

2020 Annual Report

Lurnea High School



8401

Introduction

The Annual Report for 2020 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

Lurnea High School
2 Hillview Parade
LURNEA, 2170
www.lurnea-h.schools.nsw.edu.au
lurnea-h.school@det.nsw.edu.au
9602 5704

School vision

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 development.

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>

Self-assessment using the School Excellence Framework

Elements	2020 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	Delivering
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Delivering
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Delivering
LEADING: School planning, implementation and reporting	Working towards Delivering
LEADING: School resources	Delivering
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 NESAs 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)
Due to COVID remote learning, the Hub model was evaluated during Term 2 and restructuring was necessary to support our students learning. DP Instructional Leader and HT Numeracy role was reallocated to a literacy and numeracy coordinator within the school existing teaching allocation.	DP Instructional Leader HT Numeracy Hub teaching resources and staffing Funding Sources: <ul style="list-style-type: none">HT Numeracy (\$55031.75)DP Instructional Leader (\$52862.00)

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)
Learning Centre works as an additional support place for Year 12 students. All students attend during timetable sessions and have access to teacher support, technology and resources to allow for great success in completing assessments to a higher standard. HSC results were explored at a faculty and executive level and data analysed through an internally developed NESAs audit to determine future directions at a whole school, faculty and classroom level.	Learning Centre coordinator Funding Sources: <ul style="list-style-type: none">LC Classroom teacher (\$113277.00)

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)

Progress towards achieving improvement measures

Learning Support team includes specialist learning support and EAL/D teachers and school learning support officers who offer additional assistance and support within the classroom setting. This includes individualised assessment to personalise learning plans and goals for targeted students. The learning support team provide professional learning across faculty areas. Whole school Action Research project showcased staff utilising pre-test baseline data of their class to determine the most appropriate intervention, encompassing differentiation. The post-test data and resources created to include intervention strategies highlighted the successful implementation across mainstream, IEC and Support classrooms. Speech Pathologist (full year) and Occupational Therapist (Term 4) allowed for individual assessment and therapy to be accessible for targeted students on site.

Learning Support Team, including CRT and SLSO and Allied Health Services (Speech Pathologist and Occupational Therapist)

Funding Sources:

- HT L & S: Socio-economic background (\$143320.00)
- 5 x SLSO: Low level adjustment for disability (\$148705.00)
- EAL/D CRT: English language proficiency (\$109384.00)
- Speech Pathologist: Socio-economic background (\$122239.00)
- Occupational Therapist: Socio-economic background (\$14105.00)

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)
During Term 1 2020 planning and organisation commenced for the continuation of Celebration Assemblies for student recognition. Week 8 Term 1 NSW went into a remote learning model and unfortunately this meant our Celebration Assemblies could not be held. While there were online celebrations for students across cohorts, the original model of Celebration Assemblies was impacted greatly. The Student Leadership team continued with the ideas of Diamond League point system but were unable to develop this any further in the remote learning and uncertain nature of the remainder of the school year. The discussion and implementation is intended for 2021 or when the onsite learning is more settled.	HT WellBeing Student Leadership Team Year Advisors Funding Sources: <ul style="list-style-type: none">• Socio-economic background (\$33937.00)• Socio-economic background (\$33937.00)

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)
HT Administration and HT Wellbeing worked towards establishing an updated and current system for attendance. With remote learning caused a significant disruption to the attendance measures and data for 2020.	Funding Sources: <ul style="list-style-type: none">• HT Administration (\$33937.00)• HT WellBeing (\$33937.00)

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

Progress towards achieving improvement measures

Process 3:

Implement targeted wellbeing initiatives provided for every year group

Evaluation	Funds Expended (Resources)
<p>Established Head Teacher Well Being position to lead wellbeing team and work alongside senior executive to review and evaluate existing school wide systems and process for engagement, participation and wellbeing. This included a leading staff workshops, whereby all staff had a chance to contribute to the evaluation and future directions for school wide process and systems. COVID restrictions disrupted the implementation phase, however this is embedded in the next phase of school directions planning.</p>	<p>HT Well Being HT Administration</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Socio-economic background (\$33937.00) • Socio-economic background (\$33937.00)

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)
Stage 4 classes were streamed into 'supported' and 'non supported' classes. This allowed for the effective deployment of additional specialist teaching support in most KLAs across the supported classes. Teaching and Learning could be modified according to student needs. This strategy was not adequately evaluated due to the disruption in learning models caused by the shift from onsite learning to remote learning.	Learning and Support and EAI/D teachers SLSO team Speech Pathologist Occupational Therapist Integrated Learning coordinator Funding Sources: <ul style="list-style-type: none">• HT Well Being: Socio-economic background (\$33937.00)• HT L & S: Socio-economic background (\$33937.00)

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)
Stage 5 inclusive elective was implemented whereby Year 9, 10 mainstream and support students were given the opportunity to choose an elective. By combining the electives in a vertical manner on the timetable more subject could be offered, allowing for students to more likely enrol in their preferred elective. Due to the disruptive nature of remote learning and COVID restrictions, the Stage 5 inclusive elective was not adequately evaluated. It will continue in 2021 with the intention of monitoring and reviewing the strategy. To increase collaboration and innovative practice, there was additional professional learning on digital learning platforms throughout the year in which all staff participated. To support remote and blended learning models the school purchased additional devices and upgraded 22 rooms to have Prowise interactive panels installed.	Stage 5 inclusive elective Technology: hardware and professional learning Funding Sources: <ul style="list-style-type: none">• Socio-economic background (\$322619.00)

Process 3: Community Engagement

Progress towards achieving improvement measures

Process 3:

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>The Community Engagement Team was established in Term 4, including Community Liaison Officers (2.6), School Counselling team, Aboriginal Education Officer, Allied Health- Speech Pathologist, Senior executive and newly appointed Student Support Officer. While COVID restrictions still prevented parent/carers coming onsite the Community Engagement Team worked hard to establish their goals and vision for the school and determined what their role was within the school community and future school directions.</p>	<p>Community Liaison Officer (2.6) Aboriginal Education Officer (0.2)</p> <p>Funding Sources:</p> <ul style="list-style-type: none">• AEO: Aboriginal background loading (\$20850.00)• CLOs: Socio-economic background (\$191676.00)

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$20, 850.00 Aboriginal Education Officer (0.2)	<p><i>Future Direction:</i></p> <p>Extend the AEO role to (0.6), develop a process for developing individualised goals for students that are tracked, measured and evaluated regularly. Expanding on existing Cultural programs to include indigenous and non-indigenous students. Develop whole school awareness of embedding authentic Aboriginal perspectives into class room teaching and learning experiences</p>
English language proficiency	\$40, 776. 00 EAL/D Classroom teacher (1.0)	<ul style="list-style-type: none"> • Funds have been used to employ an additional EAL/D classroom teacher. This enabled additional support for EAL/D learners across all Stages and KLAs. • Additionally, funds have enabled the implementation of an EAL/D specific Vocational Education and Career Pathway program to be established. This program assists students in developing vocational networks through TAFE programs, local employment agencies and through work experiences. <p>Finally, funds have allowed targeted EAL/D support for senior students sitting HSC mandatory literacy and numeracy tests.</p>
Low level adjustment for disability	\$148, 704. 00 School Learning Support Officers (3 x 1.0)	<ul style="list-style-type: none"> • Funds have been utilised to employ 3x SLSOs. These support staff have been utilised as in-class support for targeted Stage 4 and 5 classes across KLAs, working with individual students and small groups.
Socio-economic background	\$1,014,950.00 Additional Deputy Principal (Support and year 10) Additional Deputy Principal, Instructional Leader Head Teacher instructional Leader, Head Teacher Administration, Head Teacher WellBeing, Head Teacher Learning and Support	<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, 4x CRTs, 0.4 x SAM, 3.05 x SLSO supplementing other temporary positions.* Programs and initiatives include: After-school Homework Centre, HSC Learning Centre, VET Shop, Speech Pathology program, part-time IT Support services, Year 7 Transition and Year 5 PBL strategies, Student Wellbeing strategies, Stage 5 RoSA and Transition strategy, Student Assistance, Technology hardware and library resources, and a range of extra-curricular strategies and resources to support creativity , engagement and supported learning activities.</p>
Support for beginning teachers	\$62, 299.00	<p>Support for beginning teachers</p> <p>During 2020 Lurnea High continued to receive funds (Great Teaching Inspired Learning Reform) to support eligible temporary teachers in 2020. Eligible permanent and temporary teachers received funding support for their ongoing performance and development. At Lurnea High School this allowed 2 permanent and 1 temporary staff member to have 2 hours per week release time, while their supervising Head Teacher</p>

<p>Support for beginning teachers</p>	<p>\$62, 299.00</p>	<p>received 1 hour release time to support and mentor the temporary teacher. Beginning teachers are also supported by the Head Teacher Teaching and Learning in regards to the processes of accreditation and in class support.</p> <p>In this time teachers:</p> <ul style="list-style-type: none"> • 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 lesson resources • Upskilled themselves with the delivery of online lessons
<p>Targeted student support for refugees and new arrivals</p>	<p>\$34, 249.00</p>	<p>Newly arrived and refugees student receive an opportunity for additional support during the after school tutoring program. Targeted students who exited the Intensive English Centre throughout the year as as newly arrived refugee background students enrolled in the mainstream school participate in a transition program to orientating students to the new setting, staff and timetable. Additionally, laptops were purchased for the refugee or newly arrived students in the mainstream setting to borrow to assist with accessing their work from home.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	408	366	366	393
Girls	300	281	305	304

Student attendance profile

School				
Year	2017	2018	2019	2020
7	91.9	92.2	90.4	89.1
8	87.2	86.5	89.9	88.6
9	85.1	88.4	84.4	87.1
10	84.7	86	85.4	83.5
11	77.5	83.4	86.5	86.8
12	85.7	77.8	86.6	83.8
All Years	85.2	86.1	87.1	86.5
State DoE				
Year	2017	2018	2019	2020
7	92.7	91.8	91.2	92.1
8	90.5	89.3	88.6	90.1
9	89.1	87.7	87.2	89
10	87.3	86.1	85.5	87.7
11	88.2	86.6	86.6	88.2
12	90.1	89	88.6	90.4
All Years	89.6	88.4	88	89.6

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

Post-school destinations

Fifty-four Students completed their Higher School Certificate (HSC) in 2020, six fewer than the number who completed their HSC in 2019.

University and TAFE remain the most important training options for our students. The University Admissions Centre (UAC) made just 12 offers to 10 Lurnea High School students for the 2021 Semester One University admissions period. A substantial number of additional offers were made directly from several universities. Western Sydney University made the largest number of offers through the HSC True Rewards Program for study in 2021, 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 24 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 2022 remains an extremely popular option with Lurnea

High School students.

Apprenticeships and traineeships 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 or traineeship in their chosen field. The number of Lurnea High School students enrolling into TAFE courses for 2020 has risen slightly against the 2020 figures with 26% reporting TAFE as their chosen destination. For the first time Lurnea High School can report that two students were unable to secure places in their preferred course to begin their TAFE studies in Semester 1 2021.

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.

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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

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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

46.99% of Year 12 students at Lurnea High School undertook vocational education and training in 2020.

Year 12 students attaining HSC or equivalent vocational education qualification

In 2020, 99% 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 2020, a range of 25 subjects were selected amongst year 12 students with 100% of Year 12 students attaining their Higher School Certificate or equivalent vocational educational qualification, having satisfied NESAs requirements for the HSC credential. In addition, 100% of all Year 12 support students (16) who were enrolled Life Skills program also attained their Higher School Certificate having satisfied all NESAs requirements in all Life Skill courses. Student performance in the 2020 HSC demonstrated a continuing upward trend on state performance data over the last five years in a number of HSC courses. Notable band 6 results were evident in Extension English 1, Society and Culture, Ancient History and Community and Family Studies. While students studying Design and Technology and Industrial Technology (Timber) scored near the state average. Students undertaking VET frameworks were able to achieve necessary competencies to gain appropriate credentialing in Retail Services, Business Studies, Sport Coaching and Information and Digital Information. 100% of all students undertaking dual accreditation by studying such vocational education subjects completed their mandatory work placement during year 11 in order to gain their certificate of attainment in each of the frameworks. Mandatory workplace placement hours did not accrue during (year 12) 2020 due to COVID restrictions.

The top performing student was Shaina Hassan scoring a Band 6 in Advanced English, Society and Culture and Ancient History. The number of students gaining band 5's results continue to grow in line with the recent school trends as evident over the last three years.

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 pathways to obtaining qualification, which are industry, recognized that provides students with valuable employability skills.

Lurnea High School Vocational Education continued its "Practical and Simulation" program in 2020 despite the disruptions caused by the Corona Virus Pandemic. This continues to be an objective for the school to provide opportunities to students studying VET Frameworks, to have learning environments that allowed real time experiences as opposed to a simulated experience. The students and teachers continued to utilize 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 the near future.

These innovative developments have provided 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 2020, 4 VET frameworks were offered amongst Stage 5 and Stage 6 Courses:

Stage 6

- Retail Services,

- Business Services,
- Information and Digital Technology,
- Sports Coaching,

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 has also 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 has continued to expand its VET curriculum offerings further into Stage 5 and Stage 6 in 2020.

VET Staff Profiles

In 2020, Lurnea High School has **5 teachers** who are accredited to deliver VET courses to students. Teacher names and details are as follows:

- **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

- **Stella William**

Certificate IV - TAE40110 - Certificate IV in Training and Assessment

Cert III Information and Digital Media and Technology ICT30115

*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.

Work placements

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.

Work placements were interrupted in 2020 due to the COVID-19 Pandemic. There was a need to cater for the isolation periods and social distancing requirements of the State Government. There was a reduction in the number of hours mandated to be achieved by work placement students of Stage 6 cohort of 2020.

However, all students enrolled in the Vocational Education and Training undertook 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.

Lurnea High School has collaborated 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

LHS students were represented at the online 2020 SWS Regional VET Awards. Year 12 students **Temple Tangiora** from Retail Services, **Syed Hussien** from Information and Digital Technology and **Jolea Tuala** from Sport Coaching were nominated and received finalists awards for excellence in VET in secondary schools.

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.

Temple Tangiora was successful the overall winner of the Retail Service Award.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Head Teacher(s)	10
Classroom Teacher(s)	40.9
Learning and Support Teacher(s)	3.1
Teacher Librarian	1
Teacher ESL	3
School Counsellor	2
School Administration and Support Staff	24.48
Other Positions	16.4

*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, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2020, 3.7% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2020 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	6.30%
Teachers	3.30%	2.80%

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.

In 2020, an additional School Development Day was included at the start of Term 2 to assist school leaders, teachers

and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

Professional learning and teacher accreditation

In 2020 the school had four School Development Days, two 3 hour variation Staff Development sessions for teaching and non-teaching staff. During semester 1 the school had a focus on providing effective learning experiences for students while learning online. This focus was on the use of G-suit, Microsoft Teams and Zoom. The professional learning focus during semester 2 was around compliance and the enhancement of student learning outcomes.

Whole School professional learning included:

- Accreditation
- NESA Compliance
- Assessment coding
- Data analysis
- Enhancing student engagement
- Contribution to the development of the Strategic Improvement Plan
- Action Research

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 training in the use of online teaching methods. This included the use of google classroom, zoom and Microsoft teams
- 100% of faculties aware of NESA compliance requirements
- Staff conducting action research based around data to improve student learning outcomes

Teacher accreditation:

All staff are reminded 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 time-frame.

During 2020, 5 staff members were working towards achieving their proficient level of teacher accreditation. Of these 5 staff, 1 completed the process and 4 were working towards their completion of the documentation.

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 2020 to 31 December 2020. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2020 Actual (\$)
Opening Balance	1,483,486
Revenue	14,051,891
Appropriation	13,900,271
Sale of Goods and Services	81,668
Grants and contributions	49,712
Investment income	1,579
Other revenue	18,661
Expenses	-13,885,074
Employee related	-12,241,246
Operating expenses	-1,643,828
Surplus / deficit for the year	166,817
Closing Balance	1,650,303

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.

	2020 Approved SBA (\$)
Targeted Total	87,250
Equity Total	2,177,572
Equity - Aboriginal	20,850
Equity - Socio-economic	1,300,000
Equity - Language	368,928
Equity - Disability	487,794
Base Total	8,126,334
Base - Per Capita	194,318
Base - Location	0
Base - Other	7,932,016
Other Total	2,908,806
Grand Total	13,299,961

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.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data.

2020 NAPLAN

As agreed by the Education Council, the National Assessment Program (or NAPLAN) did not proceed in 2020 due to the COVID-19 pandemic. This was to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

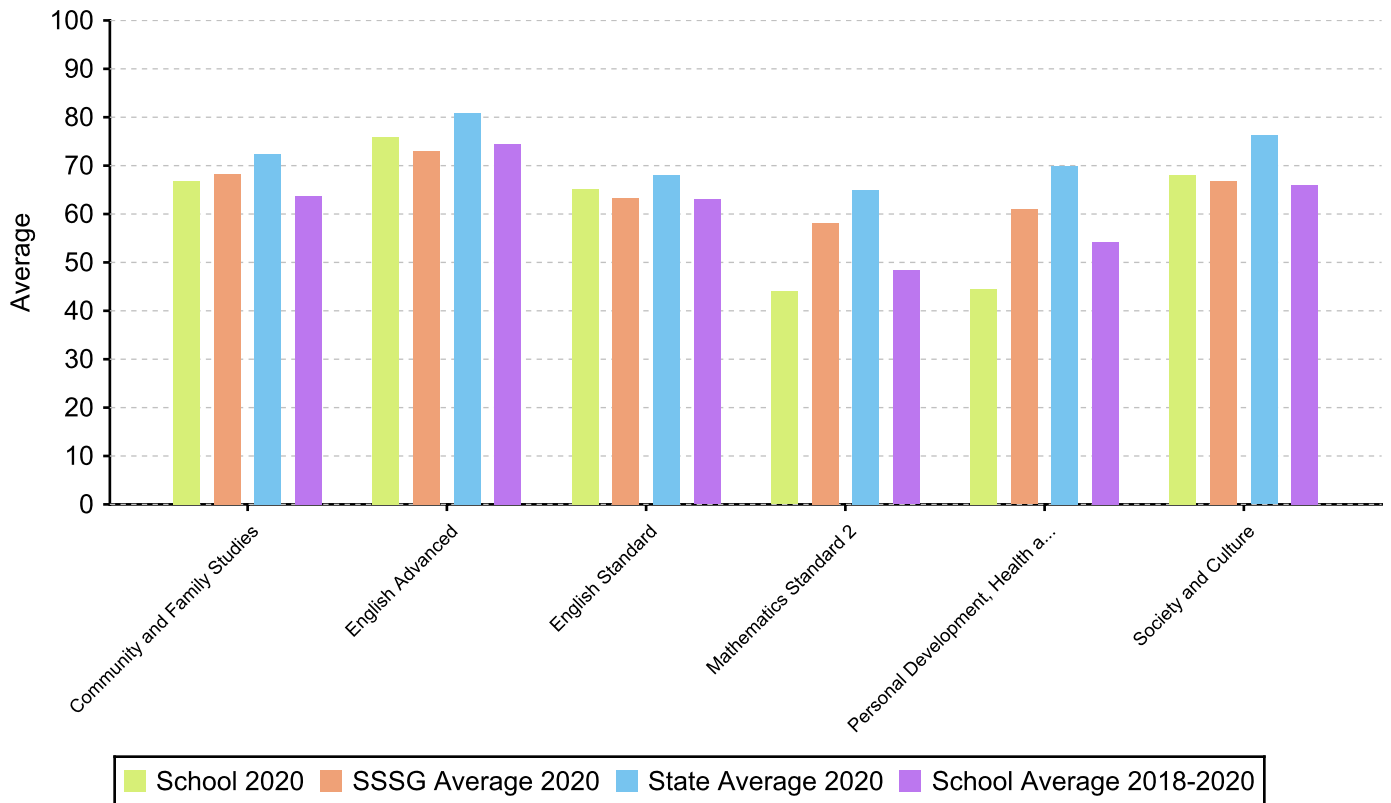
The Education Council also agreed to defer the full transition to NAPLAN Online from 2021 to 2022 and the continuation of current NAPLAN governance arrangements through 2021.

Lurnea HS opted to take part in the Year 9 Reading and Numeracy Check In Assessment in 2020. In a year during which learning was severely disrupted due to COVID-19, students were able to demonstrate a developing ability to address both the reading and numeracy components of the assessment. While overall results did not mirror the outstanding growth figures of previous years, student performance was on par with that of like schools across the state, especially in reading.

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.



Subject	School 2020	SSSG	State	School Average 2018-2020
Community and Family Studies	66.9	68.3	72.4	63.7
English Advanced	75.9	73.0	80.8	74.5
English Standard	65.1	63.3	68.1	63.0
Mathematics Standard 2	44.0	58.2	64.9	48.3
Personal Development, Health and Physical Education	44.5	61.0	69.9	54.2
Society and Culture	68.0	66.8	76.2	66.1

Parent/caregiver, student, teacher satisfaction

During remote learning experience staff made regular contact with families which allowed for a deeper connection between school and community. Due to restrictions parents/carers were unable to come onsite, however the school staff activated other ways of maintaining connections, via community zoom meetings, phone calls and regular updates on our FB page.

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.

The employment of an Aboriginal Education Officer for 2 days per week allowed for an increase in student voice and development of school based ATSI programs. A team of staff have nominated to be involved in the implementation of whole school ATSI initiatives. Due to COVID restrictions there was no development of programs or events. However, there was a commitment made to increase the amount of days of employment of an Aboriginal Education Officer, who is included in the newly established Community Engagement Team.

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.

At Lurnea HS, we have 3 staff who are currently trained as ARCO. The team of staff are represented in the Executive and Senior Executive teams and are involved in programs and initiatives across the school to encourage and support awareness and understanding of racism and discrimination.

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.

All staff, including executive and Well being teams are aware of the culturally diverse background of our students across the school. There are a number of initiatives and programs in place as events across the year to support and encourage an harmonious and inclusive environment. This has included programs such as Cooling Conflicts and the Help Increase the Peace program with groups of students across main school and exiting IEC students.

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 reviews student learning and wellbeing support needs across the school.

In 2020, 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.

Due to restrictions regarding on-site meetings, parents were consulted via mail regarding their child's PLaSP. Follow up phone calls were made to facilitate family engagement in this process. The Learning and Support team looks forward to being able to meet with parents and families face to face in 2021.

2020 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 8th year in 2020. 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 Year 7 Literacy classes. 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 Individual Education Plan (IEP). This process involves input from the student, staff and parents/carers. It is a working document that allows for students to be part of the goals set for their learning. Each IEP allows for flexibility and are reviewed, evaluated and adjusted according to any contextual information specific to any student's needs or situation. The IEPs includes the details and considerations of students in Out Of Home Care and the Personalised Learning Plans of those students who are acknowledged as Aboriginal or Torres Strait Islander background. These are completed in consultation with caseworkers, the Aboriginal Education Officer and any other external agencies.

The focus for each IEP targets different areas according to the student's year level. For students receiving a support placement in year 7, 2017 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 specific student is distributed to staff in both the mainstream and support prior to the beginning of 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 are invited to the school during Term 4 2016 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 Year 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 mainstream classes and subject areas. 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 course in Year 11 and 12. These transition meetings occur in collaboration with Support Transition Officer

and Support Senior Transition staff.

Findings and Conclusions

In 2020 the Support Unit staff and student actively participated in remote learning and a blending learning model with great success. Students were able to continue their learning goals and shifted their focus to a more technology aware process for learning.

- 100% of Support students across Year 7-12 received a transition/ review meeting, involving the School Counsellor, Head Teacher Support, Parent/Carer and relevant staff, the focus of the meetings 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
- An increase percentage in Year 11 and 12 students successfully completing TVET discrete courses. All students attending TVET course were successful in their completion of their enrolled course.
- Every student in all 8 Support classes are regularly individually assessed for their reading fluency, accuracy and comprehension, and numeracy. This information was used to informed class room teaching and learning experiences and shared with all staff through student's individual IEP
- Resources purchased and developed according to the individual needs of students, including an increase of staff PL for digital learning technologies.
- 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.
- Transition for Year 7 2021 still occurred with a modification due to COVID restrictions.
- Strengthened connections with external support for NDIS funding, TVET courses
- Strengthened connections with external support with relevant specialists such as speech pathologist (ADHC), psychologists, paediatricians and youth workers In 2021,
- Continuation of digital learning platforms and the the Speech Pathology program for all students in Support Classes
- The continuation of information sessions for parents/carers of senior support students featuring guest speakers from external agencies to make informed decisions on post school options and connections (agencies and service providers) and NDIS registration
- Transition program for Year 6- 7 and Senior Transition/ Exit planning and Year 7- 9 review meetings will continue with adjustments according to students and staff context
- Staff will continue 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 developing strategies and interventions that will assist students in achieving 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. This will occur through allocated IEP times on each classroom teacher's timetable.
- Further research in developing and implementing a process of communication that will inform casual and temporary staff adequately of the individual needs of the classes they are teaching within the Support unit.
- Purchasing and developing further resources to enhance student achievement of their individual goals.

Overall, the Support faculty staff and students will be actively involved in continuing the implementation of processes in place 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 students

Sports Program and Carnivals

The Lurnea HS sports and carnival programs were severely impacted by COVID restrictions. With the exception of the school swimming carnival, which was held prior to COVID lockdown, students were unable to participate in sporting activities or events in the regular capacity. All student participation is based on the modified sporting programs and events held on site as restrictions were lifted gradually in the second semester.

AGE CHAMPIONS

Swimming

12 years

Orhie Denkha

Saeid Al-Achrafe

13 years

Claire Dearne

Justin Nguyen

14 years

Tia Judd

Ogar Denkha

15 years

Maleena Nagi

Josiah Sadaka

16 years

Mousa Raza

17+ years

Amanda Moss

Salman Haidar

Sporting Awards

Junior Integrated Sport Award - Darnell Levy

Senior Integrated Sport Award - Mortada Al Kinanny

Sporting Achievement Award - Andrew Phillips, Tia Judd, Martina Qarau, Steve Fonohema, Adrian Phillips, Salar Saifi, Yahya AL Khamees, Letisha Lovegrove, Charlom Cossu

These awards were for representation at zone or SSW in a variety of sports.

SPORT PERSON OF THE YEAR - Zac Dunne-Penney

PREMIER SPORTING CHALLENGE AWARD - Maia Wrathall

Senior Dance Award - Sanr Alkuheli