

# Lurnea High School

## 2019 Annual Report



8401

## Introduction

The Annual Report for 2019 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.

### 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

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 is a statement of what is valued as excellence for NSW public schools, both now and into the future. 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.

Each year, we assess our practice against the Framework to inform our school plan and annual report.

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/school-excellence>

### Self-assessment using the School Excellence Framework

Elements	2019 School Assessment
LEARNING: Learning Culture	Delivering
LEARNING: Wellbeing	Delivering
LEARNING: Curriculum	Delivering
LEARNING: Assessment	Delivering
LEARNING: Reporting	Delivering
LEARNING: Student performance measures	Working towards Delivering
TEACHING: Effective classroom practice	Working towards Delivering
TEACHING: Data skills and use	Working towards Delivering
TEACHING: Professional standards	Delivering
TEACHING: Learning and development	Delivering
LEADING: Educational leadership	Delivering
LEADING: School planning, implementation and reporting	Working towards Delivering
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Delivering

## 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.

### Improvement Measures

Increase the percentage of students demonstrating expected growth in literacy.

Increase the percentage of students demonstrating expected growth in numeracy.

Increase the proportion of stage 6 students completing quality assessment tasks aligned to syllabus expectations and NESA requirements.

### Progress towards achieving improvement measures

#### Process 1: Literacy and Numeracy

Develop and implement school-wide literacy and numeracy strategies based on the Literacy and Numeracy Learning Progressions

Evaluation	Funds Expended (Resources)
Year 9 NAPLAN results highlight students meeting expected growth was above state average in all areas of literacy and numeracy, except reading, in which Lurnea scored 56.5% compared to state average 60.2%. Key achievement areas for year 9 NAPLAN included an increase in students achieving top two bands in grammar and punctuation and reading, compared to 3 year school averages and a significant average 10 point improvement in spelling. Overall, the school's value add for year 9 students was only 1.8% below average value add for all schools in the state.	<b>Funding Sources:</b> <ul style="list-style-type: none"><li>• Socio-economic background (\$1021893.00)</li></ul>

#### Process 2: Assessment

Review and reduce the number of assessment tasks across stage 6 to ensure they are accessible and achievable for every stage 6 learner

Collect and evaluate student work samples across years 10 and 11 for consistency of grade allocations

Evaluation	Funds Expended (Resources)
The number of assessment tasks in Stage 6 reflect NESA requirements. The collection and analysis of student work samples is an area of continuing development in 2020.	

#### Process 3: Differentiation

Implement coordinated deployment of learning and support staff, including EAL/D staff to provide team teaching, differentiation, targeted support for identified students

Evaluation	Funds Expended (Resources)
Apportioning of specialist teaching staff across the breadth of student need occurred. Work in increasing staff capacity to differentiate and individualise student learning across all learners is an area of development for 2020 and beyond.	<b>Funding Sources:</b> <ul style="list-style-type: none"><li>• Low level adjustment for disability (\$420747.00)</li></ul>

## 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.

### Improvement Measures

Increased number of students with 85% attendance

Increased proportion of students with positive Sentral entries from 2017 baseline

Reduction in the number of negative entries on Sentral compared to 2017 baseline

### Progress towards achieving improvement measures

#### Process 1: Expectations

Implement the Pledge renewal process for all year groups

Develop and implement school-wide expectations for participation, conduct and wellbeing

Implement Celebration and Recognition events, including end of term reward excursions

Evaluation	Funds Expended (Resources)
Reward assemblies and excursions occurred and were well received by students and community.  School-wide consultation undertaken and findings disseminated to all stakeholders regarding priority areas in student engagement. Work continues in 2020 in developing a consistent language around this area of need.	

#### Process 2: Attendance and Participation

Implement updated attendance policy, including measures to improve truancy and lateness

Implement the *StartSmart* strategy at the beginning of each school day

Expand senior executive team to foster increased visibility around the school – at post recess and lunchtime points

Evaluation	Funds Expended (Resources)
Attendance rates and truancy continues at a similar rate as in previous years.	

#### Process 3: Wellbeing

Renew school-wide expectations for every student on behaviour, uniform, learning and general conduct

Lead professional learning for staff about effective classroom management and starting well

Implement targeted wellbeing initiatives provided for every year group

Evaluation	Funds Expended (Resources)
This area carries forward as a priority in 2020 as the initial consultation phase	

## Progress towards achieving improvement measures

took longer to finalise.	
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## 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.

#### Improvement Measures

Increased numbers of teachers engaged in collaborative practices and future focused learning actions

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

#### Progress towards achieving improvement measures

##### Process 1: Collaboration

Implement team teaching strategy across stage 4 classes by allocating timetabled periods for planning and preparation to identified staff

Evaluation	Funds Expended (Resources)
<p>Students had increased opportunities to work in smaller groups and receive explicit teaching and learning specific to their needs.</p> <p>Staff were exposed to a variety of teaching strategies to address the complex needs of the students. Staff used the time to plan effective teaching and learning and reflect on lessons to improve outcomes for students. Staff were able to share and create resources with colleagues who were more experienced.</p>	<p><b>Funding Sources:</b></p> <ul style="list-style-type: none"><li>• Socio-economic background (\$1021893.00)</li></ul>

##### Process 2: Innovative Practice

Implement innovative strategies to enhance student learning such as the Vertical Elective in music, cross-KLA project-based learning modules and the Year 7 Transition Innovation strategy

Evaluation	Funds Expended (Resources)
<p>Stage 5 vertical elective were delayed and are in a trial phase in 2020.</p> <p>The Year 7 Transition Innovation strategy was well received by the Stage 3 students and saw again an increase in Year 7 numbers for 2020, as per an increase also in 2019 compared to previous years.</p>	

##### Process 3: Community Engagement

Provide executive leadership of Community Engagement team

Renew Community Engagement team and develop a vision and role statements aimed at improving community participation and connection to the school

Evaluation	Funds Expended (Resources)
<p>Engagement with the Arabic speaking community was increased in 2019.</p> <p>Whole-of-community engagement continues to be an area of development in 2020.</p>	<p><b>Funding Sources:</b></p> <ul style="list-style-type: none"><li>• Socio-economic background (\$99656.00)</li></ul>



## Next Steps

Continue to provide opportunities for team teaching periods across all KLA with a focus on aligning more experienced staff with staff who require additional support.

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	<b>Funding Sources:</b> • Aboriginal background loading (\$19 545.00)	<ul style="list-style-type: none"> <li>• Employed part-time SLSO to provide in-class literacy and numeracy support for Aboriginal students.</li> </ul>
<b>English language proficiency</b>	<b>Funding Sources:</b> • English language proficiency (\$425 057.00)	<ul style="list-style-type: none"> <li>• Funds were used to employ a 2.0 FTE temporary teachers above establishment in an EAL/D role. This enabled the delivery of parallel EAL/D English classes in Years 7–12</li> <li>• In-class support, small withdrawal, and exiting IEC students were supported on a needs basis to enhance English language proficiency.</li> <li>• Targeted EAL/D support was provided in the Homework Centre through this funding also.</li> </ul>
<b>Low level adjustment for disability</b>	<b>Funding Sources:</b> • Low level adjustment for disability (\$478 360.00)	<p>Future Directions</p> <ul style="list-style-type: none"> <li>• Continue the speech pathology program to support the growing language needs of students, with a clear focus on Year 7 and the Support Unit.</li> <li>• Continue employment of a full time Head Teacher Learning and Support to lead the vision of structured support for student across the school with a major focus on Stage 4.</li> <li>• Increased use of 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.</li> <li>• The Learning and Support Team to work in a targeted team teaching capacity to support targeted Stage 4 and early Stage 5 classes. The team will model team teaching across KLAs to better support our students who are identified as having a learning difficulty.</li> <li>• The Learning and Support Team to review PLaSPs for those students requiring learning adjustments and increase engagement of parent interviews across all Stages to 75%.</li> <li>• 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.</li> </ul>
<b>Socio-economic background</b>	<b>Funding Sources:</b> • Socio-economic background (\$1 021 983.00)	<ul style="list-style-type: none"> <li>• 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, 4x CRTs, 0.4 x SAM, 3.05 x SLSO supplementing other temporary positions.</li> <li>• 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</li> </ul>

<b>Support for beginning teachers</b>	<b>Funding Sources:</b> <ul style="list-style-type: none"><li>• Support for beginning teachers (\$93 713.00)</li></ul>	<ul style="list-style-type: none"><li>• Funds were apportioned to release eligible early career teachers from a full teaching load by 2 periods per cycle to assist them in the accreditation process.</li><li>• These teachers were supported by an experienced colleague in this process and this included support with classroom management, collegial observations, professional dialogue around pedagogy and collecting and annotating evidence for their accreditation.</li></ul>
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## Student information

### Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	402	408	366	366
Girls	282	300	281	305

### Student attendance profile

School				
Year	2016	2017	2018	2019
7	92.3	91.9	92.2	90.4
8	87.2	87.2	86.5	89.9
9	86.2	85.1	88.4	84.4
10	82.2	84.7	86	85.4
11	85.1	77.5	83.4	86.5
12	85.3	85.7	77.8	86.6
All Years	86.3	85.2	86.1	87.1
State DoE				
Year	2016	2017	2018	2019
7	92.8	92.7	91.8	91.2
8	90.5	90.5	89.3	88.6
9	89.1	89.1	87.7	87.2
10	87.6	87.3	86.1	85.5
11	88.2	88.2	86.6	86.6
12	90.1	90.1	89	88.6
All Years	89.7	89.6	88.4	88

### Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

## Post school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
Seeking Employment	0	0	2
Employment	13	3	23
TAFE entry	0	6	23
University Entry	0	0	50
Other	0	9	0
Unknown	0	0	2

Sixty Students completed their Higher School Certificate (HSC) in 2019, the same number who completed their HSC in 2018.

University and TAFE remain the most important training options for our students. The University Admissions Centre (UAC) made 29 Offers to 24 Lurnea High School students for the 2020 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 2020, 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 2021 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.

Apprenticeships accounted for just 18 % 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 2020 has risen slightly against the 2019 figures with just 25% 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

51.25% of Year 12 students at Lurnea High School undertook vocational education and training in 2019.

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

In 2019, 100% of Year 12 students attained their Higher School Certificate qualification, having satisfied the New South Wales Educational Standards Authority (NESAS) 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 2019, a range of 26 subjects was selected by Year 12 students. In addition, 100% of Year 12 support students (11) who were enrolled in Life Skills program also attained their Higher School Certificate having satisfied all NESAS requirements in all Life Skill courses.

Student performance in the 2019 HSC demonstrated a continuing upward trend on state performance data over the last four years in some HSC courses. Students studying Design and Technology, Industrial Technology (Timber), Extension 1 English and Business Services scored above the state average while students undertaking studies in English Standard and Legal Studies 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 Afran Abbass and Joanna Bachay scoring a Band 6 in Design and Technology both gaining 'Shape' nominations for display for the Powerhouse Museum. Maisa El Chahal also scoring a band six in Society and Culture.

## Vocational Education and Training in Schools

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 providing opportunities for students to have a pathways to obtaining qualification which are industry recognized that provides students with valuable employability skills.

The success of Lurnea High Schools VET programs were acknowledge internationally when the school was invited to present on the implementation of the "**VET Learning Hubs**" at the **EduTECH Asia conference in Singapore**. The school was represented by HT VET Mr. Edward Kumar and as a Key Speaker and DP Mr. James Samphier as support staff.

Lurnea High School Vocational Education expanded its "Practical and Simulation" program with the objective of providing opportunities to students studying VET Frameworks to have learning environments that allowed real time experiences as opposed to a simulated experience. The school has taken initiatives to purpose build the following "**VET Learning Hubs**":

1. The "VET Retail Shop" – for Retail Students and Information and Digital Technology
2. Dance Studio – for Assisted Dance Teaching students
3. Training Gym – for Sports Coaching students
4. Recording Studio – in preparation for Entertainment program to commence in 2020

These innovative developments provide students with an opportunity to experience an innovative learning environment to broaden their skills and knowledge.

The goal for Lurnea High School VET Program is to enable students to improve their employability skills to the point where they can succeed in life beyond school. The goal is also to enable students to develop their reading, writing, comprehension and numeracy skills that will assist them in high school and post-secondary education or work.

### **VET in Schools Curriculum**

Vocation Education and Training continued to be a popular choice amongst students as in 2019, 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.

Lurnea High School was able to successfully obtain its "Authority to Deliver" for Entertainment Industry. The school expanded its VET program to 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, and, provide students an opportunity to achieve an AQF qualification in the extreme case where students drop out of school at the age of 17 before completing their HSC. There is also an opportunity for work experience at this level.

Lurnea High Schools VET programs have become a popular choice for students and parents as the number of students electing to enroll in the VET courses have increased. In order to meet the demands of the students, the school is exploring options to expand its VET curriculum offerings further into Stage 5 and Stage 6 in 2020.

### **VET Staff Profiles**

In 2019, 2 new staff successfully enrolled into getting training and qualifications to become accredited VET teachers. Currently, Lurnea High School has **6 teachers** who are accredited to deliver VET courses to students. Teacher names and details are as follows:

Teacher

VET Accreditation Qualifications

Edward Kumar **Certificate IV – TAE40110** – Certificate IV in Training and Assessment, Cert III Information and Digital Media and Technology ICT30115

Ashley Cullen **Certificate IV – TAE40110**– Certificate IV in Training and Assessment

Cert II Retail Services

Nilofar Mishra – **Certificate IV – TAE40110**– Certificate IV in Training and Assessment, Cert II Business BSB20115

Lauren Bellman – **Certificate IV – TAE40110**– Certificate IV in Training and Assessment in training and upgrading qualifications

Stella William– **Certificate IV – TAE40110 – Certificate IV in Training and Assessment, Cert III Information and Digital Media and Technology ICT30115**

Nick Hallam **Certificate IV – TAE40110**– Certificate IV in Training and Assessment in training and upgrading qualifications

\*Also, *Amy Stoakes* is in training to become accredited to deliver **Assistant Dance Teaching** and *Cristina Zimmer* in training for **Skills for Work and Vocational Pathways**

## VET Learning Spaces

### 1. Classrooms:

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

### 2. Real World Experience

The "**VET Learning Hubs**" created (VET Shop, Gym, Dance Studio, Recording Studio) provides teacher's possibilities to develop project-based learning environments for students to deliver learning outcomes in an interactive environment, and in doing so providing consistent periodic learning opportunities to students to acquire employability skills.

Apart from completing the Work Readiness program, the **VET Learning Hubs** provides students with further opportunities to become familiar with the real time working environment. For example, at the VET Shop, students are required to follow their shift rosters as developed by their teachers. Each shift has a shift supervisor whose job is to ensure smooth operations of the shop and to supervise colleagues ensuring that all tasks are carried out in a proper manner.

## Workplacements

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

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

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

- Fairvale High School

Sports coaching students have formed an alliance with the local primary schools and are associated there to complete their work placements. Students have also been associated with the Uniform Shop at Lurnea High and have worked to sell uniforms and outfits related to school. Students have also participated in the stock-take process to help balance the stock at the end of the business period. **Achievements** Lurnea High School was awarded with the 2019 **VET in Schools Excellence Award** for outstanding achievements in the delivery of Vocational Education and Training to secondary school students. LHS was also represented at the 2019 SWS Regional VET Awards. Year 12 students Aiham Al Maged from Retail Services, Azeez Azeez from Information and Digital Technology and Lauren Jennings from Sport Coaching were nominated and received finalists awards for excellence in VET in secondary schools.



# Workforce information

## Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Head Teacher(s)	9
Classroom Teacher(s)	42.4
Learning and Support Teacher(s)	3.1
Teacher Librarian	1
Teacher ESL	3.6
School Counsellor	2
School Administration and Support Staff	23.38
Other Positions	13.6

\*Full Time Equivalent

## Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2019, 3.9% of the Department's workforce identify as Aboriginal people.

## Workforce ATSI

Staff type	Benchmark <sup>1</sup>	2019 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
School Support	3.30%	7.20%
Teachers	3.30%	2.90%

Note 1 – The NSW Public Sector Aboriginal Employment Strategy 2014–17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

Note 2 – Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

## Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

## Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice.

Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.

## Professional learning and teacher accreditation

In 2019 the school had three School Development Days, four 3 hour variation Staff Development sessions for teaching and non-teaching staff, 10 staff meetings with a professional learning focus and 1 Executive mini conference and the introduction of "Teams" (Literacy, Formative Assessment, Differentiation, Wellbeing) and executive professional learning.

Whole School professional learning included:

- Suspension and expulsion procedures
- Accreditation
- Learning and Support processes
- Supporting Refugees
- Using data to inform our practice

Along with this learning, there were several opportunities where staff were provided with an opportunity 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 schools 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
- Introduction of "teams" to address areas of needs
- 96% of staff found that the professional learning around data was relevant to our school journey

**Teacher accreditation:**

All staff were in-serviced on the process of keeping records of their professional learning hours. With all proficient staff 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 2019, 6 staff members were working towards achieving their proficient level of teacher accreditation. Of these 6 staff, 3 completed the process and 3 were working towards their completion of the documentation.

During 2019, 1 staff member obtained their accreditation at Highly Accomplished. With external observations and referee reports carried out.

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

# Financial information

## Financial summary

The information provided in the financial summary includes reporting from 1 January 2019 to 31 December 2019. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2019 Actual (\$)
<b>Opening Balance</b>	1,490,467
<b>Revenue</b>	13,405,730
Appropriation	12,986,120
Sale of Goods and Services	82,341
Grants and contributions	280,041
Investment income	5,952
Other revenue	51,276
<b>Expenses</b>	-13,412,711
Employee related	-12,098,055
Operating expenses	-1,314,656
<b>Surplus / deficit for the year</b>	-6,981

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.

## Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2019 <b>Approved SBA</b> (\$)
<b>Targeted Total</b>	2,026,608
<b>Equity Total</b>	2,222,963
Equity - Aboriginal	19,545
Equity - Socio-economic	1,300,000
Equity - Language	425,057
Equity - Disability	478,360
<b>Base Total</b>	5,930,919
Base - Per Capita	191,286
Base - Location	0
Base - Other	5,739,632
<b>Other Total</b>	2,492,782
<b>Grand Total</b>	12,673,271

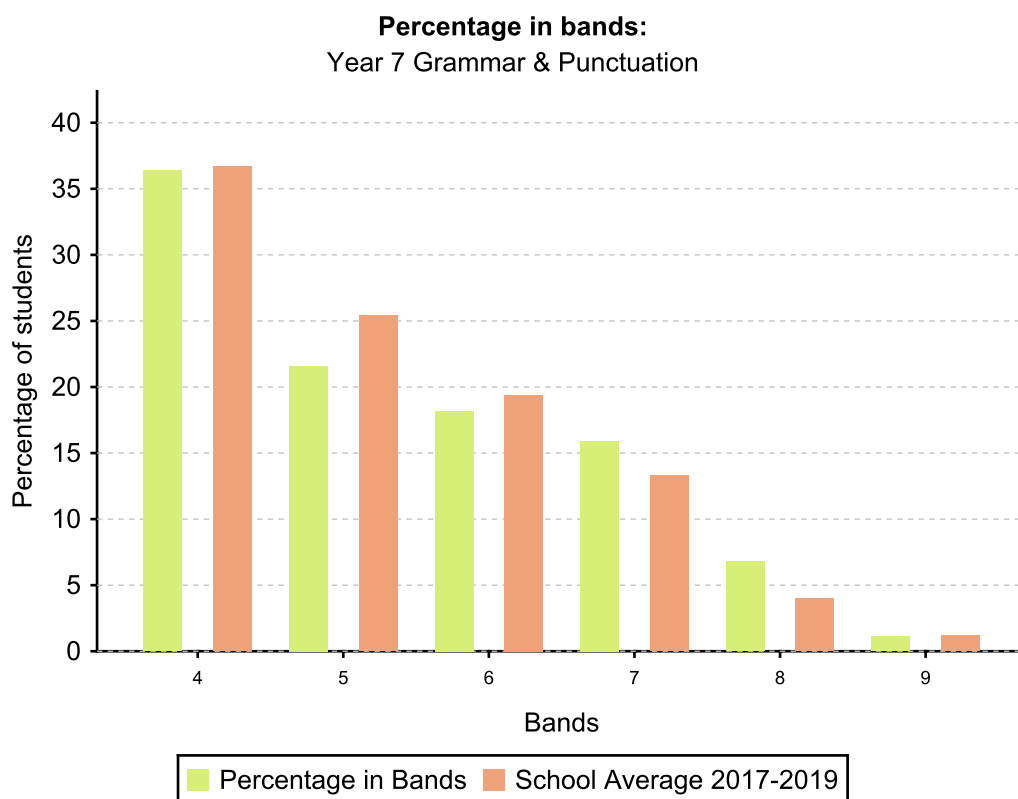
Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

## 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.

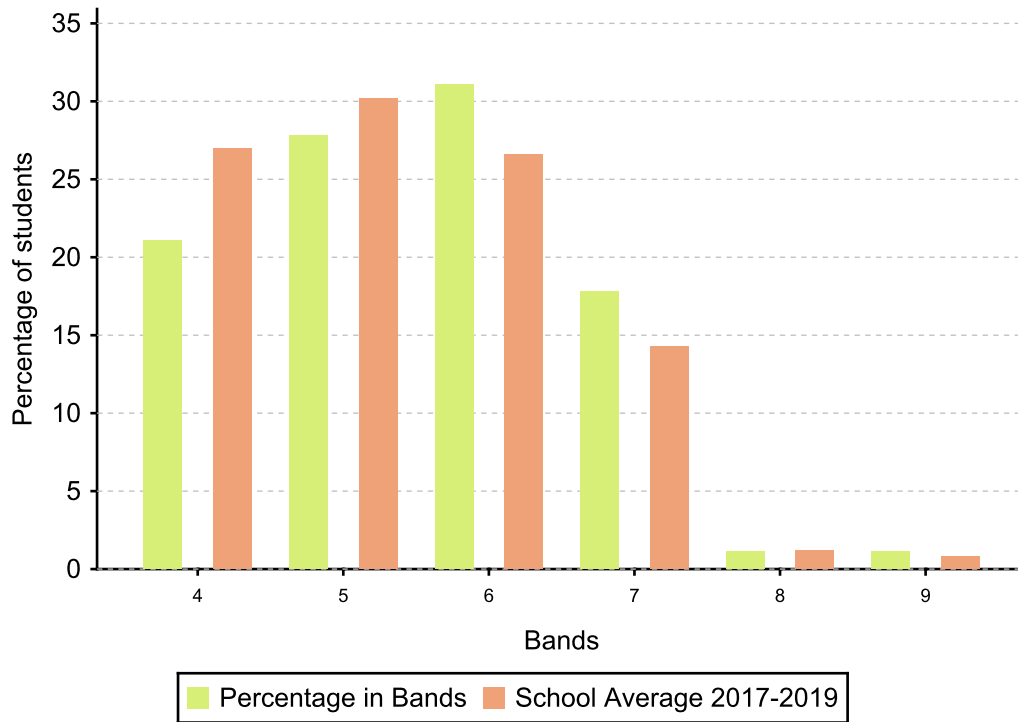
From 2018 to 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in NAPLAN on paper and others online. Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should be treated with care.

### Literacy and Numeracy Graphs



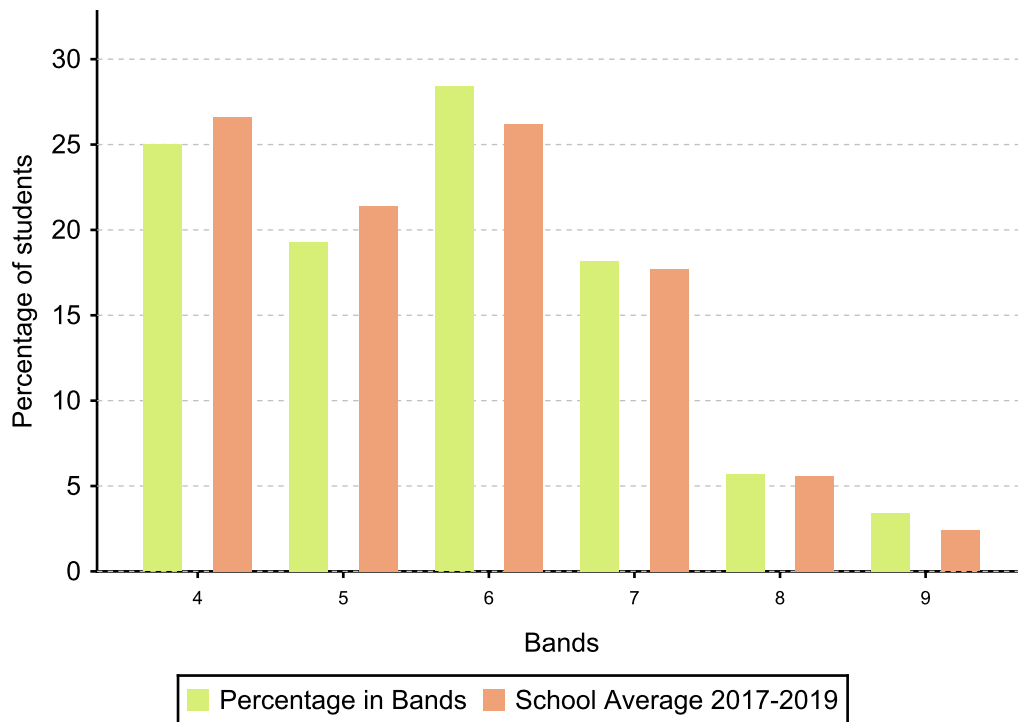
Band	4	5	6	7	8	9
Percentage of students	36.4	21.6	18.2	15.9	6.8	1.1
School avg 2017-2019	36.7	25.4	19.4	13.3	4	1.2

**Percentage in bands:  
Year 7 Reading**



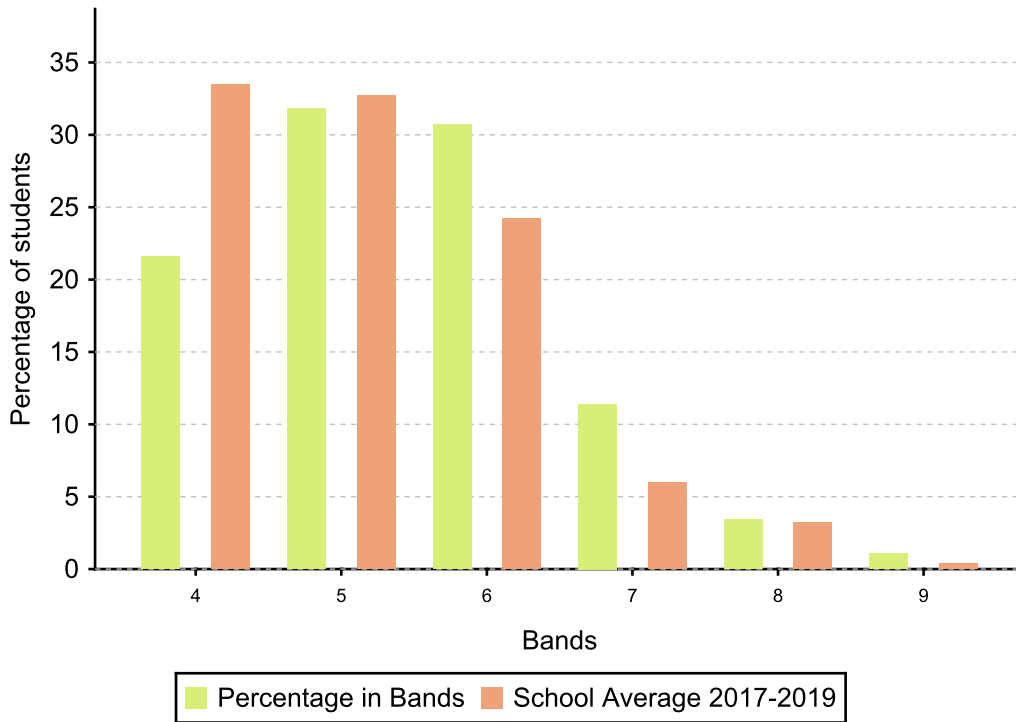
Band	4	5	6	7	8	9
Percentage of students	21.1	27.8	31.1	17.8	1.1	1.1
School avg 2017-2019	27	30.2	26.6	14.3	1.2	0.8

**Percentage in bands:  
Year 7 Spelling**



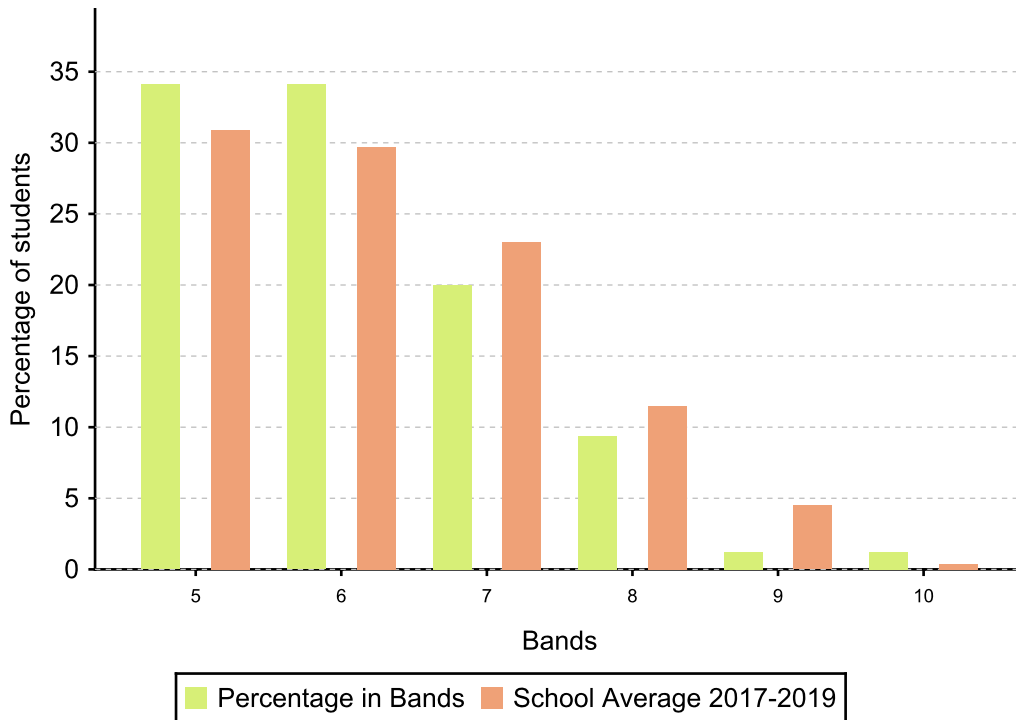
Band	4	5	6	7	8	9
Percentage of students	25.0	19.3	28.4	18.2	5.7	3.4
School avg 2017-2019	26.6	21.4	26.2	17.7	5.6	2.4

**Percentage in bands:**  
Year 7 Writing



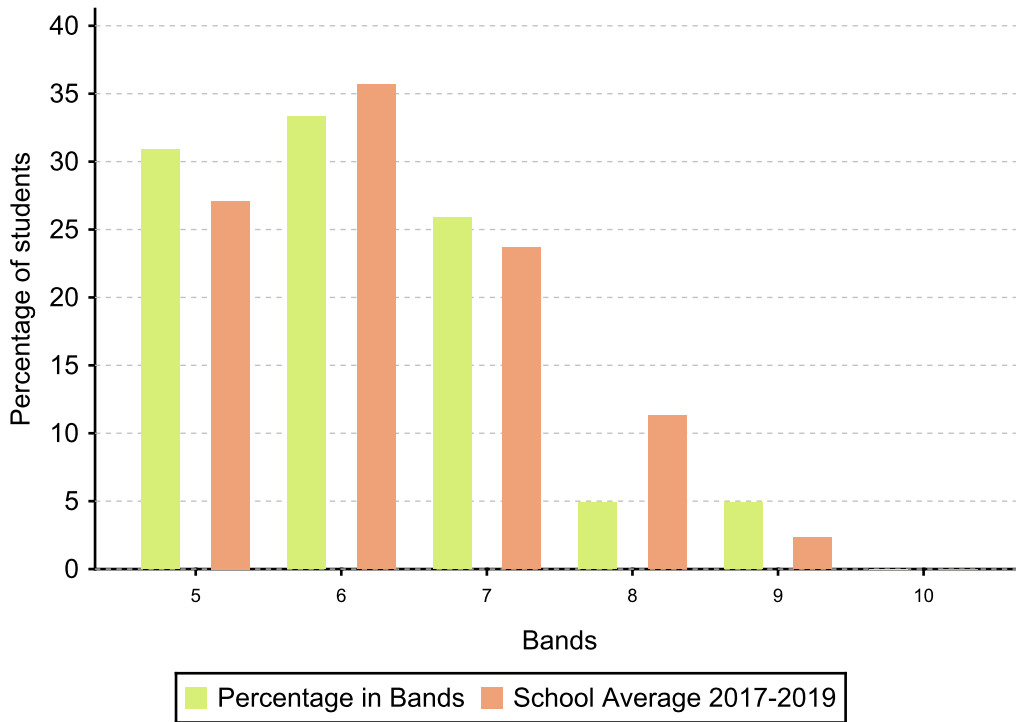
Band	4	5	6	7	8	9
Percentage of students	21.6	31.8	30.7	11.4	3.4	1.1
School avg 2017-2019	33.5	32.7	24.2	6	3.2	0.4

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



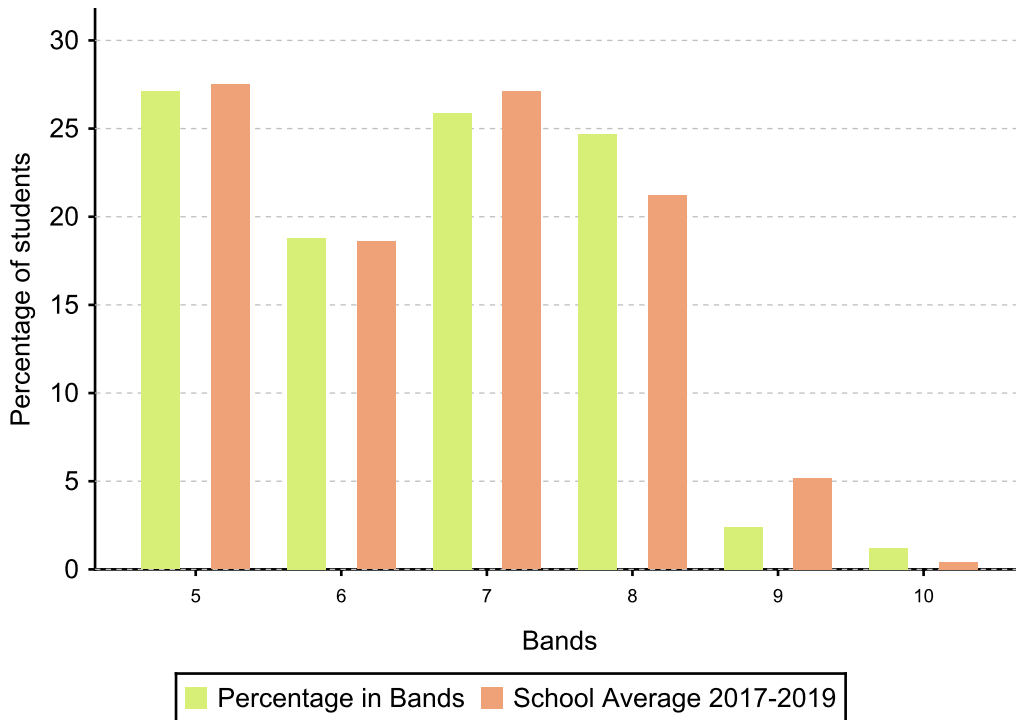
Band	5	6	7	8	9	10
Percentage of students	34.1	34.1	20.0	9.4	1.2	1.2
School avg 2017-2019	30.9	29.7	23	11.5	4.5	0.4

**Percentage in bands:  
Year 9 Reading**



Band	5	6	7	8	9	10
Percentage of students	30.9	33.3	25.9	4.9	4.9	0.0
School avg 2017-2019	27.1	35.7	23.7	11.3	2.3	0

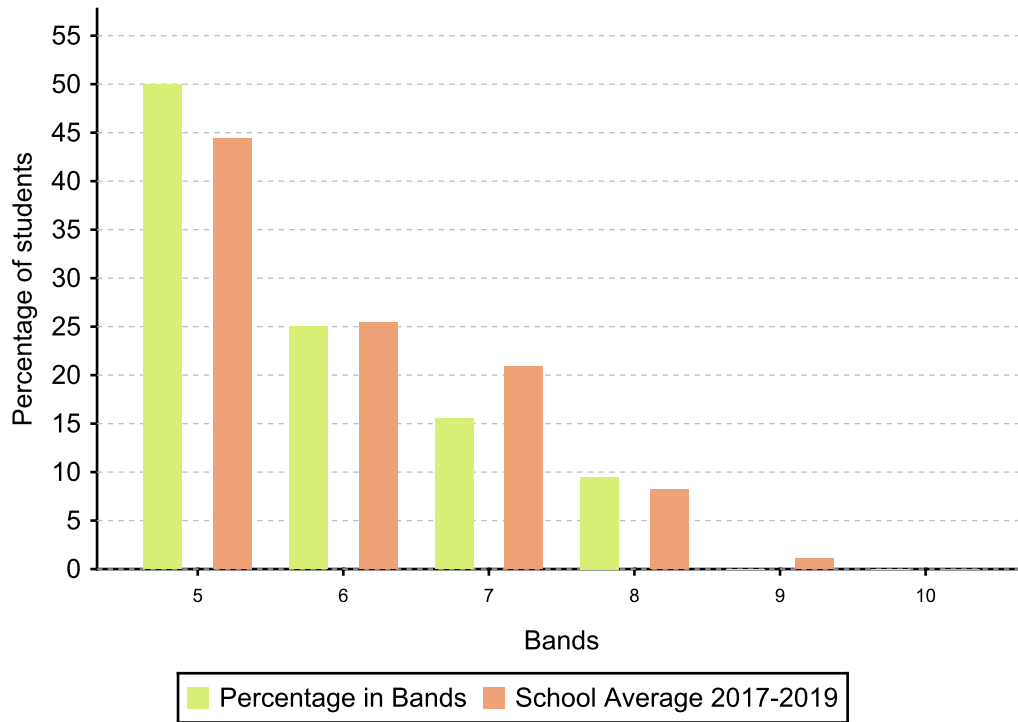
**Percentage in bands:  
Year 9 Spelling**



Band	5	6	7	8	9	10
Percentage of students	27.1	18.8	25.9	24.7	2.4	1.2
School avg 2017-2019	27.5	18.6	27.1	21.2	5.2	0.4

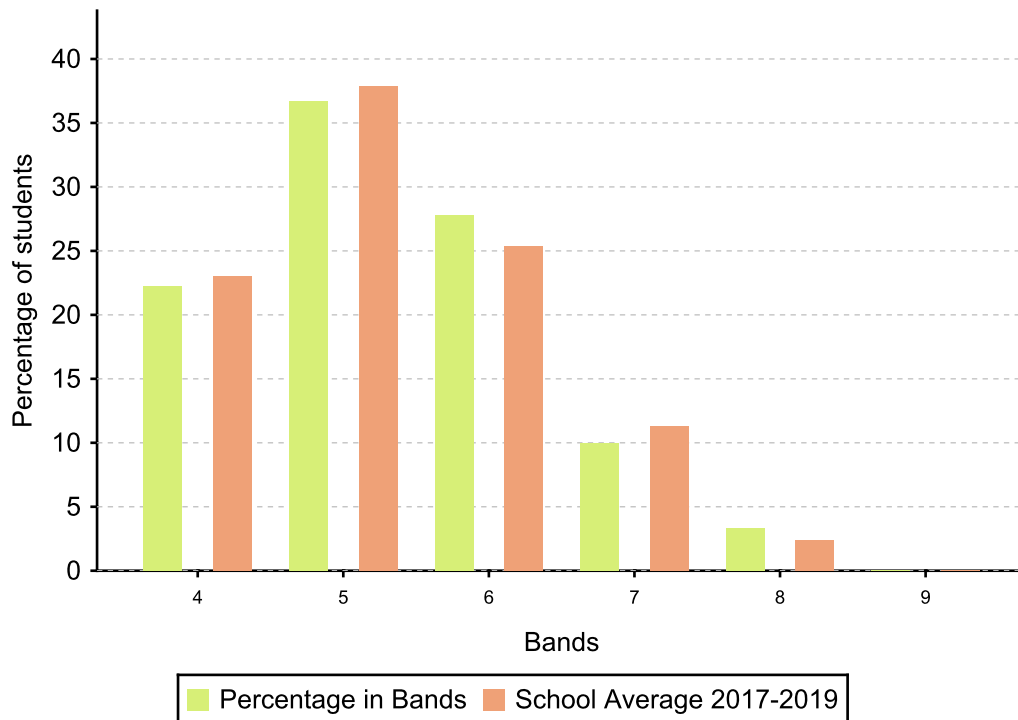


**Percentage in bands:**  
Year 9 Writing



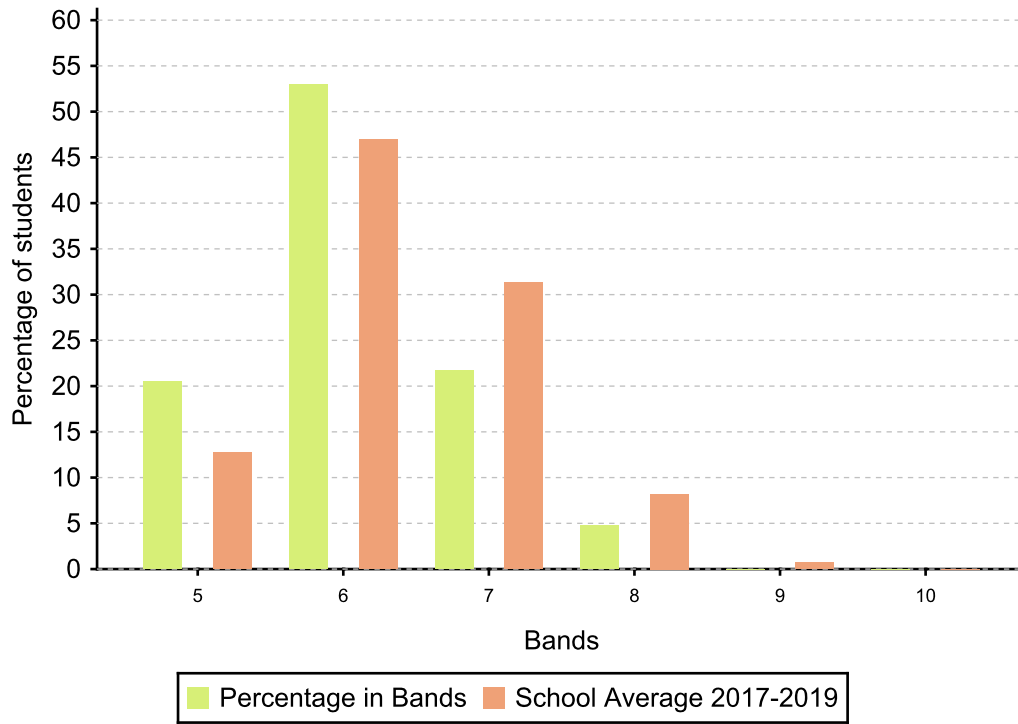
Band	5	6	7	8	9	10
Percentage of students	50.0	25.0	15.5	9.5	0.0	0.0
School avg 2017-2019	44.4	25.4	20.9	8.2	1.1	0

**Percentage in bands:**  
Year 7 Numeracy



Band	4	5	6	7	8	9
Percentage of students	22.2	36.7	27.8	10.0	3.3	0.0
School avg 2017-2019	23	37.9	25.4	11.3	2.4	0

**Percentage in bands:**  
Year 9 Numeracy



Band	5	6	7	8	9	10
Percentage of students	20.5	53.0	21.7	4.8	0.0	0.0
School avg 2017-2019	12.7	47	31.3	8.2	0.7	0

Staff and students have continued to work hard at improving Lurnea High School's NAPLAN results. The school's 2019 Year 9 results highlight students meeting expected growth was above state average in all areas of literacy and numeracy, except reading, in which Lurnea scored 56.5% compared to state average 60.2%. Key achievement areas for year 9 NAPLAN included an increase in students achieving top two bands in grammar and punctuation and reading, compared to 3 year school averages and a significant average 10 point improvement in spelling. Overall, the school's value add for year 9 students was only 1.8% below average value add for all schools in the state.

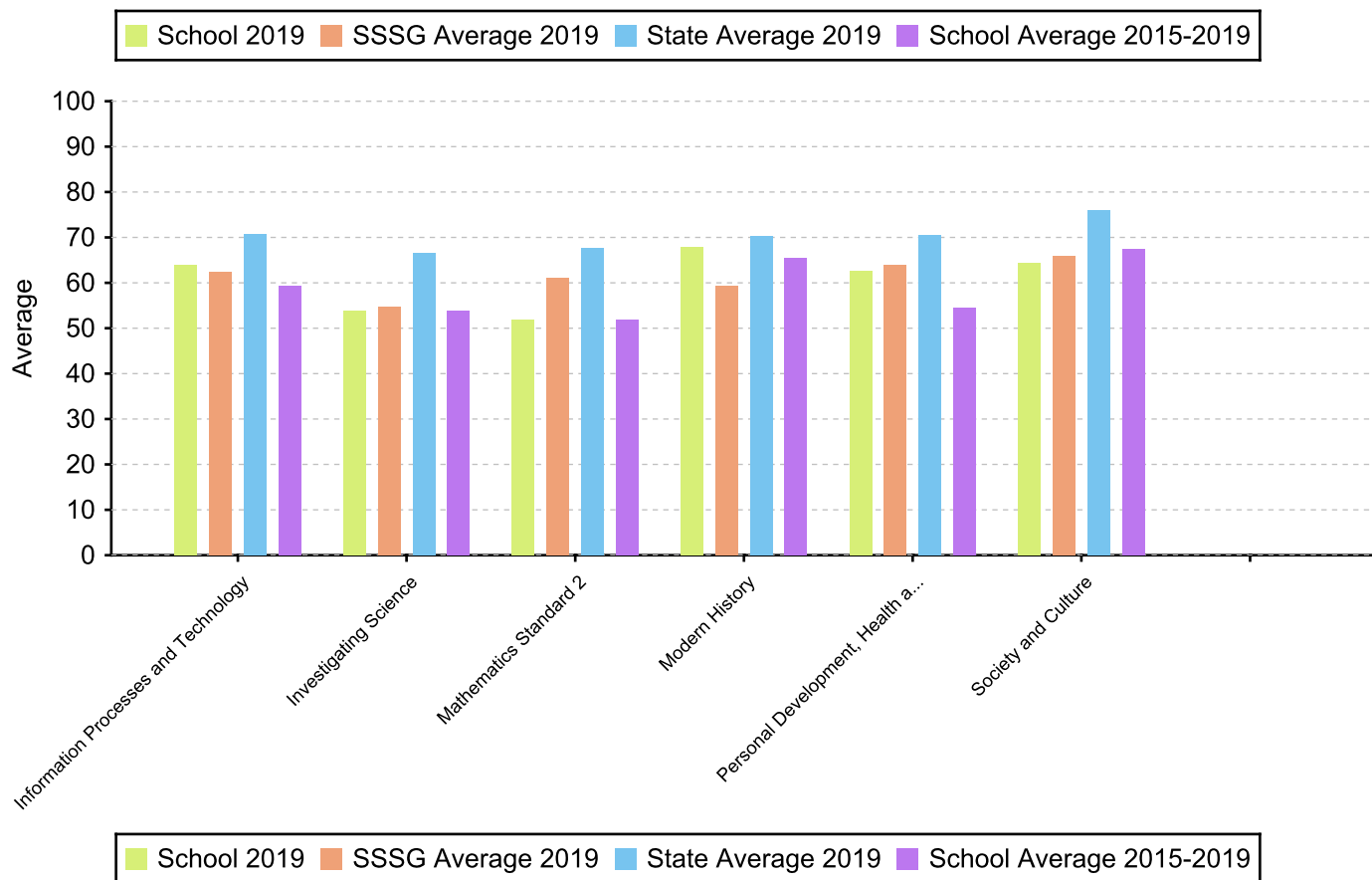
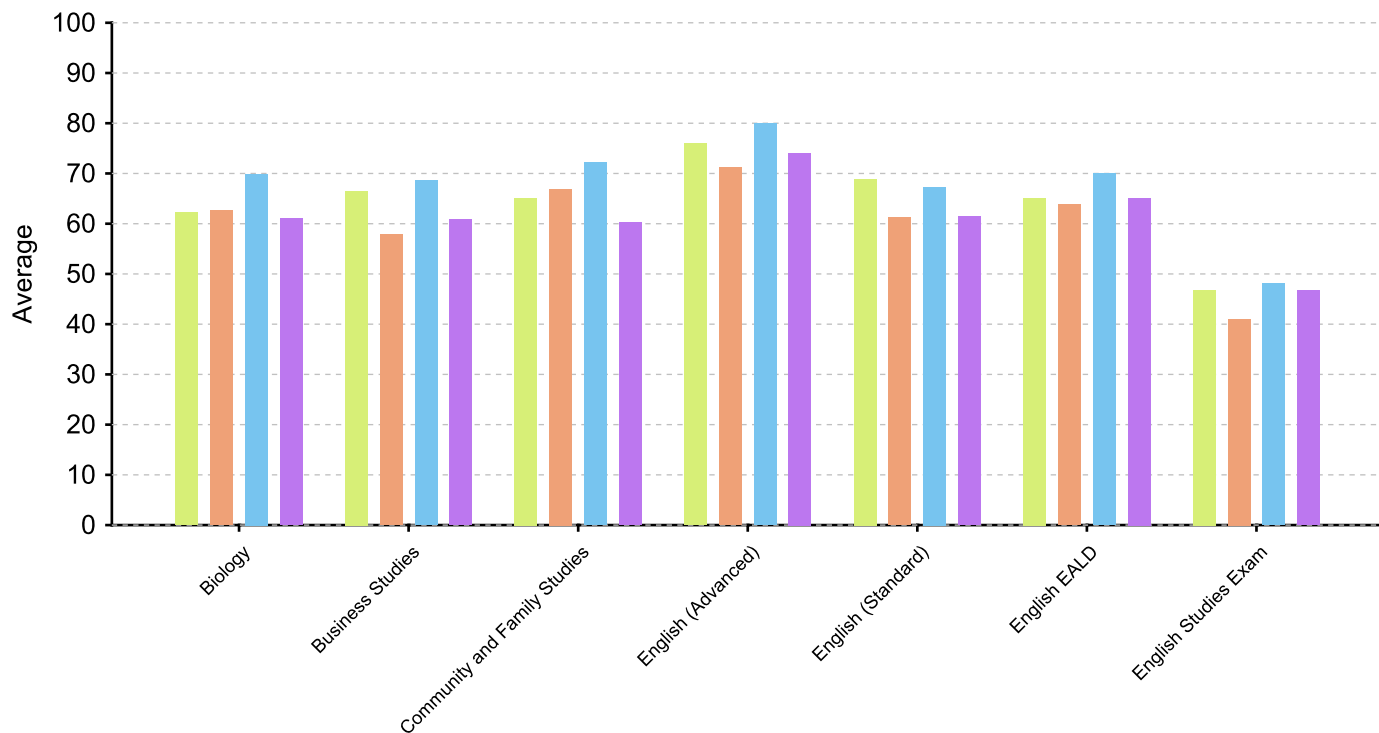
The school's 2019 Year 7 results highlight positive improvement in results in all areas except grammar and punctuation compared to 2018 data. Year 7 students at or above expected growth is higher than state average in writing, spelling and grammar and punctuation. Key achievement areas for year 7 NAPLAN included an increase in students achieving top two bands in grammar and punctuation, while maintaining top two band achievement levels in reading and spelling, compared to school averages

In 2019, Lurnea High School's SCOUT Value Add verdict was 7–9 Delivering.

## School performance - HSC

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

The information in this report must be consistent with privacy and personal information policies. Where there are fewer than 10 students in a course or subject, summary statistics or graphical representation of student performance is not available.



<b>Subject</b>	<b>School 2019</b>	<b>SSSG</b>	<b>State</b>	<b>School Average 2015-2019</b>
Biology	62.3	62.7	69.9	61.0
Business Studies	66.5	57.8	68.6	60.8
Community and Family Studies	65.1	66.9	72.2	60.2
English (Advanced)	75.9	71.1	80.0	74.1
English (Standard)	68.9	61.2	67.3	61.5
English EALD	65.1	63.8	70.0	65.1
English Studies Exam	46.8	41.0	48.1	46.8
Information Processes and Technology	63.9	62.5	70.8	59.2
Investigating Science	53.8	54.8	66.5	53.8
Mathematics Standard 2	51.9	61.1	67.7	51.9
Modern History	67.9	59.3	70.2	65.5
Personal Development, Health and Physical Education	62.6	63.8	70.5	54.5
Society and Culture	64.4	65.9	75.9	67.4

Students undertaking studies in Biology, Business Studies, Community and Family Studies, English (Advanced and Standard), Information Processes and Technology, Modern History, PD/H/PE and Society and Culture exceeded the school average results for the last four years.

## Parent/caregiver, student, teacher satisfaction

Lurnea HS students, parents and staff participated in the Tell Them From Me Survey in 2019.

- 94 of our parents completed the survey. Of the participants, a majority of parents indicated they feel welcome in the school, feel well informed, believe their child is receiving the support they need and can access the subjects of their choice.
- 477 students participated in the survey. The findings of the survey indicate that 70% of students have a strong sense of belonging and 71% of students believe they have positive relationships. This was similar to the NSW state norm. While 76% of students believed in the school values, which was similar to the NSW state norm, students indicated positive attendance and positive behaviour at a significantly lower than state average.
- 20 teachers responded to the survey. Of the participants a majority indicated they had opportunities to collaborate with other staff, used assessment tools to inform student learning and offer quality feedback to students about their performance. Teachers indicated as a majority that the school leaders had clear learning culture.

# Policy requirements

## Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

Aboriginal Education pathways program at Lurnea HS included the following key activities, events and initiatives:

- Individual Personalised Learning Pathways plans for all Aboriginal students, this included regular meetings as a group and with individual students to develop and review personal goals
- Establishing a culture of Aboriginal students leading NAIDOC yarning circles with younger students across the year 7 cohort. All Aboriginal students participated in developing their mentoring skills to lead the groups of students through activities and discussions.
- Empowering our senior Aboriginal students to lead events and activities as a part of the school culture. Senior Aboriginal students developed a proposal and discussed this with the school principal.
- Establishing a team of staff to lead the Aboriginal Pathways programs with representation across the mainstream, support unit and Intensive English Centre
- Creating an online platform for communication of any opportunities, events and important information via google classroom.

## Anti-Racism Policy

All teachers are responsible for supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. Principals are responsible for examining school practices and procedures to ensure they are consistent with the policy. All schools have an Anti–Racism Contact Officer who is trained to respond to concerns in relation to racism.

## Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.

### **Background Information**

In 2019, a team of staff worked together to plan and implement whole school events and activities to increase cultural awareness and appreciation included staff in Support Unit, Intensive English Centre and the Mainstream school. Staff trained as Anti–Racism contact officers are a part of the team, additionally; the Refugee Support Leader for the network led whole school professional learning and was involved in planning meetings and events. This team incorporates aspects of the Multicultural Education Policy and the Anti Racism Policy.

### **Programs, Activities and Events:**

Staff and students participated in:

- Multicultural day, including cultural workshops and an assembly celebrating cultural diversity
- Refugee Week events, sharing stories
- Cooling Conflicts program, the whole of the year 8 cohort participated in the forum theatre program. Selected year 9 students made up the acting and hosting team for the performances.

## **Professional Learning:**

- All staff participated in workshops about trauma informed practice, led by the RSL
- 40 staff participated in registered course *Teaching Students from a Refugee Background*
- All staff have access to a bank of resources are made available throughout the year which teachers can implement according to the level of student need and connection with in class learning

## **Whole School Practice:**

Continuation of the 'racism' incident category as a method of having an ongoing record of incidence of racism in the school.

The team commenced the development of a whole school plan incorporating antiracism, multicultural education, trauma informed practice within the framework of the EAL/D progressions.

## **Future Directions**

In 2020, 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.

Implementation of the whole school plan will be a focus area for the team in the preparation for the school's next cycle of strategic directions.

## **Other School Programs (optional)**

### **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, the Principal, 3 Learning and Support Teachers, 4 English as an Additional Language/Dialect (EAL/D) teachers, 4 School Learning and Support Officers (SLSO), a Speech Pathologist and 2 school counsellors. The team meets fortnightly to review student learning and wellbeing support needs across the school.

In 2019, the team completed the Nationally Consistent Collection of Data (NCCD) for students who require additional support with learning and wellbeing. Support is allocated based on student need and is delivered through a combination of in class and small group withdrawal. Student learning and wellbeing goals are recorded on a Personalised Learning and Support Plan (PLaSP). This is reviewed twice a year with the student and their family.

All parents were invited to a student review meeting in 2019 to discuss their child's PLaSP and have an opportunity to have input into how they feel their child would be best supported. Feedback was highly positive in regards to the planned interventions and support being offered to students.

#### *2019 Achievements*

- Worked intensively with classroom teachers across our Stage 4 and early Stage 5 classes to plan, modify and adjust curriculum to suit student learning needs. This included co-teaching with subject teachers.
- Continued Best Start Year 7 Literacy and Numeracy assessment for incoming year 7 students. This provides learning data used to identify individual student learning support needs.
- Participated in the NCCD for the 7th year in 2019. Information from this process was used to supplement diagnostic literacy and numeracy assessment to guide specific in-class and assessment learning adjustments.
- Integrated speech pathologist sessions into Key Learning Areas, developing student and teacher understanding of subject language requirements. The program's key focus concepts included developing our students' vocabulary, language processing, spelling and phonological awareness.
- Maintained Speech Pathologist intervention with small, target groups on specific speech development, identified through individual assessment.
- Increased the scope of the Stage 4 social skills program run by Mr Sandro Frade, Community Liaison Officer Ms. May Jouni and Speech Pathologist, Ms. Rebecca Price to include program graduates as mentors. This program developed students' social and community awareness skills through a mixture of practical, experiential learning, skill specific training and team building exercises.

#### *Future Directions*

- Continue the speech pathology program to support the growing language needs of students, with a clear focus on Year 7 and the Support Unit.
- Continue employment of a full time Head Teacher Learning and Support to lead the vision of structured support for

student across the school with a major focus on Stage 4.

- Increased use of 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 targeted Stage 4 and early Stage 5 classes. The team will model team teaching across KLAs to better support our students who are identified as having a learning difficulty.
- The Learning and Support Team to review PLaSPs for those students requiring learning adjustments and increase engagement of parent interviews across all Stages to 75%
- 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 Personalised Learning and Support Plan (PLSP). 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 PLSP allows for flexibility and is reviewed, evaluated and adjusted according to any contextual information specific to any student's needs or situation. The PLSPs 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 other external agencies involved in the students case.

Each PLSP targets different areas according to the student's year level. For students receiving a support placement in Year 7, 2019 the PLSPs 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 2018 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 PLSP parent/carer meeting also sets the foundation for a positive and ongoing relationship between school and family. In Years 8 and 9 student PLSPs 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 senior transition staff, 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 faculty senior transition staff.

In 2019 there was an increase in students accessing post school funding and registering with the NDIS. Confirming student registration on the NDIS will continue as a part of the new enrolment and transition process in 2020. 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 PLSPs in a way that is sustainable in an ongoing cycle. Each student PLSP will feature a literacy, numeracy and skills based goal. These 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 support faculty senior transition team.
- Successful implementation of the inclusive wellbeing and engagement programs in support and mainstream, targeting various year groups.
- 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, 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.
- Review of reporting process to be centred on student's individual areas of growth and further development.

## **Future Directions**

In 2020,

- Review student reporting processes and practices to ensure the provision of quality feedback to parents and carers.
- Establish home room teachers for each class group to strengthen and foster positive relationships and stability across all aspects of student learning and well being.
- Develop a positive reinforcement and behaviour modification program to implement consistently across all support classes.
- Continue PLSP 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 individualised 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.
- Continue 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.

## **INTEGRATED SPORT:**

Students participate in sport lessons that are integrated within the timetable throughout the fortnight. Students explore a range of activities that are designed to promote enjoyment and lifelong physical activity. Year 7 students participate in round robin competitions that promote team work and collaboration between students. They also participate in an intensive 5 week swimming program designed to improve student technique and provide them with the basics of lifesaving to help themselves and others.

## **CARNIVALS:**

Our Annual Swimming, Cross Country and Athletics Carnivals were a huge success in 2019, 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 winners of the 'Battle of the Houses' competition between each house group were Thorpe, with the most competition points across the year.

The Age Champions for all carnivals are:

## **Swimming:**

### **12 YEAR OLD**

Adam Hachem

Claire Dearne

**13 YEAR OLD**

Essam Zakout

Tia Judd

**14 YEAR OLD**

Steve Fonohema

Mikayla Burke

**15 YEAR OLD**

Mousa Raza

Sarah Townley

**16 YEAR OLD**

Mohammad Alkabbani

**17+ YEAR OLD**

Salman Haidar

Temple Tangiora