

# Lurnea High School Annual Report



2018



8401

## Introduction

The Annual Report for **2018** 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.

Tracey Cross

Principal

### School contact details

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## 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. The school serves a diverse community of learners with 78% of students having a language background other than English (LBOTE), 49% represent Arabic backgrounds. There are 692 students including 24 students of Aboriginal and Torres Strait Islander background. The school has a Support Unit of 97 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 75 teachers and an administrative and support staff of 22. The executive staff comprises 17 Head Teachers and Senior Executives. This includes the funding of five additional executive positions to support learning, engagement and participation in school. In 2018, the school again hosts a recently appointed Refugee Support Leader.

In the School Budget Allocation Report (SBAR), the school receives significant Equity funding in the areas of : 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 as well as provide resources to strengthen foundational skills in literacy and numeracy, including oral language improvements, and a range of additional programs and initiatives to promote stronger engagement in school. These funds also support the ongoing professional learning of all staff in pursuit of our individual and collective growth and

## 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.

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 senior leadership team undertook a review of evidence from across the school to determine progress and identify areas for focus. It is clear that we must consider engagement along with literacy and numeracy ability in future years.

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

Supported Learning, Creativity and Engagement

### Purpose

To provide supported, differentiated learning that guides, challenges and inspires every student to become literate, numerate, skilled, confident and creative citizens.

### Overall summary of progress

Strategic Direction 1 – Supported Learning, Creativity and Engagement

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increase the percentage of students demonstrating expected growth in literacy.	\$367,886	There is no evidence of progress towards this goal in 2018.
Increase the percentage of students demonstrating expected growth in numeracy.	\$367,886	There is no evidence of progress towards this goal in 2018.
Increase the proportion of stage 6 students completing quality assessment tasks aligned to syllabus expectations and NESA requirements.	\$104,113	An analysis of HSC exam marks and school based assessment marks indicates there remains significant work to do in this area.

#### Next Steps

- Establish teams of teachers that investigate and establish best practice models that differentiate the curriculum for every Lurnea HS student.
- Tailor a whole school strategy that supports student writing ability in every subject area.
- Continue to employ the service of a trained speech pathologist to work directly with students and lead professional learning for teachers.
- Review Stage 6 assessment procedures to ensure support at every stage of the process and decrease the number of students receiving N award warnings.



## Strategic Direction 2

Positive Relationships, Participation and Wellbeing

### Purpose

To increase student participation in school and learning in a culture of high expectations and positive, respectful relationships that nurture and support the wellbeing of every student.

### Overall summary of progress

Strategic Direction 2 – Positive Relationships, Participation and Wellbeing

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increased number of students with 85% attendance	\$32,301	Not achieved. Lateness and partial attendance continue.
Increased proportion of students with positive Sentral entries from 2017 baseline	\$40,836	Achieved. There was a 53% increase in reported positive behaviours.
Reduction in the number of negative entries on Sentral compared to 2017 baseline	\$40,836	Not achieved. There was a 42% increase in reported negative behaviours.

### Next Steps

- Analyse the role of the wellbeing team to ensure that actions are forward thinking rather than reactive.
- Continue to explore options for increased student voice, including in the review of the school's behaviour management process.
- Seek student feedback regarding curriculum patterns and in particular Stage 5 elective options.
- Encourage teachers to acknowledge positive behaviours on Sentral in the same way they would report negative behaviour.



## Strategic Direction 3

Collaboration, Connection and Innovative Practice

### Purpose

To strengthen partnerships and foster connections between and amongst stakeholders through innovative practice that enhances student learning and teacher growth and builds deeper community engagement.

### Overall summary of progress

Strategic Direction 3 – Collaboration, Connection and Innovative Practice

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increased numbers of teachers engaged in collaborative practices and future focused learning actions	\$72,725	Areas for collaborative practice identified as: literacy, ICT, formative assessment, differentiation and behaviour management.
Increased numbers of parents and carers at school events (such as Community Engagement forums, Parent Teacher Nights, Subject Selection, MADD Night and Multicultural day) compared to 2017 baseline	\$7,400	Established an Arabic speaking parent/community group in partnership with LAMA.

### Next Steps

- Identify a skilled and enthusiastic leader to investigate and develop a tailored model for innovative practice. Planning will be undertaken in 2019 with the intention of trialing with Year 7 2020.
- Continue to establish and use VET learning hubs to provide real-life opportunities for students to develop employability skills.
- Undertake preliminary work to ensure establishment of the Entertainment Industry Framework.
- Establish collaborative practices between the IEC and high school ESL teachers in an effort to provide opportunities for students to participate in the full range of school activities.



Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	\$21,443	Employed part-time SLSO to provide in-class literacy and numeracy support for Aboriginal students.
<b>English language proficiency</b>	\$49,297	Used funds to employ a 1.0 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.
<b>Low level adjustment for disability</b>	\$147,160	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 195 mainstream students identified as requiring learning adjustments and accommodations. These SLSOs were deployed across stages 4 and 5 supporting literacy and numeracy learning needs.
<b>Socio-economic background</b>	\$916,839	<p>The 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: 2x DP, 4x HTs, 4 x CRTs, 0.4 x SAM, 3.05 x SLSO 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>
<b>Support for beginning teachers</b>	<p>Opening balance from 2017 \$41,802</p> <p>2018 allocation \$49,686.</p>	<p>During 2018 Lurnea High continued to receive funds (Great Teaching Inspired Learning Reform) to support eligible temporary teachers. Eligible temporary teachers received mentor support for their ongoing performance and development. At Lurnea High School this allowed 1 temporary staff members to have 2 hours per week release time, while their supervising head teacher received 1 hour release time to support and mentor the temporary teacher.</p> <p>In this time teachers:</p> <ul style="list-style-type: none"> <li>• worked on collecting evidence for their accreditation</li> <li>• worked on writing annotations for their accreditation</li> <li>• observed colleagues in the classroom</li> <li>• met with staff to discuss and work on programs and assessments</li> <li>• discussed effective teaching and learning strategies</li> </ul>

<b>Support for beginning teachers</b>	Opening balance from 2017 \$41,802  2018 allocation \$49,686.	<ul style="list-style-type: none"> <li>organised and prepared lesson resources</li> </ul> <p>Over the year, 8 teachers (6 temporary and 2 permanent staff members) achieved proficiency, while another 2 temporary staff members completed activities to prepare themselves for the submission of their proficient teacher accreditation.</p>
<b>Targeted student support for refugees and new arrivals</b>	\$32,190	<p>After school program for refugee students tutor program. 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.</p>



## Student information

### Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	407	402	408	366
Girls	270	282	300	281

### Student attendance profile

Year	School			
	2015	2016	2017	2018
7	91.2	92.3	91.9	92.2
8	90.9	87.2	87.2	86.5
9	89.5	86.2	85.1	88.4
10	90.3	82.2	84.7	86
11	88.2	85.1	77.5	83.4
12	86.9	85.3	85.7	77.8
All Years	89.4	86.3	85.2	86.1
Year	State DoE			
	2015	2016	2017	2018
7	92.7	92.8	92.7	91.8
8	90.6	90.5	90.5	89.3
9	89.3	89.1	89.1	87.7
10	87.7	87.6	87.3	86.1
11	88.2	88.2	88.2	86.6
12	89.9	90.1	90.1	89
All Years	89.7	89.7	89.6	88.4

### Management of non-attendance

Attendance comparisons from 2017 to 2018 show many similarities with our poorest attendance by Yr 12 (77.8) consistent with their 2017 Yr 11 attendance (77.5). Our student's attendance in Years 7–10 is similar to state DOE data.

Reviews of attendance are done at fortnightly Student Wellbeing team meetings and interventions by deputy principals and HSLO are supplemented by year adviser meetings with students. The school is planning to use the Sentral messaging systems to alert parents daily of student absence from the start of 2019.

## Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
Seeking Employment	0	1	3
Employment	0	11	7
TAFE entry	0	3	23
University Entry	0	0	50
Other	13	29	0
Unknown	0	0	0

Sixty students completed their Higher School Certificate (HSC) in 2018, a reduction on the cohort of 74 that completed the HSC in 2017.

University and TAFE remain the most important training options for our students. The University Admissions Centre (UAC) made 28 offers to 24 Lurnea High School students for the 2019 semester one university admissions period. A substantial number of additional offers were made directly from Western Sydney University through the HSC True Reward Program for study in 2019; however, as these are not reported to the school in the way UAC offers are the school is unable to accurately report the numbers of students involved. In total 30 students reported to us that they gained admission to a university course including pathway courses offered by the Western Sydney University College. The prospect of attending the Western Sydney University College and then articulating directly into the second year of a degree in 2020 remains a very popular option with Lurnea High School students.

As has been reported since 2015, some 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 as an international student and intends to complete a degree after completing TAFE.

Apprenticeships accounted for 17% 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 2019 has fallen slightly against the 2018 figures with just 23% reporting TAFE as their chosen destination.

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

### Students Undertaking Vocational Education.

Lurnea High School continued its focus on delivering skills and knowledge required for specific industries by offering opportunities for students in stages 5 and 6 to be enrolled in Vocational Education and Training courses. The 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.

Vocation Education and Training continued to be a popular choice amongst students as in 2018, 6 VET frameworks were offered amongst Stage 5 and Stage 6 Courses:

#### Stage 6

- Retail Services,
- Business Services,
- Information and Digital Technology,
- Sports Coaching,
- Assisted Dance Teaching and

#### Stage 5

- Business Services,
- Information and Digital Literacy.

In 2018 Lurnea High School successfully obtained its "Authority to Deliver" for Entertainment Industry.

2018 saw the school offer 2 Stage 5 VET Courses; **Cert 1 – Business Services and Cert 1 – Information and Digital Literacy**. These were introduced to provide direction and focus to Year 10 students so that they would develop knowledge and understanding of the world of work, community, education, employment and training systems. Lurnea also aims to improve the retention level of disengaged students through its Stage 5 VET initiative. We also provide students an opportunity to achieve an AQF qualification as an alternate pathway for students who choose not to complete the HSC. There is also an opportunity for work experience at this level.

All students enrolled in Vocational Education and Training successfully completed the Work Readiness Program. The program ensures that students undertaking work placements are aware of the expectations and responsibilities of employers and employment. The majority of the students undertaking Vocational Education were successful in completing 70 hours of work placement programs and in turn obtaining valuable experience of the work place operations. Students returned to school after their work placements with very satisfying reports from employers.

The following is an example of work places students attended to complete requirements:

- 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

The school has formed an alliance with the local primary schools to enable sports coaching students to complete their work placements.

Lurnea High School VET expanded its "Practical and Simulation" program which provides opportunities to students from all VET Frameworks in our purpose built shed, known as the "VET Shop". Students from all VET frameworks used the shop to operate a real life retail shop. Students collaboratively named the shop – "Lurnea HQ – The VET Shop". Information and Digital Technology students successfully designed an attractive logo for the shop.

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

Lurnea High School was also represented at the 2018 SWS Regional VET Awards held at Bankstown Sports Club. Year 12 students Teghan Perry from Retail Services, Riyam Al Zharoon from Business Services and Zakariya Al Majed from Information and Digital Technology were nominated and received finalists' awards for excellence in VET in secondary schools. The school was also nominated and received the finalist award for excellence in VET delivery in schools.

## Year 12 students attaining HSC or equivalent vocational education qualification

In 2018, 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 2018, a range of 22 subjects was selected by Year 12 students. In addition, 100% of Year 12 support students (13) who were enrolled in Life Skills program also attained their Higher School Certificate having satisfied all NESA requirements in all Life Skill courses. Student performance in the 2018 HSC demonstrated a continuing upward trend on state performance data over the last four years in some HSC courses. Students studying Design and Technology

and Industrial Technology (Timber) scored above the state average while students undertaking studies in Ancient History, Business Studies, Society and Culture and Business Services and Retail scored just below state average. 100% of students undertaking dual accreditation by studying vocational education subjects completed their mandatory work placement in order to gain their certificate of attainment in either Business Services, Retail, Information and Digital Technology or Sports Coaching.

Top performing students were Shaineez Hassan scoring a Band 6 in Design and Technology while Sarah Mc Dougall and Zlatko Asprov successfully gained a number of Band 5's in their outstanding results.

## Workforce information

### Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Head Teacher(s)	9
Classroom Teacher(s)	40.4
Learning and Support Teacher(s)	3.1
Teacher Librarian	1
Teacher ESL	2.6
School Counsellor	2
School Administration and Support Staff	23.98
Other Positions	17.8

\*Full Time Equivalent

There are no staff members who identify as Aboriginal at Lurnea High School

### 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	0

## Professional learning and teacher accreditation

In 2018 the school had three school development days, four 3 hour variation staff development sessions for teaching and non-teaching staff, 12 staff meetings with a professional learning focus and 2 Executive mini conferences. Professional learning included:

- 2 psychology in the classroom sessions presented by Hendy Kurniawan
- The sharing of data on the Year 7 Word Play program by speech pathologist, Rebecca Price
- A presentation by the staff EduTech team who shared their professional learning experience after attending a 2 day conference
- Speech pathology symbols in action and how to use these across the school with our students
- A presentation by STARTTS on understanding trauma.

Along with this learning, there were several opportunities for staff to reflect on current practices in the school and collaborate to improve systems

100% of teaching and non-teaching staff continued to implement their individual professional development plans, with individual goals linked to the school's strategic directions and the Australian Professional Standards for Teachers. These plans allowed for professional growth and conversations between all teaching and non-teaching staff across the school.

### Professional learning achievements:

- 100% of all staff completed CPR and first aid training
- 95% of staff valued the learning delivered on speech pathology symbols and could see a direct link between this learning and implementation back in their classrooms
- 93% of staff found that the allocation of faculty planning time was spent on productive activities.
- 98% of staff found the staff wellbeing focus during the Term 3 school development day satisfying and enjoyed the time to collaborate with their colleagues on a different level.

### Teacher accreditation:

In 2018 all pre-2004 teaching staff were designated at the proficient level of teacher accreditation. Staff were in-serviced on the process of keeping records of their professional learning hours. All proficient staff are required to complete a minimum of 100 hours of professional learning (with a minimum for 50 hours of NESA registered hours) in a 5 year timeframe.

During 2018, 10 staff members were working towards achieving their proficient level of teacher accreditation. Of these 10 staff, 8 completed the process and 2 continued to work towards completion.

During 2018, 1 staff member worked towards their accreditation at Highly Accomplished, with external observations and referee reports completed.

This data includes permanent, part-time and temporary staff.

## Support for beginning teachers

During 2018 Lurnea High School continued to receive funds (Great Teaching Inspired Learning Reform) to support eligible teachers. Funding supported ongoing performance and development by enabling 2 hours per week release time for the teacher, while their supervising head teacher received 1 hour release time to support and mentor the temporary teacher.

In this time teachers:

- worked on collecting evidence for their accreditation
- worked on writing annotations for their accreditation
- observed colleagues in the classroom
- met with staff to discuss and work on programs and assessments
- discussed effective teaching and learning strategies
- organised and prepared teaching resources

Over the year, 8 teachers (6 temporary and 2 permanent staff members) achieved proficiency, while another 2 temporary staff members completed activities to prepare themselves for the submission of their proficient teacher accreditation.

## Financial information

### Financial summary

The information provided in the financial summary includes reporting from 1 January 2018 to 31 December 2018.

	2018 <b>Actual</b> (\$)
<b>Opening Balance</b>	1,172,450
<b>Revenue</b>	12,710,816
Appropriation	12,452,432
Sale of Goods and Services	94,686
Grants and Contributions	148,154
Gain and Loss	0
Other Revenue	7,325
Investment Income	8,220
<b>Expenses</b>	-12,392,799
Recurrent Expenses	-12,392,799
Employee Related	-11,077,845
Operating Expenses	-1,314,954
Capital Expenses	0
Employee Related	0
Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	318,017
<b>Balance Carried Forward</b>	1,490,467

Managed in accordance with departmental financial regulations.

### Financial summary equity funding

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

	2018 <b>Actual</b> (\$)
<b>Base Total</b>	5,827,344
Base Per Capita	169,612
Base Location	0
Other Base	5,657,732
<b>Equity Total</b>	1,999,497
Equity Aboriginal	21,443
Equity Socio economic	1,188,153
Equity Language	319,990
Equity Disability	469,911
<b>Targeted Total</b>	1,775,300
<b>Other Total</b>	2,118,774
<b>Grand Total</b>	11,720,916

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.

From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should take into consideration the different test formats and are discouraged during these transition years.

The average Year 7 literacy scores were below the state average in all areas.

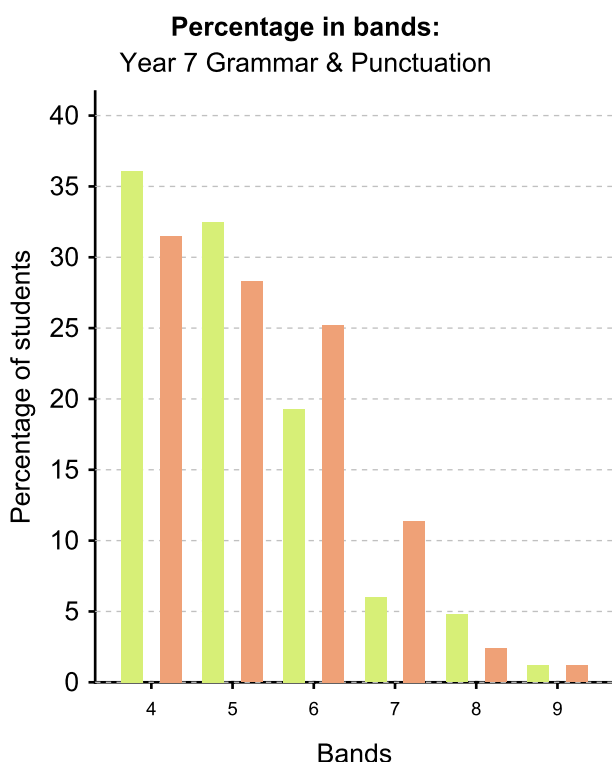
In 2018, 1.2% of students in Year 7 achieved the top two bands in reading, 2.4% in writing, 6% in spelling and 6% in grammar and punctuation. This last category represents a notable increase from 2017.

The majority of our Year 7 students achieve between Bands 4 and 6 in all areas of literacy NAPLAN.

The average Year 9 literacy scores were below state average in all areas.

In 2018, 2.1% of Year 9 students achieved in the top two bands in reading, 5.3% in spelling and 7.4% in grammar and punctuation.

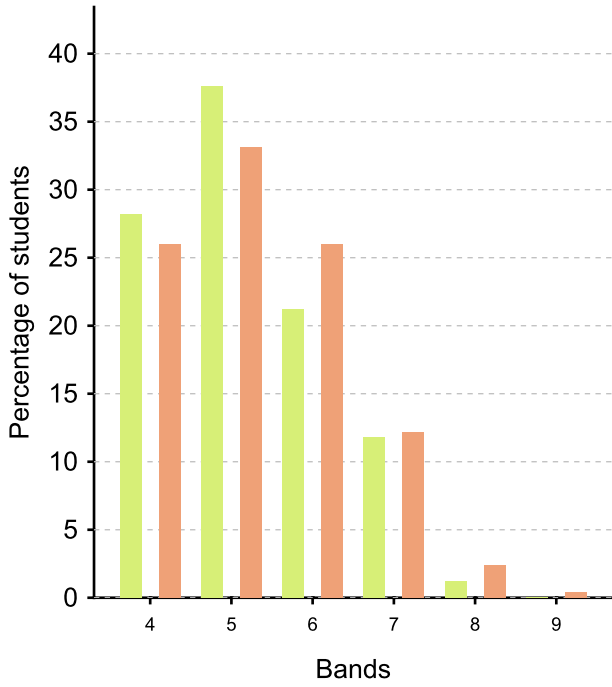
The majority of our Year 9 students achieve between Bands 5 and 7 in all areas of literacy.



<span style="color: green;">■</span> Percentage in Bands
<span style="color: orange;">■</span> School Average 2016-2018

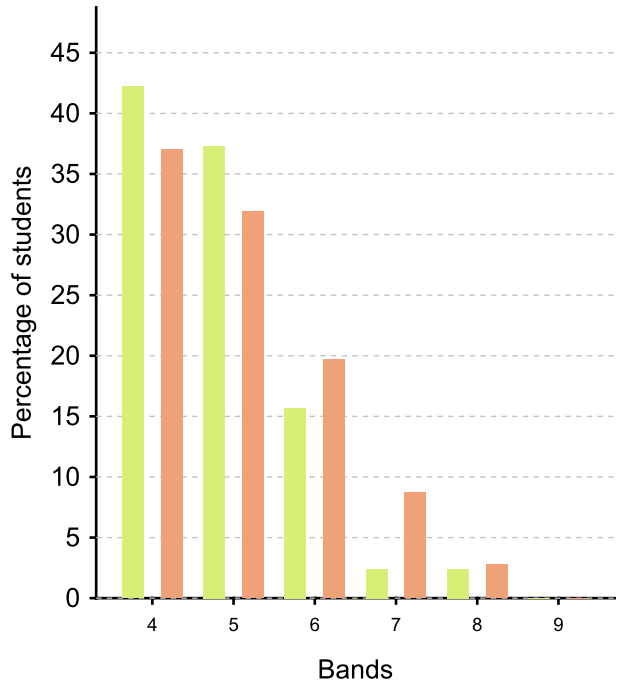
Band	4	5	6	7	8	9
Percentage of students	36.1	32.5	19.3	6.0	4.8	1.2
School avg 2016-2018	31.5	28.3	25.2	11.4	2.4	1.2

**Percentage in bands:  
Year 7 Reading**



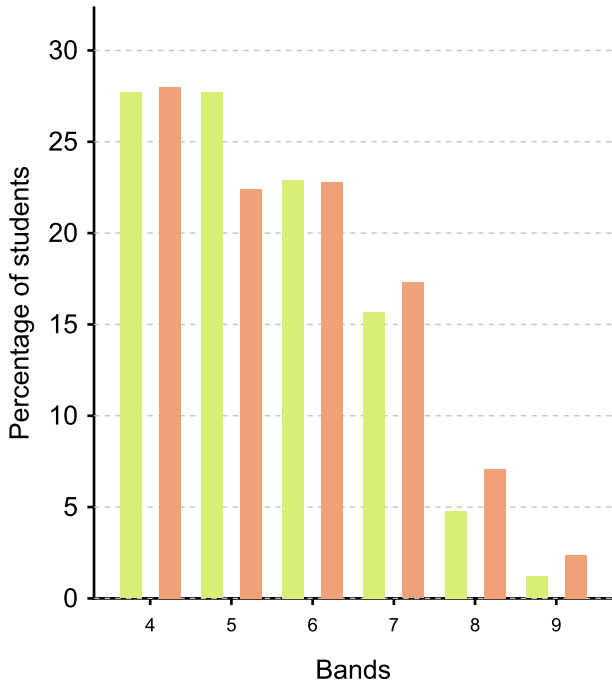
Band	4	5	6	7	8	9
Percentage of students	27.7	27.7	22.9	15.7	4.8	1.2
School avg 2016-2018	28	22.4	22.8	17.3	7.1	2.4

**Percentage in bands:  
Year 7 Writing**



Band	4	5	6	7	8	9
Percentage of students	28.2	37.6	21.2	11.8	1.2	0.0
School avg 2016-2018	26	33.1	26	12.2	2.4	0.4

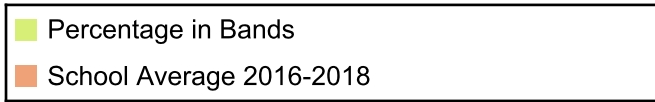
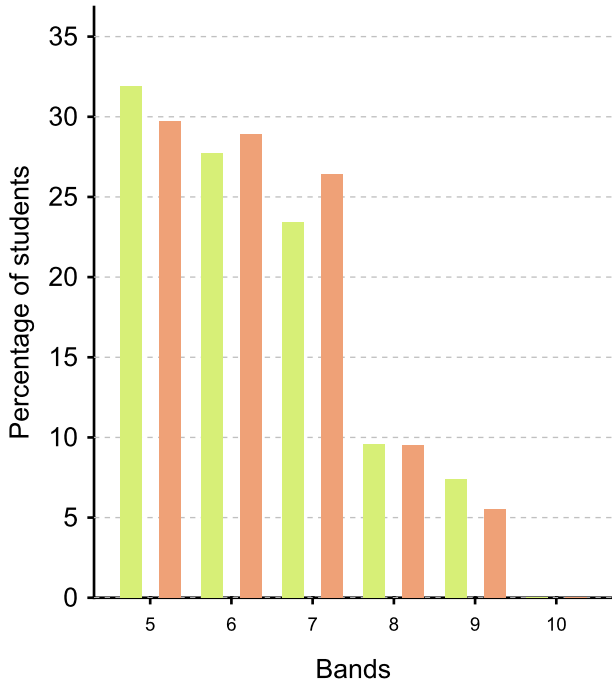
**Percentage in bands:  
Year 7 Spelling**



Band	4	5	6	7	8	9
Percentage of students	42.2	37.3	15.7	2.4	2.4	0.0
School avg 2016-2018	37	31.9	19.7	8.7	2.8	0

Band	4	5	6	7	8	9
Percentage of students	28.2	37.6	21.2	11.8	1.2	0.0
School avg 2016-2018	26	33.1	26	12.2	2.4	0.4

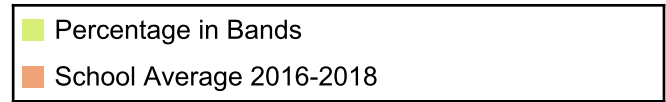
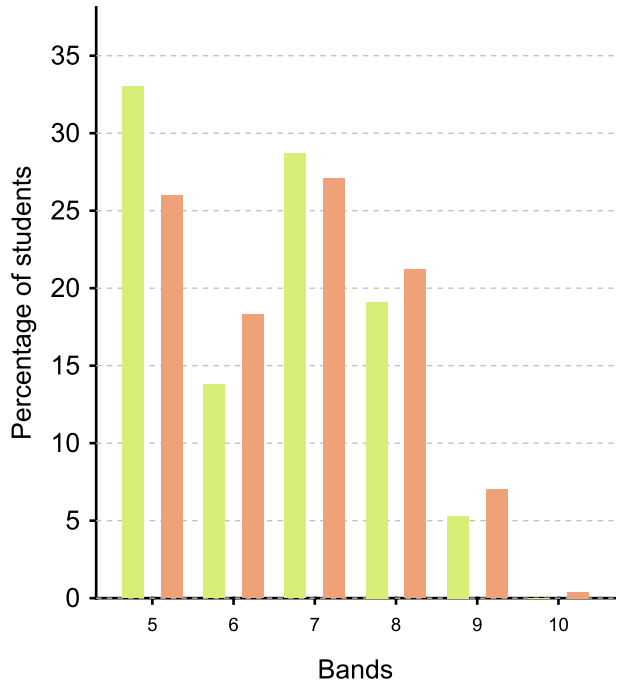
**Percentage in bands:**  
Year 9 Grammar & Punctuation



Band	5	6	7	8	9	10
Percentage of students	31.9	27.7	23.4	9.6	7.4	0.0
School avg 2016-2018	29.7	28.9	26.4	9.5	5.5	0

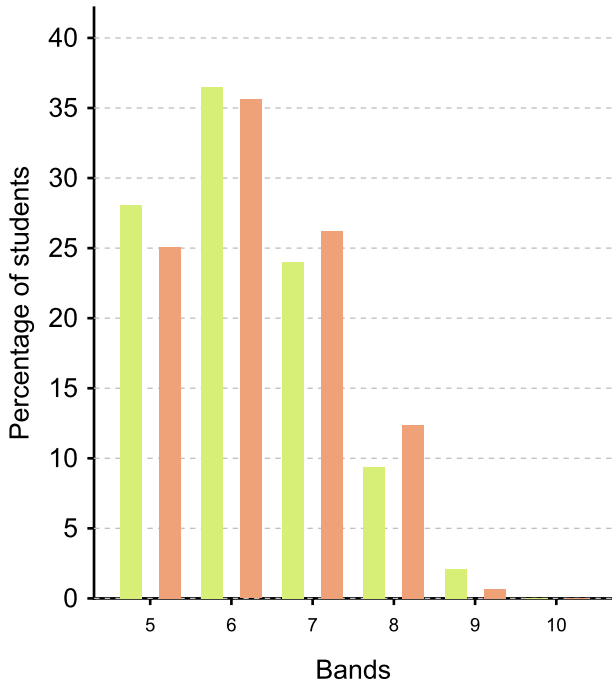
Band	5	6	7	8	9	10
Percentage of students	28.1	36.5	24.0	9.4	2.1	0.0
School avg 2016-2018	25.1	35.6	26.2	12.4	0.7	0

**Percentage in bands:**  
Year 9 Spelling

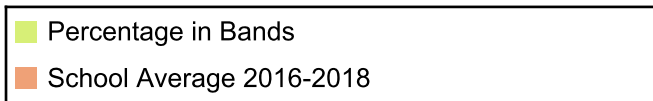
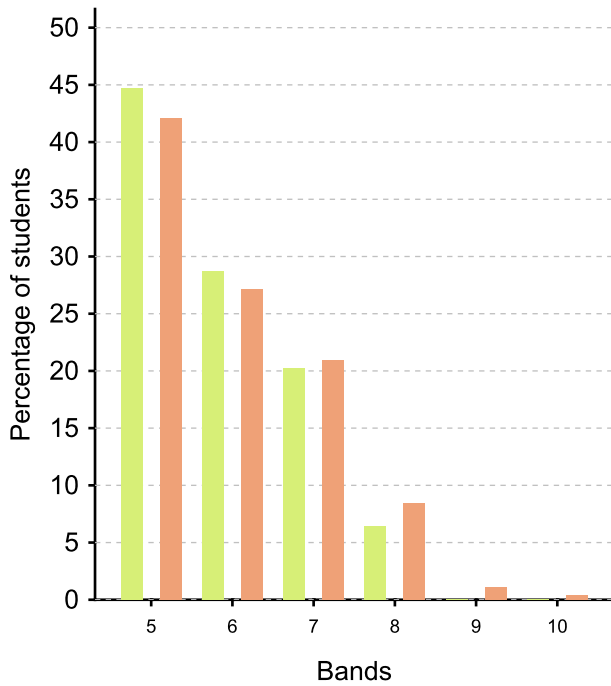


Band	5	6	7	8	9	10
Percentage of students	33.0	13.8	28.7	19.1	5.3	0.0
School avg 2016-2018	26	18.3	27.1	21.2	7	0.4

**Percentage in bands:**  
Year 9 Reading



**Percentage in bands:  
Year 9 Writing**



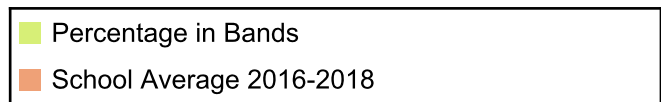
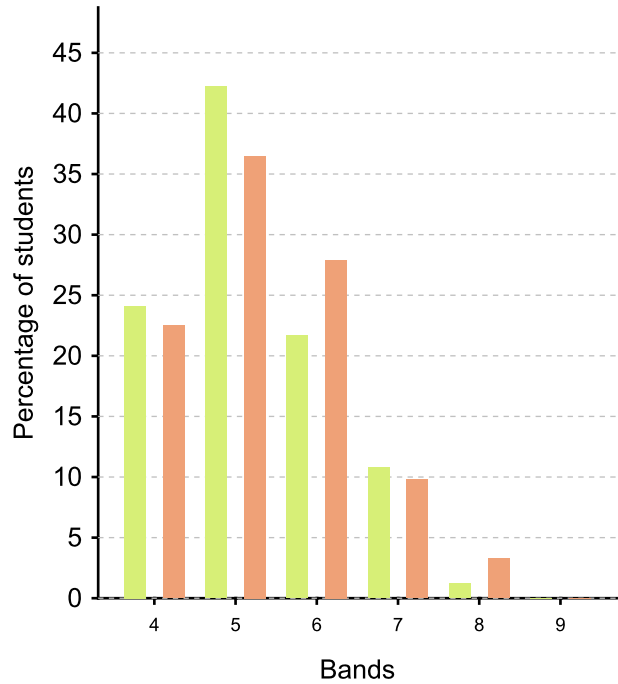
Band	5	6	7	8	9	10
Percentage of students	44.7	28.7	20.2	6.4	0.0	0.0
School avg 2016-2018	42.1	27.1	20.9	8.4	1.1	0.4

In 2018 only 1.2% of Year 7 students achieved Band 8 in numeracy.

Similar to the literacy results, the majority of our Year 7 students achieved between Bands 4 and 6 in numeracy.

In 2018 only 1.1% of Year 9 students achieved Band 8 in numeracy. This is consistent with our three year average. 82% of our Year 9 students achieved Bands 6 and 7 in numeracy.

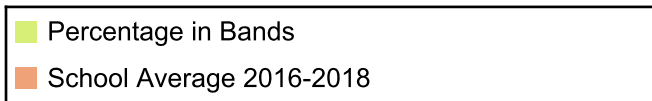
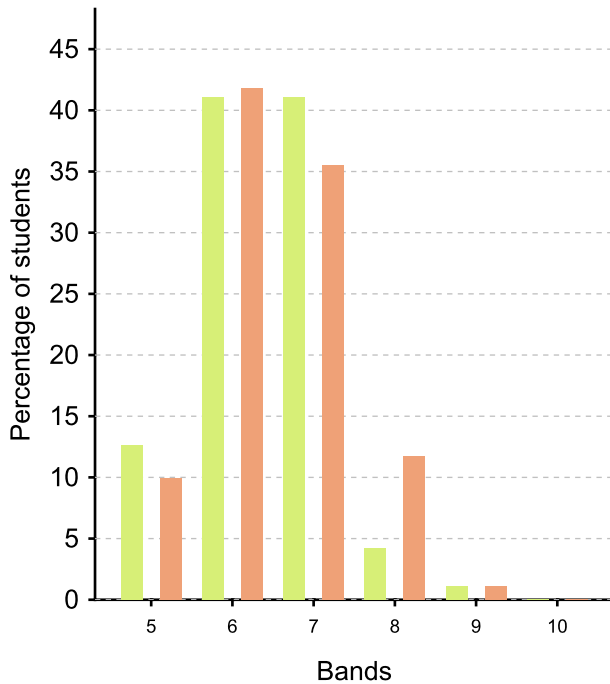
**Percentage in bands:  
Year 7 Numeracy**



Band	4	5	6	7	8	9
Percentage of students	24.1	42.2	21.7	10.8	1.2	0.0
School avg 2016-2018	22.5	36.5	27.9	9.8	3.3	0



**Percentage in bands:  
Year 9 Numeracy**



Band	5	6	7	8	9	10
Percentage of students	12.6	41.1	41.1	4.2	1.1	0.0
School avg 2016-2018	9.9	41.8	35.5	11.7	1.1	0

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

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**Higher School Certificate (HSC)**

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

**Parent/caregiver, student, teacher satisfaction**

The school is planning to participate in the Tell Them from Me survey in 2019.

**Policy requirements**

**Aboriginal education**

2018 was led by enthusiasm, diligence and devotion.

We kicked off the year with all students writing and reflecting on their aspiration goals for the year followed by visitors from China as LHS was fortunate to host Chinese exchange students.

Tim Cobon and I prepared a fun packed workshop that included how to dot paint using fine brushes, talking about Aboriginal artefacts followed by a demonstration on how to use, play and gain knowledge about the Aboriginal items that we have at LHS.

The facilitation of the 8 ways pedagogy was implemented into numerous 8F lessons. The class was learning about GST and how to read a shopping receipt and was offered a real experience in making purchases from LHS's retail shop.

A skills program started in the cafe; that involved four of our Aboriginal Support Students learning about housekeeping, stock take, and stock replenishment and to further their skills to be offered the barista training.

Lurnea High School took part in a flag ceremony in recognition of Sorry Day. A senior student Angel Watfa read a reflection, the Aboriginal and Torres straight flags were raise by 4 students along with a minute's silence.

Six of our senior students from years 10–12 joined the school to work program that is hosted by National Rugby League Limited. The program saw one of our students gain an early entry into university. One other student secured an apprenticeship on carpentry through the Hutchinson Builders Statim Yagag Indigenous Employment.

One student participated in many dance/drama productions.

Our junior section participated in the art smart competition and took out the first 2 places well done to Lisa Moloney.

NAIDOC week was celebrated by the whole school engaging in many Aboriginal sports that was facilitated by the PDHPE Facility and then we celebrated with a sausage sizzle for lunch.

Implementation of 8 ways of Aboriginal learning strategies implemented within a year 8 Maths program. This was developed and facilitated collaboratively between the Aboriginal education worker and the head teacher of Mathematics.

In 2019 all student Personalised Learning Pathways will be reviewed and renewed. All students will have established goals they will be working towards and will play an active role in developing what the key focus areas for Aboriginal culture programs within the school.

In class support will continue for students through consistent in class support. Senior students will continued to be assisted with assessments through the access to the learning centre and the after school

homework centre.

The senior executive will be reviewing the Aboriginal pathways programs and determine a more student centred and culturally enriched whole school initiative.



## Multicultural and anti-racism education

Multicultural Education

### **Background Information**

In 2018, the team of staff working together to plan and implement whole school events and activities to increase cultural awareness and appreciation included staff in Mainstream, Intensive English Centre and the Mainstream school. Staff on the team are trained as Anti-Racism contact officers, additionally, the Refugee Support Leader for the network was regularly a part of planning meetings and events. The two main calendar events in 2018 has been the organisation and implementation of celebrating cultural diversity through Harmony Day and Refugee Week. This year, the Harmony Day celebrations were combined with the student leadership team initiative on introducing Multicultural Day.

### **Findings and Conclusions**

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

Information on accessing resources to celebrate and discuss cultural diversity was distributed to all school staff, with special mention during executive meetings or staff meetings, this was to incorporate lessons within teaching programs.

The continuation of the 'racism' incident category as a method of having an ongoing record of incidence of racism in the school. This is not often used by staff, often the behaviours displayed as a result of racism is what is recorded rather than the racism of its own accord. This makes it difficult to have a clear indication of racism as a motivating behavior or underlying concern in student interactions.

Multicultural Day offered a whole school assembly with a performances by a variety of cultural groups, including indigenous representation. As a whole school there were opportunities for students to participate in

workshops and activities including:

- African drumming
- Henna
- Arabic musical performance and dancing
- Brazilian capoeira (dance fighting)
- Bollywood dance
- Culturally diverse food stalls

There was an increased participation in staff, with faculties volunteering to prepare and run food stalls during the lunchtime break.

2018 saw the continuation of the implementation of a sound Refugee Week program. This included a whole school assembly with students speaking about the refugee experience. All students in Year 8 experienced the forum theatre Cooling Conflicts program. This was led and performed by Year 9 students from Lurnea HS. The focus was around conflict, understanding it and being more aware of how students could stop conflict.

All staff and students were invited to view a film that was developed as a part of the refugee experience. This was shown at two times during the week and all staff received the link to watch the short film as a part of their lessons. Teachers viewed and discussed this film as a part of their lessons, allowing for a more in depth and connected way of exploring the true meaning and understanding of the plight of the refugee.

### **Future Directions**

In 2019, the team will continue the cultural diversity programs for Harmony Week– Multicultural Day and Refugee Week, including the extension of incorporating the Cooling Conflicts program as an ongoing program leading up to and during the course of the calendar year.

The continuation of the network position– Refugee Support Leader within the school will allow for opportunities to extend professional learning across the whole school including assistance in extending staff knowledge and skills in utilizing the EAL/D progressions within the classroom. The refugee support leader will work in collaboration with staff across the different school settings and will supplement the work of the supported learning faculty (LST and EAL/D staff).

The team will gather data to understand how staff already embed culturally inclusive practices within their classroom. This will lead into the development of resources and professional learning that will allow staff to embed key elements of cultural diversity and culturally inclusive practice across programs.

Throughout the year staff and students will be encouraged to take part in various campaigns and opportunities which promotes intercultural understanding.

Staff will be reminded and encouraged to record any incidence of racism on the well-being category in order to have accurate data collection for our school. The incidents recording in this category will be regularly monitored and reviewed.

## Other school programs

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

#### Background Information

The School Learning and Support team is made up of 1 head teacher who coordinates the team, 1 deputy principal, 3 learning and support teachers, 5 school learning and support officers (SLSOs), 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 2018 the team completed the Nationally Consistent Collection of Data for students with Disability. 195 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 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. All parents were invited to a student review meeting in 2018 to discuss their child's PLSP and have an opportunity to have input into how they feel their child would be best supported. Approximately 60% 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.

#### 2018 Achievements

- The team worked intensively with classroom teachers in our Stage 4 supported classes to plan, modify and adjust curriculum to suit student learning needs. This included co-teaching elements of the course.
- There is a continued focus on open lines of communication between learning support teaching staff, students and families regarding the most appropriate educational level and setting for students. This includes continuing to assess senior Stage 5 students for Life Skills and meeting with parents to discuss their child's progress.
- In Term 4, the team participated in professional learning to run Best Start Year 7 for the first time. This, along with information gathered through the transition program observations, progressive achievement tests (PAT) and year assessment of reading for comprehension (YARC) testing, will enable the team to make considered, data driven decisions regarding student class placement and personalised learning and support plan goals. This will include detailed data analysis through SCOUT. The team will continue working to map student achievement to the National Literacy and Numeracy Progressions using PLAN2 software.

- The Learning and Support Team participated in the Nationally Consistent Collection of Data on School Students with Disability 2018 for the sixth year. The team, through more refined processes, identified 128 mainstream students and 94 support unit students who required adjustments or differentiated curriculum to ensure they are able to learn the curriculum
- Of the 128 students identified in the mainstream with a disability, the team reflected that 10 received substantial adjustments, 102 received supplementary adjustments, including intensive in-class LST and SLSO support, and 16 were supported by staff within the quality differentiated teaching practice definition.
- The 94 students identified in the support unit, all students have extensive adjustments made to their learning.
- Successful implementation of "Word Play", a school funded initiative, employing the services of one full time speech pathologists to work 5 lessons each fortnight with each Year 7 class. The program's key focus concepts included developing our students' vocabulary, following instructions, spelling and phonological awareness.
- The speech pathologist also worked with Year 7 focus groups to target specific language needs that were identified through individual assessments.

#### Future Directions

- Continue 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 full time Head Teacher Learning and Support to lead the vision of 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, as well as targeted early Stage 5 classes. The team will mode through team teaching of to better support our students who are identified as having a learning difficulty.
- The Learning and Support Team to review PLSP for those students requiring learning adjustments and increase engagement of parent interviews from to 75% in Stage 4 and 60% across other stages in 2019.
- 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.

#### Personalised Learning – Support Unit

##### Background

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 setting process for their learning. Each IEP allows for flexibility and is 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 and the personalised learning plans of those students who identify as Aboriginal or Torres Strait Islander background. These are completed in consultation with caseworkers, the Aboriginal Education Officer and Norta Norta tutor and any other external agencies involved in the students case.

Each IEP targets different areas according to the student's year level. For students receiving a support placement in Year 7, 2018 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 Unit prior to the student beginning Year 7. The transition workshops increased staff familiarity with the specific needs of new students and assisted in dissipating any anxiety or concerns students and their families 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. Parents/ carers were invited to the school during Term 4 2017 to meet Head Teacher Support and to have a tour of the school. This allows for any questions and necessary information to be communicated. This IEP parent/carer meeting also sets the foundation for a positive and ongoing relationship between school and family. In Years 8 and 9 student IEPs focus on areas of learning, developing areas of need in communication, team building and fine motor skill. These programs are embedded in lessons and programs focusing on individual improvement and encouraging further development in areas of strength. This allows for some students with support placements to take part in some mainstream classes. In Year 10, 11 and 12 student individual education plans are focused on developing the student for a successful post- school pathway. Student plans become an individual transition plan. 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 Year 11 and 12. These transition meetings occur in collaboration with Support Transition Officer and Support Senior Transition staff.

In 2018 there was a continuation of the changeover of students with disabilities accessing post school funding and registering with the NDIS. Confirming student registration on the NDIS will continue into 2019. The school will continue to support families in this process and will liaise with relevant external agencies and service providers to assist connecting students with the most relevant and appropriate programs.

## Findings and Conclusions

- Introduced a more meaningful, current and

relevant support student individual education plans in a way that is sustainable in an ongoing cycle. Each student IEP will feature a literacy, numeracy and skills based goal. These IEP goals are discussed and implemented with the teacher, parent/carer and students. During these meetings NDIS and outside agencies such as speech therapy are discussed.

- 100% of support students across Years 7–12 received a transition/ review meeting, involving the school counsellor, head teacher support, parent/carer and relevant staff, the focus of the meetings is discussing the placement of students and the success of meeting student needs in their current education environment.
- Ongoing active and meaningful communication and professional dialogue around the individual needs of support students within the faculty as well as across mainstream staff has been maintained.
- An increase in the number of Year 11 and 12 students successfully completing TVET discrete courses. 100% students attending TVET course successfully in completed the course.
- Continuation of the speech pathology program for all students in support classes, and provide professional learning for all staff members in support.
- The continuation of information sessions for parents/carers of senior support students featuring guest speakers from external agencies to assist informed decisions about post school options and connections (agencies and service providers) and NDIS registration.
- Resources purchased and developed to enhance individual student needs.
- Senior exiting students are 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.
- Successful implementation of the inclusive wellbeing and engagement programs in support and mainstream, targeting various year groups. This includes 4 students being nominated to be involved in the leadership team for 2018.
- An increase in support students achieving their individual learning goals.
- Strengthened connections with external support for NDIS funding, TVET courses, speech pathologists, occupational therapists, music therapists.
- An increase in support students who are accessing external support with relevant specialists such as speech pathologist (ADHC), psychologists, paediatricians and youth workers.
- Staff were involved in targeting student's needs in extended meetings focusing on students with the highest needs. Staff will work together to determine each student's needs and develop strategies and interventions that will assist students to achieve their individual goals. This will

include case meetings for targeted students, whereby professional dialogue and sharing of information, across Support and Mainstream staff, will be paramount to the student's educational success.

- Collaboration with the Shopfront Artist Program. Support students worked with the Shopfront artists, to redesign/ decorate the cafe. A grand opening where the artist and students talked about the process they had gone through.

### Future Directions

In 2019,

- Review student reporting processes and practices to ensure the provision of quality feedback to parents and carers.
- Continue IEP structure for support students, including senior transition meetings in Years 10–12. Maintaining open dialogue with parents and caregivers and students in discussing and achieving individualized goals.
- Continue to form support classes 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 student's needs. The Individual Education Plans will also actively document the behaviour needs of students and strategies and implementations to support those needs.
- Continue speech pathology program for all students in support classes.
- Continue information sessions for parents/carers of senior support students. These will feature guest speakers from external agencies to assist with informed decision making on post school options, connections and pathways as well as NDIS registration.
- Transition program for Year 6 into Year 7 students and senior transition / exit planning as well as Year 7 – 9 review meetings will continue with adjustments according to student and staff context.
- Purchase and develop resources to enhance student achievement of their individual goals.
- Review, plan and develop the physical learning environment to enhance the overall engagement and success of individual students within alternate learning spaces.

The Support faculty staff and students will be actively involved in continuing the implementation of processes for developing and monitoring Individual Education Plans across all year groups, ensuring that they are regularly monitored, reviewed and evaluated according to the needs of each student.

### Performing and Creative Arts

Students are given opportunities to showcase their creative and performing talents and abilities in a variety of different events and exhibitions. Some of these events/ exhibitions and achievements include:

Liverpool Art Society Exhibition, Damien Tuliatu, winner youth category (13–17years)

Casula Powerhouse Milp–Pra Exhibition, Lisa Moloney, winner 2nd and 3rd prize

Casula Powerhouse Fishers Ghost Exhibition

Campbelltown Arts Centre Operation Art

Armory Gallery Sydney Olympic Park Nagoya Art exchange. Artworks by students: Ghadeer Al–Jumaili, Rahma Alwahab, Anmar Al–Zuhairi, were selected by The Arts Unit and exhibited in Nagoya, Japan.

Next Exhibition of HSC Artworks

Casula Powerhouse Bunnings Recycled Art Show – Winner 2nd prize Art Club Artsmart – 4 Day Visual Arts Program for Stage 5 students run by The Arts Unit. Workshops and exhibition at Campbelltown Arts Centre (Lisa Moloney, Fiona Irving, Shahad Alabdulah, Rafal Alabdulah) Mural painting at Lurnea Public School Excursions to the Art Gallery of NSW

Additionally students showcased their musical abilities and hard work by performing at multiple school events, Blue Guitar program and the MADD night.

### INTEGRATED SPORT:

The organisation of sport at Lurnea High School was modified in 2018, with the school moving away from the traditional whole school sport and recreation session to a stage based integrated sport session once each week. The move was key to increasing student participation and ensuring students had qualified and passionate staff members to facilitate sport sessions each week. The change to integrated sport also saw a new focus for the school, with students staying on school grounds and the number of sports off site drastically reduced. This change ensured that all students were provided with the same opportunities throughout the year and were not disadvantaged due to cost of sport. The school partnered with Royal LifeSaving Australia to deliver a water safety and survival program to Stage 4 students during Term 1 Integrated Sport. This partnership provided the program at a subsidised cost to families which helped to decrease the barrier around participation and gave students the vital skills in understanding water safety and how to keep themselves and others safe, whilst also improving their skills in swimming strokes.

### CARNIVALS:

Our Annual swimming, cross country and athletics carnivals were a huge success in 2018, with our students getting into their house spirit and cheering on their team at the various events. All carnivals saw an increase in both participation and attendance.

The Age Champions for all carnivals were:

### Swimming:

**12 Year Old**

**Boys:** Ogar Denkha

**Girls:** D'Nahla Barnard and Chantelle Leefe

**13 Year Old**

**Boys:** Luke Aquilina

**Girls:** Mikayla Burke

**14 Year Old**

**Boys:** Mousa Raza

**Girls:** Sarah Townley

**15 Year Old**

**Boys:** Waleed Al Zuhairi and Salman Haider

**Girls:** N/A

**16 Year Old**

**Boys:** Ghadeer Al – Jumaili

**Girls:** Danielle Townley

**17+ Year Old**

**Boys:** Tulua Alifaalogo

**Girls:** Ruta Huntley

**Cross Country Carnival:**

**12 Year Old**

**Boys:** Adnan Hussein

**Girls:** Noor Abou Chaker

**13 Year Old**

**Boys:** Josiah Sadaka

**Girls:** Mikayla Burke

**14 Year Old**

**Boys:** Zac Ceissman

**Girls:** Sarah Townley

**15 Year Old**

**Boys:** Marco Meli

**Girls:** Hiba Alkhameesi

**16 Year Old**

**Boys:** Kevin Kasembe

**Girls:** Danielle Townley

**17+ Year Old**

**Boys:** Alex Aditia

**Girls:** Yasmine Abou Chaker

**Athletics Carnival:**

**12 Year Old**

**Boys:** Ali Jawish

**Girls:** D'Nahla Barnard

**13 Year Old**

**Boys:** Ethan Sauafea

**Girls:** Roukaya Taha

**14 Year Old**

**Boys:** Zac Ceissman

**Girls:** Lana Coffey

**15 Year Old**

**Boys:** Marshall Stewart

**Girls:** Darlene Mauga

**16 Year Old**

**Boys:** Byron Strickland

**Girls:** Danielle Townley

**17+ YEAR OLD**

**Boys:** Zlatko Asprov

**Girls:** Nani Ratima–Gemmell