

2021 Annual Report

Lurnea High School



8401

Introduction

The Annual Report for 2021 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 Strategic Improvement 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.

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School vision

The provision of rich, accessible, flexible and creative learning experiences lies at the heart of the ways students and staff thrive and learn at Lurnea High School through a growth mindset of increasing educational attainment for every student every year.

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; who are 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 84% of students having a language background other than English (LBOTE) and of that number 75% require EAL/D (English as an additional language or dialect) support. There are 697 students including 24 students of Aboriginal and Torres Strait Islander background. The enrolment pattern is trending upwards at a small rate each year.

The school has a Support Unit of 109 placements for students with mild, moderate intellectual delays and autism. 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 annually).

The school has a teaching staff consisting of 76 teachers and an administrative and support staff of 27. The executive staff comprises 13 Head Teachers and Senior Executives. An additional Deputy Principal position, three Head teacher positions and two classroom teacher positions are funded through equity funding to support learning, engagement and participation in school. In the school planning period 2018 - 2020 the school underwent significant staffing changes at the executive and senior executive level. Historically there are between 5%-8% early career teachers and a 5%-10% annual staff turnover each year.

The school is building strong partnerships with universities (UTS and WS) and TAFE to support the educational attainment and pathways for our students. In 2021 a Community Engagement Team has been established to strengthen the ties to community and enable the school to be more responsive to community voice. To facilitate this work, we employ an additional EAL/D teacher to support attainment and pathways in partnership with our existing Careers program and four community positions: transition, Arabic speaking, Pacifica and an Aboriginal Education Officer to a total of 3.2 fulltime positions. Equity funds are used to support this work.

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 adjustment for disability. 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, 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.

Through the situational analysis conducted in 2020 to prepare this strategic improvement plan, the school consulted with our students, staff, parents and broader community. This work identified the importance of using a significant portion of equity funding to focus on engagement and teaching and learning.

The school is committed to improving teacher confidence in using authentic data to know and understand their students through improved data analysis to support individualised and differentiated learning. This work will be guided by evidence based professional learning for staff.

The engagement of students and their families in the purpose and outcome of schooling will be a strength of this new plan with significantly strengthened approaches to positive recognition and engagement of students in learning and school life.

The school will prioritise and ensure accountability for student improvement in reading, writing and numeracy by strengthening the professional learning and support for all staff in a systematic approach to consistent approaches to explicit teaching of these core skills across all stages of learning.

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 and participated in an external validation. 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 Strategic Improvement Plan and annual report. Every four years, our school undergoes an external validation process.

During the external validation process, an independent panel consisting of a Principal School Leadership and a peer principal considered our evidence and assessment of our school's progress against the School Excellence Framework.

Our self-assessment and the external validation process will assist the school to refine our Strategic Improvement 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	2021 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Delivering
LEARNING: Reporting	Delivering
LEARNING: Student performance measures	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	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Delivering

Strategic Direction 1: Student growth and attainment

Purpose

Our purpose is to ensure that students grow in their learning through explicit, consistent and research-informed teaching, reflective of a data informed approach to knowing our students. Our teachers will provide individualised, differentiated learning, using data efficiently to challenge, inspire and guide every student towards strong growth in their learning.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Data Driven Practices
- Highly effective teaching practices

Resources allocated to this strategic direction

Low level adjustment for disability: \$487,316.00

COVID ILSP: \$548,698.00

Socio-economic background: \$471,235.00

Professional learning: \$13,500.00

Integration funding support: \$40,602.00

English language proficiency: \$427,030.00

Refugee Student Support: \$16,615.00

Summary of progress

In the area of growth and attainment the school has opted to refine and prioritise data driven decision making regarding areas of focus for teacher capacity to increase student achievement. The school identified a deep understanding of data and equipping teachers with strong data interpretation skills as key to knowing what students can do and what interventions are needed for future growth and attainment to potential. In 2021, the school built upon teacher professional learning in the use of internal and external data sources to inform explicitly the learning progressions for students.

The school also undertook a review of class placements and additional learning and support allocations (including teacher of EAL/D, LaST and SLSO's) framed by deep data analysis to ensure resourcing was allocated proportionally and equitable across student need. Significant equity funds enable the provision of speech pathology and occupational therapy allied health services to support student learning needs and teacher practice across the school. This area was expanded in 2021 and includes both in-class and withdrawal interventions.

In 2021, the Strategic School Support Program was partnered with the school, the focus being on numeracy and working with the mathematics faculty. This work focused very much on the micro teaching space and data informed working mathematically strategies. This work was begun prior to the extended period of lockdown and continued remotely in the lockdown period. Internal data sources indicate improved working mathematically outcomes for Year 8 2021 students who were the focus group of the teacher professional learning. Beyond 2021, this work will begin to move across curriculum areas in a numeracy coaching role led by the mathematics faculty.

The school received significant COVID ILSP funding in 2021 and employed both teachers and educational paraprofessionals as mentors in the remediation programs designed to support students whose learning was impacted by COVID lockdown in 2020. The mentors participated in a rigorous professional learning agenda throughout the year to support their work. Data was collected from NAPLAN, Best Start and Check-In assessments to identify point of entry to the program. Post intervention assessment showed some positive growth for the majority of students. The extended lockdown in 2021 impacted the continuity of some of this work and is likely a contributing factor the growth data.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
Improvement in the percentage of students achieving expected growth in	Expected growth in numeracy was below target at 44.78% and in reading at 34.29%. It is likely that there is some impact evident of two years' remote

<p>NAPLAN above the baseline target in numeracy (63.7%) and reading (50.1%).</p>	<p>learning affecting these results.</p>
<p>Improvement in the percentage of students achieving results in the top 2 bands of NAPLAN above the baseline target in numeracy (0.9%) and reading (0.9%).</p>	<p>Top 2 bands in numeracy has been static for the past five years. Achievement of 2% was marginally above the baseline target in numeracy of 0.9%.</p> <p>Top 2 bands in reading have had a slight increase over time. The baseline target of 0.9% was exceeded with a result of 3.9%.</p>
<p>Improvement in the percentage of students achieving results in the HSC above the baseline target of 6.6% (top 2 bands) and 30.8% (top 3 bands).</p>	<p>HSC results in 2021 were the strongest in over a decade. The school exceeded the baseline target of 6.6% (top 2 bands) achieving results of 16.56% in those bands.</p> <p>In top 3 bands, the school had a baseline target of 30.8% and exceeded this with an achievement of 38.85%.</p>

Strategic Direction 2: Relationships, participation and wellbeing

Purpose

To increase student engagement and participation in school and learning in a culture of high expectations and positive, respectful relationships that nurture and support the wellbeing of every student. We aspire to be a place and space for our community where the relationships between key stakeholders in a child's life come together in the best interests of that child, in a mutually respectful and positive schooling experience for all children.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- A planned approach to wellbeing.

Resources allocated to this strategic direction

Socio-economic background: \$551,873.00

Aboriginal background: \$22,187.00

Summary of progress

The school has prioritised engagement between and across the key stakeholders in the educational journey of our students - children, teachers, parents, and the broader community.

The 2021 focus was on building a culture through attitudinal change to high engagement in school life. Our *Tribes* model expanded in 2021 to Years 7 and 8, with plans to expand to Years 7-10 in 2022. This combined wellbeing/academic attainment mentoring program for all students in the junior school is designed to establish and foster strong relationships between staff and students with the additional layer of personalised learning goals for all students. The Wellbeing/Learning Support Case Management model was refined and consolidated in 2021 and this team now includes our Student Support Officer (SSO).

This year the school also formalised the creation of a Community Engagement Team, representative of four community positions, SSO and led by deputy principal Mrs Karamitos. This work to position the school within the local and broader community to build deep and authentic relationships with the key stakeholders in a child's education and future learning.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
Improvement in the percentage of students attending school more than 90% of the time above the school's target baseline of 57.6%.	In 2021, 41.18% of students attended for than 90% of the time. Historically the school has had a rate closer to 60%. This significant drop can be linked to the extended period of remote learning in 2021 and challenges for some families in returning their students to school.
Improvement in the percentage of students reporting a positive sense of wellbeing at school through Tell Them From Me (TTFM) above the school's target baseline of 71.5%.	In 2021, 68.28% of students reported a positive sense of wellbeing at school, below the baseline target. This result was impacted by the extended period of remote learning.
<i>Learning Culture and Wellbeing</i> dimensions of the School Excellence Framework are assessed at <i>delivering</i> with the elements of high expectations, attendance, a planned approach to wellbeing and behaviour able to be assessed at <i>sustaining and growing</i> .	The school undertook External Validation in 2021. The school decision and panel report agreed that in the areas of high expectations and attendance we were at <i>delivering</i> . A planned approach to wellbeing and behaviour were assessed at <i>sustaining and growing</i> .
<i>Community engagement and</i>	The school undertook external Validation in 2021. The school decision and

community satisfaction dimensions of the School Excellence Framework within the Leading domain are assessed as *delivering* with some indicators that we are moving upwards towards *sustaining and growing*.

panel report agreed that in the area of community engagement we were at sustaining and growing, and in the area of community satisfaction we were at delivering.

Strategic Direction 3: Collaboration and innovative practice

Purpose

To strengthen partnerships between and across individuals to build capacity, recognise expertise and enable integration of fluid approaches to pedagogy. Our teachers will evaluate their effectiveness as the lead learners in their classrooms and seek to reflectively adapt their practice through high impact professional learning in a culture of mutual growth and respect.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Collaborative Practice
- High quality teacher professional learning.

Resources allocated to this strategic direction

Socio-economic background: \$111,512.00

Beginning teacher support: \$78,000.00

Professional learning: \$82,661.00

Summary of progress

The school has prioritised the capacity building of staff through high level, precision targeted professional learning. This work referenced the NSW DoE High Impact Professional Learning model and aligned this with the Performance and Development Process (PDP). The extensive use of pedagogy experts (EAL/D, LaST) partnered with curriculum experts on co-teaching relationships saw the focus on high level differentiation within the classroom to support the individual learning needs of students. This work is supported by extensive professional learning. Much of this work is in its preliminary stages, with the appropriate structures and processes in place to achieve real progress in this area over the next planning and evaluation cycle.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
40% of co-teaching partnerships are evaluated as highly effective by participants through survey evaluation.	This area was not formally evaluated in 2021. Anecdotal feedback attained via the timetabling and learning and support allocating for 2022 indicates that most teachers agree that the co-teaching arrangements are beneficial to student learning but that the nuances of how those partnerships function is still an area for attention in moving forward.
60% of teachers consistently evaluate school wide professional learning as having a positive impact on their practice and report high satisfaction with the program of school wide TPL.	This area was not formally evaluated in 2021. Anecdotal feedback via the executive team indicates that the move in 2021 to more bespoke forms of professional learning implemented alongside the large scale whole of staff activities enabled faculties and individual teachers to personalise their professional learning journey.
60% of teachers consistently evaluate TPL at the faculty and individual level as having a positive impact on their practice and report high satisfaction with the program of tailored TPL.	This area was not formally evaluated in 2021. Anecdotal feedback via the executive team indicates that the move in 2021 to more bespoke forms of professional learning implemented alongside the large scale whole of staff activities enabled faculties and individual teachers to personalise their professional learning journey.
All beginning teachers are aligned to a coach/mentor and evaluate through the PDP process that the experience was highly positive. Teachers are identified from across the	Work in this area was not begun in 2021 and has been tabled for 2022 initiation.

staff as having the skills in practice to be an influence on the practice of peers and undertake coach/mentor training.

Funding sources	Impact achieved this year
<p>Refugee Student Support</p> <p>\$16,615.00</p>	<p>Refugee student support funding is provided to support students from refugee backgrounds who have been enrolled in an Australian school for less than three years.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Highly effective teaching practices <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing for targeted interventions to support student learning • intensive English language and learning support to increase educational outcomes for students <p>The allocation of this funding has resulted in:</p> <p>English language proficiency staffing in 2021 provided a 3.4FTE teacher allocation which was fully allocated to support learning in a combined in-class and parallel English model, ensuring that all students requiring curriculum adjustments as noted in the annual EAL/D survey were provided with additional learning support.</p> <p>Refugee student support funds were allocated towards an additional teaching position who supported career pathways mentoring in partnership with the careers advisor. All students in Years 10/11/12 were supported by this program.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>In 2022 the EAL/D teacher allocation has been increased and the career pathways mentoring has been expanded with supplementation from additional equity funding sources.</p>
<p>Integration funding support</p> <p>\$40,602.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Lurnea High School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Highly effective teaching practices <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of staff to provide additional support for students who have high-level learning needs <p>The allocation of this funding has resulted in:</p> <p>Increased support for learning needs across mainstream classes through the employment of additional School Learning Support Officers. This is above the in-class support provided by 3.4FTE EAL/D teachers and 3.1FTE LaST staffing. The impact of this funding ensured that students in mixed ability classes were provided with in-class curriculum access support across Years 7-10.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>This model will continue in 2022.</p>
<p>Socio-economic background</p> <p>\$1,300,000.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Lurnea High School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p>

<p>Socio-economic background</p> <p>\$1,300,000.00</p>	<ul style="list-style-type: none"> • Highly effective teaching practices • High quality teacher professional learning. • A planned approach to wellbeing. • Data Driven Practices • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to support curriculum implementation • resourcing to increase equitability of resources and services <p>The allocation of this funding has resulted in:</p> <p>Additional teaching positions enable us to maintain smaller class sizes and offer elective options across all key learning areas, regardless of the number of students who may elect a course. In 2021 this meant class sizes across Year 7-10 in the core curriculum areas were not beyond 25 students and in supported classes as low as 15 students. In the senior school it enabled students to study the full range of courses, including extension courses for the HSC.</p> <p>Community positions enable us to develop stronger links with the broader community and enhance trust in the work of the school. In 2021 this team had a significant role in maintaining contact with families during the extended lockdown via phone and meetings via Zoom. This team also worked in the return to school from lockdown to support families reluctant to return and those who had suffered financially via the distribution of food hampers in the lead up to the January break.</p> <p>Funding also provides access to resources and facilities not dependent on the contribution financially of our families. In 2021 this included the upgrading a laptops and Prowise projectors across the school, classroom refurbishment across all areas, uniform subsidy and specialist equipment purchases including 3D laser printers in the Technology faculty and a 3D clay printer in the Creative Arts faculty.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>Funding will continue to be used in this manner.</p>
<p>Aboriginal background</p> <p>\$22,187.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Lurnea High School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • A planned approach to wellbeing. <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of specialist additional staff (AEO) to support Aboriginal students <p>The allocation of this funding has resulted in:</p> <p>These funds partially support the employment of an Aboriginal Education Officer who worked both in-class with students and led in partnership with one of the deputy principals cultural and community activities.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>This role will continue to be funded.</p>
<p>English language proficiency</p> <p>\$427,030.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Lurnea High School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan</p>

<p>English language proficiency</p> <p>\$427,030.00</p>	<p>including:</p> <ul style="list-style-type: none"> • Highly effective teaching practices <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • provision of additional EAL/D support in the classroom and as part of differentiation initiatives • employment of additional bilingual staff to support communication <p>The allocation of this funding has resulted in: In 2021 an increase in EAL/D teacher allocation resulted in in-class support and parallel English classes. We were also able to employ an additional bilingual SLSO to provide additional language support in Arabic.</p> <p>After evaluation, the next steps to support our students with this funding will be: This work will continue in 2022.</p>
<p>Low level adjustment for disability</p> <p>\$487,316.00</p>	<p>Low level adjustment for disability equity loading provides support for students at Lurnea High School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Highly effective teaching practices • Data Driven Practices <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of Speech Pathologist to develop phonological awareness, articulation, receptive, expressive language and self-regulation for identified students • employment of an Occupational Therapist to provide intervention programs that support student needs <p>The allocation of this funding has resulted in: Allied health interventions across mainstream, support classes and Intensive English Centre classes. 147 students were supported by this program.</p> <p>After evaluation, the next steps to support our students with this funding will be: This work will continue in 2022.</p>
<p>COVID ILSP</p> <p>\$1,365,714.00</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2021.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Data Driven Practices • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of teachers/educators to deliver small group tuition • leading/providing professional learning for COVID educators <p>The allocation of this funding has resulted in: The employment of both teachers and educational paraprofessionals as mentors in the remediation programs designed to support students whose learning was impacted by COVID lockdown in 2020. The mentors participated in a rigorous professional learning agenda throughout the year to support their work. Data was collected from NAPLAN, Best Start and</p>

COVID ILSP \$1,365,714.00	<p>Check-In assessments to identify point of entry to the program. Post intervention assessment showed some positive growth for the majority of students. The extended lockdown in 2021 impacted the continuity of some of this work and is likely a contributing factor the growth data.</p> <p>After evaluation, the next steps to support our students with this funding will be: Funding for 2022 will be employed in the same manner.</p>
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Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	366	366	393	367
Girls	281	305	304	296

Student attendance profile

School				
Year	2018	2019	2020	2021
7	92.2	90.4	89.1	88.6
8	86.5	89.9	88.6	83.1
9	88.4	84.4	87.1	80
10	86	85.4	83.5	77
11	83.4	86.5	86.8	72.1
12	77.8	86.6	83.8	79.4
All Years	86.1	87.1	86.5	80.5
State DoE				
Year	2018	2019	2020	2021
7	91.8	91.2	92.1	89.7
8	89.3	88.6	90.1	86.7
9	87.7	87.2	89	84.9
10	86.1	85.5	87.7	83.3
11	86.6	86.6	88.2	83.6
12	89	88.6	90.4	87
All Years	88.4	88	89.6	85.9

Attendance

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 2020. 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.

Attendance figures in 2021 were calculated differently to align with the third edition of ACARA's National Standards for Student Attendance Data and Reporting. Changes include treating partial absences over 120 minutes as a half day absence (instead of their actual value, calculated as a proportion of a nominal 6-hour day) and covers all weeks during Semester 1. Prior to 2021, the final week of Term 2 was excluded.

Furthermore, the Department implemented an automated attendance feed (AAF) system in Semester 1 2021. AAF transfers data automatically from third-party attendance management systems to the Department's centralised data warehouse every night. The AAF has significantly improved data quality in 2021, which has affected data comparability

with previous years.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2021, COVID-19 continued to affect student attendance. Analysis of attendance codes showed a change in the structure of absence reasons in 2021.

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	3
Employment	0	8	22
TAFE entry	0	6	23
University Entry	0	0	50
Other	0	2	0
Unknown	0	0	2

Year 12 students undertaking vocational or trade training

44.33% of Year 12 students at Lurnea High School undertook vocational education and training in 2021.

Year 12 students attaining HSC or equivalent vocational education qualification

90.6% of all Year 12 students at Lurnea High School expected to complete Year 12 in 2021 received a Higher School Certificate or equivalent vocational education and training qualification.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Head Teacher(s)	10
Classroom Teacher(s)	42.6
Learning and Support Teacher(s)	3.1
Teacher Librarian	1
Teacher ESL	3.4
School Counsellor	2
School Administration and Support Staff	25.38
Other Positions	17.8

*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 2021, 4.3% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2021 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	4.40%
Teachers	3.30%	3.20%

Note 1 - The NSW Public Sector Aboriginal Employment Strategy 2019-2025 takes a career pathway approach in that it sets an ambitious target of 3% Aboriginal employment at each non-executive grade of the public sector by 2025.

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.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2021 to 31 December 2021. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2021 Actual (\$)
Opening Balance	1,650,303
Revenue	14,290,980
Appropriation	14,140,450
Sale of Goods and Services	76,072
Grants and contributions	52,583
Investment income	430
Other revenue	21,445
Expenses	-14,938,955
Employee related	-12,451,965
Operating expenses	-2,486,990
Surplus / deficit for the year	-647,975
Closing Balance	1,002,328

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.

	2021 SBAR Adjustments (\$)
Targeted Total	74,471
Equity Total	2,245,487
Equity - Aboriginal	22,187
Equity - Socio-economic	1,300,000
Equity - Language	427,030
Equity - Disability	496,270
Base Total	8,631,231
Base - Per Capita	220,564
Base - Location	0
Base - Other	8,410,667
Other Total	2,256,840
Grand Total	13,208,029

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

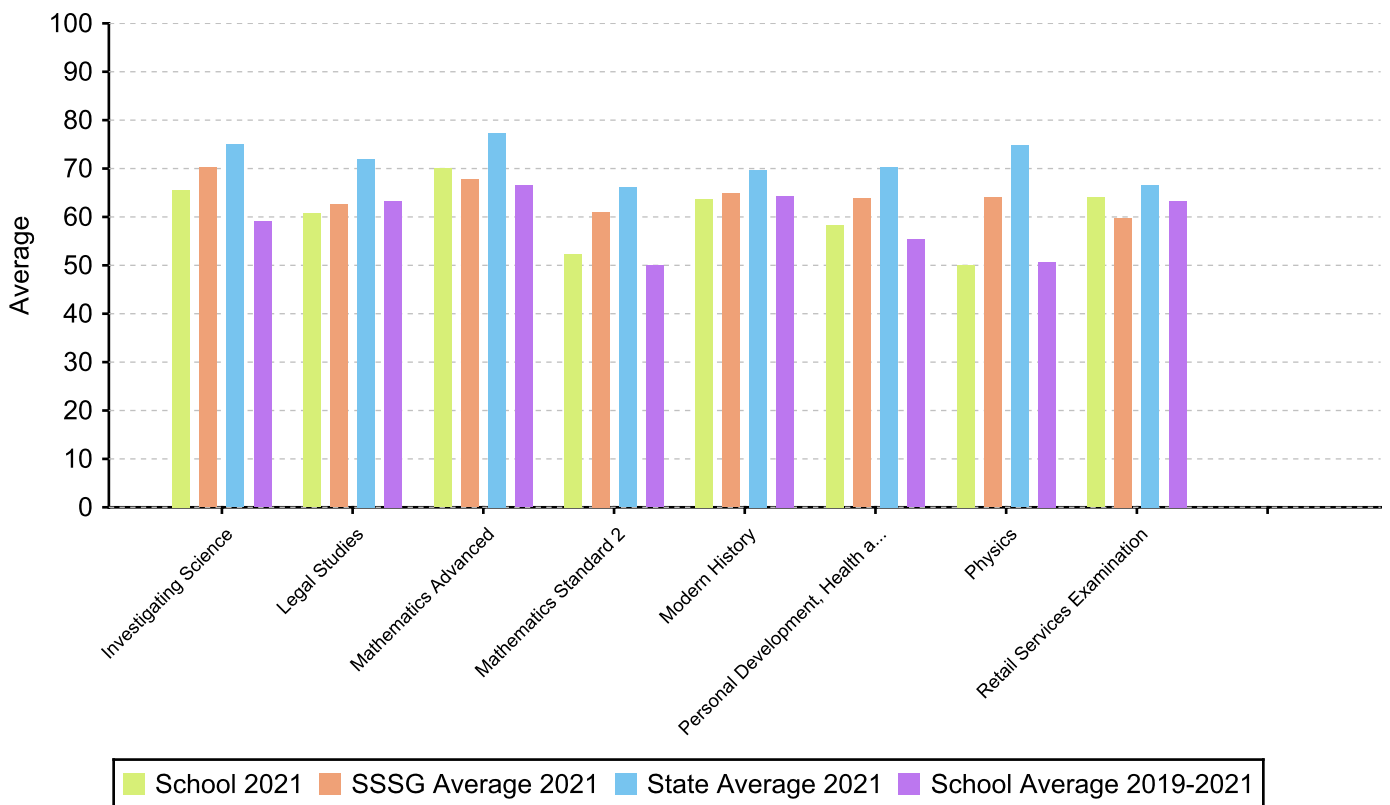
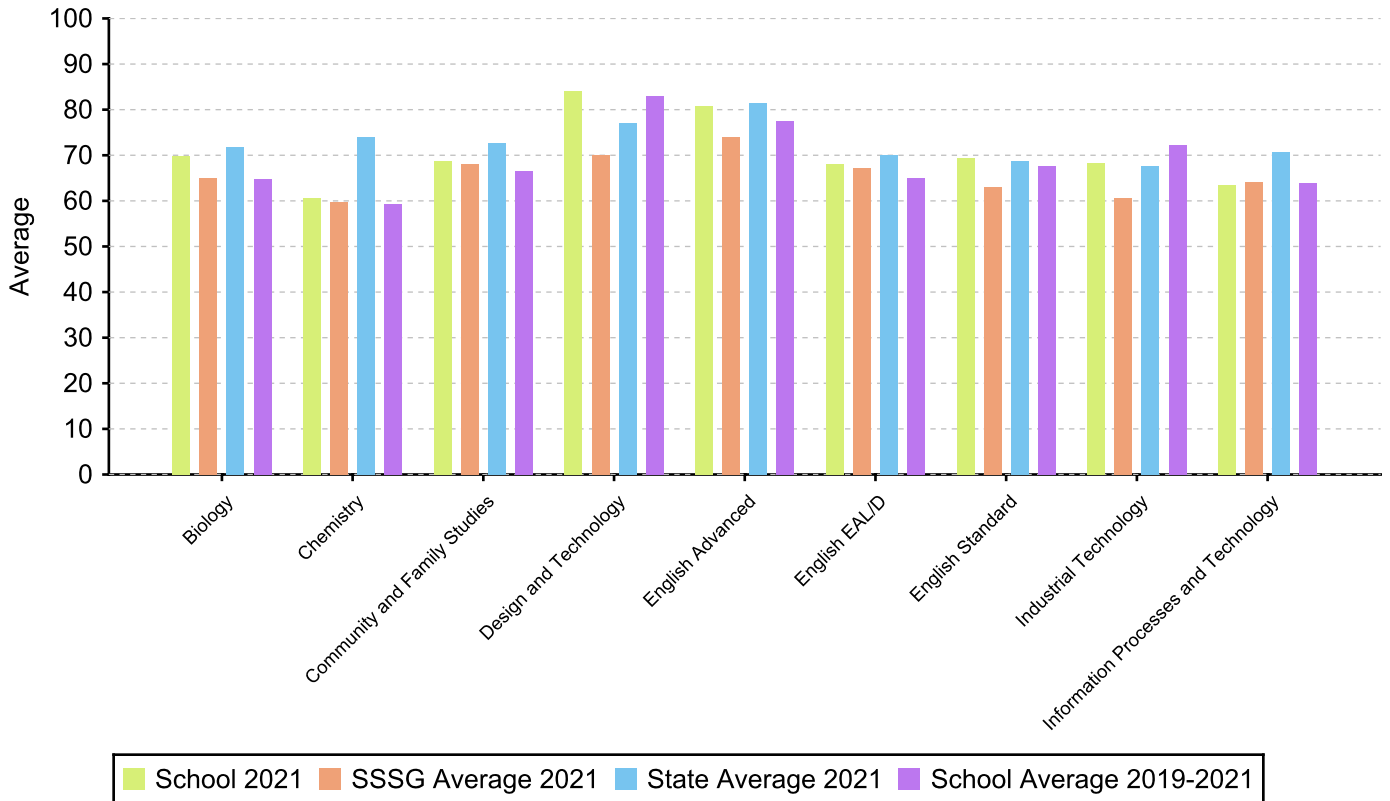
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

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.

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 2021	SSSG	State	School Average 2019-2021
Biology	69.9	65.0	71.9	64.9
Chemistry	60.6	59.8	74.1	59.2
Community and Family Studies	68.8	68.0	72.7	66.6
Design and Technology	84.1	70.1	77.2	83.1
English Advanced	80.7	73.9	81.4	77.4
English EAL/D	68.1	67.2	70.0	65.0
English Standard	69.3	63.1	68.8	67.7
Industrial Technology	68.2	60.6	67.7	72.1
Information Processes and Technology	63.4	64.2	70.8	63.9
Investigating Science	65.6	70.2	74.9	59.0
Legal Studies	60.7	62.6	72.0	63.3
Mathematics Advanced	70.0	67.7	77.4	66.5
Mathematics Standard 2	52.4	61.0	66.1	50.0
Modern History	63.7	64.9	69.7	64.3
Personal Development, Health and Physical Education	58.3	63.9	70.3	55.4
Physics	50.1	64.0	74.8	50.7
Retail Services Examination	64.0	59.8	66.6	63.2

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 Face Book 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.

Anti-Racism Policy

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

Multicultural Education Policy

Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is 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.