

Lurnea High School Annual Report



2017



8401

Introduction

The Annual Report for **2017** 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 2017. 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. As in the previous year, in 2017 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 and annual school self-evaluation processes and is a balanced and genuine account of the school's achievements and areas for our continuing development and growth.

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. 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.

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 being maintained at the **Sustaining and Growing** level. Student wellbeing is clear focus as evidenced in Strategic Direction 2 of the School Plan – *Relationships, Wellbeing and Resilience*. Staff understand the relationship between behaviours, attitudes and expectations and how these enhance and support student wellbeing which in turn leads to improved outcomes. The school implements a whole-school approach to wellbeing and has clearly defined expectations for behaviour as evidenced in the school's Code of Conduct. In addition, individualised learning is supported by the use of school, system and community expertise and resources. This is clearly evident in each of the three learning precincts: the mainstream high school, Support Unit and Intensive English Centre. Students are encouraged to recognise and respect cultural diversity through the values that underpin all school activities while focused provision is made to enable all students to connect, succeed and thrive in their learning. In the delivery of supportive teaching and learning, all staff maintain their knowledge about the Keeping Them Safe child protection requirements.

With regard to the element of Learning Culture, the team agreed that that school was continuing to operate at the **Delivering** level, while we again assessed our achievements for the element of Student Performance Measures at **Working Towards Delivering**. The Learning Culture of the school is continuing to develop. 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 Aboriginal support 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 through 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 in addressing behaviour issues with individual students is continuing to improve but more work needs to be done. 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 in literacy and numeracy or in 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 once again indicated in 2017 that 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 growth of the non ATAR English Studies and Maths courses by senior students and the growth of VET.

The results of the annual self-evaluation and self-assessment process indicated that in the domain of **Teaching**, the leadership team agreed that the elements of Data Skills and Use, Collaborative Practice, Learning and Development and Professional Standards were maintained at the **Sustaining and Growing** level. The school continues to use an extensive data analysis process to drive positive improvement and transformation across the school. Data such as positive and negative referrals on Sentral, playground incidents, suspensions, attendance, lateness and truancy information, EAL/D levels, students with identified low level disabilities, students from Aboriginal backgrounds as well as refugee trauma experiences enables the school to foster a strongly cohesive and inclusive environment for every student. This data supports the ways additional equity funding is allocated. 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 and evaluation to inform key decisions and strategic directions.

In relation to Collaborative Practice, the entire cycle of teacher development is continuously 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, the year 7 Transition Innovation and other cross-KLA activities, 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. All staff are committed to their ongoing professional development and growth, with several staff pursuing and/or gaining higher level accreditation.

With regard to the element of Effective Classroom Practice, the team self-assessed that the school was continuing to operate 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/or 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. This has been an ongoing area for improvement and will form part of a more targeted approach in the 2018 – 2020 School plan.

The results of the 2017 self-evaluation process indicated that in the domain of **Leading**, the leadership team once again 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 continues to underpin the school's vision. Processes and practices are embedded throughout the school year to include all stakeholders in the provision of 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 in the creation of flexible learning environments 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. There is continuing need for vigilance in our routines and practices to ensure that all student learning outcomes grow and improve.

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

For more information about the School Excellence Framework:

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

Strategic Direction 1

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

The school made continuing progress in this strategic direction in 2017. In our ongoing efforts to enhance student engagement in learning teachers collaborated in developing and applying project-based learning, problem solving activities and participated in collaborative learning structures. The year 7 Transition Innovation strategy continued with a driving question aligned to a real-life local problem of "What Connects People?" culminating in a collaborative project and showcase in mid term 1. As in 2016, 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 collaborated on cross-KLA project based learning activities. In addition, the Year 5 project-based "day workshop based on the Minions continued in November with over 150 year 5 students and primary colleagues learning about the school and completing a range of PBL activities led by students from the high school.

Through the Nationally Consistent Data Collection process and the work of the Speech Pathology team, the Learning and Support team identified a high number of students in the mainstream with low level disabilities requiring adjustments and accommodations in their learning. 65% of year 7 students were identified with having varying levels of oral language disorders, requiring ongoing support and attention. In addition, the EAL/D staff, under the guidance of the Refugee Support Leader, identified 78% of students with a language background other than English as requiring additional English language support.

Aboriginal students were supported in their literacy and numeracy skill development through the strategic allocation of funds to employ a part-time School Learning Support Officer.

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 2017, was the second iteration of the bi-annual school musical and the production of The Addams Family. The school continued its involvement in the Wakakirri dance competition. 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 proved to be outstanding highlights, once again 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)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none">47% of year 9 achieving greater than or equal to expected growth in Reading	<p>Fund after-school Homework Centre. Use proportion of SES background funds : \$50,000</p> <p>Deploy SLSOs to provide in-class support. Use Low Level Adjustment for Disability funds: \$112,796</p>	Not Achieved. 44.7% of year 9 achieved greater than or equal to expected growth in Reading

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
45% of year 9 achieving greater than or equal to expected growth in Writing	Fund after-school Homework Centre. Use proportion of SES background funds: \$50,000 Deploy SLSOs to provide in-class support. Use Low Level Adjustment for Disability funds: \$112,796	Achieved. 45.3% of year 9 achieved greater than or equal to expected growth in Writing
52% of year 9 achieving greater than or equal to expected growth in Numeracy	Fund after-school Homework Centre. Use proportion of SES background funds: \$50,000 Purchase <i>Mathletics</i> program. Use proportion of SES background funds: \$6,000 Deploy SLSOs to provide in-class support. Use Low Level Adjustment for Disability funds: \$112,796	Achieved. 68% of year 9 achieved greater than or equal to expected growth in Numeracy
Number of year 7 students identified with language disorders	Employ Speech Pathology service @ 5 days per week to support every year 7 class @ 5 periods per week. Use proportion of SES background funds: \$120,000	65% of year 7 identified in early term 1 with an expressive and/or receptive language disorder providing evidence and need for significant intervention through the provision of the timetabled <i>WordPlay</i> program

Next Steps

Continue to employ the service of the Speech Pathology program at 5 days per week and continue the highly successful *WordPlay* strategy for every year 7 student and continue the targeted professional learning program for every year 7 teacher. Redirect the use of the SLSOs to other classes across stages 4 and 5 and allocate Year 7 teachers timetabled periods in *WordPlay* in a team-teaching capacity with the *WordPlay* staff.

Continue the Year 7 Transition Program and maintain strategy to complete in 3 weeks in 2018. Maintain project focus question of "*What Connects People*" and maintain the inclusion of the real world problem of the 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 pathways, apprenticeships and traineeships

Expand the Learning and Support team by funding an executive level position and strategically allocating learning and support staff including EAL/D teachers and the additional funded SLSOs across stages 4 and 5 and into stage 6 to support ongoing improvement measures in literacy and numeracy. Extend professional learning for staff on functional grammar and extend staff professional learning around refugee education

Use data to unpack stage 5 and 6 assessment concerns and develop strategies aligned to NESA requirements for 2018/2019, including analysis of HSC student performance and strategies for improving outcomes

Continue the suite of extra-curricular activities and opportunities for students to explore their creative talents and employ additional music teacher to support the Vertical Elective strategy across years 8, 9 and 10.

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 2017, the Wellbeing Team at Lurnea High School continued to play a leading role in delivering on goals related to *“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 proactively addressing the cognitive, social, emotional, physical and spiritual needs of the students to ensure they *‘connect’, ‘succeed’* and *‘thrive’* (Wellbeing Framework for Schools) at school. . 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 aimed at building resilience, developing social cohesion and fostering self–agency and self–awareness.

Many projects have become staple offerings across the last three years based on student feedback. Programs included: the year 10 led Peer Support Program for every year 7 student, running throughout the year. Year 8 students again participated in an anti–bullying workshop called *‘The Hurting Game’*. The workshop focused on cyber–bullying and the impact this has on wellbeing. Year 9 students participated in a popular program called *‘Healthy Body, Healthy Mind’* which involved regular training sessions with a qualified personal trainer. ‘Rage’ workshops were also delivered to selected students to assist them in managing their anger and support their learning.

CLO mentors also provided support for selected groups of students to assist them in building positive peer relationships. Prior to subject selection for year 11, Year 10 students participated in the highly popular ‘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 HSC as well as provide useful study skills and stress management tips.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none"> Decrease in student lateness to school compared to 2016 baseline data 	Employ HT Administration from SES background funds: \$31,000	Not achieved. Overall student lateness increased on 2016 data by 2.8% with similar trends occurring in whole lesson trancies and partial lateness to class during the day
<ul style="list-style-type: none"> Decrease in negative referrals on Sentral compared to 2016 baseline data 	Employ CLOs to mentor identified students using Flexible Wellbeing funds: \$82,677	Not achieved. Overall negative entries on Sentral for combination behaviours (aggressive and disobedient) were higher on 2016 entries
<ul style="list-style-type: none"> Increase in positive referrals 	Employ CLOs to mentor identified students using	Achieved. Compared to 2016 baseline, there was a 3.6% increase in the number of positive entries

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
compared to 2016 baseline data.	Flexible Wellbeing funds: \$82,667	being made on Sentral
<ul style="list-style-type: none"> Increase in student attendance data compared to 2016 baseline 	Employ HT Administration from SES background funds: \$31,000	Not Achieved. Overall student attendance decreased by 1.1% on 2016 data and was 4.4% below state.

Next Steps

Maintain the position of a funded HT Administration to continue the ongoing focus on student attendance, lateness and participation in school

Review and redevelop the school's Attendance policy, Lateness and truancy strategies in 2018

Implement a targeted and tiered strategy for improving student behaviour at senior executive, executive and classroom teacher levels.

Develop a renewed expectations handbook for every teacher and every student

Develop and implement the *StartSmart* strategy for every school day

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 and implement a Multicultural Day in term 1, 2018

Maintain the provision of targeted mental health strategies for identified and volunteer students

Continue to support high needs students with the Links to Learning program but reallocate for identified students in years 8 and year 7

Maintain the additional Mentor for targeted mainstream and support students

Repurpose and expand the CLO program to foster strengthened community engagement through the establishment of a Community Engagement team and employ executive leadership to drive improved connections with the school for families and students

Maintain the Breakfast Club initiative

Maintain the renewed focus on student voice through the Student Leadership team



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 2017. Staff continued to develop their knowledge and understanding of innovative school structures and systems through our continuation of an annual joint professional learning initiative with a nearby high school. 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: Student Learning needs – our data, Functions of grammar, Understanding the future and the impact of technology on work and the significance of this for schools, Project based learning actions and 2018 Planning through sharing successful practice.

In 2017, the school continued to utilise the expertise of outstanding school counsellor Hendy Kurniawan 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 analysing student behaviour data including N warnings, negative reports as well as feedback from the Specialist Support Services team and their analysis of Sentral records and student focus group interviews, as well as analysing the 2015–2017 School plan cycle of achievements and areas for further improvement in developing the new Plan draft. The opportunity for the executive team to focus on these strategies remains strongly valued and endorsed.

A new group of temporary teachers at the school met the eligibility requirements of the **Great Teaching Inspired Learning** initiative and received funds as Beginning teachers. They were supported through a range of targeted individual and group collaborative learning session, especially aimed at supporting them to meet accreditation requirements. In addition all teachers, and the new mandated group of non teaching staff successfully developed and completed their negotiated Performance and Development Plans as a valued element of the ongoing professional learning and development of all teachers at the school.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
All staff with active, negotiated and meaningful Professional Development Plans that include strategies, actions and evidence of collegial practice.	Use allocated professional learning funds: \$75,342	100% of teaching staff, including long term temporary and casual teachers engaged positively with the Performance and Development process in 2017, including participation in mandated lesson observations with the provision of feedback. 4 teachers elevated to higher duties at executive level engaged in negotiated leadership observation for their professional development. 100% of all non teaching staff across the school formulated the first phase of their PDPs, supported by professional learning
• Number of staff participating in the suite of 2017 action learning strategies targeting speech pathology program, functional grammar, refugee education, the jigsaw classroom, effective	Use allocated professional learning funds: \$75,342	100% of teachers participated in all school development day professional learning workshops including the twilight variation sessions on topics including student behaviour management, functional grammar, making appropriate adjustments for students with disability and refugee

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
behaviour management and supporting students with disability		<p>education.</p> <p>All year 7 teachers (27), including all KLA Head teachers (7), attended information sessions and mini workshops by the speech pathology team</p>
Number of teachers supported by the Beginning Teachers process	Use of Beginning Teachers funds: \$47,075	<p>The number of teachers in their first year receiving Beginning Teachers funds in 2017 was nil.</p> <p>Two teachers moved into their second year and received the necessary reduction in hours for their second year and individualised support from their Head Teacher as well as strategic support with moving to "Proficient" accreditation.</p> <p>Seven temporary teachers were identified as eligible to receive support with teaching load and hours, provision of Head Teacher support and guidance to meet accreditation standards.</p>

Next Steps

Maintain the alignment between the School plan directions and the planned yearly suite of professional learning options for staff

Expand opportunities for staff to collaborate on their work as teachers and leaders of classrooms by implementing a team teaching strategy for year 7 teachers aligned to Learning and Support staff

Support collaborative lesson and leadership observations for ongoing performance and development and ensure the full implementation of the PDP process for all non-teaching staff in 2018

Continue the focus on learning innovations by supporting staff to explore STEM, robotics, project based learning actions

Use data to implement a school-wide approach to collaborative actions – between and among staff, students and the community

Provide release time for year 7 teachers to meet to share progress and evidence on the further implementation of the Transition Innovation strategy •

Maintain the provision of specific and focused professional learning for staff on language disorders, functional grammar, refugee education to enhance teacher knowledge, understanding and skills to meet the learning needs of students across the school



Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$20,034	Employed part–time SLSO to provide in–class literacy and numeracy support for Aboriginal students. Used additional SES background funds to enable SLSO to become <i>SistaSpeak</i> trained. Conducted Aboriginal 8 Ways of Learning workshops and supported several KLAs (Maths, Social Science and Support Unit) in 8 Ways pedagogy for curriculum planning.
English language proficiency	\$27,204	Used funds to employed a FTE temporary teacher supplemented by Targeted student support for Refugee and New arrivals funds. This additional teacher was deployed to teach an EAL/D parallel English class in year 8 as well as other small group refugee background and exiting IEC students to enhance English language proficiency.
Low level adjustment for disability	\$112,796	Funds were used to continue the employment of 5 SLSOs (ranging in part–time and full–time capacities) for the mainstream high school setting to provide in–class support for the 19% of mainstream students identified as requiring learning adjustments and accommodations. These SLSOs were deployed across stages 4 and 5 supporting literacy and numeracy learning needs.
Socio–economic background	\$819,414	<p>The significant resources provided through SES background supported a range of targeted, data–based initiatives and programs including the provision of additional executive, teaching and non–teaching positions: 3rd DP, 3x HTs, 2 x CRTs, SASS Admin staff (1.4), supplementing other temporary positions.</p> <p>Programs and initiatives include: After–school Homework Centre, HSC Learning Centre, VET Shop, Speech Pathology program, part–time IT Support services, Year 7 Transition and Year 5 PBL strategies, Student Wellbeing strategies, Stage 5 RoSA and Transition strategy, Student Assistance, Technology hardware and library resources, and a range of extra–curricular strategies and resources to support creativity , engagement and supported learning activities.</p>
Support for beginning teachers	\$47,075	Funds enabled the timetabled release time for both beginning teachers and their respective HTs to support weekly mentoring as well as opportunities for collaboration on the various standards including time for program development and assessment planning. The Head Teacher Teaching and Learning provided regular meetings and workshops for these teachers to reflect on their practice and share evidence including lesson plans, student work samples and other items gathered for accreditation purposes. These sessions and the feedback provided strong evidence of the level of participation and support in the context of individual teacher's

Support for beginning teachers	\$47,075	performance and development across the year.
Targeted student support for refugees and new arrivals	\$23,114	Targeted students who exited the Intensive English Centre throughout the year as well as newly arrived, refugee background students enrolling in the mainstream were supported by the addition of a funded temporary EAL/D teacher in a timetabled year 8 parallel English class and other small group withdrawal tutorial sessions throughout the year.



Student information

Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	423	407	402	408
Girls	308	270	282	300

As has been reported in previous years, the 2017 enrolment pattern as identified in the table shows a reasonably steady trend in the number of boys enrolled in the school, while there has been an upward trend in the enrolment of girls since 2015. The total enrolments in 2017 remain relatively consistent overall.

Student attendance profile

School				
Year	2014	2015	2016	2017
7	93.6	91.2	92.3	91.9
8	88.6	90.9	87.2	87.2
9	90.6	89.5	86.2	85.1
10	85.6	90.3	82.2	84.7
11	90.1	88.2	85.1	77.5
12	90.8	86.9	85.3	85.7
All Years	89.7	89.4	86.3	85.2
State DoE				
Year	2014	2015	2016	2017
7	93.3	92.7	92.8	92.7
8	91.1	90.6	90.5	90.5
9	89.7	89.3	89.1	89.1
10	88.1	87.7	87.6	87.3
11	88.8	88.2	88.2	88.2
12	90.3	89.9	90.1	90.1
All Years	90.2	89.7	89.7	89.6

Management of non-attendance

In 2017, student attendance showed a decline compared to state trends where overall student attendance was 4.4% behind state figures. In addition, the 2017 data shows that student attendance was 1.1% below our 2016 school data. Despite continuing and sustained interventions by the Deputy Principals, Head Teacher Administration and HSLO, student attendance is identified as an area for improvement. Our aim in 2018 is to work harder with our community to ensure there is a commitment to the shared partnership and

responsibility between home and school in getting our young people to school regularly. Lateness and whole lesson trancies are also on the increase and the data has enabled the staff to review expectations and to develop and enhance our routines and systems in a whole of school approach to improve student attendance and participation in learning every school day.

The school's behaviour Code of Conduct will be reviewed and renewed in 2018 and the ongoing emphasis on positive referrals and rewards will continue to form part of the range of activities that designed to improve student attendance and participation. Our plans for 2018 is to include a stronger focus on lateness and trancies in our ongoing 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	1	6	2
Employment	0	11	2
TAFE entry	0	4	32
University Entry	0	0	51
Other	1	5	0
Unknown	6	10	0

74 students completed their Higher School Certificate (HSC) in 2017, a considerably smaller cohort than the 97 who completed the HSC in 2016.

University and TAFE remain the most important training options for our students. The University Admissions Centre (UAC) made 34 offers to 24 Lurnea High School students for the 2018 Semester One University admissions period. For the first-time students were also made offers directly from Western Sydney University through the HSC True Reward Program for study in 2018. The number of students who have been offered Diploma courses at the Western Sydney University College has continued to rise and now represents 40% of Lurnea High School students undertaking university study. The prospect of attending the Western Sydney University College and then matriculating directly into the second year of a degree in 2019 remains a very popular option.

As has been reported since 2015, several students were again 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 the other chose not to apply for University.

Apprenticeships accounted for just 8% 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. The number of Lurnea High School students enrolling into TAFE courses for 2018 has more than doubled when compared to 2016. The 32% reported for 2017 is a return to patterns last reported in the period 2007 to 2010.

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

Vocational Education and Training (VET) continued to be a major feature in student subject selections at Lurnea High School in 2017 which supports the key priority of the NSW Government's Plan to have 90% of 20 – 24 year olds attaining a Year 12 or AQF qualification at Certificate III or above.

In 2017, 82% of year 11 and 65% of year 12 elected to study a VET course. In 2017, four VET frameworks were offered: Retail Operations, Business Services, Sports Coaching and Information Technology.

In 2017, 100% of year 12 students completing a VET subject(s) for the HSC satisfactorily completed the mandatory 70 work placement hours.

At the SWS regional Annual VET Awards, year 12 students received awards for excellence in secondary schools – Tegan Perry for Retail, Isaac Noun for Business Services and Ruwaid Shihab for Information Digital Technology.

In addition, there are 9 staff currently trained to teach a variety of VET Frameworks. Such is the growing interest in VET that in 2018 the school anticipates training an additional two staff. To better support some of our stage 5 students in preparation for potential pathways in stage 6, the school began the process of offering some VET courses in stage 5 and with regional support and approval, two classes – a Commerce/Business Services and a Computing/Information Software Technology – were implemented in Year 9 for completion of the VET component in Year 10 2018.

Year 12 students attaining HSC or equivalent vocational education qualification

In 2017, 100% of year 12 students attained their Higher School Certificate qualification, having satisfied the New South Wales Educational Standards Authority (NESA) requirements for the HSC credential.

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

In 2017, a range of 22 subjects were selected amongst year 12 students with 100% of Year 12 students attaining their Higher School Certificate or equivalent vocational educational qualification, having satisfied NESA requirements for the HSC credential. In addition, 100% of all Year 12 support students (17) who were enrolled Life Skills program also attained their Higher School Certificate having satisfied all NESA requirements in all Life Skill courses. Student performance in the 2017 HSC demonstrated a continuing upward trend on state performance data over the last four years in some HSC courses. Students studying Mathematics 2 unit, Information Digital Technology and Retail Services scored above the state average while students undertaking studies in English Advanced, English Standard, Society and Culture, Modern History, English Extension 1, Industrial Technology, Design and Technology, Chemistry, Visual Arts and Retail Services scored just below state average.

Top performing students were Alanna McKew, Sean Dugdale, Sam Norman, Tommy Dang and Liam Goodall who each scored several Band 4s and Band 5 results.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	2
Assistant Principal(s)	0
Head Teacher(s)	10
Classroom Teacher(s)	38.9
Teacher of Reading Recovery	0
Learning & Support Teacher(s)	3.4
Teacher Librarian	1
Teacher of ESL	1.8
School Counsellor	2
School Administration & Support Staff	23.48
Other Positions	16.4

*Full Time Equivalent

The Australian Education Regulation 2013 requires schools to report on the Aboriginal composition as a proportion of their school's workforce. In 2017 there was one indigenous person who is a permanent

member of staff. Mrs Doris Browne, a proud Cook Islander, is a highly experienced and much valued EAL/D 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	42

Professional learning and teacher accreditation

Professional learning is highly valued by all staff at Lurnea high School. The Teaching and Learning Team led by deputy principal Rene Cahill, and in consultation with principal Jenny Holland, coordinates whole school professional learning activities throughout the year, aligned to the Strategic Directions of the School plan. In 2017 the school used a variety of gazetted and additional meeting sessions to support all staff in a whole-school approach to professional learning and development including School Development Days, 3 hour Twilight variation sessions for teaching and non-teaching staff, staff meetings and Executive Mini Conferences for the executive leadership team.

Professional learning included:

- Psychology in the Classroom sessions presented by Clinical Psychologist and school counsellor Hedy Kurniawan
- The sharing of data on the year 7 *WordPlay* program by Speech Pathologist, Rebecca Price
- Refugee Education program sessions presented by Andrea Soto (Refugee Support Leader)
- Strengths Finder workshop for staff
- Combined school development day with colleagues from nearby Miller Technology High – focussing on 21st century learning, creativity and innovation

100% of teaching negotiated and implemented their individual Professional Development Plans, with individual goals linked to the school's strategic directions and the Australian Professional Standards for Teachers. These plans demonstrated staff commitment to their own professional growth and development as well as that of colleagues, as many collaborated throughout the year supporting each other with lesson observations and the provision of feedback as well as on cross-KLA teaching and learning activities. In addition all non-teaching staff completed the first phase of implementation of their PDPs in line with Departmental requirements in readiness for full implementation in 2018.

Professional learning achievements:

- 100% of all staff completed CPR and first aid

training

- 91% of staff found the Strength Finder workshop to be of high quality and an excellent professional development activity
- 93% of staff found that the allocation of faculty planning time was spent on productive and relevant KLA activities.
- 95% of staff agreed that the combined staff development day with Miller Technology High was appropriate to their professional learning needs and a fantastic way to support and engage with colleagues within and across the system.

Teacher accreditation:

In 2017, 54% of teachers were New Scheme Teachers. Of this number, 13 staff were seeking accreditation (19%) with a further 24 staff maintaining accreditation (35%). Of the New Scheme Teachers, 1 staff member is working towards accreditation at Highly Accomplished. This data includes permanent, part-time and temporary staff.

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

Financial information

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

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

In 2017, the school began the significant transition process to the LMBR SAP/SALM financial operating system. This was a huge process that involved multiple days of training for our Front Office administrative staff as the old OASIS system (which began operation in the early 1980s) was gradually phased out. Due to the school operating for part of the year in OASIS and for part of the year in the new SAP/SALM environment, this report will publish details for both summaries as well as the Equity funding table.

Receipts	\$
Balance brought forward	1,180,491
Global funds	399,582
Tied funds	828,428
School & community sources	131,351
Interest	13,075
Trust receipts	11,042
Canteen	0
Total Receipts	1,383,479
Payments	
Teaching & learning	
Key Learning Areas	20,569
Excursions	2,818
Extracurricular dissections	57,004
Library	843
Training & Development	28,812
Tied Funds Payments	1,028,063
Short Term Relief	27,977
Administration & Office	130,423
Canteen Payments	0
Utilities	52,433
Maintenance	60,537
Trust Payments	8,080
Capital Programs	0
Total Payments	1,417,558
Balance carried forward	1,146,411

	2017 Actual (\$)
Opening Balance	0
Revenue	2,204,358
Appropriation	2,054,985
Sale of Goods and Services	54,602
Grants and Contributions	93,373
Gain and Loss	0
Other Revenue	0
Investment Income	1,397
Expenses	-1,031,908
Recurrent Expenses	-1,031,908
Employee Related	-544,785
Operating Expenses	-487,123
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	1,172,450
Balance Carried Forward	1,172,450

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

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

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

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

The intended use of funds rolling over from 2017 into 2018 are planned to support the learning needs of 195 identified students requiring low level adjustments and accommodations in their learning. This will include the continuation of the speech pathology service, the funding of an executive level position to lead and manage the Learning and Support team, and the additional funding of an extra EAL/D temporary teacher. In addition, funds will go towards the development of a new Community Engagement strategy to enhance partnerships with families as well as to support collaborative learning for teachers.

Financial summary equity funding

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

	2017 Actual (\$)
Base Total	5,604,114
Base Per Capita	128,753
Base Location	0
Other Base	5,475,361
Equity Total	1,773,334
Equity Aboriginal	21,035
Equity Socio economic	1,084,113
Equity Language	210,038
Equity Disability	458,148
Targeted Total	1,698,211
Other Total	2,474,629
Grand Total	11,550,289

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

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

School performance

NAPLAN

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

NAPLAN Year 7 Literacy

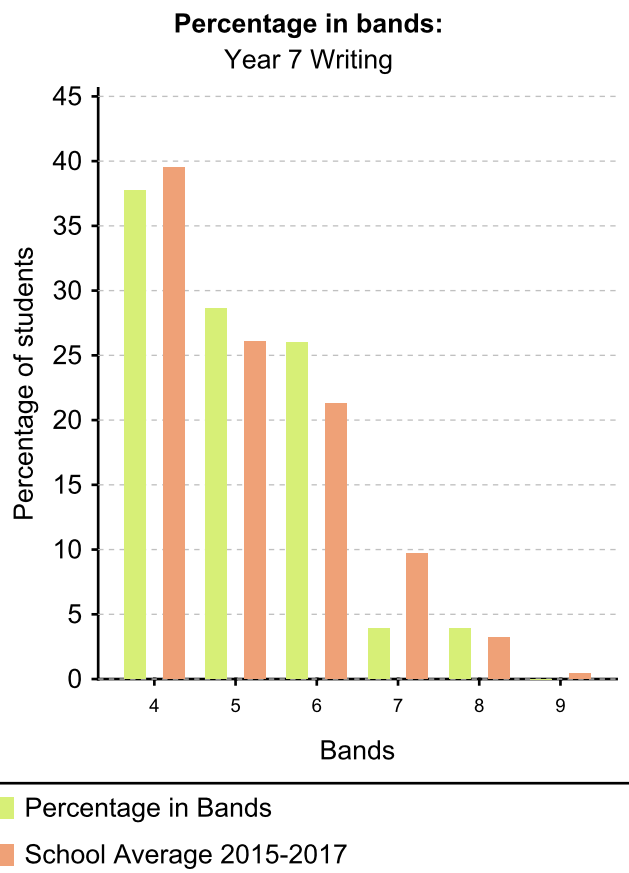
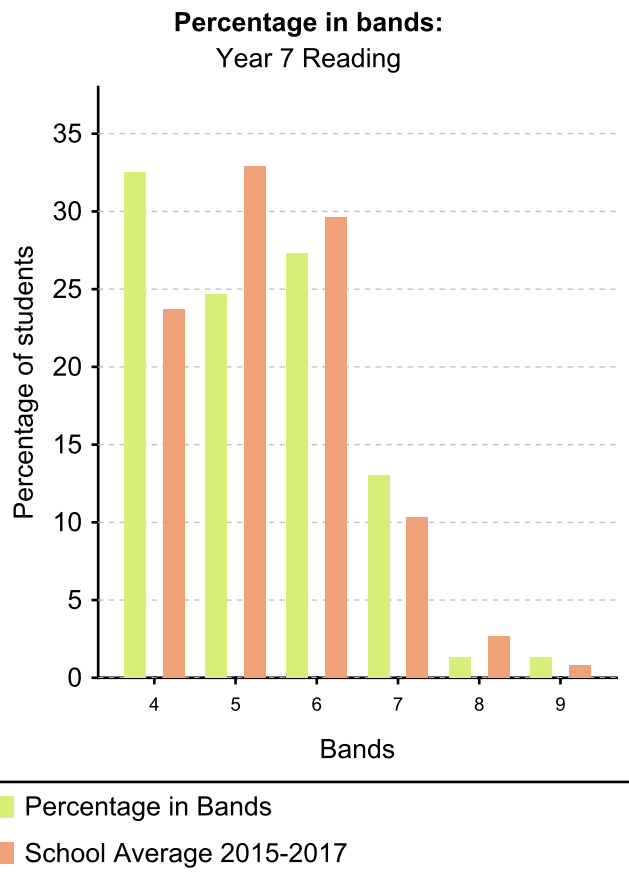
In 2017, 2.6% of students in Year 7 achieved the top two bands in reading, 3.9% in writing, 9.1% in spelling and 1.3% in punctuation and grammar. There is a notable increase in writing compared to 2016 results.

In addition, 42.9% of Year 7 students achieved a Band 6 or better in reading. In addition, Year 7 students achieved at or above the minimum standard for reading, writing, spelling, grammar and punctuation. The percentages were 58%, 54%, 63% and 54% respectively.

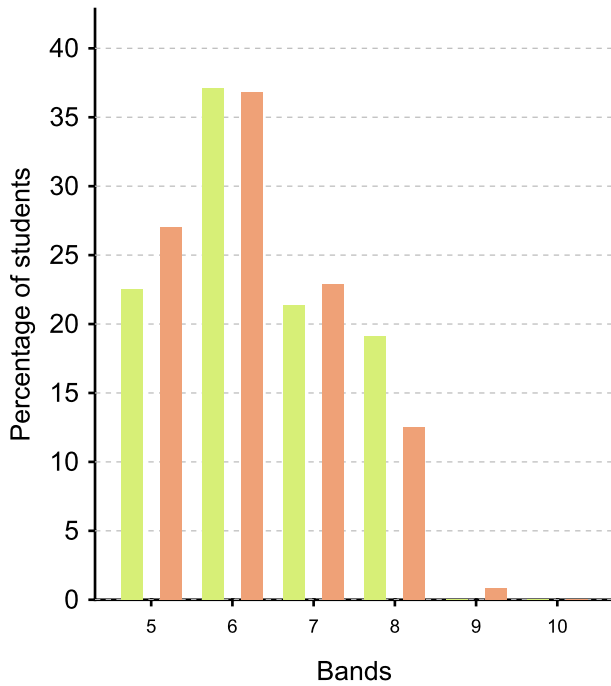
NAPLAN Year 9 Literacy

In 2017, 7.8% of students achieved the top two bands in spelling, 3.3% of students in writing and 4.4% of students in grammar and punctuation. In addition, 60% of Year 9 students achieved at or above the minimum standard for reading, 47% in writing, 60% in spelling

and 57% in grammar and punctuation.



**Percentage in bands:
Year 9 Reading**

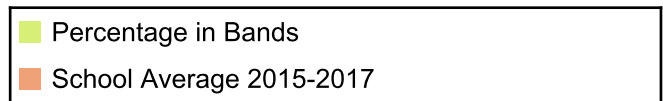
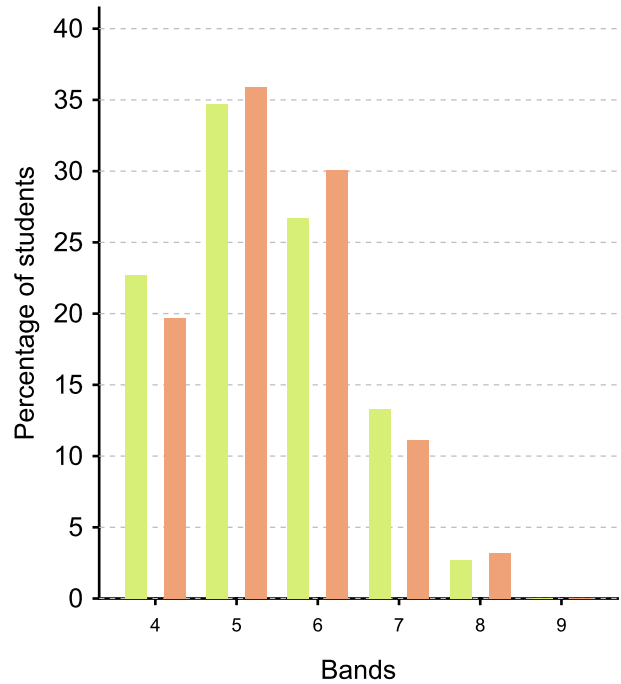


sustained pattern of improvement for year 7 numeracy achievement in recent years.

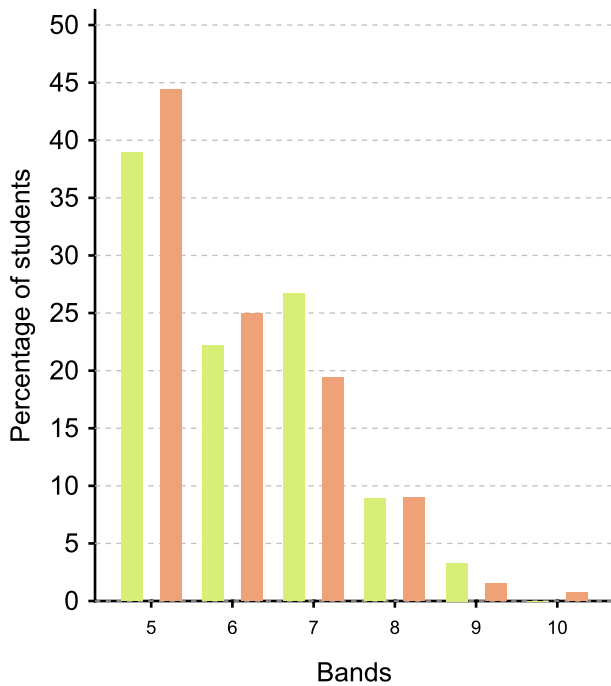
NAPLAN–Year 9 Numeracy

In 2017, 1.1% of Year 9 students achieved the top two bands in numeracy. Additionally, 73% of Year 9 students achieved at or above the minimum standard for numeracy. This is a consistent performance to that of 2016. In addition, 46.7% of students achieved in the top four bands in Numeracy.

**Percentage in bands:
Year 7 Numeracy**



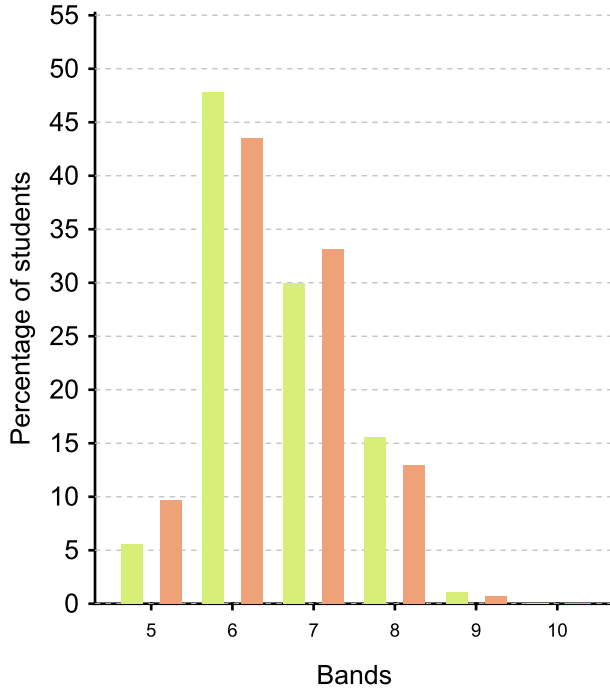
**Percentage in bands:
Year 9 Writing**



NAPLAN Year 7 Numeracy

In 2017, 2.7% of Year 7 students achieved the top two bands which was a decrease of 3.1% compared to 2016 results. The number of students obtaining a Band 6 or above was 42.7%. Overall, 67% 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**



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

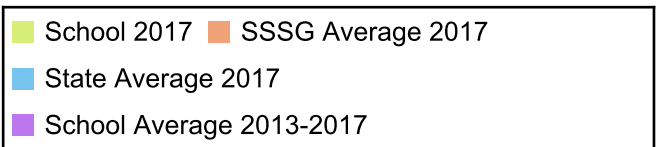
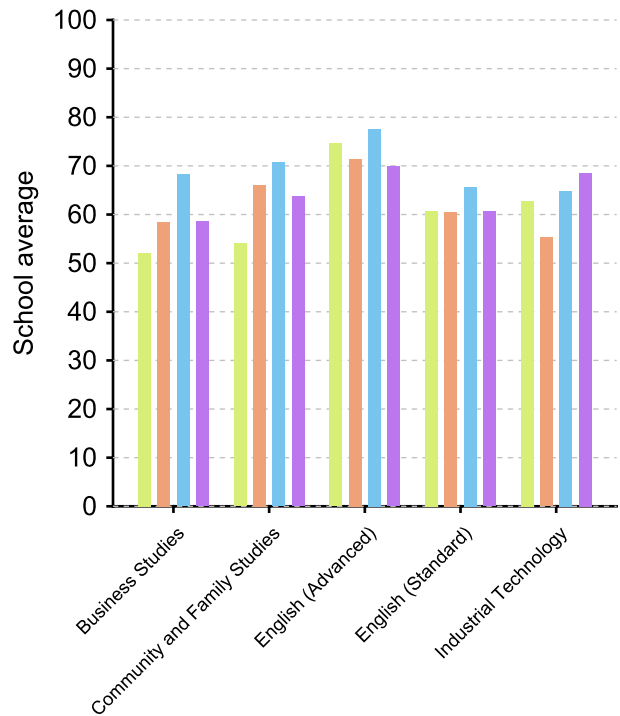
Higher School Certificate (HSC)

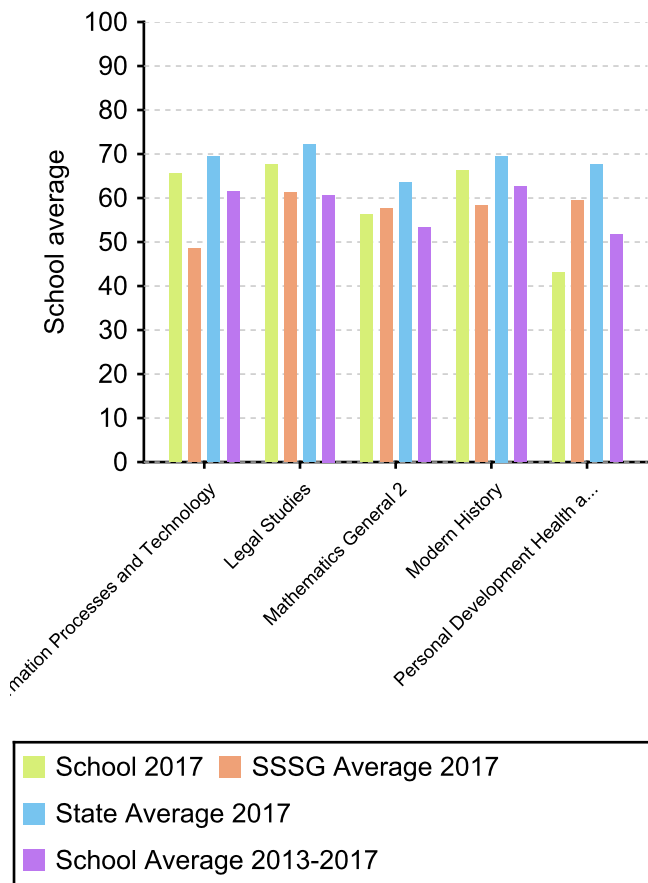
The performance of students in the HSC is reported in bands ranging from Band 1 (lowest) to Band 6 (highest).

In 2017, 100% of Year 12 students attained their Higher School Certificate or equivalent vocational educational qualification, having satisfied NESA requirements for the HSC credential. In addition, 100% of all Year 12 Support students (17) who were enrolled in the Life Skills program also attained their Higher School Certificate having satisfied all NESA requirements in all Life Skill courses.

Student performance in the 2017 HSC demonstrated a continuing upward trend on state performance data over the last four years in some HSC courses. Students studying Mathematics 2 unit, Information Digital Technology and Retail Services scored above the state average while students undertaking studies in English Advanced, English Standard, English ESL, Modern History, Industrial Technology, Design and Technology, Society and Culture, English Extension 1, Chemistry and Retail Services scored just below state average.

Top performing students were Alanna McKew, Sean Dugdale, Sam Norman, Tommy Dang and Liam Goodall who each scored several Band 4s and Band 5 results.





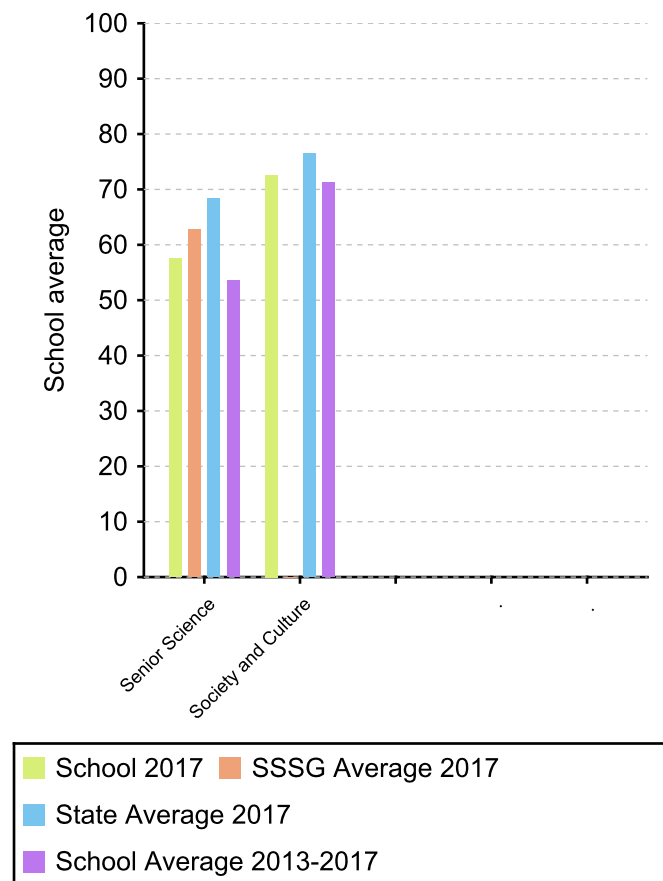
satisfaction with the direction of the school in terms of the priority areas in the School plan and the progress and achievements being made. Despite this continuing positive endorsement, staff also highlighted areas for further improvement and its these ideas that have helped form the new Strategic Directions for the 2018 – 2020 School plan. Throughout 2017, staff consistently rated professional development strategies and activities 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 teachers to be included in planning and vision setting as well as leading and managing new projects and actions. Special mention was made again of the innovative and collaborative school development day session held off site at Macquarie Links 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 and other innovative ways for our students to learn. Staff also gave strong endorsement to the continuing moves to transform 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. More work needs to be done, however, to build stronger partnerships with our families to ensure students attend school more regularly. The school understands that parents are the first educators of their children and that more needs to be done to welcome parents into the school on a more regular basis. 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.

Student satisfaction was also another highlight in 2017 in relation to our ongoing school-wide evaluation practices. The new Student Leadership Team began the year with 51 students going through a nomination and speech process. Students began to play a stronger role in leading and managing school assemblies as well as planning for team-led fund raisers and community projects. Many students (198 from all sectors of the school) gave their voice to an evaluation process late in the year about the culture of the school. Feedback has helped drive some new emphasis in the new School plan and will lead to greater cultural awareness and inclusion activities as well as a new Community Engagement team.

Family and Community Programs

During 2017 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



Parent/caregiver, student, teacher satisfaction

In 2017, 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, feedback from staff indicated 100%

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 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 and 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. The Australian Red Cross ran a six week workshop "The FoodREDi Program" to 15 parents in June/July each Wednesday morning. FoodREDi is a fun, interactive, hands-on cooking and healthy lifestyle program aimed at improving health and wellbeing and reducing food costs. FoodREDi facilitator Kellie Murray delivered the program to our parents in the high school kitchens. Parents stated they increased their skills, knowledge and confidence to select, cook and budget for healthy affordable meals for themselves and their families. Our parent loved the program and would like to see it run in 2018. Jamily Fares (CLO at Lurnea PS) and high school CLO, Annette Ollerton were able to participate in the workshops with parents. Some of the school's community arrive in Australia with no family or friends. The adult students who attend the Adult English classes and other programs say they have formed strong friendships. These activities have been the catalyst for developing a strong rapport with families which is strengthening the partnership between the school, home and the local community.

By the end of the year, a new Community Engagement Team was formed including staff from across the school. The team will work together with the school and local community in order to re-engage families and rebuild effective partnership between the school and home.

Policy requirements

Aboriginal education

2017 was a very busy yet productive year for Aboriginal education at LHS. We implemented the *Aboriginal 8 ways of Learning* pedagogy linked to the scope and sequence programs of individual faculties including Social Science, Maths and the Support Unit. Head teachers met regularly with funded SLSO and tutor, Lisa Smith, who is now *SistaSpeak* trained so that they could plan and implement effective teaching and learning strategies that would not only be engaging for all students but would also be responsive to the local Aboriginal community and take into account the cultural setting, linguistic background and histories of Aboriginal and Torres Strait Islander students.

Lisa also facilitated an 8 Ways training afternoon along with Vickie Bowen, Regional Aboriginal Education and Wellbeing Officer. This training, which provided hands-on activities on how the 8 Ways can be utilized in the class room, was recognised as helpful and informative to both the teaching and non-teaching staff

attended.

Senior Aboriginal students took part in the School to Work program with Ainsley Reagan, School to Work Project Officer gaining important information and practical experience regarding future employment as they moved toward the next stage of their lives. One year 11 student gained a scholarship at the Australian Business Corporation Network as a result of this program.

Junior Aboriginal students engaged in career opportunity hubs at Western Sydney University and started to organise their Tax file numbers, WHS white card certificates and resumes with Careers Adviser, Mr Jacobs. These activities really supported students to think about their work future and also boosted morale. Other highlights of the year include: Year 9 Student Nikita Leroy auditioning to sing for **VIP** at Casula Powerhouse, Year 10 student Tianah Powell applying for a course at Sydney South West in Assistant Nursing and, whilst she was not successful found the feedback and experience fantastic as she made it through three rounds of the interview/exam process. Several students Michael Watfa, Lisa Moloney, Brianna Cameron and Rhett Endicott also participated in an Art completion project.

Lurnea High School ATSI Students came together with recognition for Sorry Day when they all attended the Guringai National Park accompanied with a tour guide sharing the significance of National Sorry Day.

All Lurnea High School students were invited to celebrate NAIDOC Week with well-known footballer Jamal Idris. Activities included a football throwing competition and a sewing work shop that allowed students to make a fabric pencil case made from Indigenous fabric. The day was thoroughly enjoyed and prompted in depth reflection about Aboriginal Culture within the general school community.

Over all the enthusiastic participation of Aboriginal students attending career activities and excursions has doubled, leading to a number of students being nominated and recognized for their enormous achievements at the end of year celebration and recognition assembly.

Multicultural and anti-racism education

Background Information

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 possible implementation of Anti-Racism based programs and events within the school calendar. The two main calendar events in 2017 have been the organisation and implementation of Harmony Day and Refugee Week. This included the organisation of diverse cultural based workshops, guest speakers, cultural performances, and students sharing their experiences during an assembly and a cultural day.

Findings and Conclusions

Staff and students have continued their participation in culturally diverse activities including workshops and an assembly.

Information on accessing resources to celebrate and discuss cultural diversity was distributed to executive staff, this was to incorporate lessons within teaching programs.

The "racism" category was established as a wellbeing category for the purposes of having an ongoing record of the incidents of racism in the school. This has not been used often as incidents are labeled under the "behaviour" category although they may be racially fuelled.

Harmony Day celebrations were incorporated over the course of one week, culminating in a whole school assembly. This involved students from IEC, Support and Mainstream.

Opportunities for students to participate in workshops and activities including:

African drumming workshop, kitemaking, Arabic calligraphy, the Chopstick Challenge, Samoan elders – sharing circle and Henna hand painting.

2017 saw the further development and implementation of a sound Refugee Week program, separate to Harmony Week. This included the creation and implementation of a Project Based Learning program in the Year 8 Science program. Students researched and explored a variety of different scientists who identified as refugees and learnt that refugees can make meaningful contributions to society. As a result of this program students created Scientist Collectable cards.

The Amnesty International Schools Outreach program was implemented by Amnesty volunteers. All year 7 classes participated in this workshop.

All students in Year 8 experienced the forum theatre *Cooling Conflicts* program. This was led and performed by Year 9 students from the school. The focus was around conflict, understanding it and being more aware of how students can stop conflict. As a result of the

success of the program, staff and students were involved in filming for the **Multicultural Education Unit**. This video will be used as a resource for other schools in the Department of Education interested in learning more about the *Cooling Conflicts* programs. All students involved felt they had benefited from these experiences.

Future Directions

In 2018, the ARCO team will continue the cultural diversity programs for Harmony Week and Refugee Week, including the extension of the *Cooling Conflicts* program as an ongoing program leading up to and during the Harmony Week activities.

The data gathered from the students during the Specialist Support Services team evaluation process in term 4 will be utilised to develop more events that promote cultural understanding and social cohesion, such as a Multicultural Day.

The ARCO team will research ideas for developing and implementing a professional development plan involving other key members of the teaching and executive staff. Throughout the year staff and students will be encouraged to take part in various campaigns and opportunities which promote intercultural understanding. Staff will be reminded and encouraged to record any incidents of racism through Sentral to help gather data for school evaluation purposes.

Other school programs

Low level disability funding and personalised learning for students needing adjustments

Background Information

In 2017 the Learning and Support team completed the Nationally Consistent Collection of Data for students with disability. 195 students were identified across the mainstream 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 2017 to discuss their child's PLSP and had 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.

2017 Achievements

The team successfully participated in the annual Cyclic Evaluation process. The team shared through

documentation, interviews and lesson observations the variety of ways that the team works across the school to provide support to students with low level disabilities. The team celebrated key areas of their work including; provision of outstanding support for student learning, outstanding dedication and professionalism and outstanding learning and support team leadership.

The need to focus the support for students has become more evident. As a result, during term 4 the school funded an executive level Head Teacher of Learning and Support to provide a new approach to supporting students across the school. The idea of Supported Learning classes in Stage 4 was discussed and planning for this started for implementation in 2018. This focus will see more of the concentrated support on those students who need it most.

The team focussed on Year 10 and the number of students not successfully meeting course requirements. Of these students discussed, 5 students were placed on Life Skills after consultation with teachers and their parents and were reported 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, 21 students in Year 7 were identified as requiring additional learning adjustments.

The Learning and Support team participated in the Nationally Consistent Collection of Data on School Students with Disability 2017 for the fifth year. The team, through more refined processes, identified 112 mainstream students and 83 support unit students.

Of the 112 students identified in the mainstream with a disability, the team reflected that 8 required substantial adjustments, 88 required supplementary adjustments and 16 were supported by staff within the quality differentiated teaching practice definition. Of the 83 students identified in the Support unit, all students have extensive adjustments made to support their learning.

2017 saw the successful implementation of "WordPlay", a school funded initiative, employing the services of one full time speech pathologist to work 5 lessons a fortnight with each year 7 class. The program's key focus includes developing our students vocabulary, following instructions, spelling and phonological awareness. The Speech Pathologist also worked with three small Year 7 focus groups to target specific language needs that were identified through individual assessments.

Future Directions

Continue the employment of a full time Speech Pathology program to support the growing language needs of the students with a clear focus on Year 7 and the Support Unit.

Continue the employment of a funded full time Head Teacher Learning and Support to lead the vision and the staff of EAL/D, and learning and support teachers and SLSOs, in the provision of explicit and structured

support for students across the school with a major focus on Stage 4.

The Learning and Support team to share through modelling "best practice" when designing appropriate teaching and learning for students who are identified as having a learning difficulty.

The Learning and Support team to work in a targeted team teaching capacity to support the 4 supported learning classes in Stage 4. The team will model through team teaching ways to better support our students who are identified as having a learning difficulty.

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 2018.

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.

The ARTS

Our students again excelled in a range of creative and performing arts events and programs throughout 2017. Our musical *The Addams Family* was a highlight in the school calendar. Students put in an amazing effort to act, sing and dance in this classic comedy, and they looked fantastic in their costumes. They also assisted with set production, costumes, props, lighting and sound. The performers reflected our diverse school community with students from our mainstream, Support Unit and recent exiters from our IEC. Over 600 people viewed this exciting show, and we look forward to the next one in 2019!

Other successes included our annual MADD Night, where over 300 parents and members of our community came to see our Visual Arts exhibition and enjoyed a range of musical, dance and drama performances.

In Visual Arts we celebrated several exceptional achievements. Congratulations to Ardoian Abdul Gabbar of Year 12 whose work was selected for *Art Express* and will be exhibited at the Art Gallery of NSW in 2018, then will tour to several regional galleries. Congratulations also to Melarnie Salim and Lina Rahma of Year 12 who had their HSC work selected for the *Next* exhibition at Casula Powerhouse, showcasing HSC work from schools in the Liverpool area.

Our Visual Arts students also entered a range of art prizes and competitions. Lurnea High School received 2nd prize in the *World Polo Championship*. The artwork is scheduled to travel to the Gold Coast in 2018 to be exhibited in the athlete's village at the Commonwealth Games.

Operation Art was also another exciting event. Rafal Al Abdullah, Shahad Al Abdullah, Duha Hawcher and Christian Mastronardo had their artworks exhibited at *The Armoury* in Olympic Park. Special mention to

Christian Mastronardo whose artwork was chosen for the *Paw Pick* category, as it demonstrated a number of art techniques.

Students participated in the Ngoya Sister Art Exchange, where artworks by Rahma Al-Wahab, Libni Campos and Maisa El-Chahal in Year 10 were exhibited at Shimpo Junior High School in Japan. In return student works from the Japanese school were displayed in A Block.

Our students also won several categories in the annual Liverpool Art Society exhibition at Casula Powerhouse. Twenty artworks were entered and Rahma Al-Wahab (Year 10) won 1st prize in the Youth Category, Marwa Jabakanji (Year 10) won 2nd prize and Amira Hannouf (Year 10) won the John Tooma Memorial Award. Several other students sold their artworks, which is a great achievement.

Our students also participated in a range of learning experiences including an African Drumming incursion, excursions to *Art Express*, and practical excursions to sketch and photograph sites for artmaking activities. Year 7 engaged in *Art Pathways Plus*, a collaborative learning program with the Art Gallery of NSW and Casula Powerhouse. Students also entered works into the *ATSI Art Competition*, *Screenshot Photography Competition* as well as the *Design Competition* for NSW Children's Week.

WAKAKIRRI:

In 2017, our Wakakirri story was titled '*Me, Myself and I*' and focused on the theme of INDIVIDUALITY. Students explored the idea of how following the latest trends was turning people into clones of each other and that we were losing our individuality. The students enjoyed creating a piece where they could display their creativity and uniqueness, whilst working together to perform an overall cohesive dance. Over 40 students from Years 7 – 12 worked together for 3 terms to choreograph dance sequences, create costumes, sets and props and prepare for the performance. The judge's comment of "*A sincere story about resisting conformity and following trends to finding strength in just being YOU*" highlighted the importance of the story, and students were awarded with two State Awards – '**Best Supporting Cast**' and '**Best Group Acting**'. The cast were awarded with '**Best Backstage Crew**' and our students were awarded with '**Best Public Speaking**' for their description of our performance and why it was meaningful to them. Lurnea High School students demonstrated maturity and respect throughout the Wakakirri competition and developed their performance skills, teamwork and self-confidence as a result.

CARNIVALS:

Our Annual Swimming, Cross Country and Athletics Carnivals were a huge success in 2017, with student numbers increasing at every carnival throughout the year. Along with that, house and school spirit has increased which has made our carnivals an enjoyable experience. The age champions (both boys and girls where contested) follow:

Swimming:

12 Years: Imran Sakr, **13 Years:** Sarah Townley, **14 Years:** Mohammad Alkabbani, **15 Years:** Salman Haider, Danielle Townley, **16 Years:** Dimitri Georgakopoulos, Nicole Frank, **17+** Joshua Dixon

Cross Country:

12 Years: Josiah Sadaka, Susana Seuala, **13 Years:** Zac Ceissman, Sarah Townley **14 Years:** Marco Meli, **15 Years:** Ghadeer Al-Jumaili, Danielle Townley, **16 Years:** Zakariya Al-Zuhairi, Maysa Akkouche, **17+** Saman Albu Rebh

Athletics:

12 Years: Ethan Sauafea, Benafsha Rasooli, **13 Years:** Murhaf Al Daraan, Mary Al-Zahroon, **14 Years:** Mohammad Alkabbani, Joleah Taula, **15 Years:** Byron Strickland, Danielle Townley, **16 Years:** Chris Tuifua, Ruta Huntley **17+** Jacob Irving, Rosa Huntley

The following students have made an outstanding contribution to Lurnea High School in the area of Sport throughout 2017:

Junior Sport and Recreation Sportsperson of the Year

Tarek Nemra

Senior Sport and Recreation Sportsperson of the Year

Temple Tangiora

Sportsperson of the Year

Jacob Irving

Junior Dance Award

Brooke-Lyn Robinson

Senior Dance Award

Ashley Mobbs

Premier's Sporting Challenge Award

Andrea Matic

Outstanding Achievement in Sport

Zac Ceissman, Ethan Sauafea, Thomas Winterbottom, DanielleTownley and Mavoni Tuifua