

2022 Annual Report

Lurnea High School



8401

Introduction

The Annual Report for 2022 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 721 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 82 teachers and an administrative and support staff of 25. The executive staff comprises 13 Head Teachers and Senior Executives. An additional 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 WSU) and TAFE to support the educational attainment and pathways for our students. In 2021 a Community Engagement Team was 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, Pacifika 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 the 2022-2024 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. In 2021 the school undertook External Validation and this was further ratified.

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. 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.

Our self-assessment 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>

Self-assessment using the School Excellence Framework

Elements	2022 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

Socio-economic background: \$114,921.00
Low level adjustment for disability: \$266,092.00
Refugee Student Support: \$28,284.00
COVID ILSP: \$658,439.00
Integration funding support: \$163,828.00
English language proficiency: \$10,474.00
Per capita: \$195,000.00

Summary of progress

In the area of growth and attainment the school has continued to prioritise data driven decision making to inform the teaching and learning cycle. In 2022, the school built upon data sources across the range of external (HSC RAP, NAPLAN, Best Start, check-in assessments) and internal (PAT testing, pre and post topic testing) to inform student areas of proficiency and areas of need and inform the way teachers tailor the teaching and learning cycle for students.

The school received an increase in additional learning and support allocations resulting in the creation of parallel EAL/D classes across core subject areas Year 7 - 10 and the maintenance of a dedicated supported learning class across core subject areas Years 7 - 10 also. This resulted in two smaller classes in each grade with specialised team teaching from the Learning and Support Team. Resourcing in the form of SLSO's was also allocated across the remaining classes, enabling more students to receive in-class support than previously available. 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 continued to include both in-class and withdrawal interventions in 2022.

The school received significant COVID ILSP funding in 2022 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 2021. Data was collected from NAPLAN, Best Start and check-In assessments to identify point of entry to the program. Post intervention assessment showed positive growth for the majority of students. In 2022 the mentors made greater connections with classroom learning and students involved in the program reported significantly higher satisfaction with the impact and relevance of the program.

In 2022, the school was identified as a host for the Writing in Secondary program, a state-wide pilot program to target expert HSC teachers in schools to mentor colleagues across Visual Arts, PDHPE, Geography and Science curriculum areas towards improved Stage 6 writing outcomes. Our identified teacher (Ancient History) worked in partnership with another highly skilled HSC teacher (Society and Culture) and mentored seven colleagues through the program. The resulting work contributed to a state shared resource and the pilot being expanded to more schools in 2023.

The Strategic School Support Program - Numeracy from 2021 was embedded locally in 2022 with one mathematics teacher working across Geography and Science embedding the language and skills of working mathematically across classwork and/or assessment in Stage 4.

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 NAPLAN reading, on or near the lower bound target (59.1%) from a baseline pre-COVID of 51.92%.	Expected growth was not measured in 2022 as the NAPLAN test was not run in 2020.
Improvement in the percentage of students achieving expected growth in NAPLAN numeracy on or near the lower bound target (68.8%) from a baseline pre-COVID of 63.7%.	Expected growth was not measured in 2022 as the NAPLAN test was not run in 2020.
Improvement in the percentage of students achieving results in the top 2 bands of NAPLAN on or about the lower bound target in reading (7.3%) from a baseline of 0.9% pre-COVID.	2022 results in reading were not dissimilar to historical patterns and remain consistent with the average scaled score entry point for students entering Year 7 comparative to top 2 band achievement. Not surprisingly, the results also reflected two years of COVID interrupted schooling.
Improvement in the percentage of students achieving results in the top 2 bands of NAPLAN on or about the lower bound target in numeracy (7.5%) from a baseline pre-COVID of 0.9%.	2022 results in numeracy were not dissimilar to historical patterns and remain consistent with the average scaled score entry point for students entering Year 7 comparative to top 2 band achievement. Not surprisingly, the results also reflected two years of COVID interrupted schooling.
Improvement in the percentage of students achieving HSC course results in the top 2 bands on or about the lower bound target (12.6%) from a baseline of 6.6%.	2022 (12.76%) results were lower than in 2021 (16.56%) but remained above the baseline and were above all years 2011 - 2020.
Improvement in the percentage of students achieving HSC course results in the top 3 bands on or about the lower bound target (36.6%) from a baseline of 30.8%.	2022 (32.51%) results were lower than in 2021 (38.85%) but remained above the baseline.

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

Student support officer (SSO): \$96,058.00

Socio-economic background: \$275,005.00

Aboriginal background: \$20,000.00

Summary of progress

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

With a continuing focus on building a culture through attitudinal change to high engagement in school life, our *Tribes* model expanded in 2022 to Years 7-10. 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. Future development in this area of measurable deliverables will be a focus in 2023.

The Wellbeing/Learning Support Case Management model is now an embedded part of school practice and in 2022 included our Student Support Officer (SSO) and speech pathologist.

The Community Engagement Team, representative of four community positions, SSO and led by deputy principal Mrs Karamitos, was the central body through which we sought to deepen our connection with the key stakeholders in a child's education and future learning. This work included engagement with feeder primary schools across academic and co-curricular platforms; significant work with community agencies supporting families in need of basic living essentials; leading school events around Harmony Day and RuOK Day; our annual Community Iftar Dinner; and for the first time, hosting a Pacifica festival encompassing five schools across south-west Sydney.

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% working towards the target baseline (57.6%).	Above 90% attendance in 2022 fell to 24.99%, significantly lower than the baseline. Contributing factors included the COVID isolation requirements and influenza. There has also been a decline in school attendance rates in general post COVID. Attendance >80% was at 51.2% in 2022 and 74.5% in 2019. This data amplifies the significant work we continue to undertake to return attendance rates back to at least pre-pandemic levels.
Wellbeing Improvement in the percentage of students reporting a positive sense of wellbeing at school through Tell Them From Me (TTFM) working towards the target baseline (71.5%).	The school did not undertake the Tell Them From Me survey in 2022.

<p>Wellbeing</p> <p>Learning Culture and Wellbeing dimensions of the School Excellence Framework are assessed at Sustaining and Growing.</p>	<p>Learning Culture and Wellbeing dimensions were assessed at Sustaining and Growing in 2022.</p>
<p>Community Engagement</p> <p>Community engagement 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.</p>	<p>Community engagement was assessed at Sustaining and Growing. Community satisfaction remained at Delivering. The latter relates directly to the work not yet completed on formalising feedback from community.</p>

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

Professional learning: \$92,905.00

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.

Focus areas for teacher professional learning in 2022 included:

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 target was not met. In 2022 all co-teaching partnerships experienced serious disruption due to COVID and Influenza related illness, with co-teaching often being withdrawn so that classes of absent colleagues could be staffed.
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.	School wide professional learning continued to occur via school development days and staff meetings - three times per term. Teacher learning was centred around school priority areas as outlined in the Strategic Improvement Plan. Teachers consistently report that these sessions enable them to contribute to school directions and develop a deeper understanding of the practices relating to those core directions. The evaluations were slightly lower than the 60% and may be explained by the exceeded target in the area of bespoke TPL.
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.	The bespoke TPL model of faculty tailored release once per term beyond school development days enabled all teachers to participate and contribute to faculty priority areas. The 60% target was exceeded by evaluation indicating that this model of TPL enabled greater individualisation and deeper connection to practice aligned to school and faculty priorities.
All beginning teachers are aligned to a coach/mentor and evaluate through the PDP process that the experience was highly positive.	Beginning teachers were comprehensively supported by both their curriculum head teacher and the Head Teacher Teaching and Learning. Eight beginning teachers were working towards their proficient level of teacher accreditation. Two staff completed the process and five will

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

continue to work towards it in 2023.

Funding sources	Impact achieved this year
<p>Refugee Student Support</p> <p>\$28,284.00</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"> • Data Driven Practices <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • intensive English language and learning support to increase educational outcomes for students <p>The allocation of this funding has resulted in the following impact: 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 will be: In 2023 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>\$163,828.00</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"> • additional staffing to assist students with additional learning needs • intensive learning and behaviour support for funded students <p>The allocation of this funding has resulted in the following impact: 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 6.0FTE 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 will be: This model will continue in 2023.</p>
<p>Socio-economic background</p> <p>\$389,926.00</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> <ul style="list-style-type: none"> • Data Driven Practices • 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 additional staff to support curriculum program implementation • providing students without economic support for educational materials,

<p>Socio-economic background</p> <p>\$389,926.00</p>	<p>uniform, equipment and other items</p> <p>The allocation of this funding has resulted in the following impact: 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 2022 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. Funding also provides a fully staffed Learning Centre for senior students and students on partial attendance plans. Community positions enable us to develop stronger links with the broader community and enhance trust in the work of the school. In 2022 this team had a significant role in raising the school profile in the community and supporting wellbeing and cultural events across a range of forums. Funding also provides access to resources and facilities not dependent on the contribution financially of our families. In 2022 this included additional laptops and Prowise projectors across the school, classroom refurbishment across all areas, uniform subsidy and specialist equipment purchases.</p> <p>After evaluation, the next steps to support our students will be: Funding will continue to be used in this manner.</p>
<p>Aboriginal background</p> <p>\$20,000.00</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"> • engaging an Aboriginal Education Officer (AEO) to facilitate improved community engagement, including the engagement of students and their families with the personalised learning pathway (PLP) process <p>The allocation of this funding has resulted in the following impact: These funds partially supported 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 will be: This role will continue to be funded.</p>
<p>English language proficiency</p> <p>\$10,474.00</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 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 the following impact: In 2022 an increase in EAL/D teacher allocation resulted in in-class support and parallel English classes across Year 7-10. We were also able to employ an additional bilingual SLSO to provide additional language support in Arabic.</p>

<p>English language proficiency</p> <p>\$10,474.00</p>	<p>After evaluation, the next steps to support our students will be: This work will continue in 2023.</p>
<p>Low level adjustment for disability</p> <p>\$266,092.00</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"> • Data Driven Practices • Highly effective teaching 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 the following impact: Allied health interventions across mainstream, support classes and Intensive English Centre classes. More than 30% of students were supported by this program.</p> <p>After evaluation, the next steps to support our students will be: This work will continue in 2023.</p>
<p>Professional learning</p> <p>\$92,905.00</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy 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 including:</p> <ul style="list-style-type: none"> • High quality teacher professional learning <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • block release time of 5 hours per term per teacher to undertake bespoke professional learning targeted to school and faculty priority areas <p>The allocation of this funding has resulted in the following impact: Teachers reported that this additional time enabled them to develop and refine teaching practice in a personalised way with an impact on student engagement in learning.</p> <p>After evaluation, the next steps to support our students will be: This approach will continue in 2023 with a specific focus on curriculum reform for those areas with new syllabus to implement in 2024.</p>
<p>COVID ILSP</p> <p>\$658,439.00</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 2022.</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 <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

<p>COVID ILSP</p> <p>\$658,439.00</p>	<ul style="list-style-type: none"> • employment of Allied Health professionals to support student learning <p>The allocation of this funding has resulted in the following impact: 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 2021. 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.</p> <p>After evaluation, the next steps to support our students will be: Funding for 2023 will be employed in the same manner.</p>
<p>Per capita</p> <p>\$195,000.00</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students 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 including:</p> <ul style="list-style-type: none"> • Highly effective teaching practices <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • employment of IT support services <p>The allocation of this funding has resulted in the following impact: The employment of IT support enable us to have experts in the field manage and coordinate all IT services including hardware purchasing and maintenance, teacher support and software upgrades.</p> <p>After evaluation, the next steps to support our students will be: This program will continue in 2023.</p>
<p>Student support officer (SSO)</p> <p>\$96,058.00</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students 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 including:</p> <ul style="list-style-type: none"> • A planned approach to wellbeing. <p>Overview of activities partially or fully funded with this Staffing - Other funding include:</p> <ul style="list-style-type: none"> • the employment of a Student Support Officer <p>The allocation of this funding has resulted in the following impact: This position was integral to the support of highly complex cases referred by the Case Management Team. The SSO worked with individual students and families in crisis and supported other students via group initiatives. The role worked in partnership with the wellbeing team and the school counselling and psychology services.</p> <p>After evaluation, the next steps to support our students will be: This role continues to be funded in 2023.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	366	393	367	411
Girls	305	304	296	309

Enrolments continue to slight increase each year and reflect a movement of students back to their local school from both the public and private system.

Student attendance profile

Year	School			
	2019	2020	2021	2022
7	90.4	89.1	88.6	81.6
8	89.9	88.6	83.1	79.0
9	84.4	87.1	80.0	76.4
10	85.4	83.5	77.0	72.8
11	86.5	86.8	72.1	74.6
12	86.6	83.8	79.4	78.6
All Years	87.1	86.5	80.5	77.1
Year	State DoE			
	2019	2020	2021	2022
7	91.2	92.1	89.7	85.5
8	88.6	90.1	86.7	82.1
9	87.2	89.0	84.9	80.5
10	85.5	87.7	83.3	78.9
11	86.6	88.2	83.6	80.0
12	88.6	90.4	87.0	83.9
All Years	88.0	89.6	85.9	81.7

Attendance figures in 2022 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 of the school year.

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 2022, which has affected data comparability with previous years.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2022, COVID-19 continued to affect student attendance in a significant way.

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 from 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 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.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2022, student attendance was impacted by a range of factors:

- Families evacuating and relocating due to NSW floods
- Sick students staying at home until a negative COVID-19 test was returned
- Household members testing positive to COVID-19
- The easing of COVID-19 border controls at the beginning of 2022 which allowed families to travel inter-state and overseas.

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	4
Employment	13	4	24
TAFE entry	11	15	28
University Entry	0	0	42
Other	0	3	0
Unknown	0	0	2

Year 12 students undertaking vocational or trade training

32.53% of Year 12 students at Lurnea High School undertook vocational education and training in 2022.

Year 12 students attaining HSC or equivalent vocational education qualification

83.3% of all Year 12 students at Lurnea High School expected to complete Year 12 in 2022 received a Higher School Certificate or equivalent vocational education and training qualification.

Post-school destinations

Apprenticeships and traineeships 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. This has been reflected in the steady rise of students continuing their studies at TAFE after completing Year 12 but not as part of an Apprenticeship or Traineeship. TAFE enrolment post Year 12 has risen steadily and now accounts for 28% of exiting Year 12 students.

In 2022 the Lurnea High School Careers Pathway Program surveyed student intentions and as a result of the data generated developed a transition program to enable students to pursue TAFE study as an alternative to an HSC. As a result, significant numbers of Year 10 and 11 students did not continue into Year 11 and Year 12 but rather enrolled into a range of TAFE Programs as an alternative to completing their Higher School Certificate. The most significant of these was the 21 students who undertook a TAFE First Step Program in either Nursing or Manufacturing in March 2022 with the full support of the school.

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.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Head Teacher(s)	10
Classroom Teacher(s)	43.2
Learning and Support Teacher(s)	3.1
Teacher Librarian	1
Teacher ESL	6
School Counsellor	2
School Administration and Support Staff	23.48
Other Positions	12.2

*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 2022, 4.6% of the department's overall workforce identify as Aboriginal and/or Torres Strait Islander Peoples.

Aboriginal and Torres Strait Islander school workforce composition

Staff type	Benchmark ¹	2022 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.00%	4.10%
Teachers	3.00%	3.30%

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.

Professional learning and teacher accreditation

In 2022 the school had six School Development Days for teaching and non-teaching staff. All were conducted face to face.

Whole School professional learning included:

- Impact of trauma on learning and behaviour
- Working Mathematically
- Supported Learning

Along with the development days, staff were provided with the opportunity to participate in online professional learning where working from home. These sessions included:

- Working with clickview
- 2022 Wellbeing
- Writing in Secondary project
- Reading Strategies
- Lurnea High School Pillars for Success

100% of teaching and non-teaching staff continued to implement their individual Professional Development Plans, with individual goals linked to the school 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:

- Staff had the opportunity to gain an understanding of the writing in secondary project and then participate in more detailed professional learning.
- Staff had the opportunity to gain an understanding of the working Mathematically project and then participate in more detailed subject specific implementation of the project.

Teacher accreditation:

All staff are reminded of 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 five year timeframe.

During 2022, eight staff members were working towards achieving their proficient level of teacher accreditation. Of these, two completed the process and five were working towards their completion of the documentation.

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

Support for beginning teachers

During 2022 Lurnea High continued to receive funds (Great Teaching Inspired Learning Reform) to support eligible teachers in 2022. Eligible permanent and temporary teachers received funding support for their ongoing performance and development. At Lurnea High School this allowed three permanent staff members and three temporary teachers to receive two hours per week release time, while their supervising Head Teacher received one 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.

In this time teachers:

- worked on collecting evidence for their accreditation
- worked on writing annotations for their accreditation
- observed colleagues in the classroom
- met with staff to discuss and work on programs and assessments
- discussed effective teaching and learning strategies
- organised and prepared lesson resources
- upskilled themselves with the delivery of online lessons
- attended professional learning activities to enhance their behaviour management strategies and subject specific content

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2022 to 31 December 2022. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2022 Actual (\$)
Opening Balance	948,067
Revenue	15,633,007
Appropriation	15,471,390
Sale of Goods and Services	72,221
Grants and contributions	68,534
Investment income	1,884
Other revenue	18,978
Expenses	-15,396,861
Employee related	-13,147,623
Operating expenses	-2,249,238
Surplus / deficit for the year	236,146
Closing Balance	1,184,213

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.

	2022 SBAR Adjustments (\$)
Targeted Total	197,363
Equity Total	2,516,236
Equity - Aboriginal	20,000
Equity - Socio-economic	1,300,000
Equity - Language	700,000
Equity - Disability	496,236
Base Total	8,882,821
Base - Per Capita	198,788
Base - Location	0
Base - Other	8,684,033
Other Total	2,589,416
Grand Total	14,185,835

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.

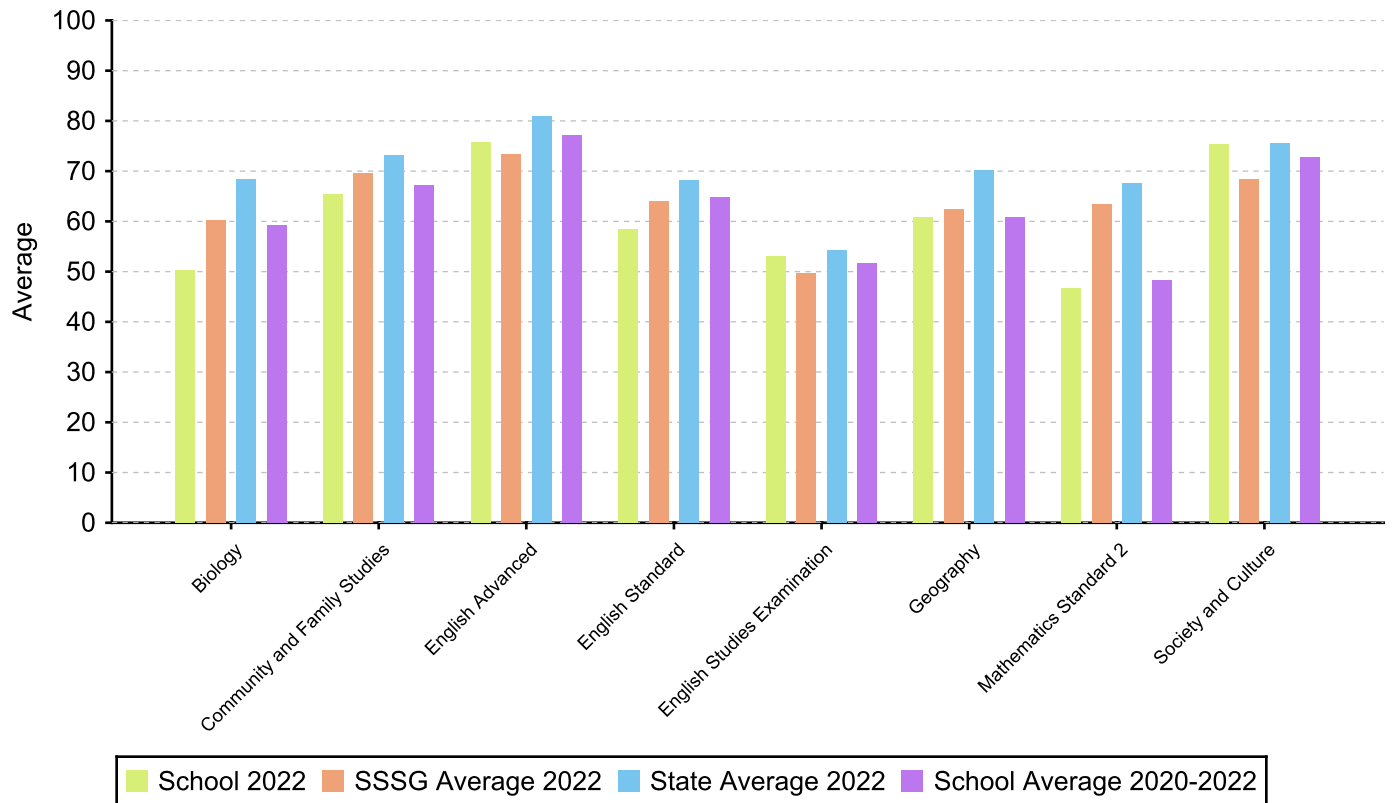
The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data.

COVID Intensive Learning Support Program (ILSP) mentors have continued to support students who have shown capacity in their NAPLAN results but have not progressed in their band level achievement. This support is in a withdrawal and in class support model and tracked according to the literacy progressions in PLAN2 database.

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 2022	SSSG	State	School Average 2020-2022
Biology	50.2	60.2	68.5	59.2
Community and Family Studies	65.4	69.7	73.2	67.3
English Advanced	75.7	73.3	81.0	77.2
English Standard	58.5	64.0	68.1	64.9
English Studies Examination	53.0	49.7	54.3	51.6
Geography	60.9	62.4	70.2	60.9
Mathematics Standard 2	46.6	63.3	67.6	48.2
Society and Culture	75.4	68.3	75.5	72.7

Parent/caregiver, student, teacher satisfaction

The school continued to engage with families and in 2022 was able to resume consistent onsite presence of families. Parent forums enabled us to share school directions and priorities. We were again able to host parent teacher conferencing and onsite celebrations.

Careers/ Transition team worked alongside our community liaison officers to support families in a series of workshops around TAFE options as an alternate pathway. This included workshop sessions on:

- * Introduction to TAFE
- * Manufacturing course
- * Nursing course
- * Construction course

Each workshop session included a parent survey to collate parent/carer feedback around the benefits of the session and what will be useful in planning and facilitating future sessions.

Community Engagement Team hosted a morning tea for the community (CommuniTEA) once per term during 2022. Each morning tea had a focus, such as scope of works and upgrade of school environment. Parents/ carers had an opportunity to hear from senior executive and ask questions and offer their ideas and thoughts in an informal and welcoming manner.

Parents/ carers regularly seek out school staff to offer feedback, seek clarification and to connect with the school, showing that our families feel welcomed and listened to.



Policy requirements

Aboriginal Education Policy

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

Evidence of effective implementation of the policy included:

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

Aboriginal Education - School statement

At Lurnea High School we employ an Aboriginal Education Officer (AEO) in a full time capacity to ensure Aboriginal cultural, histories, language and perspectives are embedded into our everyday practices and our Aboriginal students have a growing sense of welcome and belonging. Significant dates are acknowledged, such as Sorry Day and NAIDOC , with whole school activities and professional learning around Aboriginal perspectives occur within class support form AEO and 'shoulder - shoulder' resource development.

Our school representatives are members of the local AECG, this allows us to be in the heart of what happens in our local area. Our Aboriginal students have been involved in cross- school Aboriginal programs allowing for a rich experience.

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.

Anti-Racism - School statement

At Lurnea High School we have three staff across IEC, Mainstream and Support unit who are trained as Anti Racism Contact Officers (ARCO).

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.

Multicultural and anti-racism education - School Statement

As a school we are working towards developing an authentic cross-cultural program, this has included successfully securing a grant to collaborate with Together For Humanity in 2023.

Other School Programs (optional)

Low level disability funding and personalised learning for students needing adjustments

Background information.

The School's Learning Support Faculty is made up of a Head Teacher, three Learning and Support Teachers (LaST), five English as an Additional Language or Dialect (EAL/D) teachers and five mainstream School Learning and Support Officers.

The Head Teacher coordinates the Learning and Support Team which also includes a speech pathologist, an occupational therapist and two school counsellors.

The team reviews student learning and wellbeing support needs across the school.

In 2022, the team completed the Nationally Consistent Collection of Data (NCCD) on students who have additional learning and support needs, and who require additional support with learning and wellbeing. Support is allocated based on student need and is delivered through in class support, case management and other strategies. Student learning and wellbeing goals are recorded on a Personalised Learning and Support Plan (PLSP). This is reviewed twice a year with the student and their family.

Parents and Carers participate in, and contribute to, their child's learning through interactions with Learning Support staff and the Learning and Wellbeing Team, including review meetings, case worker meetings and PLSP review meetings.

2022 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 9th year in 2022. 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 Head Teacher Wellbeing, Student Support Officer and Speech Pathologist 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.
- Conducted reading assessments with over 150 students.
- Implemented the YARC assessments with all Year 7 students, establishing base data on reading and comprehension ages, and informing best practice in creating the four Year 7 classes.
- Appointment of a permanent, fulltime Head Teacher Learning Support to lead the vision of structured support for student across the school with a major focus on Stage 4.
- Continued the speech pathology program to support the growing language needs of students, with a clear focus on Year 7 and the Support Unit.
- Planned, implemented and facilitated whole school professional learning on Disability, Learning and Support, and the NCCD.
- Targetted in class support, differentiated resources and assessments, and beginning teacher mentoring.
- Created over 60 PLSPs with students identified as requiring additional learning and support.
- Reviewed over 250 PLSPs either mid year or end of year.
- Increased communication with parents, namely via the head teacher to facilitate assessments by school counsellor and access to external services.
- Improved procedures and practices in applying for HSC Disability Provisions, allowing a record number of students the opportunity to access provisions for the 2022 HSC exams.

Future Directions

- The team will model team teaching across KLAs to better support our students who are identified as having a learning difficulty.
- Increase engagement of parent interviews across all Stages to 75% in completing PLSP review meetings.
- The Learning and Wellbeing Team to continue taking relevant action and submitting applications for students who require additional funding for support or an alternative educational setting.

INTENSIVE ENGLISH CENTRE-2022

The IEC continued to offer quality education in 2022 with the implementation and trialling of new initiatives to prepare its students for high school and beyond.

Quality education is provided through Intensive English Program Curriculum Framework, participation in various co-curricular activities and wellbeing programs. The students at Lurnea IEC continue to be actively involved in the field of Creative Arts, Music, Sport, Agriculture and Drama.

The IEC continued to work closely with the Liverpool Migrant Resource Centre (LMRC) to assist our refugee and migrant students with their resettlement in a new country. The IEC also has active links with organisations like STARTTS (NSW Service for the Treatment and Rehabilitation of Torture and Trauma Survivors) which supports students and their families in all aspects of their settlement.

In 2022 and in collaboration with the three setting of school: mainstream, IEC, and Support Unit students created a multicultural and Aboriginal themed mural integrating both the diverse cultures of the students and the Aboriginal art style.

IEC students have participated in swim school and water safety program. This program aims to develop water confidence and teach basic skills in water safety.

Sydney Wanderers delivered soccer clinic for all students in the IEC as well as NRL and AFL ran coaching clinics to promote different games to refugee and new arrival students.

The Multicultural Playwrights Program provided opportunities for students from a refugee background or with English as an additional language/dialect to share their stories whilst developing skills in literacy, drama, and theatre.

The IEC works closely with Casula Powerhouse Youth Theatre in implementing Drama Program. It has demonstrated to be a very successful program with high levels of participation and regular attendances. It has proved to be an effective way of integrating with peers and building student's confidence. The students show case their talent at graduation ceremony.

130 IEC students took part in Greening Australia's Cooling the Schools Program which is all about getting children planting trees at school, connecting them with nature and empowering them to act alongside their communities to create greener, cooler places where both people and nature can thrive.

2022 saw the development and implementation of Refugee Program to celebrate Harmony Day. Students from IEC, Support Unit and mainstream were provided with opportunities to participate in workshops included: Arabic Drumming workshops, Martial Arts and Soccer clinics.

