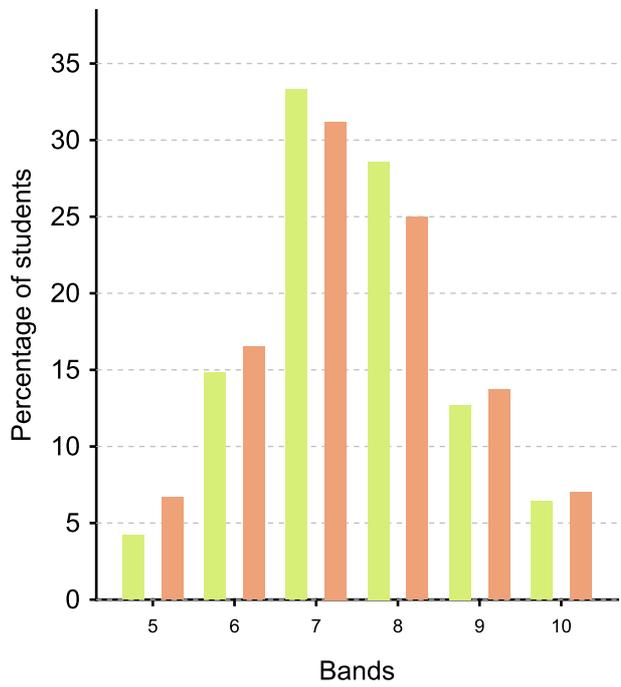
Percentage in bands:
Year 7 Spelling



Band	4	5	6	7	8	9
Percentage of students	2.7	9.0	17.0	29.8	29.8	11.7
School avg 2015-2017	2.9	9.0	18.0	29.5	30.4	10.2

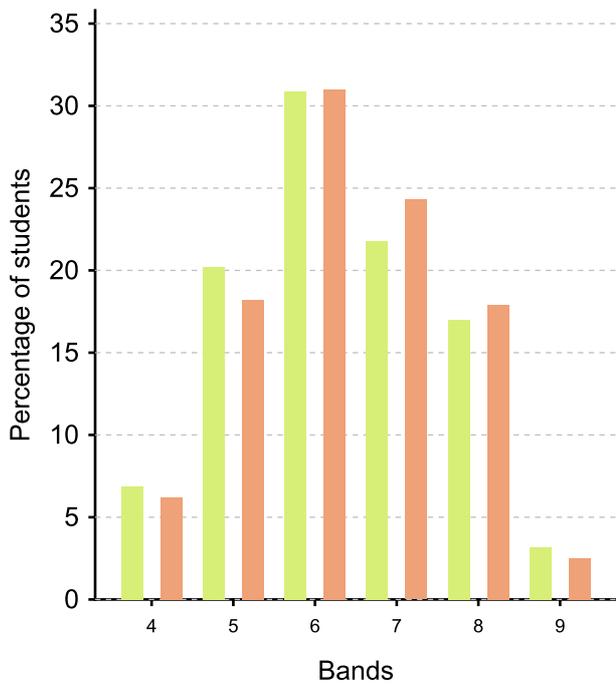
Band	4	5	6	7	8	9
Percentage of students	6.9	20.2	30.9	21.8	17.0	3.2
School avg 2015-2017	6.2	18.2	31.0	24.3	17.9	2.5

Percentage in bands:
Year 9 Grammar & Punctuation

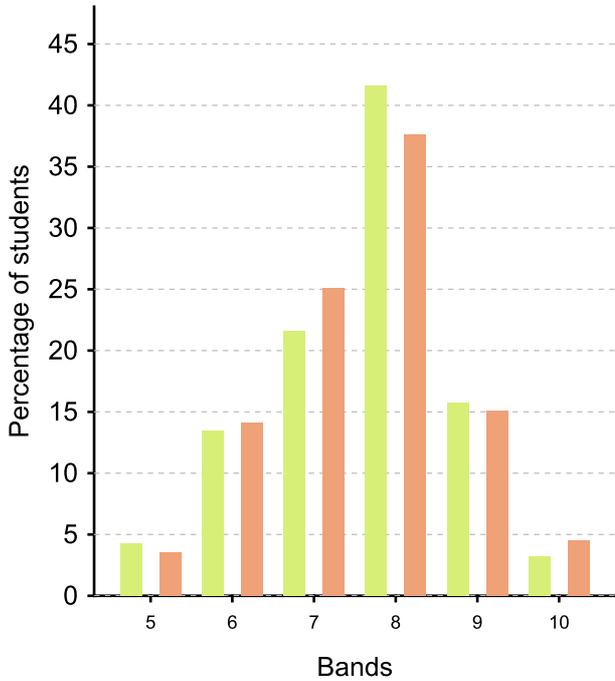


Band	5	6	7	8	9	10
Percentage of students	4.2	14.8	33.3	28.6	12.7	6.4
School avg 2015-2017	6.7	16.5	31.2	25.0	13.7	7.0

Percentage in bands:
Year 7 Writing



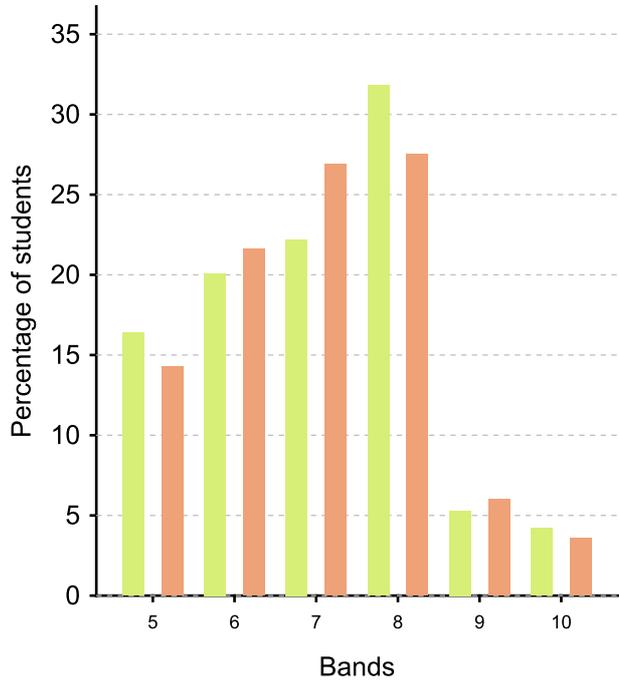
**Percentage in bands:
Year 9 Reading**



Band	5	6	7	8	9	10
Percentage of students	4.3	13.5	21.6	41.6	15.7	3.2
School avg 2015-2017	3.5	14.1	25.1	37.6	15.1	4.5

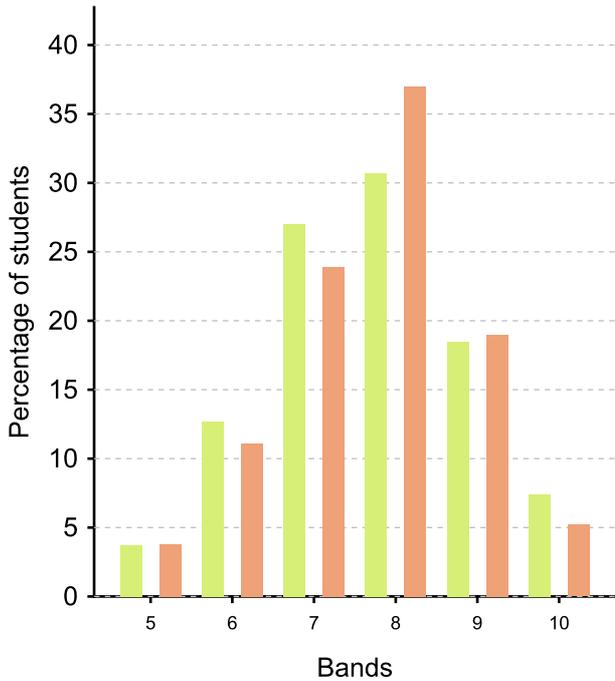
Band	5	6	7	8	9	10
Percentage of students	3.7	12.7	27.0	30.7	18.5	7.4
School avg 2015-2017	3.8	11.1	23.9	37.0	19.0	5.2

**Percentage in bands:
Year 9 Writing**



Band	5	6	7	8	9	10
Percentage of students	16.4	20.1	22.2	31.8	5.3	4.2
School avg 2015-2017	14.3	21.6	26.9	27.5	6.0	3.6

**Percentage in bands:
Year 9 Spelling**



Numeracy

Year 7

- 31% of students are at proficiency, compared to State DoE at 35%.
- Numeracy is trending upwards with the scaled school score at 561 compared to State DoE at 550.
- 72% of students achieved greater than or equal to expected growth in numeracy.

Year 9

- 25% of students are at proficient compared to State DoE 30%.
- Numeracy is trending upwards with the scaled school score at 603 compared to State DoE at 594.
- 73% of students achieved greater than or equal to expected growth in numeracy.

Aboriginal Students

Year 7

- Numeracy is above state mean at 532, compared to State DoE at 498.

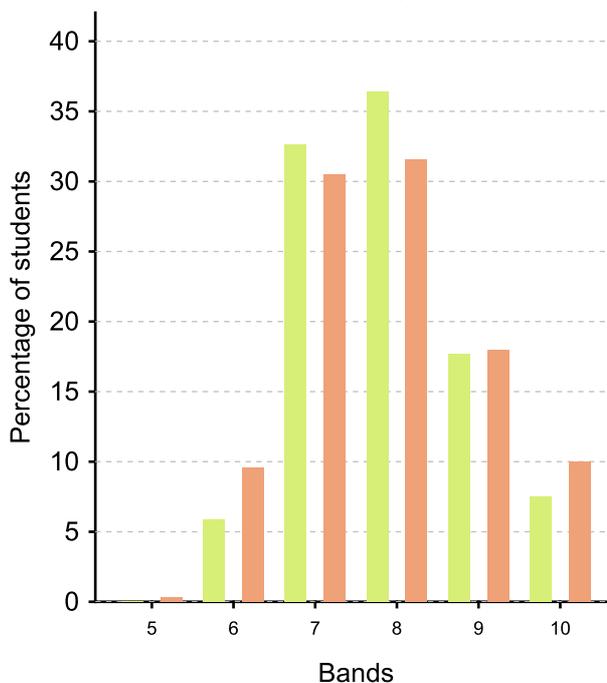
Year 9

Due to the small number of Aboriginal students in year 9, summary statistics have been removed.

- Numeracy is below state mean, compared to State DoE.

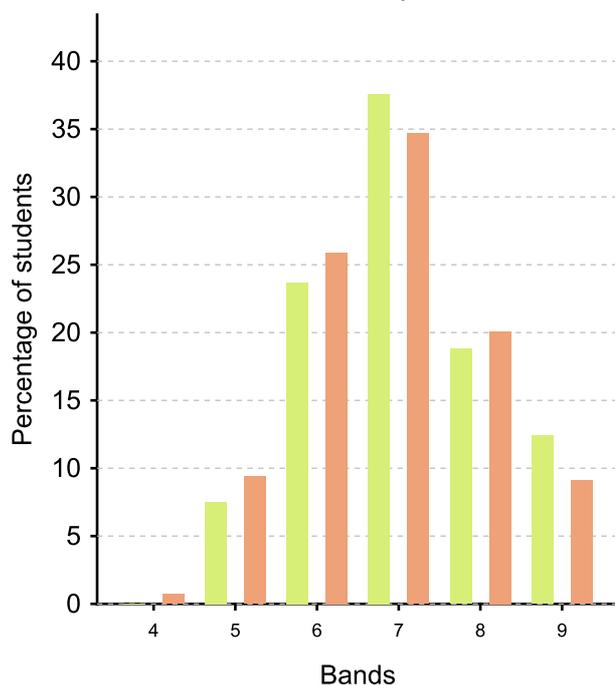
Percentage in bands:

Year 9 Numeracy



Percentage in bands:

Year 7 Numeracy



Band	5	6	7	8	9	10
Percentage of students	0.0	5.9	32.6	36.4	17.7	7.5
School avg 2015-2017	0.3	9.6	30.5	31.6	18.0	10.0

The My School website provides detailed information and data for national literacy and numeracy testing. Go to <http://www.myschool.edu.au> to access the school data.

Premier's Priorities: Improving education results

Year 7

- 34.1% of students are in the top two bands for Reading.
- 31.2% of students are in the top two bands for Numeracy.

Year 9

- 18.9% of students are in the top two bands for Reading.
- 25.1% of students are in the top two bands for Numeracy.

State Priorities: Better services – Improving Aboriginal education outcomes

Year 7 – Aboriginal Students

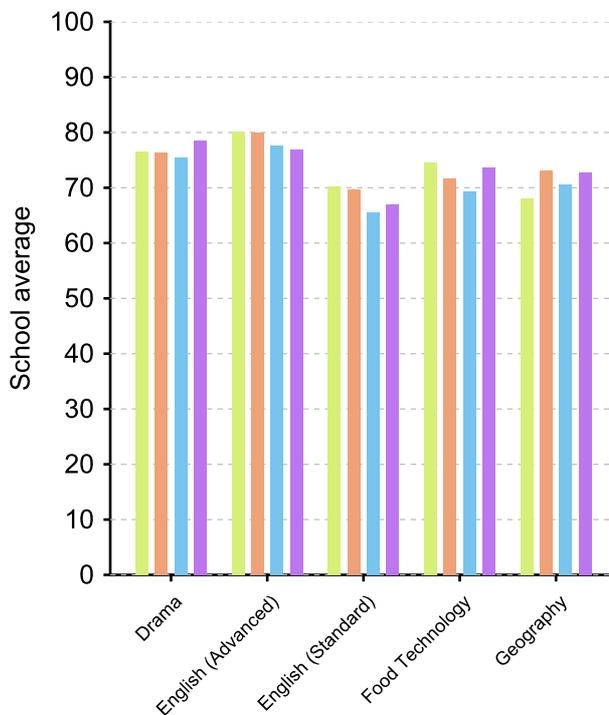
- 30% of students are in the top two bands for Reading.
- 18.2% of students are in the top two bands for Numeracy.



Band	4	5	6	7	8	9
Percentage of students	0.0	7.5	23.7	37.6	18.8	12.4
School avg 2015-2017	0.7	9.4	25.9	34.7	20.1	9.1

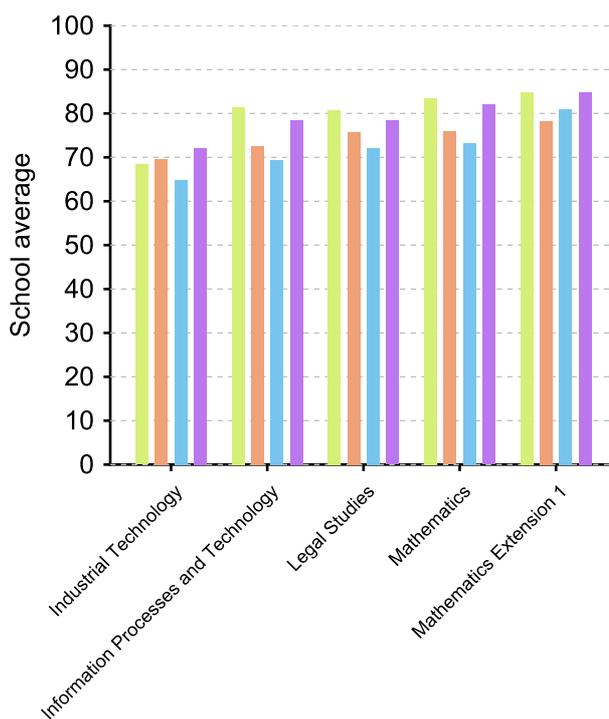
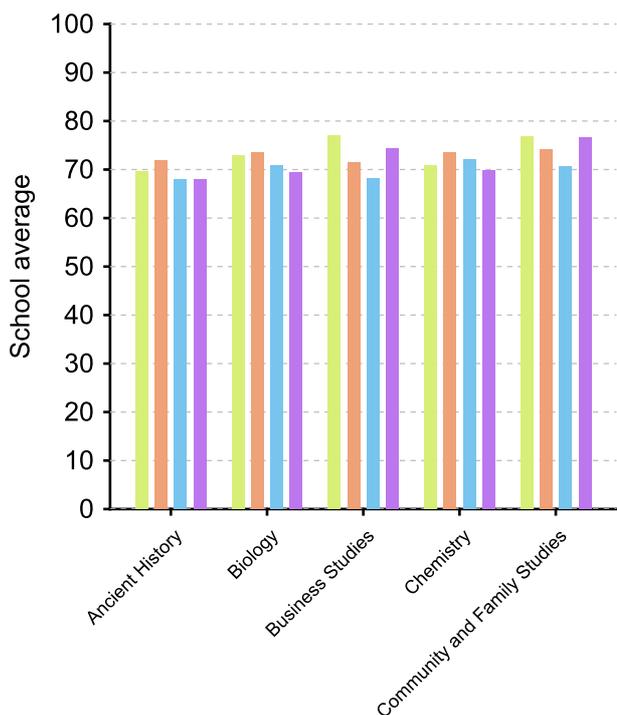
Year 9 – Aboriginal Students

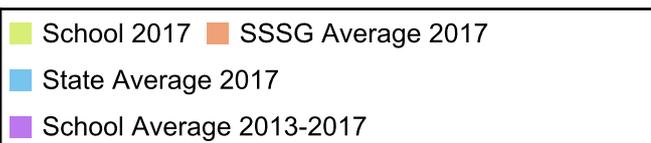
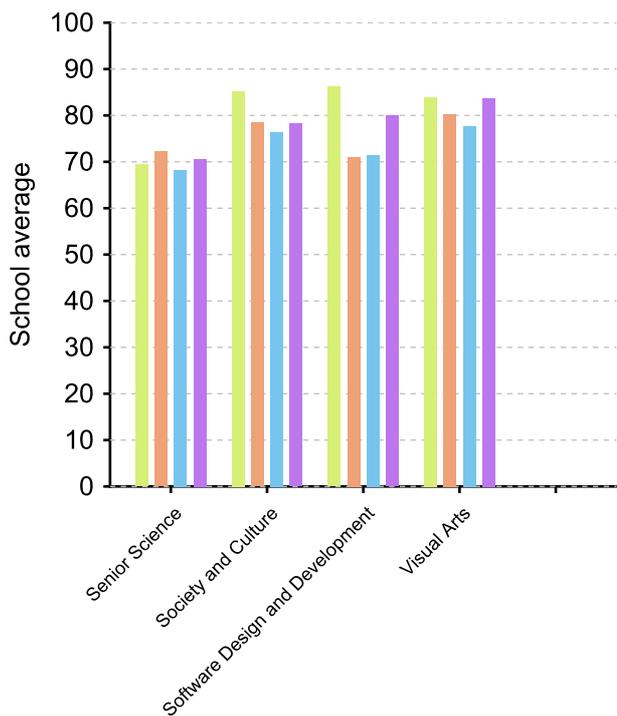
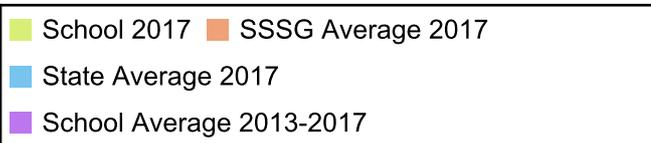
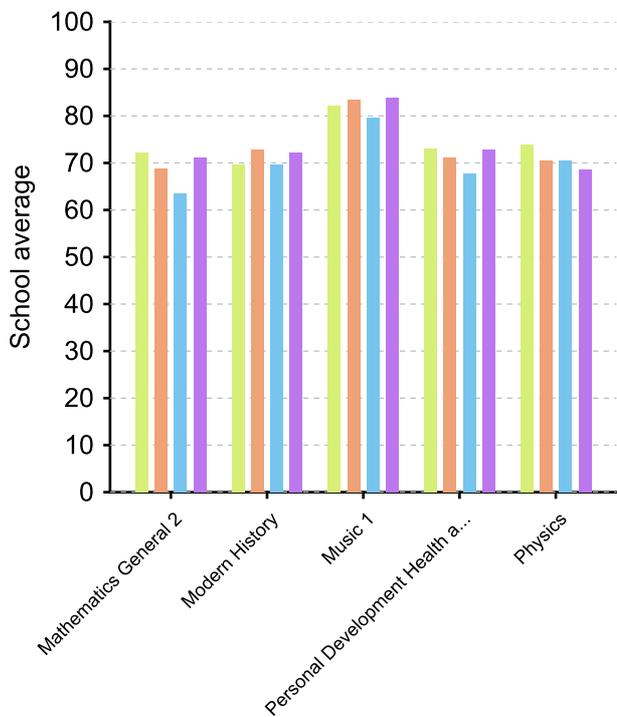
In accordance with the privacy and personal information policies, due to the small number of Aboriginal students in year 9 this data cannot be included in this report.



Higher School Certificate (HSC)

The performance of students in the HSC is reported in bands ranging from Band 1 (lowest) to Band 6 (highest), E4 is the highest for Extension Courses.





Business Studies	77.1	71.5	68.2	74.3
Chemistry	70.8	73.6	72.1	69.8
Community and Family Studies	76.8	74.1	70.7	76.5
Drama	76.5	76.4	75.5	78.4
English (Advanced)	80.2	80.1	77.6	77.0
English (Standard)	70.3	69.8	65.6	66.9
Food Technology	74.6	71.7	69.3	73.7
Geography	68.1	73.2	70.7	72.7
Industrial Technology	68.4	69.7	64.8	72.2
Information Processes and Technology	81.5	72.6	69.4	78.5
Legal Studies	80.8	75.7	72.1	78.4
Mathematics	83.5	75.8	73.2	82.0
Mathematics Extension 1	84.8	78.2	81.0	84.8
Mathematics General 2	72.1	68.9	63.6	71.1
Modern History	69.6	72.9	69.6	72.3
Music 1	82.1	83.4	79.7	83.8
Personal Development Health and Physical Education	73.1	71.1	67.7	72.9
Physics	73.9	70.6	70.4	68.6
Senior Science	69.4	72.2	68.3	70.6
Society and Culture	85.2	78.4	76.4	78.2
Software Design and Development	86.2	71.0	71.5	79.9
Visual Arts	83.9	80.3	77.7	83.7

The previous graphs show the average HSC score for subjects this year compared with the school average for the last four years and the state average this year.

In 2017, the cohort achieved 74 Band 6/E4 and 186 Band 5/E3 performances and 36 students across 24 courses were honoured with placements on the HSC Distinguished Achievers List (a Band 6 or E4 result). 4 students were honoured with placement on the HSC All Rounders List (Band 6 or E4 in in 10 or more units of courses). 38% of students in the cohort achieved 2 or more Band 5–6 (E3–E4) results. 2 students were

Subject	School 2017	SSSG	State	School Average 2013-2017
Ancient History	69.6	71.8	68.1	67.9
Biology	72.9	73.5	70.9	69.4

nominated for their performance and/or practical work in Creative and Performing Arts; Lili Hanrahan was nominated for "Art Express". Lili Hanrahan and Lillian Horton were accepted into "First Class" (Lake Macquarie Art Gallery).

The following courses performed above state average; Business Studies, Community and Family Studies, Earth and Environmental Studies, Engineering Studies, English Standard, English as a Second Language, English Extension 1, Food Technology, Industrial Technology, Information Processes and Technology, Legal Studies, Mathematics General 2, Mathematics, Mathematics Extension 1, Mathematics Extension 2, Music 1, Personal Development, Health and Physical Education, Physics, Society and Culture, Software Design and Development and Visual Arts.

Parent/caregiver, student, teacher satisfaction

In 2017 students and parents were involved in school planning for the 2018 – 2020 plan. Both students and parents joined the planning team at an evaluation day and throughout the development of the three strategic directions.

Over 100 parents attended parent learning sessions, with workshops run on technology, assessment, homework and writing. Feedback from these sessions has been positive and they will continue to be run in 2018 with themes based on learning strategies being implemented and input from parents.

Student voice was included in innovation projects such as the Innovate 5 (junior/senior model) and the design of the library to significantly improve the learning environment. The Tell Them From Me survey was conducted in 2016, with analysis of data continuing to inform decision making. The survey will be undertaken again in 2018.



Policy requirements

Aboriginal education

Throughout 2017, a Norta Norta tutor has been employed 2 days a week. Term 1 and 2 focus was on stage 4 and 5 students, providing support for assignments, assessment preparation and organisation. The term 3 and 4 program has been extended to year 11 with particular focus on Preliminary

Examination preparation.

PLPs were completed for majority of students with a transition to using the MGoals platform. Staff have been familiarised with MGoals at Staff Meeting term 3.

The Science and English faculty were provided with professional learning on the implementation of Aboriginal perspectives into programs with Cherie Johnson from 'Speaking in Colour' engaged for 2 days to work with faculty representatives. Most programs (where appropriate) have Aboriginal perspectives effectively embedded. 8 Ways of Learning was presented at staff development day term 2 to the whole staff to enhance Aboriginal perspectives by using Aboriginal learning techniques.

The Junior AECG has continued to meet throughout 2017 and 1 Aboriginal staff member is on Muloobinba AECG and the Newcastle Regional AECG. NAIDOC Day celebrations were supported by the Aboriginal community, particularly our partner primary schools.



Multicultural and anti-racism education

Lambton High School's diverse clientele has approximately 160 students with a language background other than English (LBOTE), attributing to over 45 different languages being spoken. There are over 65 EAL/D (English as an Additional Language/Dialect) students in attendance, with ten students arriving in the country within the last twelve months. There are international students, who are attending Lambton High School specifically to attain their HSC, and exchange students from all around the globe. 5% of the overall school population is made up of students from an Indigenous Australian cultural background.

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

Indigenous cultural activities into the curriculum. This has provided further knowledge and understanding to liaise with and provide professional development for mainstream class teachers regarding English proficiency and cultural/learning diversity of International Students.

Lambton High School participates annually in the Japanese Hakodate Exchange Program, supporting and providing hospitality to students from Hakodate, Japan, during their cultural immersion homestay over a 12 week period. During this time students partake in mainstream school class activities, specific EAL/D programs, courses and organised activities, whereby the exchange students raise cultural awareness of their own country.

The Multicultural Education Policy and the Anti-Racism Policy have supported the school community to acknowledge and respect cultural diversity and foster community through the celebration of days, such as Harmony Day and Refugee Week through the school curriculum. Multicultural Education is embedded into the curriculum of all key learning areas and monitored through program registration, ensuring an inclusive school community.

Lambton High School has continued to foster strong and positive community links with the Multicultural Neighbourhood Centre and access the use of interpreters for individual parent interviews as required.

Other school programs

Validation of Assessment for Learning and Individual Development (VALID)

In 2017, Lambton High School students in Years 8 and 10 sat the mandatory VALID Science external test.

Year 8

- 23% of results were in the high performing Bands 5 or 6. This compared favorably to 22.4% for all schools and 21.2% for Non-Selective Schools in NSW.
- A mean score of 88.8 was achieved which compared favorably to 87.4 for all schools and 86.8 for Non-Selective Schools in NSW. Trend data indicates mean scores increased from 2013 to 2017 by +1.1.
- Boys mean score overall at 87.5 is trending upwards from 2013 score of 86.9.
- Girls mean score overall at 90.0 is trending upwards from 2013 score of 88.8.
- Aboriginal students achieved a mean of 81.9 which compares favorably to 79.4 for all schools and 79.0 for Non-Selective Schools in NSW.
- Extended writing practices and teaching strategies have been embedded into all junior programs, including explicitly taught ALARM scaffolds and TEAL response techniques. These strategies appear to be impacting extended writing results. This is indicated through an

achievement of 2.5 points above all schools and 3.1 points above Non-Selective Schools in NSW.

Year 10

- 43.8% of Year 10 results were in the high performing Bands 5 or 6. This compared favorably to 33.3% for all schools and 30.5% for Non-Selective Schools in NSW.
- The mean score increased from 94.8 in 2015 to 96.0 in 2017, trending upwards when compared to all schools 89.6 (2015) to 90.5 (2017) and compared to mean score of Non-Selective Schools in NSW 88.5 (2015) to 89.7 (2017).
- Boys mean score overall of 96.4 is trending upwards from the 2015 score of 95. Girls mean score overall is 93.6.
- Aboriginal students achieved a mean of 88.2 which compares favorably to 81.1 for all schools and 80.2 for Non-Selective Schools in NSW.
- Extended writing practices and teaching strategies have been embedded into all junior programs, including explicitly taught ALARM scaffolds and TEAL response techniques. Comparative mean data for the extended writing strand indicates achievement of a mean of 95.4 which is 5.8 points above all schools and 6.9 points above Non-Selective Schools in NSW.

The Arts

The Creative and Performing Arts faculty at Lambton High school holds a strong tradition of maximising opportunities for students to achieve and engage with their artistic passions through academic and extracurricular endeavours.

- Lambton High School participated in the annual Regional event known as Star Struck in Drama and Dance. Amy Mason, Yasmin Ling, Declan Bright, Jacob Yeomans, Alex Weinzerl and Jayde Corner performed as Featured Artists. Hayden Pearce, Nicholas Bright, Kelly Mitchell, Chris Holburn, Hayden Jeffriess and Chloe Doyle were also featured musicians.
- The Music department hosted a number of showcase nights at the school, *Cover Your Tracks*, *Six in the Afternoon* and an evening at Lizotte's with over 100 students participating throughout these evenings.
- Our school Vocal Ensemble performed at *In Concert* with Felix Reibl from *The Cat Empire* and the NSW Youth Orchestra at the Sydney Town Hall and presented workshops at New Lambton Public school as part of our partnerships program.
- The Music faculty hosted over 250 students from all over our region as part of the nationwide program *Music: Count Us In*, with special guest performances from the cast of *Rent* and local musician Amy Vee.
- The Year 7 CAPA class, a specifically auditioned set of students who display highly developed skills in the arts areas, created a live and interactive performance based around the short story *Bush Magic Menu* which was performed for

- our local Primary Schools and Community.
- Visual Art student Lili Hanrahan nominated for Art Express and Lili Horton and Lili Hanrahan accepted into First Class at Lake Macquarie Art Gallery.
- Alex Weinzerl represented our school in the regional choir, The Hunter Singers.
- National Art School Scholarship recipients of the Dobell Drawing Workshops Gwen Devoy, Hannah Fennell & Jess Dempsey.
- Willem Bergquist, Yana Kaneva, Emil Ngo, Joseph Anderson & Mia Read-Jones participated in the High Achievers Program at the University of Newcastle.
- The students studying Drama were involved in performances at the Dramaworks and Regional Drama Festival, Year 9 Clowning Day, Green Day performances, participated in the All Schools ANZAC Day Committee and subsequent performances at the Newcastle Civic Theatre and the Singleton Civic Centre and our Junior students performed in their own Showcase night.
- Mr Aaron Taylor presented a group of our students at the Regional Wakakirri event at the Civic Theatre and won Best Direction of Acting, Best Lighting Design and most Motivational Story Award. Their performance was selected to be performed at the State Performance in Sydney.
- Chloe Doyle represented the school in the Hunter Regional Wind Ensemble.
- Music, Visual Arts & Drama all held successful HSC nights displaying the quality work that the students' had attained prior to sitting their formal examinations. The faculty presented a high quality showcase evening of student work from Year 7 – 11, entitled MAD Night, which featured the best work from 2017 from the faculty.
- Our Visual Artists were able to visit the Sculpture By The Sea, Brett Whitely Studio and Gallery, Archibald Prize, First Class at the Lake Macquarie Art Gallery, Newcastle Regional Art Gallery, Maitland Region Art Gallery, Biennale, Museum of Contemporary Art, Art Express and the New South Wales Arts Gallery.

Sports Programs

In 2017, Lambton High School participated in zone, regional, state and national competitions including City Zone Swimming, Athletics and Cross Country Carnivals. The school coordinated the City Zone Athletics Carnival and participated at Hunter SSSA and NSWCHS Swimming, Athletics and Cross Country Carnivals.

Students have achieved at high levels in many sports, these include:

- 91 selections in Hunter SSSA representative sporting teams.
- 19 students were selected to represent NSWCHS in the following sports: AFL, Diving, Football, Gymnastics, Rugby League, Squash, Touch Football, Trampoline and Water Polo.
- 4 students represented NSW All Schools at the School Sport Australia National Championships in

the following sports: Diving, Touch Football and Water Polo.

- 1 student selected in a School Sport Australia Team in the sport of Water Polo. Participation in gala days/knockouts:
- Initiated the Year 8 PASS inter-school sporting gala day with Callaghan College Wallsend Campus.
- Participated in City Zone Gala Day competitions including cricket (boys), football (boys and girls), netball (girls), rugby league (boys) and touch football (boys and girls).
- Participated in the Knights Knockout Rugby League competitions in the U13–U16 age divisions.

The school entered 26 teams in the NSWCHS knockout competitions:

- Open Girls Water Polo – 1st in NSWCHS
- U15 Boys Water Polo Team – 2nd in NSWCHS
- U15 Girls Water Polo Team – 2nd in NSWCHS
- 4x50m 15 Boys Freestyle Relay – 2nd in NSWCHS
- Open Girls Championship Rowing Pair – 1st in NSWCHS
- U15 Boys AFL Team – 4th in NSWCHS
- 4x100m 17+ Boys Relay – 4th in NSWCHS
- U17 Women's Double Scull Rowing Team – 4th in NSWCHS
- 4x100m 15 Boys Relay – 5th in NSWCHS
- Open Girls Touch Football Team – 6th in NSWCHS

School Sporting Award recipients

The following Lambton High School students were awarded with Year 12 Lambton HS Sporting Blues Awards:

- Athletics: Jordan Henry, Jonti Lanz, Molly O'Neill, Carter Smith, Elaine Wang
- Cross Country: Jordan Henry
- Cycling: Kai Chapman
- Diving: Eliza Carey, Jacinta Pinkerton
- Mountain Biking: Benjamin McDonald
- Touch Football: Amber Cheney, Maddison McManus
- Surfing: Morgan Cibilic
- Swimming: Llewellyn New
- Water Polo: Belle Humby

Team Awards/Perpetual Trophies

- Basketball Player of the Year: Trace Evans
- Touch Football Player of the Year: Amber Cheney and Maddison McManus
- Ron Proctor MVP Rugby League: Liam Wilkinson
- Paul Stead Junior Rugby League: Isaiah Olsen
- Sally Richardson Hockey Player of the Year: Jye Farrow
- Leah Poulton Cricket Player of the Year: Luke Hitchcock
- Tennis Player of the Year: Holly Pearson

- Water Polo Player of the Year: Kate Hughes
- Football Player of the Year (Male): Jarred Baker
- Cheryl Salisbury Football Player of the Year (Female): Molly Arens
- Netball Player of the Year: Hannah Sharman
- Premier's Sporting Challenge Medal: Chloe Smith
- Franklin Trophy for Most Outstanding Sporting Achievement: Kate Hughes
- Sportswoman of the Year: Kate Hughes
- Sportsman of the Year: Liam Wilkinson
- Most Successful Knockout Team: Open Girls Water Polo Team
- Steve Bland Medal for Coach of the Year: Mr Davies

Hunter SSSA Sports Awards recipients

- Sports Award: Luke Barry (Squash), Flynn Lanz (Diving), Isaiah Olsen (Touch Football), Rose Schmieden (Water Polo), Hannah Sharman (Water Polo) and Liam Wilkinson (Rugby League)
- Special Mention: Kate Hughes (Water Polo) and Eliza Carey (Diving)
- Sporting Blue: Molly Arens (Football), Alexie Lambert (Water Polo) and Maddison McManus (Touch Football)
- Major Awards: Kate Hughes (Hunter SSSA Sportswoman of the Year) and Liam Wilkinson (Year 11 Premier's Sporting Challenge Male Athlete of the Year)

Outstanding Achievements

- Kate Hughes: School Sport Australia Open Girls Water Polo Team

Technology

The school owns and maintains 450 laptops and desktops throughout the school. In 2017, \$28 700 was expended on whole school software/programs improvements and hardware which included the purchase, configuration and installation of 10 new data projectors, 20 Laptops for staff use and 25 advanced PCs.

The profile of Information Technology and robotics was enhanced by the achievement of good school representative results in the extracurricular robotics competition, Robocup.

Staff were trained in informal and formal professional learning sessions on platforms including; Sentral, Moodle, Sentral Student/Parent Portal, Promethean Active Panels and Office 365 Cloud computing with new staff inducted and supported on these platforms.

The Sentral student/parent portal was introduced to new members of the school community and students

and parents were assisted in the registration process.

Student Leadership

The Senior Student Leadership Body for Lambton High in 2017 consisted of:

- Captains: Clare Corliss and Jackson Price
- Vice-Captains: Emma Shakespeare and James Mace
- Senior Prefects: Molly Jordan and Christopher Holburn
- Senior Student Leaders: Maya Al Maraee, Eliza Carey, Chloe Doyle, Ben Ellis, Belle Humby, Ruby Maughan, Hannah Murphy, Siobhan Pickard, Monique Rosser, Toby Schmeiden, Yaerhim Shin, Jane Terry.

Clare Corliss and Monique Rosser won the prestigious 2017 Minister's Award for Excellence in Student Achievement for their commitment to academic excellence, sporting and cultural achievements, leadership skills, contributions to the school community and values such as integrity, respect and responsibility.

School Captains Clare Corliss and Jackson Price attended the Secondary Schools Student Leadership Program. Students began the day at the Parliament of NSW listening to local members of State Parliament talk about the most rewarding aspects of their job including Tim Crakanthorp for Newcastle and Jodie Harrison for Charlestown. Students were a part of the gallery in the Legislative Assembly and Legislative Council watching debates between Labour and Liberal members. In the afternoon the students toured Government House and met Governor David Hurley who spoke about the constitutional, ceremonial and community roles within his job.

Jackson Price and Siobhan Pickard represented Lambton High School at the Lambton/New Lambton ANZAC Service where they capably delivered the main address on the history of two local men who enlisted in World War I, Walter Herbert Oldham and Walter Arthur Wiggers. The students were excellent ambassadors for the school. Representatives from the RSL attended Lambton High School's ANZAC Day Ceremony.

Isobel Carr represented Lambton High School at the NSW State Constitutional Convention in 2017. Isobel's ability to effectively communicate, formulate critical debates about Section 44 of the Constitution and work with her team, resulted in fellow participants nominating her to represent NSW at the 2018 National Schools Constitutional Convention in Canberra.

Members of the Senior Student Body assisted with planning and design of the Senior Learning Centre and creating a floorplan of the area to decide what furniture to purchase and its arrangement.

Members of the Senior Student Body acted as Master of Ceremonies for school functions such as Academic Excellence Awards, Sports Awards, School ANZAC

Day Ceremony, SRC Induction and school assemblies.

The Senior Student Body led the school in fundraising \$2500, in 2017, to help fund local sportswomen Lauren Parker's rehabilitation. Lauren sustained a broken back when she crashed into a guard rail when training for the Ironman Australian Triathlon. Students and staff dressed in bright pink, the colour of Lauren's racing kit and organised a gold coin donation, a pink cake stall and a barbecue. Lauren competed in the 2018 Commonwealth Games, winning a bronze medal in the paratriathlon.

The Senior Student Body attended Lambton High School's first Industry Breakfast where they networked and spoke to local business representatives.

Captains Sophie Carson and Riordan Davies, and Vice-Captains Jasmine Stuart and Charlie Ekin attended the 2017 Halogen Leadership Day in Darling Harbour where the theme was *Together We Can*.

Cassandra Reilly, Nicholas Bright, Emily Parkes and Thomas Leigh attended the White Ribbon Breakfast at WESTS entitled STOP – See, Talk, Offer Support, Prevent. The students learnt that we all must say “no” to violence against women.

Senior Student Body (ELECT)

CAPTAINS – Sophie Carson and Riordan Davies, VICE CAPTAINS – Jasmine Stuart and Charlie Ekin, SENIOR PREFECT LEADERS – Cassandra Reilly and Nicholas Bright, PREFECTS – Isobel Carr, Darcy Gay, Sehyeon Choi, Bailey Freebody, Isabelle Cox, Lachlan Gibson, Gwen Devoy, Thomas Leigh, Hannah Fennell, Hugh Marler, Jenna Hall, Hayden Pearce, Amy Mason, Jesse Smith, Holly McDonald, William Stevenson, Emily Parkes, Jack Ward, Holly Pearson, Jiwone Yune and Rahni Stuart-Crone.

Student Representative Council

Members of the Lambton High School Student Representative Council for 2017 were:

- YEAR 11 : Sophie Carson (President), Riordan Davies (President), Isobel Carr (Publicity Officer), Emily Parkes (Promotions Officer), Nicholas Bright, Gwen Devoy, Charlie Ekin, Jenna Hall, Thomas Leigh, Amy Mason, Holly McDonald, Hayden Pearce, Cassandra Reilly, Jasmin Stuart, Jiwon Yune
- YEAR 10: Grace Riley (Vice President), Kate Lintott (Vice President), Dewmi De Silva (Secretary), Amanda Boon (Publicity Officer), Livia Tsioulis (Promotions Officer), Nethmi De Alwis, Maddison Fogarty, Kloe Ivory, Sarah Wells
- YEAR 9: Jacob Carson (Treasurer), Abby Manning (Publicity Officer), Flynn Lanz (Promotions Officer), Emma Dean (Promotions Officer), Swathy Raveendran (Promotions

Officer), Millie Bate (AECG Representative), Declan Bright, Felissa Fairuz Riza, Dayna Garside, Ruarai Morton, Josephine Muggleton, Cameron Pearce, Sasha Virtue

- YEAR 8: Lucy Ulph (Publicity Officer), Alexa Stuart (Promotions Officer), Ethan Evans (AECG Representative), Jayde Griffiths, Raphael Kannan, Rachael Kershaw, Anabelle Lintott, Abby Phipps, Cloe Smith
- YEAR 7: Harrison Armstrong, Jazlyn Pervan, Sophie Tickle

Sophie Carson and Riordan Davies had the opportunity to work with senior executives in the NSW Department of Education in the Secretary for A Day Program during education week. Riordan shadowed Relieving Deputy Secretary of Corporate Services, Michael Waterhouse, and Sophie worked with the Director of Futures Learning, Kathleen Donohue. They attended a working lunch with the Secretary of NSW Department of Education, Mark Scott, to discuss the implications of Artificial Intelligence on the education and employment sectors as well as the newly developed anti-bullying resources.

Riordan Davies and Emily Parkes represented Lambton High School at Burn Bright's National Leadership Camp where the theme was *Fuse – Stronger Together*. The notion of working together to achieve a greater purpose was a core element of the camp. They explored the four most important qualities essential to becoming a strong leader – Vision, Values, Grit and Service, and learnt how they can adapt and utilise these qualities in their own leadership endeavours, leaving a unique and innovative mark in all areas. Emily summed up the experience with the simple statement 'a good leader is someone who, when given extra, builds a longer table, not a higher fence'.

Members of the SRC became involved with UN Youth Australia throughout the year. This is a national youth-led organisation that aims to educate and empower Young Australian's on global issues. They participated in the following activities:

- Jasmine Stuart and Abby Manning participated in Evatt, a UN Security Council style debating competition. Their teamwork and communication skills saw them progress to the State semi-final in Sydney. They are hoping to go one better in 2018.
- Abby Manning, Swathy Raveendran and Jasmine Stuart attended the UN Youth State Conference camp in Sydney. The theme was Multiculturalism. They took part in discussion groups, a documentary on Syrian refugees, and participated in a model UN General Assembly debate, where they represented different countries. The activities challenged the student's perceptions of multiculturalism, and they met a lot of like-minded young people.
- Jacob Carson, Josephine Muggleton and Abby Manning attended UN Youth's Space Summit in Sydney. The day involved educational workshops, where they learnt about the history and future of space exploration, the

commercialisation of space and the possibility of our society living in space.

- The UN Youth Group presented a workshop at school. Students learnt about advocacy where they discussed issues important to the school, our community, Australia and the rest of the world. The second workshop was an interactive problem-solving session where students were split into two groups representing North Korea, and the others representing South Korea. They were given a crisis situation and asked to develop goals and act upon the crisis. The simulation allowed the students to look at the complexity of crisis situations, and step into the shoes of officials who make these decisions. "Overall, the day was a great opportunity, a lot of fun and a wonderful learning experience for all those involved."

Members of the Student Representative Council attended a GRIP leadership training day for secondary student leaders at The University of Newcastle – Ethan Evans, Dayna Garside, Felisa Fairuz Riza, Kate Lynott, Alexa Stuart, Demi De Silva, Jacob Carson, Emma Dean, Livia Stimuli's, Abby Manning, Sarah Wells, Swathy Raveendran, Millie Bate, Sasha Virtue, Josephine Muggleton, Ruarie Morton. The aim was to empower student leaders with the skills, strategies, ideas and understanding they need to make an immediate and significant contribution to their school community. The focus on the day was that good leaders need to possess integrity. Working periods were punctuated by fun activities called LOUD NOISE which the students thoroughly enjoyed.

Senior members of the SRC were part of the Innovate 5 Program at Lambton High School. They met with Executive staff and teachers with the aim of rejuvenating Year 9 and 10 for students. As a result, Year 10 are now known as Senior Foundation and treated as Seniors both in their studies and uniform. The SRC held several fund raisers for charities throughout the year, Camp Quality, World's Greatest Shave, Red Nose Day, Jeans for Genes. This involved a gold coin donation for out of uniform, cake stalls and barbecues raising \$4000. They raised a further \$2500 for the school. The SRC donated \$2000 to assist in the payment for the new seats and covers in the school grounds. Members of the SRC catered for functions such as Parent/Teacher Evenings, Senior Student Body Induction and Academic and Sport Award Ceremonies.

Environmental Programs

Jasmine Stuart was awarded a fellowship from the George Alexander Foundation to participate in a research program where she helped research scientists gather data on the ecosystems of the Murray River and Mallee in South Australia. The main research activity was conducting pitfall trap surveys (the traps were 6 buckets sunk into the ground along a low fence, so the animals would fall into the buckets). The purpose was

to compare the wildlife at unburnt sites and sites recently burnt by bushfire. Small animals including lizards, spiders, scorpions, small mammals and even a couple of snakes, were caught then their species recorded and photos taken of them.

Jasmine discovered that the Mallee environment is becoming threatened by climate change, which is disrupting the weather patterns and already small amounts of rainfall vital for the survival of this ecosystem. It was an excellent experience for Jasmine to see firsthand the role of environmental scientists in preserving this ecosystem.

"This expedition gave me the opportunity to talk to some very inspiring people and understand the important conservation work being conducted in places like this".

Lambton High School's 24th Annual Green Day was organised by the SRC and Senior Student Body with the theme being – Cool People Help a Warm Planet. The school was awash with green as students and staff dressed in the green theme. Many faculties held a competition or activity in their classes in line with curriculum requirements and promoted the environmental message. The day started with a concert and fashion parade with Beatrice Fraser, Courtney Urdarov and Molly Jordan as Masters of Ceremony. Members of the school contributed a gold coin donation as they entered the MPC. Year 9 performed their Green Day plays for Year 8. A green cake stall and a BBQ was held at lunch. A cake decorating competition in the theme of the day was judged by the Senior Student Body. Hunter Water set up their van in the quad during the day. Selected Science classes were provided with a lesson on water use and waste disposal.

Thank you to our local businesses who very generously sponsored Green Day; Lambton Fridge, Open Dorz, Floweresque, Chameleon Hair, Lizottes, Tweezers, Williams Artisan Bread & Espresso Elder St, Waratah Bakers Delight, Maclean' Booksellers, Simpson's Shoe, Shindigs, Regent St Physiotherapy, WESTS, New Lambton HealthSave Pharmacy, Piggotts Blackbutt Pharmacy, McDonalds Broadmeadow and Hunter Water. We raised a total of \$1752 from the gold coin donation for the concert, Green cake stall and BBQ. This money was used to buy another aquabubbler.

Ed Schmitzer, Lachlan King and Isaiah Olsen organised the School Recycling Collection Program which was provided free of charge fortnightly for schools which are members of ClimateCam. This involved the recycling of paper.