

# Lurnea High School

## Annual Report



2016



8401

## Introduction

The Annual Report for 2016 is provided to the community of Lurnea 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.

Jenny Holland

Principal

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### Message from the Principal

It is with pleasure that I report to you once again the many civic, academic, sporting, cultural and creative achievements of 2016. The information collated within this report highlights the ongoing collective commitment, dedication, advocacy and care that staff, students families and our other partners in learning make in our aims to improve the educational and life opportunities of every student at Lurnea High School.

2016 marked another important milestone for the school with the completion of the highly valued External Validation process. Through rigorous self-evaluation, the school was supported in its self-assessment against the three domains of Learning, Teaching and Leading in the School Excellence Framework. Further details of this important process are shared elsewhere in this report.

I certify that the information in this report is the result of a rigorous school self-evaluation process and is a balanced and genuine account of the school's achievements and areas for our continuing development and growth.

### Message from the school community

The school values the significant role that parents/carers play as the first educators of their children. Building quality partnerships has continued to be a priority in 2016 and in the work conducted by our Community Liaison Officer, Annette Ollerton and others. The bi-annual Community Engagement Forum led by the Principal showcased new thinking in education in a futures focused world. Parents participated in discussion and a range of activities that challenged their thinking about how learning in the 21st century is changing rapidly and powerfully through advancements in technology. Senior students presented a session on virtual learning which proved very exciting for parents. In addition, the Year 7 Transition Innovation made further developments in the ways parents and carers connected with the school. The Year 7 half yearly showcase exhibition of student learning was a huge success and saw a bigger parent attendance than in previous years. In other work, the CLO again went out to meet the wider community. A shopfront at the local shopping centre was set up to promote the school, its innovative programs as well as special community programs targeting parents as learners. Shopfronts were established at 4 local primary schools to promote Year 6 activities and the highly innovative Year 5 PBL (project based learning strategy) series. The school's newsletter (The Link) is now read by more of our community being published on our Facebook site, the school's website and through the Skoolbag app all of which are administered by the CLO. The school is still reaching out and connecting to past students and teachers through the 50th Facebook site and continues to receive wonderful messages of support, frequently acknowledging and congratulating staff and students for the exciting, innovative and creative programs being implemented.

## School background

### School vision statement

The provision of rich, accessible, flexible and creative learning experiences lies at the heart of the ways students and staff work and learn at Lurnea High School.

We are an inclusive school united by a shared aim for our young people to be active, engaged learners, creative, critical and innovative thinkers and responders, and respectful, responsible, fair, tolerant and understanding citizens.

We work in partnership with parents, families and the wider community to extend learning beyond the school gates to ensure that our students are connected to resources and opportunities that promote resilience and inspire lifelong learning.

### School context

Lurnea High School is a comprehensive, co-educational secondary school located in the city of Liverpool. Students represent more than 39 language backgrounds with 72% of students identifying as language background other than English (LBOTE). There are 685 students including 31 students of Aboriginal and Torres Strait Islander background. The school has a Support Unit of 94 students with mild, moderate and autism intellectual delays and other disorders. The school also has an Intensive English Centre (IEC) catering for the English language learning needs of newly arrived migrant and refugee students (numbering between 85– 120).

The school has a teaching staff consisting of 53 classroom teachers including 58% New Scheme and Early Career teachers, of which 4 are Beginning teachers. The school has an administrative staff and support staff of 30. The executive staff comprise 15 including Head Teachers and Senior Executives. This includes the funding of three additional executive positions to support increased student engagement and participation in school.

The school receives RAM Equity funding for socio-economic background, Aboriginal background, English language proficiency and low level disability students. These funds are used to support a range of initiatives to foster improved outcomes for **every** student. Funds enable the school to implement additional executive, teaching and non-teaching positions, the Year 7 Transition Innovation strategy and provide resources to support literacy, numeracy, creative, cultural, engagement and student leadership programs. These funds also support the ongoing professional learning of every teacher in pursuit of our individual and collective growth and development.

## 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 and participated in an external validation. 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. During the external validation process, an independent panel of peer principals considered our evidence and assessment of the school's progress, aligned with the standards articulated in the School Excellence Framework.

The results of this process indicated that in the School Excellence Framework domain of **Learning**, the leadership team self-assessed the elements of Wellbeing, Curriculum and Learning and Assessment and Reporting as at the **Sustaining and Growing** level. The school has a clearly aligned strategy to support the cognitive, emotional, social, physical and spiritual wellbeing of all students. This is evident in the focus of Strategic Direction 2 of the School Plan – *Relationships, Wellbeing and Resilience*. The school's actions and strategies are underpinned by the development of a values platform which identifies respect, responsibility, fairness, tolerance and understanding as the core values that drive all conduct and behaviour. This is further supported by the pledge signing process which occurs every year and is updated with all new enrolments and is visible in signage and posters as well as the school's Level system and Code of Conduct processes. The Wellbeing team meets regularly to develop a suite of actions to support individual and groups of students with targeted programs and strategies that build resilience, develop social cohesion and foster self-awareness and self-agency. Staff are annually updated on all mandatory child protections and "Keeping them Safe" obligations. Data is further assessed and communicated back to staff at regular intervals using Sentral, suspension and attendance evidence to ensure all staff understands the combination of factors that contribute to the overall wellbeing of every student and to

celebrate the successes we are making towards our strategic direction. Staff are supported through professional learning using the work of Dr Bill Rogers to support them to create positive learning environments and enable students to connect, succeed and thrive.

In relation to Curriculum and Learning, evidence that supports our judgement includes our significant transition programs and actions– for mainstream, support and IEC students. The Year 7 Transition Innovation is a developing action for transforming teaching and learning and student achievement through a deliberate focus on our newest students. It is an organic strategy that is employing project-based and challenge learning to engage students in learning and inspire creative and critical thinkers who develop persistence and a capacity for self-assessment. This project has a significant place in Strategic Direction 1 – *Learning, Creativity and Engagement* and is enhanced by a range of actions to support teachers to integrate a range of technologies and other information services, and to differentiate learning to meet the needs of every student. In addition this work is extended into our alliances with four feeder primary schools with our Year 5 PBL program. The work of the Learning and Support team supports this in a systematic way through regular meetings, collection of NCCD data and analysis of student learning needs and provision of targeted support. Support students are supported into high school through an individualised, collaborative transition process (involving outside agencies, the primary school, parents/carers and Support staff). Exiting into the mainstream IEC students are supported to transition into the mainstream setting using the Refugee transition strategy and Welcome program. The Transition team, established two years ago to meet the needs of a significant (and growing) number of students at risk of disengaging with school, works with a range of external partners (businesses and traineeship providers) to provide individual and innovative mechanisms such as school-based apprenticeships, traineeships, alternate education training and work place pathways to meet the needs of identified students. In addition, the school provides a range of sporting, cultural, creative, and civic opportunities for students as part of its mission to deliver a range of programs and opportunities that support student development as indicated in the values and priorities of the current plan.

In relation to Assessment and Reporting, the school has explicit practices in place and in evidence for reporting student progress and achievement emphasising strengths and areas for further development. Our diagnostic reporting is reflected in the language staff use to update parents, the detailed information related to learning areas and achievements and the suggestions for improvement. Analysis of assessment practices across the school by the executive leadership team through the Executive Mini Conference structure and through the PDP process and regular professional conversations with the senior executive indicates that teachers are using transparent criteria for assessment and engaging in collaborative practices to make fair and consistent judgements of student work samples. In addition, every KLA has explicit processes in place for the collection, analysis and reporting of student achievement using both internal and external performance data. The school leadership team provides regular updates to all staff about a range of contextual information to support improved understanding of student learning needs.

With regard to the element of Learning Culture, the team agreed that that school was operating at the **Delivering** level, while we assessed our achievements for the element of Student Performance Measures at **Working Towards Delivering**. The Learning Culture of the school is developing. Much work is being done with staff to help them to understand that student engagement and learning are related. The Learning and Support team, EAL/D and Norta Norta staff use data to describe the needs of identified student groups, provide information and strategies to teachers as well as develop and implement targeted programs to support students such as in-class support or small group withdrawal. The Learning Culture of the school is improving through the targeted focus on attendance and participation in school. Follow up and follow through by key staff is addressing issues with individual students with developing success.

In relation to Student Performance Measures, the students (at the key external testing points of NAPLAN and the HSC) consistently show limited or variable success in terms of positive value-added in Year 9, achieving at or above National Minimum Standard in Year 9 for Reading, Writing or Numeracy or achieving Band 5–6 results in the HSC. While there are some individual results that are noteworthy, the ongoing challenge for all staff is to ensure students can consistently perform at higher levels on these performance measures. Internal data for Preliminary and HSC courses indicates a large proportion of students are struggling with heavy course content and satisfactory completion of task requirements. Evidence that supports this trend is in the growing number of students choosing non ATAR pathways, the uptake of the non ATAR English Studies and Maths courses by senior students and the growth of VET.

The results of this process indicated that in the School Excellence Framework domain of **Teaching**, the leadership team self-assessed the elements of Data Skills and Use, Collaborative Practice, Learning and Development and Professional Standards as at the **Sustaining and Growing** level. The school has used an extensive data analysis process over four years (through the low SES National Partnership program and continuing practices) to drive positive improvement and transformation across the school. Data use includes – playground incidents, suspension, attendance, lateness and truancy information, ESL and EAL/D, low level disability, Aboriginal background and refugee trauma experience information to build a strongly cohesive and inclusive environment for every student. The development of the values platform in 2013 and the changeover to a Levels system and school developed Code of Conduct are positive outcomes of this work. In addition, student performance and progress data is used each year to analyse areas for improvement in ensuring student learning needs are understood and that teaching and learning programs and related assessment practices are modified and adapted. The leadership team regularly uses data to inform and engage staff in reflection to inform key decisions and strategic directions. The impact of the Parent and Community forums along with other strategies and actions is helping our parent community understand student learning needs and the school's vision for ongoing improvement.

In relation to Collaborative Practice, the entire cycle of teacher development is underpinned by collaborative practice at faculty, stage and whole school meetings and through other processes (such as the highly visible bi-annual cyclic evaluation process). Teachers work together in action learning programs, at middle year's meetings, on performance and development plans and through mutually negotiated lesson observations. The school encourages mentoring and coaching both for students and staff and provides opportunities for staff to step into leadership roles whether these are within faculties or for the purposes of leading professional learning. These actions also support our contention that we are sustaining and growing in relation to the element of Learning and Development where all our actions are aligned to the directions and priorities of the School plan and where teaching practices and student outcomes are analysed and evaluated at regular points in time. In addition, 58% of teachers are new scheme and 4% are Beginning so the impact and use of the APSTs is reasonably widespread, and now with the Performance and Development Framework, PDPs and regular lesson observations, the culture for supporting teachers in their responsibility for maintaining and developing their professional standards is high.

With regard to the element of Effective Classroom Practice, the team self-assessed that the school was operating at the **Delivering** level. There is a body of evidence that supports this assessment including: the high proportion of "N" warning letters being issued across years 10, 11 and 12 for non-satisfactory completion of a range of learning experiences and assessments, the number of KLAs across 7 – 10 with below 90% completion rates for assessment tasks, the high number of negative Sentral entries for disruptive behaviour.

The results of this process indicated that in the School Excellence Framework domain of **Leading**, the leadership team self-assessed all four elements of Leadership, School Planning, Implementation and Reporting, School Resources and Management Practices and Processes as at the **Sustaining and Growing** level. The school leadership team supports a culture of high expectations and values community engagement that contributes to whole school improvement. The school provides a range of events and opportunities (extra-curricular, academic and sporting) to engage and connect the community in school-related activities. Feedback from parents is positive and the school makes strong efforts to respond to suggestions and ideas regarding improvements. Leadership and capacity building is highly valued and forms the third strategic direction of the current plan. The school values all voices evidenced in the development of the values platform which underpins the school's vision. Processes and practices are embedded throughout the school year to include all stakeholders to provide feedback as well as for the school to communicate decisions and achievements. Resources are strategically and equitably allocated and monitoring, evaluation and reporting are significant aspects of annual school routines. Financial and physical resources are well maintained and (in line with futures learning) there is increased evidence of the transformation of learning spaces for flexible learning experiences (in Support, the library and some double size classrooms) including for project based and challenge learning programs.

Accountability is valued. Transparent and ethical practices for gathering and reflecting on evidence and for communicating the school's progress (be it internally or externally) is a feature of the school's efforts to use a rich variety of information to drive our ongoing improvement efforts. Our operational and administrative effectiveness for daily routines, professional learning, ongoing monitoring of all resources (human, financial, physical, technological) as well as for annual events is due to strong management systems that include structures and processes to ensure that the school's service to its community is efficient, responsive and functioning well.

Our self-assessment and the external validation process will assist the school to refine the strategic priorities in our School Plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<http://www.dec.nsw.gov.au/about-the-department/our-reforms/school-excellence-framework>

## Strategic Direction 1

### Strategic direction 1: Learning, Creativity and Engagement

#### Purpose

Learning, creativity and engagement are the foundation elements for the continuing improvement and achievement of **every** student.

These elements also represent the key drivers for promoting a culture of high expectations and inclusivity in an environment where success and excellence are nurtured and celebrated.

Learning for every student must be purposeful, accessible, connected and relevant. Creativity is encouraged in both the delivery of meaningful learning experiences as well as in the modes through which learners demonstrate their knowledge, understanding, skills, values and attitudes.

Engagement in and through the learning process is important for progress and achievements to be made.

#### Overall summary of progress

In 2016, we achieved significant progress in this strategic direction. A continuing focus for staff professional learning and for the ways teachers collaborated was in developing and applying project-based learning, problem solving and collaborative learning structures to enhance student engagement in learning. Beginning with the year 7 Transition Innovation strategy over the first 4 weeks of school, students worked in mixed ability teams on the focus question "What Connects People?" culminating in a collaborative project and showcase in mid term 1. The achievements of the whole group were further advanced when students were charged with developing and leading their own showcase and exhibition for the half yearly break. This hugely successful event provided significant evidence that our focus on year 7 in "building from the ground up" is an important start for developing a new frame for student learning at Lurnea High School.

This work continued to inspire interest amongst teachers who joined the Principal's action research project to design and implement a project based learning strategy with a class of choice. 40% of staff volunteered to participate and, over the course of three terms, produced a range of exciting outcomes and evidence of student learning success as a result. In addition, the Year 5 PBL (project-based learning) "Minions" project continued in November with over 150 year 5 students and primary colleagues enjoying whole day workshops and activities led by students from the high school.

Through the Nationally Consistent Data Collection process (the pilot in 2014 and continuing into 2015/2016), the Learning and Support team identified a high number of students in the mainstream with low level disabilities and who required adjustments and accommodations in their learning. In addition, the EAL/D staff identified 72% of students with a language background other than English as requiring additional English language support.

2016 saw a marked increase in the school's focus on Aboriginal history, cultures and experiences through an extended enrichment strategy for both the whole school and Aboriginal students. In addition, Aboriginal students were supported with their literacy and numeracy skills through additional funds.

The school's strong valuing of extra-curricular experiences for our students saw the continuing implementation of opportunities to support and enhance the creative talents of students. Of note in 2016, was the implementation of the Year 7 Slam Poetry initiative which saw 11 year 7 students writing and performing their spoken word poetry to great success and enjoyment. The school continued its involvement in the Wakakirri dance competition, once again reaching the finals at NIDA. In addition many students engaged in the Multicultural Playwrights competition and a wide range of art exhibitions and competitions throughout the year. These activities, along with annual strategies such as MADD Night and the Creative Arts festival proved to be outstanding highlights showcasing student creative talent under the guidance of committed staff leadership and expertise.

#### Progress towards achieving improvement measures

| Improvement measures (to be achieved over 3 years)  | Progress achieved this year                                    | Funds Expended (Resources)  |
|---|--|---|
| <ul style="list-style-type: none"><li>90% of Year 9 students achieving at NMS in reading compared to their year 7, 2014 Naplan achievement of 85%</li></ul> | 60% of year 9 students achieved at or above the NMS in reading | <ul style="list-style-type: none"><li>Employ part-time SLSO and part time EAL/D teacher to provide in class literacy support</li><li>Use English Language</li></ul> |

## Progress towards achieving improvement measures

| Improvement measures (to be achieved over 3 years)  | Progress achieved this year  | Funds Expended (Resources)  |
|---|--|---|
|   | 60% of year 9 students achieved at or above the NMS in reading   | Proficiency funds – \$16,977  |
| <ul style="list-style-type: none"> <li>75% of Year 9 students achieving at NMS in writing compared to their year 7, 2014 Naplan achievement of 72%</li> </ul>               | 42% of year 9 students achieved at or above NMS in writing. Internal data shows an increase since year 7 in students from refugee backgrounds and those with identified low level disabilities   | <ul style="list-style-type: none"> <li>Employ SLSOs for in class support and employ part-time SLSO and part time teacher to provide in class literacy support for EAL/D students</li> <li>Use proportion of SES background funds – \$780,835</li> </ul>   |
| <ul style="list-style-type: none"> <li>90% of Year 9 students achieving at NMS in numeracy compared to their year 7, 2014 achievement of 84%</li> </ul>                     | 76% of year 9 achieved at or above NMS in numeracy. This is a 2.5% increase on 2015 data. 38% of the cohort achieved results in the top four bands. Though not quite reaching the target set, these results show continued improvements in numeracy over recent years.   | <ul style="list-style-type: none"> <li>Employ SLSOs for in class support</li> <li>Use a proportion of SES background funds – \$780,835</li> </ul>   |
| <ul style="list-style-type: none"> <li>Increased number of students, including Aboriginal students, on Transition Pathways compared to 2015 baseline (up from 1)</li> </ul> | 200% increase on 2015 data with three year 11 Aboriginal students entering a Transition Pathway with apprenticeships with Qantas and Australia Post  | <ul style="list-style-type: none"> <li>Aboriginal background and Norta funding to employ tutor and transition mentor</li> <li>Employ Learning Centre coordinator to support senior students</li> <li>Use Aboriginal background and Norta funds – \$40,320 and proportion of SES background funds – \$780,835</li> </ul> |
| <ul style="list-style-type: none"> <li>Decrease in students achieving Band 1 in all HSC courses based on 2014 and 2015 baseline</li> </ul>                                  | HSC data indicates that this target was not met. Unlike previous years where the number of students achieving Band 1 was decreasing, the increased numbers of students from refugee backgrounds and students identified with low level disabilities completing the HSC in the last 12 months has impacted on the achievement of this target. | <ul style="list-style-type: none"> <li>Employ Learning Centre Coordinator to provide regular study support for year 12 students</li> <li>Use proportion of SES background funds – \$780,835</li> </ul>  |

## Next Steps

- Continue the Year 7 Transition Program and tighten strategy to complete in 3 weeks in 2017, include a mini Progress report for parents and a student self-assessment to develop student awareness of and skill with self-assessment about their learning strengths and weaknesses. Maintain project focus question of "WhatConnects People" and include real world problem of local public park facility.
- Maintain a priority focus on year 7 Transition by placing this cohort on to the timetable first
- Continue the Year 5 PBL workshop strategy in term 4 and enhance student teaching roles within the action
- Continue the work of the Transition team to support students seeking an alternative pathway
- Re-develop improvement measures for Year 9 NAPLAN by targeting reading and writing improvements, developing functional grammar focus, and enhancing staff professional learning around refugee education
- Use data to support the implementation of a Speech Pathology program to support increasing numbers of year 7 students with identified language disorders and literacy gaps
- Purchase the *Mathletics* program as part of a school-wide strategy to support further improvements in numeracy
- Build on student knowledge of and experience with Aboriginal culture, histories and experiences at a whole school and individual student level by extending links with Aboriginal groups, including the provision of professional learning for staff on the 8 Ways of Aboriginal Learning model
- Continue the suite of extra-curricular activities and opportunities for students to explore their creative talents

## Strategic Direction 2

### Strategic direction 2: Relationships, Wellbeing and Resilience

#### Purpose

Positive, respectful relationships are fundamental in our teaching and learning environments. The wellbeing of students, staff are additionally important for the continuing growth and improvement of the school.

Establishing and maintaining relationships with external agencies and creating access to community resources connects students to a range of support and opportunities beyond the school and strengthens individual and collective resilience in meeting the challenges and complexities that arise in the 21st century.

Acknowledging, celebrating and rewarding student and staff achievements in academic, sporting, cultural, creative, civic and sporting areas further enhances the overall positive climate of the school.

#### Overall summary of progress

In 2016, the Wellbeing Team at Lurnea High School continued its focus on “Relationships, Wellbeing and Resilience” as a key strategic direction of the school plan. The Wellbeing Team consists of Year Advisers, School Counsellors, Students Leadership Coordinator, Head Teacher Support Unit, Girls Adviser and Deputy Principal. The continued focus of the team is addressing proactively the cognitive, social, emotional, physical and spiritual needs of the students to ensure they ‘connect’, ‘succeed’ and ‘thrive’ (*Wellbeing Framework for Schools*) at school.

On the 16th August 2016 the school participated in the External Validation process. The element of *Wellbeing* was assessed under the domain of Learning. Evidence from programs and initiatives implemented was collected, reviewed and annotated to support the self-assessment level of ‘sustaining and growing’ in the Learning domain.

The Wellbeing Team met regularly throughout the year and developed a suite of actions to support individual students and groups of students with targeted programs and strategies that build resilience, developed social cohesion and fostered self-agency and self-awareness. A variety of programs were implemented targeting the wellbeing needs of students. These include the following:

Year 7 participated in the Peer Support Program throughout the year. This program was led by Year 10 student leaders. The program assisted them in their transition to high school and supported them in establishing relationships outside of their year group. Year 7 also participated in a series of workshops developed by their Year Adviser and Deputy Principal to assist them in forming positive relationships and increasing their knowledge and understanding of conflict resolution.

Year 8 students participated in an anti-bullying workshop called ‘The Hurting Game’. The workshop focused on cyber-bullying and the impact this has on wellbeing. Selected Year 8 students also participated in a Nursing Home Program where they regularly visited a local nursing home to interact with the residents. This project encouraged the students to see their role in the world beyond themselves and showed students the positive impact of giving back to the community.

Year 9 students participated in a program called ‘Healthy Body, Healthy Mind’ which involved regular training sessions with a qualified personal trainer. The aim of this program was to demonstrate the positive impact of exercise on the mental health and wellbeing of young people. ‘Rage’ workshops were also delivered to selected students to assist them in managing their anger and support their learning. Mission Australia also mentored a select group of students to assist them in building positive peer relationships.

Year 10 students participated in a Safe Driver Program which taught them knowledge and skills related to driver safety. Prior to subject selection, Year 10 students participated in the ‘Strength Finder’ program which utilised positive psychology methods as a way of encouraging students and increasing self-motivation.

Year 11 students undertook a major fundraiser for the Children’s Ward at Liverpool Hospital. The aim of this fundraiser was to raise enough money to publish activity books for children to complete during their stay in hospital. A study day was also held at the end of the year to assist Year 11 students in managing stress during the final years of school. Relaxation techniques, inspirational speakers and study skills workshops were shared during the day.

Year 12 students worked with the Elevate Education group throughout the year. The aim of the workshops was to prepare students for the challenges of the Higher School Certificate examinations. Study skills and stress management



## Progress towards achieving improvement measures

| Improvement measures (to be achieved over 3 years)   | Progress achieved this year  | Funds Expended (Resources)  |
|--|--|---|
| <ul style="list-style-type: none"> <li>Decrease in student lateness to school compared to 2015 baseline data</li> </ul>                              | <p>7% decrease in student lateness from 2015 to 2016</p> <p>There was an 18.5% increase in explained lateness from 2015 – 2016</p>   | Employ HT Administration from SES background funds – \$43,990                               |
| <ul style="list-style-type: none"> <li>Decrease in negative referrals on Sentral compared to 2015 baseline data</li> </ul>                           | <p>Decrease in negative referrals for academic misconduct, aggression and behaviour by 7% from 2015 to 2016</p> <p>Overall stable results for negative referrals from 2015 to 2016 – 0.3% increase (3601 in 2015 to 3613 in 2016)</p>  | Employ CLO using flexible Wellbeing funds – \$32,540  |
| <ul style="list-style-type: none"> <li>Increase in positive referrals compared to 2015 baseline data.</li> </ul>                                     | <p>Positive referrals for academic achievement have increased by 14% from 2015 to 2016.</p> <p>8% decrease overall in positive referrals from 2015 to 2016.</p>  | Employ CLO using flexible Wellbeing funds – \$32,540  |
| <ul style="list-style-type: none"> <li>Number of students accessing the RAM funded after-school Homework centre compared to 2015 baseline</li> </ul> | <p>20% of mainstream students access the twice weekly after school Homework Centre. This data is similar to recent years where approximately 100 students seek homework support each year</p> <p>18% of teachers are funded to provide professional and qualified support as tutors</p> <p>6% of IEC students access the After School program for Refugee students</p> | <p>Using SES background funds – \$50,000</p> <p>Using Refugee Homework funds – \$14,000</p> |

## Next Steps

- Continue the focus on student attendance, particularly lateness and participation in school through a strengthening of the Lateness strategy in 2017
- Continue the Wellbeing Team's strategy of focused whole year group and individualised wellbeing programs
- Maintain the focus on social cohesion activities to build cultural awareness, acceptance and understanding between students
- Provide targeted mental health strategies for identified and volunteer students
- Continue to support high needs students with the Links to Learning program in year 9
- Engage the expertise of an additional Mentor for targeted mainstream and support students
- Strengthen the CLO program with the employment of additional community mentors
- Expand the developing Breakfast Club to run five days per week
- Review authentic student voice by redeveloping the Student Leadership team for 2017

## Strategic Direction 3

### Strategic direction 3: Leadership, Professional Development and Capacity Building

#### Purpose

The professional growth of teachers in a collaborative, supportive environment is essential in moving the school forward and achieving improved outcomes and life–opportunities for our students.

Building the capacity and leadership skills of staff through the provision of innovative practices, negotiated and individualised support and ongoing reflection and feedback are key elements to ensuring the continuing growth and ongoing development of our teachers.

#### Overall summary of progress

To meet the key objectives of our third strategic direction, a number of new strategies were employed in 2016. Our programs were all related to building on our much valued partnership with the Sydney Opera House as well as expanding our learning by looking to exciting secondary school models in the US such as High Tech High. An extensive professional learning program for the year was aligned to the three Strategic Directions of the School Plan and divided into a number of strands: whole staff, executive and individual. The 5 School Development Days covered: Creative and Critical Thinking – Strengthening Curiosity in Learning, Embodied and Creative Learning, innovative Schooling: the High Tech High story, Wired for Joy – 9 ways to enhance wellbeing and boost productivity, Project based Learning through Action Learning and 2017 Planning through sharing successful practice.

In 2016, we continued to utilise the expertise of school counsellor Hendy Kurnaiwan on "Psychology in the Classroom" workshops, designed to assist teachers to better understand adolescent learners. Once again these were highly valued sessions.

The executive mini conference structure focused on improving executive knowledge of the "N" warning process, and collaborative learning where individual executives designed and led sessions aimed at innovative teaching and learning. The opportunity for the executive team (15) to go off–site to focus on these strategies remains strongly valued and endorsed.

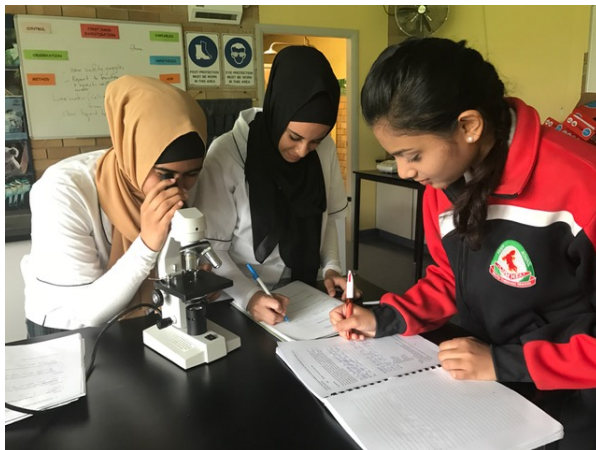
Beginning teachers were supported through a range of targeted individual and group collaborative learning sessions. In addition all teachers successfully developed and completed their negotiated Performance and Development Plans as a valued element of the ongoing professional learning and development of all teachers.

#### Progress towards achieving improvement measures

| Improvement measures (to be achieved over 3 years)   | Progress achieved this year  | Funds Expended (Resources)                                 |
|--|--|--|
| All staff with active, negotiated and meaningful Professional Development Plans that include strategies, actions and evidence of collegial practice. | 100% of teachers, including temporary and longer term casual teachers with negotiated Performance and Development Plans (PDPs) showing goals, professional learning, evidence of inclusive collegial practice through planned lesson observations and the provision of structured feedback.  | Use a proportion of professional learning funds – \$69,239 |
| Number of staff participating in the 2016 PBL and creativity learning mini action learning program   | 40% of teachers volunteer to participate in the Principal's action learning project on project–based learning. All participants share the findings of their actions to staff, including the provision of an exhibition of student works demonstrating the principles of the learning model.  | Use a proportion of professional learning funds – \$69,239 |
| Number of teachers leading and managing whole school professional learning activities  | Apart from the 40% of teachers who volunteered to lead professional learning about their project based learning actions, an additional 5% nominated to lead and manage professional learning activities on The Virtual Classroom, the Copyright Survey inservice, Sport and Recreation, HSC Marking, National Curriculum and the Year 7 Transition | Use a proportion of professional learning funds – \$69,239 |

## Next Steps

- Continue to align the suite of professional learning options to the strategic directions of the current school plan.
- Provide opportunities for staff to collaborate on their work as teachers and leaders of classrooms by supporting lesson observations and other collaborations around STEM, Project based learning, Futures learning and Aspiring Leaders program
- Provide release time for year 7 teachers to meet to share progress and evidence on the further implementation of the Transition Innovation strategy
- Provide professional learning experiences for all staff on language disorders, functional grammar and refugee education to enhance teacher knowledge, understanding and skills with the basics of writing for strengthened student achievement in literacy in 2017.



| Key Initiatives                            | Impact achieved this year   | Resources (annual) |
|--|---|--------------------|
| <b>Aboriginal background loading</b>       | Feedback from mainstream and Support Aboriginal students report feelings of belonging and inclusion with the school with particular endorsement of the role and impact of the Norta tutor and access to the newly developed Aboriginal learning room. 100% of Aboriginal students with negotiated PLSPs. Schoolwide endorsement of the cultural enrichment programs for NAIDOC Week was a highlight. Student participation in the "Get Black on ya Feet" program led by Daren Dunn was high and rated favourably by families.   | \$17,129           |
| <b>English language proficiency</b>        | EAL/D staff provide unanimous feedback about the positive impact of the additional staff in better supporting the needs of EAL/D and refugee students in the mainstream setting.  | \$16,977           |
| <b>Low level adjustment for disability</b> | <p>Significant support provided for 19% of students requiring learning adjustments through the employment of 5 SLSOs to provide in class support for learning</p> <p>2016 NAPLAN data highlights the need for increased in-class support of students in 2017 with gaps in literacy and numeracy achievements still evident. Data also highlights gaps in oral language development.</p>   | \$114,205          |
| <b>Socio-economic background</b>           | Highly successful Year 7 Transition program now embedded as common practice for the transition period. The impact of the continuing employment of the 3rd DP, additional classroom teachers are in evidence through the successful transition program, strongly endorsed by parents and students and further developed in the year 5 PBL strategy implemented in semester 2. The employment of the HT ReConnect position supports the ongoing growth and development of the stage 5 Auto program, the Aboriginal cultural awareness program, the Pacific Island cultural dance strategy and the development of a Boys Mentoring program for implementation in 2017. 100% of year 12 students endorse the role and impact on their study routines of the employment of a Learning Centre coordinator and the funded space for their weekly study. 100 students continue to access the funded after school Homework Centre with parents consistently endorsing its value to their children's learning. Funds used to support the wide range of extra-curricular activities and programs throughout the year are positively endorsed, valued and supported by staff, students and families. The provision of financial support through the school's Student Assistance scheme and Scholarship initiatives are highly valued and accessed by struggling families. Improvements in school-wide attendance, lateness and general participation in school continues to grow supported by the | \$780,835          |

|  |  |                  |
|--|--|------------------|
| <p><b>Socio-economic background</b></p>                              | <p>employment of the HT Administration position. The Wellbeing team gave unanimous endorsement of the funds provided to implement a range of targeted individual, small group and whole year group programs to support students to connect, thrive and succeed at school. Data also supports the continuing increase of positive Sentral entries on 2015 showing the positive shift in teachers to focus on what students are getting right and doing well. 100% of staff gave continuing endorsement of the positive impacts that the funding of additional teaching and non teaching staff are providing to the daily operational effectiveness of the school as well as in contributing to the improved culture for learning and engagement that is being sustained over several years.</p> | <p>\$780,835</p> |
| <p><b>Support for beginning teachers</b></p>                         | <p>Personal reflection of beginning teachers and sharing of evidence including lesson plans, student work samples and other items gathered for accreditation purposes provided strong evidence of the level of participation and support in the context of individual teacher's performance and development across the year.</p> <p>Release time provided for both beginning teachers and their respective HTs to provide quality mentoring, opportunities for collaboration on the various standards including time for program development and assessment planning.</p>  | <p>\$52,125</p>  |
| <p><b>Targeted student support for refugees and new arrivals</b></p> | <p>Targeted students provide positive feedback through focus group interview highlighting the value of being supported with English language learning through the employment of an additional part-time teacher.</p>   | <p>\$31,358</p>  |



## Student information

### Student enrolment profile

| Students | Enrolments |      |      |      |
|----------|------------|------|------|------|
|          | 2013       | 2014 | 2015 | 2016 |
| Boys     | 435        | 423  | 407  | 402  |
| Girls    | 284        | 308  | 271  | 282  |

As has been reported in previous years, the 2016 enrolment pattern as identified in the table shows a steady trend in the enrolment of boys compared to 2015, while there has been an increase in the enrolment of girls in 2016. The total enrolments in 2016 are relatively consistent overall.

### Student attendance profile

| School    |      |      |      |      |
|-----------|------|------|------|------|
| Year      | 2013 | 2014 | 2015 | 2016 |
| 7         | 92.2 | 93.6 | 91.2 | 92.3 |
| 8         | 91.3 | 88.6 | 90.9 | 87.2 |
| 9         | 90.2 | 90.6 | 89.5 | 86.2 |
| 10        | 86.7 | 85.6 | 90.3 | 82.2 |
| 11        | 87.9 | 90.1 | 88.2 | 85.1 |
| 12        | 92.2 | 90.8 | 86.9 | 85.3 |
| All Years | 89.8 | 89.7 | 89.4 | 86.3 |
| State DoE |      |      |      |      |
| Year      | 2013 | 2014 | 2015 | 2016 |
| 7         | 93.2 | 93.3 | 92.7 | 92.8 |
| 8         | 90.9 | 91.1 | 90.6 | 90.5 |
| 9         | 89.4 | 89.7 | 89.3 | 89.1 |
| 10        | 87.7 | 88.1 | 87.7 | 87.6 |
| 11        | 88.3 | 88.8 | 88.2 | 88.2 |
| 12        | 90.1 | 90.3 | 89.9 | 90.1 |
| All Years | 89.9 | 90.2 | 89.7 | 89.7 |

### Management of non-attendance

Student attendance continues to be reasonably positive against state trends where in 2016 our attendance rates were just below state average. The continuing and sustained interventions by the Deputy Principals, Head Teacher Administration and HSLO remain the key elements in the school's determined approach to improve student attendance. The active use of the school's behaviour Code of Conduct and Level system and the ongoing emphasis on positive referrals and rewards are part of the range of activities that are

helping student attendance improve. Our plans for 2017 is to include a stronger focus on lateness in a general whole school drive to raise standards around learning, conduct and participation.

### Post-school destinations

| Proportion of students moving into post-school education, training or employment | Year 10% | Year 11% | Year 12% |
|--|----------|----------|----------|
| Seeking Employment   | 0        | 1        | 18       |
| Employment   | 1        | 10       | 5        |
| TAFE entry   | 0        | 4        | 15       |
| University Entry   | 0        | 0        | 53       |
| Other  | 1        | 2        | 1        |
| Unknown  | 0        | 1        | 8        |

97 students completed their Higher School Certificate in 2016, including 21 students who completed a Higher School Certificate with one or more Life Skills Subjects.

University and TAFE remain the most important training options for our students. The University Admissions Centre (UAC) made 48 offers to 42 Lurnea High School students for the 2017 Semester One University admissions period. This represents a small decrease in the number of Lurnea High School students gaining places in University after exceptionally high numbers gained admission for 2016 entry. The number of students offered places in courses by the Universities Admission Centre (UAC) reflects the large number of students bypassing TAFE and Private College Diplomas and instead undertaking study with Western Sydney University – The College and matriculating directly into the second year of a degree in 2018.

As was the case in 2015, several students were unable to pursue university studies due to the prohibitive costs involved for those not yet Australian Citizens or Permanent Humanitarian Visa holders. One student chose to defer their university place in favour of study at Tafe and another chose not to apply for University.

Apprenticeships accounted for 14% of Year 12 destinations. They remain highly sought after but difficult to secure for Lurnea High School students with some students unable to secure an apprenticeship in their chosen field. Despite the national trend which saw the number of apprentices placed fall by 20% over the past year the number of Lurnea High School students who secured an apprenticeship in 2016 increased substantially, up from 5% in 2015 to 14% in 2016. Most students gaining Apprenticeships are doing so with family or family friends.

Many of our students combine work and study in ways that blur the boundaries between working and studying. In line with national trends students who are studying

full time report undertaking up to 30 hours of casual work each week, more than enough for them to be also considered employed.

## Year 12 students undertaking vocational or trade training

### Year 12 vocational education or trade training

Lurnea High School continues to support VET programs for secondary school students in conjunction with the key priority of the NSW Government's Plan to have 90% of 20 – 24 year olds to have attained a Year 12 or AQF qualification at Certificate III or above. Lurnea High Schools' VET program aims to implement development of teaching and learning avenues that creates and broadens the provisions for students to attain an accredited qualification together with a Higher School Certificate. The VET program at school provides opportunities for students to gain entry level training, pathways to post school careers, industry-recognized job skills, subject specific competencies, and personal attributes that employers value and seek in employees.

### VET in Schools Curriculum

All VET courses (curriculum) for secondary school students in NSW are either developed or endorsed by the NSW Board of Studies, Teaching and Educational Standards (BOSTES) for inclusion in the RoSA or Higher School Certificate. There are 13 Industry Curriculum Framework VET courses — 8 are offered through schools' RTOs in construction, metal and engineering, hospitality, information and digital technology, primary industries, business services, retail and entertainment. Lurnea High School offers **Information and Digital Technology, Retail Services, Business Services and Sports Coaching** in Stage 6. These courses have a mandatory 70 hours work placement component, count towards a student's ATAR or Australian Tertiary Admission Rank and also provide the opportunity for a student to receive either a Statement of Attainment (SOA) or a full qualification in the course studied.

Lurnea High School is taking the initiative to implement a range of courses available for elective study at Year 10 level in 2018, which includes applied learning and/or a vocational focus. There is also an opportunity for work experience. In doing so, the school hopes to provide increased direction and focus for year 10 students so that they develop knowledge and understanding of the world of work, the diverse sectors within the community, and the roles of education, employment and training systems. The school also aims to improve the retention level of disengaged students through its planned 2018 Stage 5 VET initiative and provide students an opportunity to achieve an AQF qualification in the extreme case where students drop out of school at the age of 17 before completing their HSC.

### Statistics

There were 50 students (57%) enrolled in VET courses

in year 11 in 2016 of which 47% were studying two or more courses. There were 46 (51%) studying a VET course in year 12 with 18% studying two or more. In addition, there are currently 8 staff trained to teach one of the four Frameworks offered. Such is the growing interest in VET that in 2017 the school anticipates training an additional two staff.

### VET LearningSpaces

#### Classrooms

Lurnea High School attempts to create a meaningful learning environment for its vocational education students. The classrooms are setup in a way to simulate the environment of the framework that is delivered at the school. This not only creates an effective learning area but also allows teachers to relate the real world experiences that are important in the field of study. Teachers are able to adjust their teaching styles to the learning styles of the students, hence creating a quality teaching and learning area.

#### Real World Experience through the school developed VET Shop

The school is in the process of expanding its "Practical and Simulation" program with the objective of providing opportunities to students from all VET Frameworks to have a purpose built "shop" that will be known as the "VET shop". Students from all VET frameworks will use this shed to operate a business.

The Lurnea High School "Vet Shop" project will enable both at risk students and capable students to improve their employability skills through utilization of technology based trading systems such as POS equipment with barcode scanners and assistive planning software. Students will also develop skills in customer service, management techniques, merchandising, business operations, money handling, inventory control, spreadsheets, databases and marketing. Students using this innovative learning environment will be able to utilize all their classroom knowledge and integrate it with the real life practice that the VET Shop will provide. The students will increase their reading, writing, comprehension and numeracy skills which will help them obtain classroom subject proficiency.

#### Mother's Day and Father's Day Stalls

Retail students have held special occasion stalls to achieve various competencies of their learning program. The processes involve students with the guidance of their teachers to order and receive merchandise, market and sell products to other students in the school utilizing the necessary equipment required by the course. This process enables retail students to gain valuable skills and experience that may aid in their future employment outside the school environment.

#### Workplacements

All students enrolled in the Vocational Education and

Training program under took the Work Readiness Program and successfully completed it. The program ensured that students undertaking work placements were aware of the expectations and responsibilities of employers and employment

Students undertaking stage 6 VET are required to complete a mandatory 70 hours of work placement. In doing so, students acquire valuable interpersonal and employability skills that allows them to be more marketable in the job field post-secondary level of schooling. Lurnea High School has partnered with South West Connect to provide quality work placement opportunities for all Stage 6 VET students completing Business Services, Retail Services and Information and Digital Technology. The following are a list of a few places where students have attended to complete work placements:

- Target Liverpool
- Coles Liverpool
- Best and Less Liverpool
- Bunnings Warehouse
- All Care Physiotherapy
- Prestons Childcare Center
- Rueben F Scarf Liverpool
- Matrix IT
- PC Reuse
- Fairvale High School

Sports coaching students have formed an alliance with the local primary schools and are associated there to complete the mandatory work placements. In addition, students have also been associated with the Uniform Shop within the school and have worked to sell uniforms and outfits related to school. Students have also participated in the stock-take process to help balance the stock at the end of the business period for the school.

## Achievements

Lurnea High School was also represented at the 2016 SWS Regional VET Awards. Two year 12 students – Waleed Ahmad from Retail Services and Dzmitry Lektarau from Information and Digital Technology were nominated and received finalists awards for excellence in VET in secondary schools.

Despite the optional aspect of exams, a majority of students choose to do the HSC examination for the framework that they have studied. In doing so, they have an opportunity to attain both the HSC units and the Certificate accredited to the framework. The results for Retail Services have indicated high growth and students have consistently produced brilliant results close to state average. Another four students in addition to their HSC attainment completed additional vocational education qualifications. Three students were successful in gaining a Certificate III qualification – two in Community Services and one in Animal Studies while one other student completed units towards a Certificate IV in Carpentry.

## Year 12 attaining HSC or equivalent

In 2016, 100% of Year 12 students attained their Higher

School Certificate or equivalent vocational educational qualification, having satisfied Board of Studies requirements for the HSC credential.

In addition, 100% of all Year 12 support students (25) that were enrolled in Board of Studies Life Skills program also attained their Higher School Certificate having satisfied all Board of Studies requirements in that course. A further 18 mainstream HSC students completed a Non ATAR and/or partial Life Skills program.

## Workforce information

### Workforce composition

| Position                              | FTE*  |
|---------------------------------------|-------|
| Principal                             | 1     |
| Deputy Principal(s)                   | 2     |
| Head Teacher(s)                       | 10    |
| Classroom Teacher(s)                  | 44.2  |
| Learning and Support Teacher(s)       | 3.4   |
| Teacher Librarian                     | 1     |
| Teacher of ESL                        | 1.4   |
| School Counsellor                     | 2     |
| School Administration & Support Staff | 21.88 |
| Other Positions                       | 10.1  |

\*Full Time Equivalent

The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce. In 2016 there was one indigenous person who is a permanent member of staff. Mrs Doris Browne, proud Cook Islander, is a highly experienced and valued ESL teacher.

### 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             | 47         |



## Professional learning and teacher accreditation

The school's teaching and Learning Team led by Deputy Principal Rene Cahill continued to coordinate, design and implement a range of whole school professional learning activities throughout the year. Our partnership with the Sydney Opera House moved to a new level with Frank Newman (Creative Learning Specialist) providing staff with interactive professional learning using creativity and drama to explore ways to apply these techniques in everyday learning. This has strengthened staff ability to *"promote the imagination, curiosity and desire to learn in our students"* (Quoted in the evaluation). In addition, 100% of teachers implemented their individual Professional Development Plans. These plans are highly valued by staff and continue to foster professional growth through reflection, collaboration, observation and feedback between all teaching staff across the school.

### Professional learning achievements:

- Across each of the major School Development Days 93% of staff (on average) reported that the professional learning conducted was excellent, relevant and allowed fostered a collaborative transition into the school term. Staff were unanimous in their endorsement of the acclaimed High Tech High shared learning with colleagues from Miller Technology HS, the "Wired for Joy" workshops as well as the strongly valued creative thinking and learning activities.
- A majority of faculties used faculty planning time to modify teaching and learning programs and embed project based learning activities into their teaching and learning cycles
- Staff were provided with the opportunity to participate in an action research project led by Principal Jenny Holland on implementing project based learning. To support staff in the action research, professional learning and collaboration was combined with regular meetings to discuss the progress and share highlights. 40% of staff nominated to participate in the project and all involved presented their projects to colleagues in term 4 along with an exhibition of student works.
- All executive mini conferences stimulated positive professional conversations and learning, providing focus on virtual learning, the "N" Warning refresher course, project-based learning modelling and evaluating the 2016 year of achievements and ongoing challenges.

### Teacher accreditation:

48% of teachers at Lurnea High School in 2016 were New Scheme Teachers. Of this number 14 teachers were seeking accreditation (18%) with a further 27 staff maintaining accreditation (35%). This data includes permanent, part-time and temporary teachers.

## Financial information (for schools using OASIS for the whole year)

### Financial information

This summary financial information covers funds for operating costs to 30/11/16 and does not involve expenditure areas such as permanent salaries, building and major maintenance.

| Income                         | \$                  |
|--------------------------------|---------------------|
| <b>Balance brought forward</b> | <b>1 027 055.94</b> |
| Global funds                   | 607 368.33          |
| Tied funds                     | 1 436 866.93        |
| School & community sources     | 208 467.63          |
| Interest                       | 25 805.89           |
| Trust receipts                 | 28 037.80           |
| Canteen                        | 0.00                |
| <b>Total income</b>            | <b>3 333 602.52</b> |
| <b>Expenditure</b>             |                     |
| Teaching & learning            |                     |
| Key learning areas             | 63 122.82           |
| Excursions                     | 25 083.90           |
| Extracurricular dissections    | 120 412.75          |
| Library                        | 989.68              |
| Training & development         | 0.00                |
| Tied funds                     | 1 407 820.98        |
| Short term relief              | 50 095.54           |
| Administration & office        | 185 569.99          |
| School-operated canteen        | 0.00                |
| Utilities                      | 100 074.18          |
| Maintenance                    | 132 306.58          |
| Trust accounts                 | 35 285.95           |
| Capital programs               | 32 349.57           |
| <b>Total expenditure</b>       | <b>2 153 111.94</b> |
| <b>Balance carried forward</b> | <b>1 180 490.58</b> |

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.

#### NAPLAN – Year 7 Literacy (including Reading, Writing, Spelling and Grammar and Punctuation)

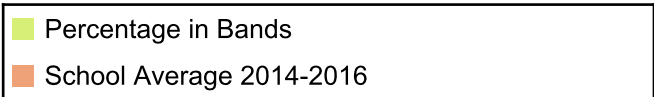
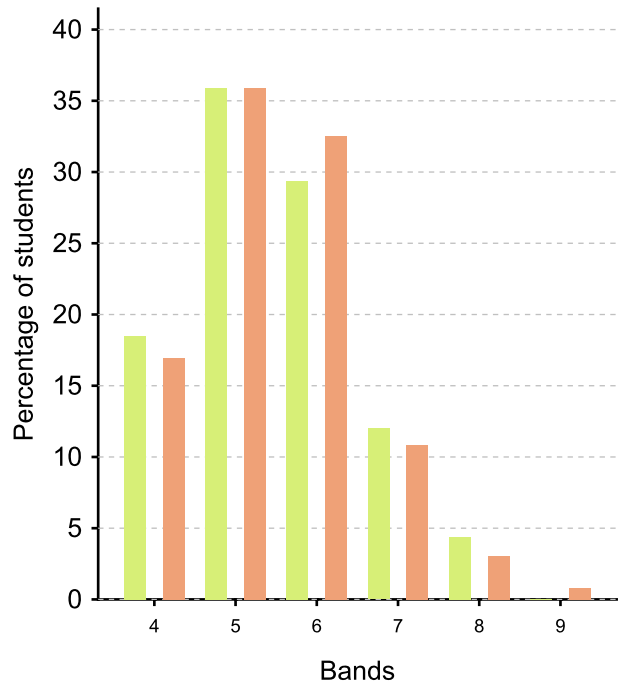
In 2016, 4.3% of students in Year 7 achieved the top two bands in reading, 2.1% in writing, 12.8% in spelling and 3.2% in punctuation and grammar. This is a notable increase in reading compared to 2015 results.

In 2016 there were 45.6% of Year 7 students who achieved a Band 6 or better in reading. In addition, Year 7 students achieved at or above the minimum standard for reading, spelling, grammar and punctuation. The percentages were 74%, 65% and 71% respectively.

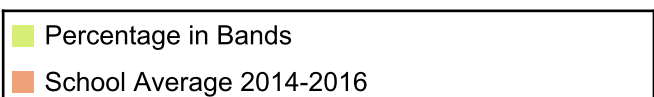
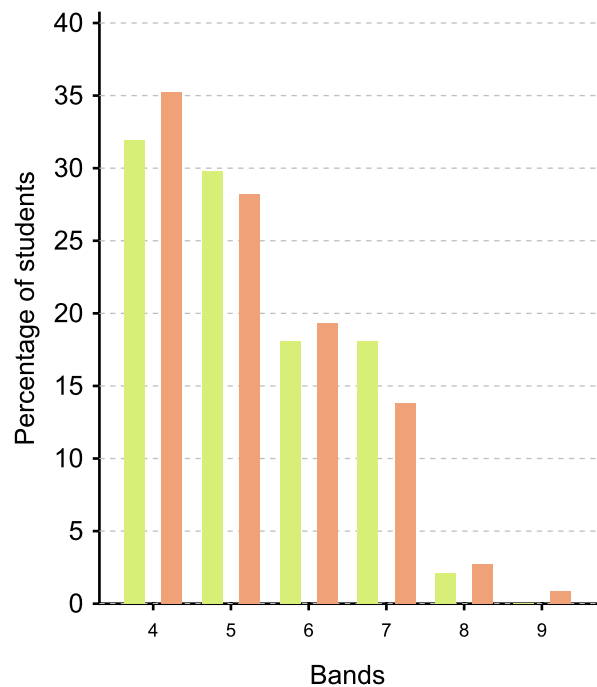
#### NAPLAN– Year 9 Literacy

In 2016, 9% of students achieved the top two bands in spelling, and 4.5% of students in grammar and punctuation. In addition, 65% of Year 9 students achieved at or above the minimum standard for reading, 66% in spelling and 60% in grammar and punctuation.

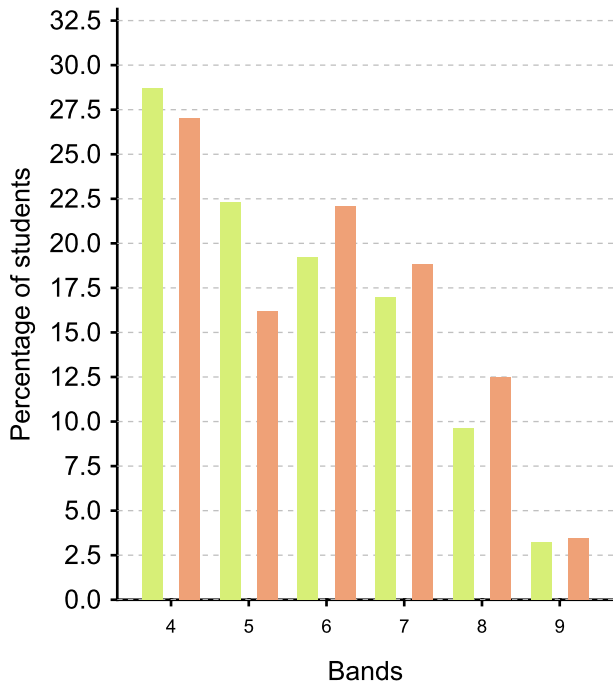
Percentage in bands:  
Year 7 Reading



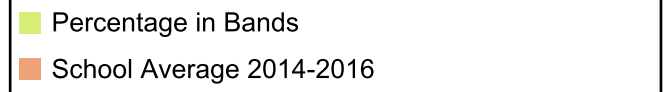
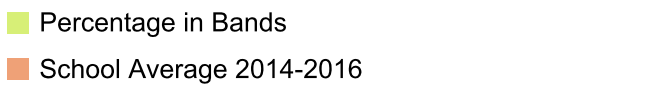
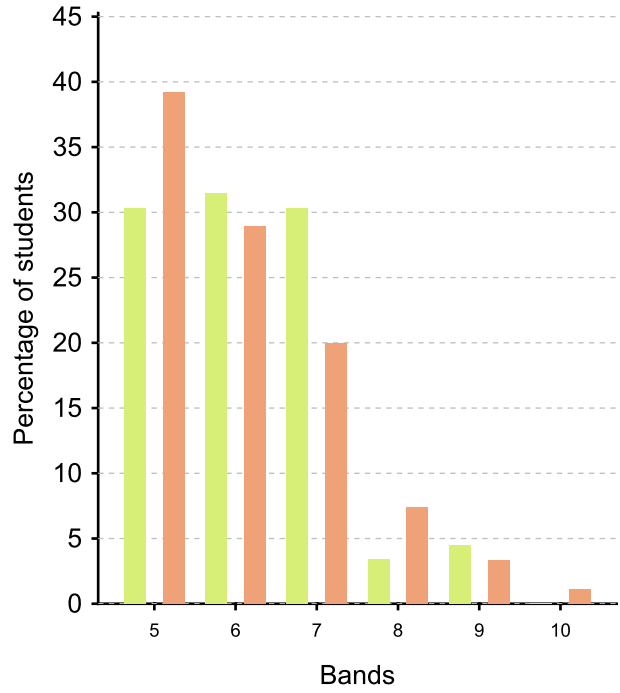
Percentage in bands:  
Year 7 Writing



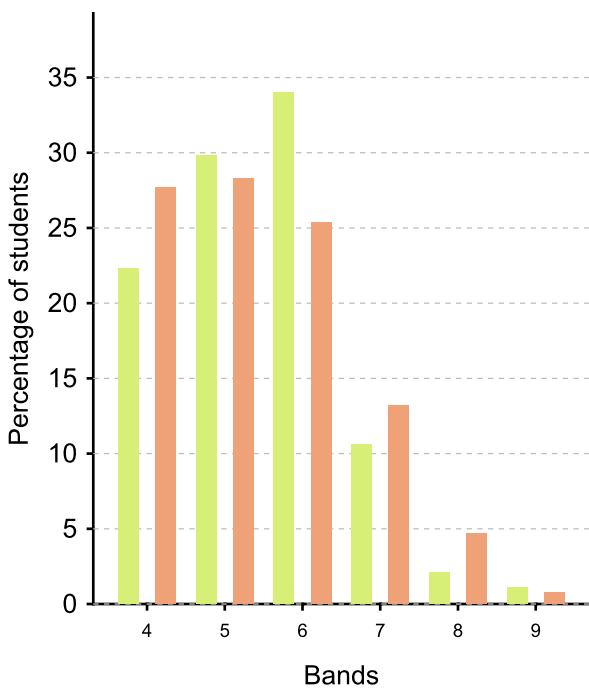
**Percentage in bands:**  
Year 7 Spelling



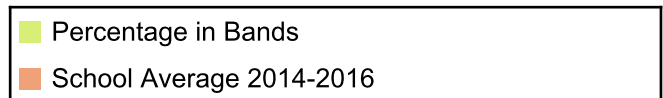
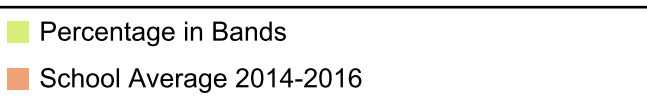
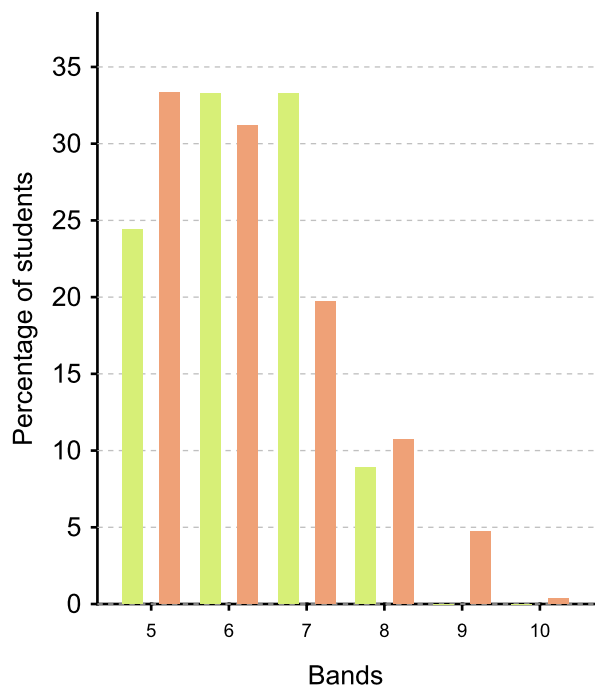
**Percentage in bands:**  
Year 9 Grammar & Punctuation



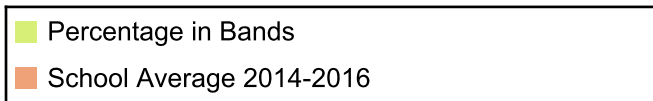
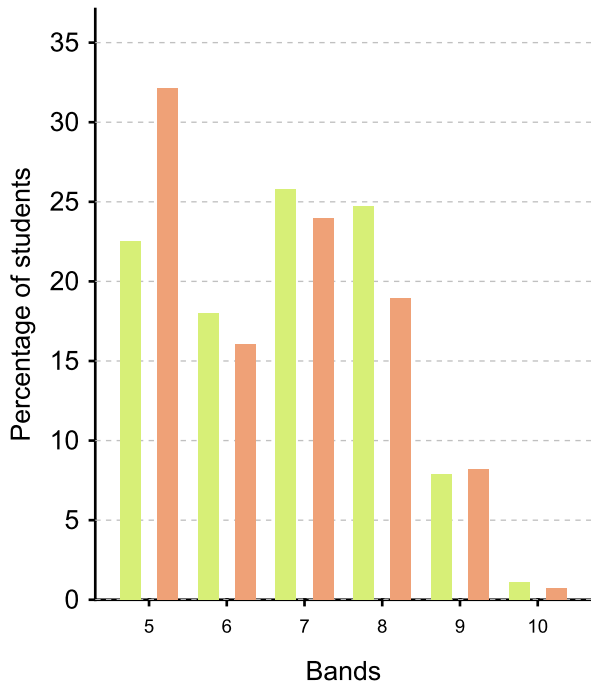
**Percentage in bands:**  
Year 7 Grammar & Punctuation



**Percentage in bands:**  
Year 9 Reading



**Percentage in bands:  
Year 9 Spelling**

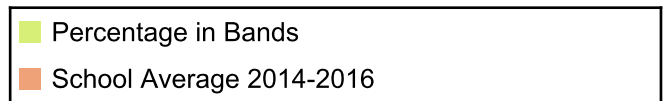
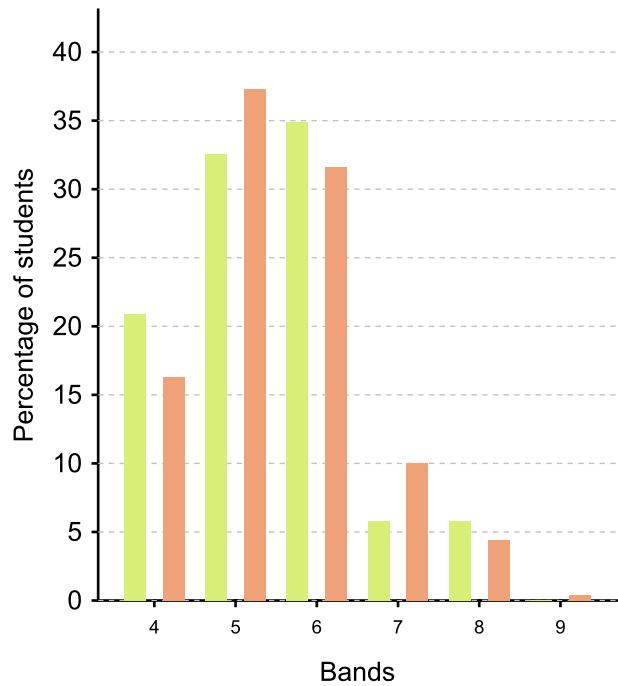


sustained pattern for year 7 numeracy achievement in recent years.

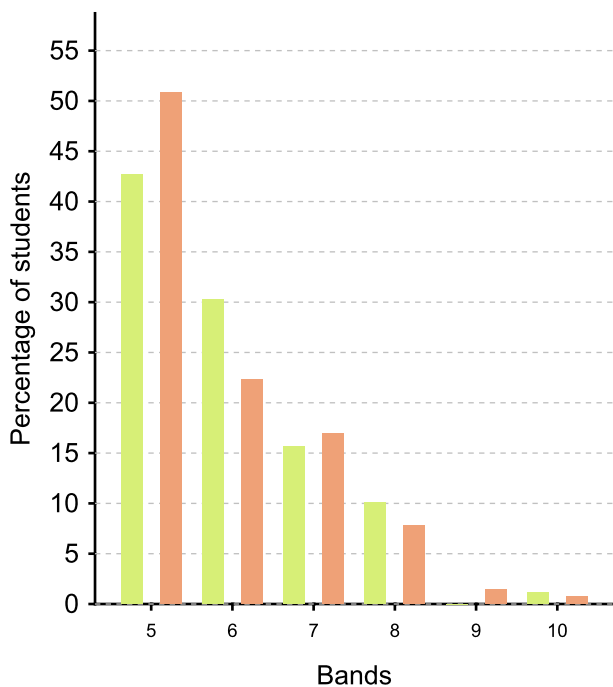
**NAPLAN– Year 9 Numeracy**

In 2016, 76% of Year 9 students achieved at or above the minimum standard for numeracy. This is a 2.5% increase against the 2015 results. There were 38.2% of students who achieved in the top four bands. In addition, 4.5% of students in Year 9 achieved a Band 7 or 8 in 2016.

**Percentage in bands:  
Year 7 Numeracy**



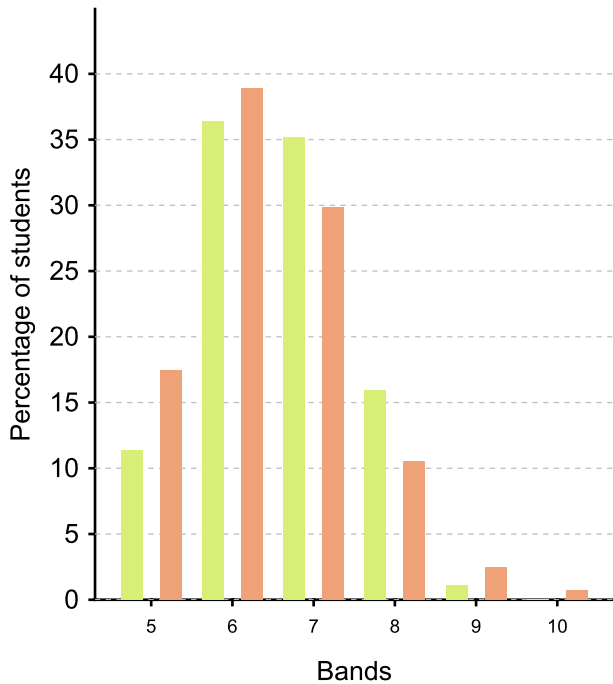
**Percentage in bands:  
Year 9 Writing**



**NAPLAN– Year 7 Numeracy**

In 2016, 5.8% of Year 7 students achieved the top two bands, an improvement of 4.6% compared to 2015. The number of students obtaining a Band 6 or above was 46.5%. In addition, 72% of Year 7 students achieved at or above the minimum standard for Numeracy. These are pleasing results and show a

**Percentage in bands:**  
Year 9 Numeracy



Percentage in Bands  
School Average 2014-2016

The My School website provides detailed information and data for national literacy and numeracy testing. Click on the link <http://www.myschool.edu.au> and insert the school name in the Find a school and select GO to access the school data.>

**Higher School Certificate (HSC)**

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

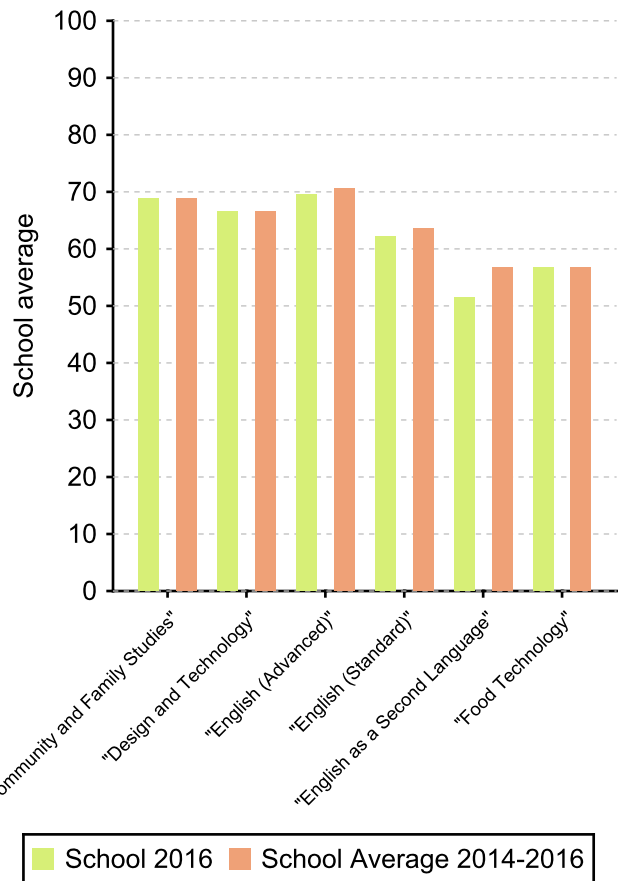
In 2016, 100% of Year 12 students attained their Higher School Certificate or equivalent vocational educational qualification, having satisfied Board of Studies requirements for the HSC credential.

In addition, 100% of all Year 12 support students (25) who were enrolled in a Board of Studies Life Skills program also attained their Higher School Certificate having satisfied all Board of Studies requirements in that course. A further 18 mainstream HSC students completed a Non ATAR and/or partial Life Skills program.

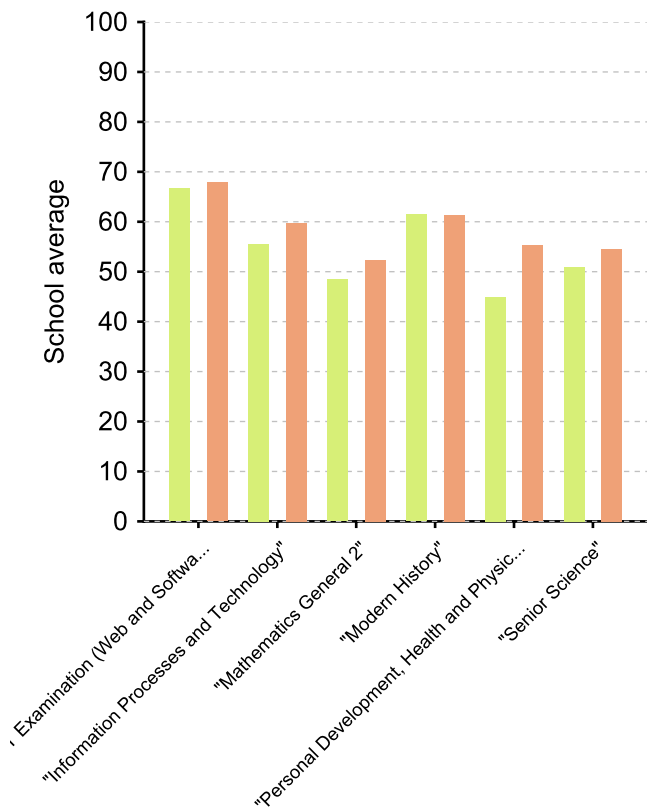
Student performance in the 2016 HSC demonstrated a continuing upward trend on state performance data over the last four years in some HSC courses. Students studying Industrial Technology and Retail Services continued to score within 2% of the state average while students undertaking studies in Visual Arts, Society and Culture, Community and Family Studies and Information Digital Technology on average scored just 5% below state average.

Best performing subjects in 2016 included: Visual Arts where 42% of students scored Band 5, Community and Family Studies, Senior Science, Society and Culture and English Standard.

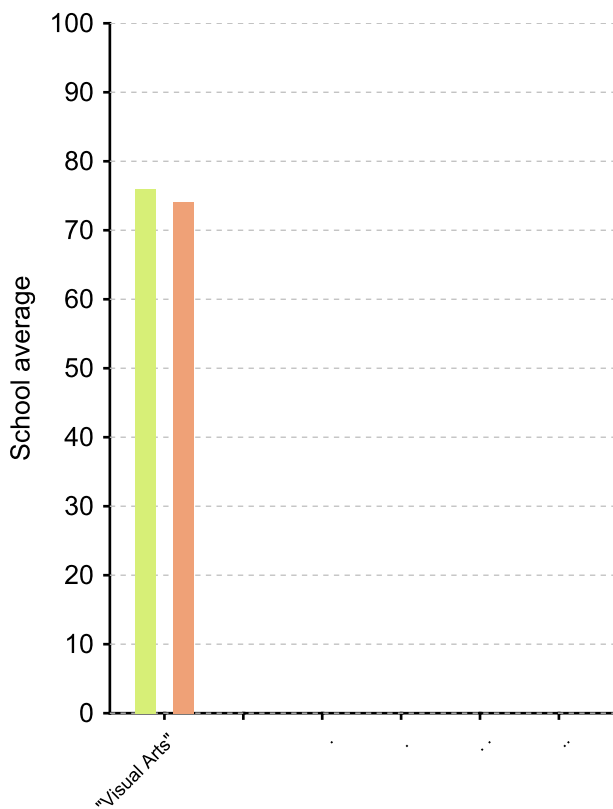
Top performing students were Hayden Schofield, Mustapha Alameddine, Jashna Kumar, Sue Danawi and Jayden Dixon who each scored several Band 4s and one Band 5 result. Other students who performed well include: Olivia Aquilina, Sarah Jennings and Manar Al Nashme.



School 2016 School Average 2014-2016



Legend: School 2016 (light green), School Average 2014-2016 (orange)



Legend: School 2016 (light green), School Average 2014-2016 (orange)

## Parent/caregiver, student, teacher satisfaction

### Parent/Caregiver, student, teacher satisfaction

In 2016, the school sought the opinions of parents, students and teachers about the school, its strategic

directions and programs.

As has been the case over several years, in 2016 feedback from staff indicated 100% satisfaction with the direction of the school in terms of the priority areas in the School Plan and the progress and achievements being made. Staff consistently rated professional development strategies throughout the year as being of high relevance to their daily work as teachers. Staff again commented that decision making was transparent and inclusive and that there were regular opportunities for staff to be included in planning and vision setting as well as leading and managing new projects and actions. Special mention was made of the innovative and collaborative school development day session held off site at Macarthur Square in term 3 shared with colleagues from Miller Technology High School. In addition staff were excited by the opportunity to trial their own investigations into project based learning through the action learning project and to share their findings with staff. Staff also gave strong endorsement to the plan to transform some learning spaces. Much work has been done on rethinking classrooms in order to better cater for 21st century learning needs. Investigations of models at other schools both in Australia and overseas has highlighted the relevance of redesigning room structures to provide more opportunity for students to collaborate on group tasks and learn from each other in more considered and meaningful ways.

Parents also commented that they value being included in the decision making processes and that the school is welcoming to parents and families throughout the year. Once again, parents rated the after school Homework Centre as a much valued resource. Feedback identified that the facility provided an excellent support mechanism for their children, including qualified staff tutors and access to technology. Parents also highly value the school's focus on literacy and numeracy and strongly endorse the additional support structures for students with additional learning needs. In addition, parents commented very positively on the inclusion of the new Sport and Recreation program into the weekly timetable and stated that the school's own *Code of Conduct* which was underpinned by the shared values of respect, responsibility, fairness, tolerance and understanding was making a difference to the way the community perceived the school and the way their children talked about the school and the atmosphere for learning and success. The Parent and Community Forum held in semester 1 was rated well by those who attended. The focus on 21st century learning was an eye-opener for many parents/carers as it provided new ways to think about how schooling is changing due to the significant impact of technology and how this can be harnessed in positive ways to transform learning for their young people.

Student satisfaction was also another highlight in 2016 in relation to our ongoing school-wide evaluation practices. In response to the Principal's call for interested students to attend a Planning Conference to review the Student Representative Council process and examine the impact and effectiveness of student leadership in the school, 55 students from year 7 – 12 nominated to participate. A significant outcome of the

conference was that student voice needed to be valued and amplified in more meaningful ways and that it could be opened up to be a much more inclusive process. The input of students has led to the redesigning of the entire student leadership model which will begin in 2017 under the new title Student Leadership Team (SLT). The program will have a new platform and mission statement written by the students and a stronger focus on real student voice opportunities.

## Family and Community Programs

During 2016 the school hosted various activities for the community and the feeder primary schools in order to build relationships and a sense of connection between the school and the wider community. Annual highlights included: Two Year 6 Information Nights, Parent/Teacher afternoons, Year 10 Subject Selection Expo and the Annual Presentation Night.

The ongoing community partnership arrangement between Lurnea High School and Lurnea Public School continued in 2016 with the highly valued Adult English classes where parents had opportunities to develop conversational English through a range of activities. The classes ran every Monday at the high school with parents from both schools attending, catering for 6 different nationalities. In addition to learning and improving basic everyday English, the classes helped parents with day to day reading, writing as well as support to gain their Australian Citizenship. Together, our 15 parents also explored the local community. One highlight was meeting at Casula Library where the parents joined Story Time with their children. This resulted in all 15 parents joining the library and are now borrowing books for themselves and their families. As some of our community arrive in Australia with no family or friends, the adult students who attend the Adult English classes are able to form strong friendships. These classes are continuing in 2017 with outside agency support from Miller TAFE and Australian Red Cross.

Parent/ Carers who attended Adult English classes and the different events during the year commented that they felt more confident that as parents they played a vital role in the school and that their opinions, concerns and contributions were valued. These activities have been the catalyst for developing a strong rapport with our families which is strengthening the partnership between the school, home and the local community.

## Policy requirements

### Aboriginal education

2016 was a productive and exciting year for Aboriginal education at Lurnea High School. We welcomed Lisa Smith and Aldijana Sehbajrektarevic to our team as both highly experienced members of our school staff, into the role of NORTA tutor and HSC. Their enthusiasm, diligence and care for students were evident throughout the year as they worked in class and through withdrawal sessions in our Aboriginal Learning Hub

to support and strengthen student achievement, assessment task submission and completion of class work. Their dedication to the role saw Lisa nominated for a Regional Aboriginal Achievement Award. While she did not win, it was acknowledgement of a tremendous effort.

The outstanding academic support offered to students was further complemented by involvement in numerous cultural, career and creative experiences. Students participated in a drama workshop at Riverside Theatre, were involved in the NSW Aboriginal Dance Ensemble workshops and attended a special Bangarra Dance Company presentation at the Opera House. They broadened their career aspirations through involvement in Wests Tigers and ANZ Career Expos and Western Sydney University First Aid courses. Students have also been working with Shaun Humphreys on the School to Work Program and, for the first time, 3 Stage 6 students gained an enormous amount of career experience through school based traineeships with QANTAS and Australia Post. Finally, internationally renowned Koori artist Daren Dunn continued to work with a range of students from across the school in his inspirational "Get Black On Ya Feet" program, spreading information and understanding of Aboriginal culture throughout the school.

The year was rounded off with a sensational NAIDOC celebration which involved students creating their own individual artworks, led by students, under the tutelage of Daren Dunn. The day was an outstanding success and a great way of expressing the growing understanding, acknowledgement and appreciation within the school community of the unique contribution Aboriginal culture has on Australian society.

### Multicultural and anti-racism education

#### Multicultural Education

Students in the Intensive English Centre (IEC) participated in a range of projects and activities to support their English language learning and socialization with students both within the IEC and across the school. Highlights included:

- The School Swimming and Water Safety Program – This program aims to develop water confidence and teach basic skills in water safety.
- Creating Chances Program – This program which is a joint initiative of Football United and the Rugby Youth Foundation aims to inspire and empower youth through the magic of soccer.
- Soccer Clinics were run by the Sydney Wanderers for all students in the IEC once a term.
- Cricket Australia ran coaching clinics once a week for one term to promote the game of cricket to refugee and new arrival students
- The Interact Program – this is an ongoing ABCN program providing mentoring from business representatives. IEC students learn goal setting, communication and interview skills.
- Cooling Conflicts – This program teaches students anti-bullying and conflict resolution strategies through drama and role play. The Cooling

Conflicts team comprised High School and IEC students who performed to Year 8 students during Harmony Week.

- The Multicultural Playwrights Program – this program provides opportunities for students from a refugee background or with English as an additional language/dialect to share their stories whilst developing skills in literacy, drama and theatre. A group of IEC and High School students attended a 3 day workshop with Zeal Theatre. This culminated in a performance which was live streamed nationally and internationally. The Lurnea High School Multicultural Playwrights Program students also performed at the Ultimo Drama Festival.

### **RAW (Ready, Arrive, Work) program**

14 EAL/D students from year 10 participated in the RAW program. RAW is a program designed to increase students' employability and goal setting skills. The 2 hour workshop sessions were delivered by a facilitator from Jobquest over the course of 7 weeks where students gained a greater understanding of employer expectations and Australian workplace culture. The students were given an opportunity to meet with representatives from various educational institutions providing opportunities to discuss and explore different options and pathways to work and employment beyond school

### **RAS (Refugee Action Support) program**

In 2016, Lurnea High School continued to work in conjunction with Western Sydney University to provide support to refugee students. Pre-service teachers undertaking the Masters of Teaching course at WSU worked with individual students in class and at the After school Homework Centre to provide students with additional one-to-one support with their learning. This assisted targeted students to further develop their language proficiency skills across a range of key learning areas.

### **Anti Racism Education**

Lurnea High School currently has three trained Anti-Racism Contact Officers on site, two teachers and an executive member. This group meets regularly to discuss any new resources and the implementation of Anti-Racism based programs and events within the school calendar. The two main calendar events in 2016 have been the annual celebration of our cultural diversity through Harmony Day and Refugee Week. These events included the organisation of diverse cultural based workshops, guest speakers, cultural performances, and students sharing their experiences during an assembly and a cultural day.

Staff and students are unanimous in their enjoyment and participation in culturally diverse activities including workshops and the assembly. Information on accessing resources to celebrate and discuss cultural diversity was distributed to executive staff to incorporate lessons with a multicultural focus within teaching program in the lead up to these events. The "racism" referral was established as a well-being category on Sentral for the

purposes of having an ongoing record of incidents of racism in the school. This has not been used often at this stage. Information gathered from the 2015 staff survey was not explored further in 2016. This was due to time allocation issues for staff involved in the ARCO team. It will be considered in 2017 and involve more staff who have since been trained.

2016 saw the development and implementation of an excellent Refugee Week program, separate to Harmony Week. This involved students from IEC, Support and Mainstream. Opportunities for students to participate in workshops included:

- African Drumming workshop
- Kite Making
- Martial Arts
- Parkour
- Boxing
- Basket Weaving

In addition, Amnesty International workshops were implemented across all Year 7 classes, including a focus on Border Control – an interactive role play and "The Great Escape" group game where students engaged in real life scenarios and made decisions as a group to ensure that they made it "across the border" with as many people as possible still alive and well in their group in the shortest time. All activities were based on real – life scenarios and this was brought to the students attention at the end of the activities. The real life application of these role plays enhances student understanding of the plight of refugees in very powerful ways.

All students in Year 8 experienced the forum theatre *Cooling Conflicts* program. This was led and performed by students from Lurnea HS. The focus was on conflict, understanding it and being more aware of how students can stop conflict. All students involved felt they had benefitted from the experiences. The week's programs culminated in a showcase assembly, with students sharing their experiences from life, experiences of the week's activities and some performances.

In 2017, the ARCO team will continue the cultural diversity programs for Harmony Week and Refugee Week, including an extension of the *Cooling Conflicts* program as an ongoing program leading up to the Harmony Week activities. The data gathered from the staff survey in 2015 will be used as a way of informing and guiding ongoing programs to promote intercultural understanding and connections throughout the year, beyond token representations. This may include promoting a variety of programs such as peer mediation, sharing of stories and opportunities to be aware of and may involve Amnesty International campaigns. The ARCO team will research the possibility of developing and implementing a professional development plan involving other key members of executive staff. Throughout the year staff and students will be encouraged to take part in various campaigns and opportunities which promotes intercultural understanding. In addition, staff will be encouraged to record any incidence of racism on the Wellbeing category in order to develop accurate data for our school.



## Other school programs

### Environment and Recycling program

In 2016 the school continued the successful recycling and waste management program. Students in the Support unit led by a Support class teacher have been trained in different types of recycling and methods for reducing waste. This is an indicator of the commitment made to embedding education and ideas about sustainability across areas of learning. The recycling program is sustained across the all school areas Mainstream, Support and IEC classrooms, faculties and the school canteen.

Students involved in the recycling program share a sense of responsibility around waste management within the school and are confident in what should or should not be recycled, what could be re-used and what item is waste. Staff involved across the school are following a more streamlined process for disposing of their recycling, making more informed choices around what is recycled, what is re-used and what is considered waste.

Recycling and waste management programs, will continue and the programs implemented in 2017 will act as a foundation to further develop awareness about energy consumption and the environmental impact of waste on the school. These programs and initiatives will involve more staff and students across the school and aim is to include more of the school community in both awareness raising and participation. There will be an introduction level of training and informing staff and students about better waste management.

### Personalised Learning – Support Unit

#### Background

As has been stated in previous ASRs, and in line with the Disability Discrimination Act (1995), every student in the Support unit has an active and relevant Individual Education Plan (IEP). This process involves input from the student, staff and parents/carers. It is a working document that allows for students to be part of the goals set for their learning. Each IEP allows for flexibility and are reviewed, evaluated and adjusted according to any contextual information specific to any student's needs or situation. The IEPs include the details and considerations of students in Out of Home Care as well as the Personalised Learning Support Plans (PLSPs) of those students who identify as Aboriginal or Torres Strait Islander background. These are completed in consultation with caseworkers, the Aboriginal Education Officer and North North tutor.

The focus for each IEP targets different areas according to the student's year level. For students receiving a support placement in year 7, 2016 the Individual Education Plan is focused on a successful transition from primary school to high school. The process is implemented when students are in year 6 and all information for each student is distributed to staff in both the mainstream and support prior to the

beginning of Year 7. The transition workshops increase staff familiarity with the specific needs of new students and assists in dissipating any anxieties students and their families might have about starting high school in a new learning environment. The information also provides staff with the opportunity to plan and prepare learning experiences according to the needs of the students. In Year 8 and 9 student IEPs focus on areas of learning, developing areas of improvement and encouraging further development in areas of strength. This allows for some students with Support placements to take part in mainstream classes and new subject areas. In year 10, 11 and 12 student plans are focused on developing the student for a successful post-school pathway. This includes Work Ready workshops during school time with NOVA Employment or Afford Industries, work experience opportunities and the application process for TVET discrete courses in Years 11 and 12.

In 2016 there was the roll out and changeover of students with disabilities in accessing post school funding from ADHC to NDIS. This changeover and registration will continue into 2017. Staff assisted parents/carers in making informed choices based on our training and the information sessions that staff attended.

### Findings and Conclusions

100% of Support students across Year 7–12 received a transition/ review meeting, involving the School Counsellor, Head Teacher Support, Parent/Carer and relevant staff. The focus of the meetings was to discuss the placement of students and the success of meeting student needs in their current education environment. There was also an increase in active communication and professional dialogue around the individual needs of Support students within the faculty as well as across mainstream staff. 2016 saw an increased percentage of Year 11 and 12 students successfully completing TVET discrete courses. TFE funding impacted on the amount of discrete courses available, however 3 out of the 4 students attending TVET courses were successful in completing their enrolled course.

Every student in all 8 Support classes are regularly individually assessed for their reading fluency, accuracy and comprehension and numeracy. This information was used to inform teaching and learning experiences and shared with all staff through students' individual IEPs. Resources purchased and developed according to the individual needs of students were maintained.

Senior exiting students connected with a service provider or employment agency according to their needs, securing a successful beginning to their individual post-school pathways. All eligible school leavers were registered with the NDIS. All Year 11 and 12 students and some Year 10 students, actively participated in Job Ready work skills workshops facilitated by NOVA Employment and Afford Industries.

2016 saw the successful implementation of the inclusive wellbeing and engagement programs in Support and mainstream, targeting various year

groups. This included 2 students being trained as peer leaders for 2017. In addition there was an increase in the number of Support students successfully achieving their individual learning goals.

The Unit continued the highly valued parent/carer information workshops regarding senior transition and important dates for Year 10, 11 and 12 and what is to be expected for HSC and Lifeskills programs, funding and post school pathways options. In addition the Unit also continued introductory parent/carer information sessions and meetings to assist families with NDIS registration and also strengthened connections with external support for NDIS funding and TVET courses.

2016 saw the Unit strengthen connections with relevant specialists such as Speech Pathology services, and other allied health services such as psychologists, pediatricians and youth workers.

Additional professional development for Support staff in the development of Individual Education Plans and the development and implementation of SMART goals and interventions was also provided. The staff also conducted research, exploration, design and development of open learning areas and gave consideration to the physical environment of several Support learning spaces to promote successful achievement of social and academic goals in a more collaborative learning environment.

Staff were also involved in targeting student's needs in extended meetings focusing on students with the highest needs. This was developed into 3 programs targeting students' individual needs: behaviour, numeracy and reading. Targeted students received intensive assistance to achieve their goals in these areas.

### **Future Directions**

- Support classes will continue to be formed according to student reading levels and Individual Education Plans will focus on developing fluency, accuracy and comprehension for each student. This will extend to the individual assessment of numeracy across a common assessment tool and individual and class targets will be based according to students' needs. The Individual Education Plans will also actively document the behavior needs of students and strategies and implementations to support those
- Construction and development of open learning areas, and consideration to the physical environment of learning spaces to promote successful achievement of social and academic goals will be implemented
- Implementation of the Speech Pathology program for all students in Support classes, this will include professional learning for staff
- The continuation of information sessions for parents/carers of senior support students featuring guest speakers from external agencies to help make informed decisions on post school options and connections (agencies and service providers) and NDIS registration
- Transition program for Year 6 – 7 and Senior

Transition/ Exit planning and Year 7–9 review meetings will continue with adjustments according to students and staff contexts

- Staff will continue targeting students' needs in extended meetings focusing on students with the highest needs. This will include case meetings for targeted students, where professional dialogue and sharing of information across Support and Mainstream staff will be paramount to the student's educational success. This will occur through allocated IEP times on each classroom teacher's timetable.
- Further research will occur in developing and implementing a process of communication that will inform casual and temporary staff adequately of the individual needs of the classes they are teaching within the Support unit
- Purchasing and developing new resources to enhance student achievement of their individual goals
- Reviewing, planning and developing the physical learning environment to enhance the overall engagement, participation and success of students to allow the needs of students to be met through alternate learning spaces.

### **Low level disability funding and personalised learning for students needing adjustments**

#### **Background Information**

The School Learning and Support team is made up of 1 Deputy Principal who coordinates the team, 3 Learning and Support teachers, 6 part-time School Learning and Support Teachers, 2 ESL teachers and 2 school counsellors. The team is responsible for discussing and designing relevant courses of action and implementing this action for students who have been identified as experiencing difficulties with learning.

In 2016 the team completed the Nationally Consistent Collection of Data for students with Disability. 186 students were identified across the school and have been supported in a variety of ways based on their level of need. Support ranged from in class SLSO support to more intense individual withdrawal programs which targeted identified literacy and numeracy needs. Staff across the school were informed about student needs and guided on how to better support these students in their classes. 100% of identified students have a Personalised Learning and Support Plan (PLSP) which highlights individual needs, student goals and strategies to support these goals. 100% of parents were invited to a student review meeting in 2016 to discuss their child's PLSP and also provided an opportunity to have input into how they feel their child would be best supported. 50% of our parents engaged in this opportunity and feedback from parents was highly positive in regards to the clear communication between the school and home about their child's progress and future directions.

#### **Achievements**

- 61 individual students were referred which is a 50% increase from 2015. These students were

discussed and relevant action implemented by the learning and support team.

- Of the relevant action taken, 5 students were IQ assessed or a behaviour screener was completed by the school counsellor.
- Of the relevant action taken, 5 Access Requests were submitted to region for consideration at panel placement.
- Of the Access Requests submitted for individual students, 4 of these students were offered and accepted a placement in an appropriate education setting.
- Of the relevant action taken, 2 additional students were placed on Life Skills and were reported on against the Life Skills outcomes.
- The team dedicated Term 1 to observing student learning and testing the literacy and numeracy ability for 100% of Year 7 students. From these observation and testing results, 26 students in Year 7 were identified as requiring additional learning adjustments and 1 of these students was supported through a thorough reverse transition plan to support his transfer from the support unit to a mainstream setting.
- The Learning and Support team participated in the Nationally Consistent Collection of Data on School Students with Disability 2016 for the fourth year. The team through more refined processes identified 99 mainstream students and 87 support unit students.
- Of the 99 students identified in the mainstream with a disability, the team reflected that 1 of these students received extensive adjustments, 4 received substantial adjustments, 70 received supplementary adjustments and 24 were supported by staff within the quality differentiated teaching practice definition.
- 87 students were identified in the Support Unit, all students had extensive adjustments made to their learning.

#### **Future Directions**

- Employment in 2017 of a full time Speech Pathology program to support the growing language disorder needs of the students with a clear focus on Year 7 and the Support Unit.
- The Learning and Support team in particular the Learning Support Teachers and School Learning and Support Officers to support the implementation of the Speech Pathology program and as a result increase their understanding of language disorders and how to best support these students.
- 100% of faculty assessment tasks to be reviewed by an allocated Learning and Support Teacher for the purpose of modifications for students with additional learning needs
- The Learning and Support team to prioritise those students currently receiving supplementary adjustments and consider further adjustments for the higher needs students
- The Learning and Support team to review PLSPs for those students on learning adjustments and increase engagement of parent interviews from 50% to 65% in 2017
- The Learning and Support team to continue taking relevant action and submitting applications

for students who require additional funding for support or an alternative educational setting

#### **Cyclic Evaluation 2016**

##### **Intensive English Centre**

The Intensive English Centre (IEC) consists of 23 staff – Head Teacher, fourteen classroom teachers (8 of which are part-time and 6 of which are permanent members of the IEC), seven School Learning Support Officers (SLSOs) and one School Administration Manager (SAM).

##### **Background**

In continuation of the Cyclic Evaluation model in place over the last 5 years, a five day evaluation of the Intensive English Centre was conducted by the whole school Evaluation Team in Term 2, 2016. Along with the Head Teacher, Helen Lee, the six member team also comprised: Rene Cahill (Deputy Principal), Julie Perkins (Deputy Principal IEC), Ahmad Dandachli (Head Teacher Administration), Silvana Papalia (Visual Arts Teacher), Catherine Walton (Learning Centre Coordinator) and Gregory Nicol (Support Unit Teacher). The focus areas of the evaluation were Leadership/Management/Organisation, Teaching and Learning and Implementation of Literacy strategies. The following findings and conclusions and future directions are based on the results of student interviews, staff interviews, parent forum, lesson observations and clarification discussions with the Head Teacher Intensive English Centre.

##### **Findings and Conclusions**

The IEC faculty demonstrates an outstanding collegial environment with excellent classroom leadership which has been established by supportive Head Teacher leadership. Lessons are thoroughly prepared and well-structured with a variety of teaching strategies to cater for the diverse needs of students. The SLSO team have extensive experience and their ability to translate key information to students in their first language is profoundly valuable. Many teachers reported that the IEC could not function without the outstanding assistance of the SLSO team.

The faculty has a positive learning environment where students are highly engaged and confident to participate in learning activities. Students and parents highly value the learning that takes place on a daily basis, setting them up for education and life beyond the IEC. Staff have a deep knowledge of the ESL Intensive English Curriculum Framework and how to deliver this to EAL/D students. The *Quality Teaching Framework* was embraced and embedded in teaching across the faculty. Lesson observations demonstrated that lessons were well structured and that the purpose of each lesson was made clear to students.

The faculty embraces structured, effective literacy programs to support student learning needs. The use of Super 6 strategies provides a structured platform to enhance the teaching of literacy skills. Staff and students expressed that the Super 6 strategies is

improving and will continue to improve the literacy skills of the students and parents noted that their children were making strong progress in the development of their English language skills.

## Future Directions

The IEC was advised to investigate improved communication systems, possibly considering the purchase of Sentral which will assist the communication of key information to assist the part-time nature of some of the staff. This system would also simplify and enhance current administration practices. The faculty was also encouraged to continue investigating the possible use of the Oliver system to track all borrowing of teacher resources. To meet the growing demand for technology, the team was advised to investigate the cost of improving the Wi-Fi access and to purchase interactive televisions and laptops for multiple IEC classrooms. In addition, the IEC is encouraged to evaluate current practices with *Focus on Reading* and consider a buddy system for experienced teachers to work with less experienced teachers in developing their skills in using this program. Consideration by the team should be given to the possibility of employing an expert teacher in the *Focus on Reading* program to be off class for two days per week to work with all IEC staff to develop skills in this area.

## Achievements in the arts

2016 saw a significant increase in student participation in creative arts events. The school continued to build upon the experiences of prior years with a large and growing pool of students who are passionate about the arts. Students were involved in a range of visual arts experiences and actively engaged in several performing arts events. The quality and breadth of both artmaking and performances has continued to grow. Our students contributed to the following activities:

- *Celebrating Culture – Art competition open to Aboriginal students.* Cheyenne Waters (Year 10) and Lisa Maloney (Year 7) entered artworks for this event. They created digital portraits that incorporated Aboriginal imagery and symbolism.
- *Fishers Ghost Exhibition at Campbelltown Arts Centre* – Artworks from the following students were selected for display: Rita Bilwaya (Year 7), Viana Djaya (Year 7), Duha Hawchar (Year 7), Rayann Jamaledine (Year 9), Ardwan Al-Jumali (Year 10), Kristen Doherty (Support), Tommy Payne (Support), Michael Su (Support) and Fernanda Virissimo (Support).
- *Collective Visions Art Exhibition* – part of the Ultimo Cross Network Creative Arts Committee project. The exhibition highlighted the artmaking talent of public schools across south-west Sydney. The following students works were selected for display: Princess Kraa (Year 7), Chloe Mellish (Year 7) – *Winner Community Participation Award Stage 4*, AJ Ta'Ala (Year 7), Danielle Prakash (Year 8), Maisa El-Chahal (Year 9) *Winner Second Prize – Straight From the Horse's Mouth theme category*, Marcus Mariner (Year 9), Rahma Al Wahab (Year 9), Batol Al Amiri (Year 9) *Winner Third Prize – Stage 5*

*Category*, Cheyenne Burgess (Year 10), Nor Al-Khafaji (Year 11), Junior Papalii (Year 11) *Winner Second Prize – Stage 6 Category*, Melarnie Salim (Year 11) and Ali Oz (Support) *Winner Second Prize – Special Education*

- *Battle of the Arts* – Four students were selected to represent Lurnea High School in this artmaking competition: Mavis Mensah (Year 8), Mayfair Mensah (Year 9), Suliana Otikalevuka (Year 8) and Kameron Serginson (Year 8). Students made artworks using the silk screen printing method, sculpture and photography. They proudly represented our school on this day and created several high quality artworks.
- *Calendar for Cultural Diversity* – Students submitted an artwork for the calendar, representing the Year of the Rooster. A collaborative work was produced by Lisa Formanek and Maddison Lowe in the Support unit.
- *Liverpool Art Society Exhibition at Casula Powerhouse.* The following student's works were selected for display: Maisa El-Chahal (Year 9), Stevie Reid (Year 10), Rahma Al Wahab (Year 9), Suliana Otikalevuka (Year 8), Anita Saufea (Year 8), Marco Meli (Year 7), Shaina Hussein (Year 8), Amara Kanoun (Year 11) and Adam Alkhueli (Year 10). The exhibition organisers spoke highly of our student entries and were thrilled with our school's participation.
- *Fairfax Media's Design an Ad Competition.* Students worked to a brief and created a hand drawn advertisement promoting a local business. Maisa El Chahal (Year 9) won the High School Category and received \$700, Rafal Abdullah (IEC) won second prize and received \$200. As students from the school won both first and second prize the Visual Arts Faculty received a \$1000 prize. Congratulations to both students for their creative and original entries, and for proudly representing the school.
- *NEXT– Year 12 Body of Work exhibition at Casula Powerhouse.* Congratulations to AliTaha as his work was selected to represent the expressive form of collection of works from the Liverpool district of schools. We are proud of his achievement, and look forward to seeing his work exhibited in 2017.
- In 2016 we continued to build our annual MADD (Music, Art, Dance and Drama) showcase. Over 80 students performed on the night. Acts included solo and ensemble musicians, senior and junior dance groups, slam poetry and drama performances. Over 250 people attended the show, and we are proud of the creativity and quality of our performances. In addition, our annual art exhibition was on display in the Library. Works from Years 7–12, the Support Unit and the IEC were on show, and reflected the mediums of painting, drawing, photography, ceramics, sculpture and installation art.
- *Blue Guitar* – Music students across Years 9 and 10 were selected to participate in a music and photography wellbeing project. Students worked with professional musicians and photographers to articulate their dreams through performance.

They worked collaboratively to compose their own song and video and were the models for their own photo shoot. They performed in front of Year 7 and the IEC along with the band Stellar Addiction and rap artist D Major, and their photographs were on display in the MPC. It was inspiring to see what students can achieve when they direct themselves and are engaged. The program organiser Roxy Lee has facilitated music lessons with AIM, drama lessons with NIDA and arranged for tickets to the football to help each student achieve their dream. Special thanks to Nicole Frank (Year 9), Skye Fransden (Year 9), David Tangi (Year 9) MayfairMensah (Year 9), Cheyenne Burgess (Year 10), Cheyenne Waters (Year 10), Khushi Janardin (Year 10) and Angel Watfa (Year 10) who were absolutely amazing in their participation and commitment to this project.

- **Musical for sport** – Nearly 30 students expressed their interest in participating in the 2017 musical **The Addams Family**. Students learnt drama techniques, studied the characters in the show as well as audition techniques. We were pleased with the enthusiasm students showed and their eagerness to get the next musical underway. Auditions took place in November, and the read-through and script edits started immediately after. We are thrilled with the positive and professional attitude of our students. It is going to be a great show in 2017.
- **Art for Sport** – Over 60 students engaged in Art as a recreation in Sport time on Wednesdays. Students used this time to create murals for the school and to make artworks for art prizes and competitions as well as to develop their own interests and skills. Both students and teachers enjoyed this time and were pleased with the artworks produced.
- **Excursions** – There were several excursions held across 2016 including the HSC Music study day, Artexpress and *When Silence Falls* at the AGNSW as well as Battle of the Arts held at Sarah Redfern High School.

### Wakakirri Dance competition

In 2016, over 40 students from Years 7 – 12 participated in our schools performance at the Wakakirri Secondary Challenge. Our story was titled '*A journey you've never taken...*' which highlighted the risk refugees and asylum seekers take to travel to safety and have a second chance at life far away from their troubled homeland. The students worked on creating the storyline, choreography, costumes and set design over 2 terms to make sure their message was conveyed to the audience in a powerful and inspiring way. The judges commented on the maturity of our students to tackle such a strong current issue and commended them for their ability to tell this story. The school's performance was awarded 'Best Amazing Moment', 'Best Combination of Dancing and Acting' and 'Best Social / Current Affairs Story' in the State awards. Performing in the final of the Wakakirri Challenge at NIDA against other NSW public schools has taught our students to be creative and confident performers both on and off stage.

## Achievements in sport

### Sport and Recreation

Sport & Recreation saw a change in focus for 2016, with the new motto of '*A Healthy Body, A Healthy Mind*' directing the choices for students in weekly Sport & Recreation sessions. Students were able to work on developing their skills in team sports, their individual physical fitness or work on challenging their mind in sessions around Robotics and IT Project design. Students and staff were able to select different activities each term that they were interested in, or they had particular skills in, which allowed them to work with students of different age/skill levels, and taught students to work cooperatively with others. The evaluation of the Sport & Recreation program at the end of 2016 identified some areas for improvement to make a better and more enjoyable experience for all involved in the future.

### Carnivals

Our Annual Swimming, Cross Country and Athletics Carnivals were each hugely successful in 2016, with our students getting into their house spirit and cheering on their team mates at the various events. The Age Champions for all carnivals follow:

**Swimming:** 12 years – Haydar Hassan and Sarah Townley. 13 years – Andrew Phillips and Hibba Alkhueli. 14 Years – Ghadeer Al Jumaili and Danielle Townley. 15 years – Dimitri Georgakopoulos and Nicole Frank. 16 years – Saman Al Zuhairi and Olivia Leighton. 17+ years – Youssif Hammoud and Dayna Wijohn

**Cross Country:** 12 years – Zac Ceissman and Sarah Townley. 13 years – Solomon Mensah and Finu Sua. 14 Years – Amir Farhan and Danielle Townley. 15 years – Samer Farhan and Mayfair Mensah. 16 years – Saman Albu Rebh and Olivia Leighton. 17+ years – Abdul Alurfi and Melarnie Salim

**Athletics:** 12 years – Zac Ceissman and Torius Faimanu. 13 years – Solomon Mensah and Joleah Taula. 14 Years – Nawras Sabri and Danielle Townley. 15 years – Ameer Al-Khamesi and Mayfair Mensah. 16 years – Mohamad Derbas and Olivia Leighton. 17+ years – Junior Papalii and Eteroma Hunt

The following students have made an outstanding contribution to Lurnea High School in the area of Sport:

- **Premiers Sporting Challenge Award**
- Mohammed Saleh Moussa
- **Sportsperson of the Year**
- Danielle Townley
- **Junior Dancer Award**
- Lauren Jennings
- **Senior Dancer Award**
- Alanna McKew