2013 at a Glance

Students

Students at Lurnea High School represent more than 38 ethnic groups with 67% of students identifying as language background other than English (LBOTE). In 2013, the school catered for 719 students (61% male and 39% female) including 19 students of Aboriginal and Torres Strait Islander background.

The school’s Support Unit caters for 100 students with a range of intellectual disabilities – intellectual delay mild, intellectual delay moderate and autism.

In addition the school has an Intensive English Centre (IEC) of 85 students catering to the educational needs of newly arrived migrant and refugee students.

Staff

The school has a teaching staff consisting of 70 classroom teachers – 46 % are New Scheme and Early Career teachers; 37% have five to ten years’ experience and 29% have ten years or more experience. The school has an administrative and support staff of 30. The executive comprises 18 staff including Head Teachers and Senior Executive. In 2013, five additional executive positions were funded through the Low SES National Partnership and Equity transitional funding resources.

Significant programs and initiatives

Lurnea High School has many unique and special features including: a fully staffed Learning Centre for senior students; free after-school Homework Centre; refurbished Science Laboratories; a commercial kitchen; a newly developed Café where students trained in Barista services operate and manage the facility; 37 Smart boards and 2 connected classrooms; a digital photography lab; Multimedia resource room and a Metals & Engineering facility.

The school began operation of a Dance Studio and Fitness Centre for all students in 2013. The school has resourced a Quality Teaching room which is used by the Teaching and Learning Team to host demonstration lessons, run connected classroom activities and a range of professional learning modules for staff using ClickView, Adobe Connect and other interactive technologies for teaching.

In addition to these special facilities, in 2013, the school also resourced the ReConnect strategy to support increased student engagement in learning and personal success with the development of the Stage 5 Automotive Shed, the Literacy and Numeracy strategy including personalised literacy and numeracy plans through the employment of School Learning Support Officers to support targeted students in years 7, 8 and 9, creative arts and cultural expression programs, the community engagement strategy to foster increased parent participation in the school and the strategy to build teacher capacity through targeted professional learning aligned to the 2013 School Plan.

Student achievement in 2013

A snapshot of 2013 student achievement from the SMART site demonstrates some highlights:

Naplan – Highlights in the 2013 Naplan results showed a 6% decrease in the number of year 9 students achieving at or below national minimum standards in reading and a 5% decrease in the number of year 7 students achieving at or below national minimum standard in numeracy. In addition 46% of year 9 LBOTE students achieved expected growth in reading.

ESSA – In the test of Science overall, 13% of students achieved at Level 5/6, compared to 3% in 2012. 20% achieved at Level 5/6 in extended response tasks compared to 7% in 2012. The average mark in extended response for Aboriginal students was 83.5% compared with the state average of 76.7%

RoSA – In 2013, 103 students completed their stage 5 studies and commenced the creation of their cumulative credential known as their RoSA (Record of School Achievement).

HSC – There was a significant increase in the number of students achieving Band 2 or higher in all HSC courses from 67% - 91%
Principal’s message

Dear parents, families, community members, students and staff of Lurnea High School, it is with pleasure that I report to you the many civic, academic, sporting, cultural and creative achievements of 2013. The information collected within this report highlights the collective commitment, dedication, advocacy and care that staff, students, families and our other partners in learning have made to our ongoing drive to advance the educational and life opportunities for every student.

This year we continued to focus our work in four priority areas: literacy and numeracy, student engagement and attainment, leadership and management and curriculum and assessment.

I certify that the information in this report is the result of a rigorous school self-evaluation process and is a balanced and genuine account of the school’s achievements and areas for development.

Jenny Holland, Principal

Parent and Community message

Because the school values the significant role parents play as the primary educators of their children, building quality community partnerships continued to be a priority in 2013 and in the work conducted by the Community Liaison Officers (CLOs) Annette Ollerton and May Jouni.

Providing relevant and meaningful opportunities for parents and the school community to engage in and connect with each other has helped to build strong partnerships between the school and home. To meet the needs and interests of the diverse school community, the CLO’s facilitated workshops and Community forums for parents led by school staff, regional consultants and external agencies on a wide range of topics. These included: Centrelink Information, Understanding NAPLAN, An Introduction to Grammar, and Healthy Program for Women, Financial Literacy Workshop and Helping your Child through the HSC. In addition, the CLOs ensured good parent involvement and attendance at many annual events including Year 6 Information Night, Year 7 Meet the Teacher Afternoon, Harmony Day, Reconciliation Week, the Code of Conduct launch, Year 10 Subject Selection Expo, Parent Teacher Nights, Year 6 Orientation Evening and Presentation Night.

Parents from mainstream, the Support Unit and the IEC participated in these activities. In feedback, all who attended the different events stated they felt confident that as parents they played a vital role in the school and that their opinions, concerns and contributions are valued. These meetings and workshops have been the catalyst for developing a strong rapport with our families which is strengthening the partnership between the school, home and the local community.

Annette Ollerton, Community Liaison Officer

Student representative’s message

The Student Representative Council (SRC) plays an important role in the development of student leadership in the school as it provides students with the opportunity to represent their peers, the school and the local community whilst building their communication, team work and problem solving skills.

Within the SRC in 2013, a number of key areas were identified to promote and educate students with awareness about global and local issues that affect all people. Environmental and community issues have been at the forefront of SRC work with students involved in Environmental committees and gardening groups, and trying to promote the message of Anti-Bullying.

The SRC’s signature event, PINK DAY which was founded in 2012, aims at increasing awareness about Breast Cancer and promotes the issue of people being aware of their bodies and checking themselves regularly. Pink Day was a huge fundraiser for the Breast Cancer Foundation and it brought together our school, other schools in the local area and the wider community.

The Leadership Team have continued with the hard work of previous years and have refined and developed the processes of leadership within the school and the SRC. Students gave outstanding speeches during the election process, providing inspiration to all in our school community. Some notable events that the SRC has initiated and led included:

- Running whole school assemblies, monitoring D Block toilets, canteen lines at recess and
lunch and providing extra support for teachers on bus duty at the end of the day.

- Attendance at ISG, Regional and State SRC Conferences
- Attendance at Halogen Foundation – National Young Leaders Day and the Global Leaders Convention
- Assisting staff with activities such as welcoming official guests, special assemblies, Year 6 Information Night and Orientation evenings
- Raising funds for CanTeen, Breast Cancer Foundation and being involved in the 40 hour famine fundraiser
- Senior SRC members have taken on mentoring roles within the SRC to help teach and develop their skills.

The SRC has worked diligently within the school community raising awareness of student related issues and in developing community awareness. The students are always offering new and interesting ideas for promoting and making change for Lurnea High School and the local community.

Lauren Bellman, SRC Coordinator, 2013

Student information

It is a requirement that the reporting of information for all students be consistent with privacy and personal information policies.

Student enrolment profile

This graph demonstrates a reasonably consistent student enrolment pattern in recent years, though a downward trend has been evident since 2007. Since 2012, with the development and implementation of a new strategic School Plan (2012 – 2014), clear steps are in place to build the profile of the school within the local community to make Lurnea High School the “school of choice” for prospective new enrolments and thereby increase enrolments in the future.

Student attendance profile

The following graph indicates that student attendance is equal to state average for the first time in five years, though slightly below regional trends. This very positive sign is due to a combination of factors. Intervention strategies led by three Deputies, the Head Teacher Participation with Home School Liaison Officer (HSLO) support remain the key elements in the determined approach by the school to ensure attendance rates improve.

Management of non-attendance

Student non-attendance is managed at the class, year group, and whole school level. In 2013, the school implemented the SENTRAL management system for a range of administrative processes, including roll marking. The traditional roll marking session at the beginning of each day was removed so that teaching time could be increased. To facilitate more effective and accurate roll marking in each lesson, the school purchased laptops for every teacher to enable electronic roll marking throughout the day. This approach combined with the intervention strategies at the executive level (stated above) have contributed to a renewed focus on non-attendance. In addition, parent interviews are conducted, alternative pathways are found
where possible and relevant and external support such as the HSLO are accessed to ensure students attend in line with DEC and school policy.

Retention to Year 12

As the graph indicates, actual retention rates of year 12 students in 2013 were below state and regional levels.

Post-school destinations

Lurnea High School has reported in previous years that the raising of the school leaving age to 17 substantially reduced the number of students exiting prior to their Higher School Certificate. Whilst this is still the case in 2013 small but growing numbers of students are exiting to alternative forms of study prior to turning 17. This includes but is not limited to Traineeships and Apprenticeships, full time study and programs providing an alternative to Year 10. In 2013, 23 students left during their HSC Preliminary Year in order to undertake apprenticeships or TAFE. In 2013, three Year 10 students undertook TAFE programs as a suitable alternative to a Year 10 qualification. Despite this the overwhelming majority of those students undertaking Yr 10 at Lurnea High School will continue on to complete a Higher School Certificate.

72 mainstream students completed the Higher School Certificate in 2013, a substantially smaller number than the 84 students completing their Higher School Certificate in 2012.

The graph that follows indicates the post school destinations of the 2013 HSC cohort:

Year 12 students undertaking vocational or trade training

Vocational Education and Training (VET) continued to be a major feature in student subject selections at Lurnea High School. In 2013, six VET frameworks were offered: Retail Operations, Business Services, Hospitality – Commercial Cookery, Metals and Engineering, Sports Coaching and Information Technology.

In 2013, 100% of year 12 students completing VET subject for the HSC satisfactorily completed the mandatory 70 work placement hours.

At the SWS regional Annual VET Awards, year 12 students received awards for excellence - Jake Curry for Business Services, Jhye Gibbs for IDT, Helal Hamze for SFR and Mohamed Chahoud for Retail Services. In addition, Mrs Lauren Bellman received a Commitment to Excellence in VET delivery for her excellent work in teaching Sports Coaching.

Year 12 students attaining HSC or equivalent Vocational educational qualification

In 2013, 98% of Year 12 students attained their Higher School Certificate or equivalent vocational educational qualification, having satisfied Board of Studies requirements for the HSC credential.

Workforce information

It is a requirement that the reporting of information for all staff must be consistent with privacy and personal information policies.

The additional funding provided through the National Partnership on Low SES School Communities and Equity (formerly Priority Schools) has enabled the school to fund
additional teaching and non-teaching positions (some fulltime and some part-time) to support a range of needs within the school. These included: a third Deputy Principal (leading and managing the Support Unit and IEC), four Head Teachers – ReConnect, Participation, Student Success and Wellbeing and Focus on Reading, two Community Liaison Officers, four School Learning Support Officers and two administrative officers. These additional positions are temporary.

**Workforce composition**

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
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</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Deputy Principal(s)</td>
<td>2</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>0</td>
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<tr>
<td>Head Teachers</td>
<td>11</td>
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<tr>
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<td>Teacher of Reading Recovery</td>
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</tr>
<tr>
<td>Learning and Support Teacher(s)</td>
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<tr>
<td>Teacher Librarian</td>
<td>1</td>
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<tr>
<td>Teacher of ESL</td>
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<tr>
<td>School Counsellor</td>
<td>2</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>21.382</td>
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<tr>
<td>Total</td>
<td>88.582</td>
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The Australian Education Regulation, 2013 requires schools to report on Aboriginal composition of their workforce.

According to data collected from staff, in 2013 there were two indigenous staff employed at Lurnea High School – one is a permanent member of staff and the other was employed through the *Norta Norta* program to provide targeted literacy and numeracy support for Aboriginal and Torres Strait Islander students.

**Teacher qualifications**

All teaching staff meet the professional requirements for teaching in NSW public schools.

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
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<tbody>
<tr>
<td>Degree or Diploma</td>
<td>100%</td>
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<tr>
<td>Postgraduate</td>
<td>18%</td>
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<tr>
<td>NSW Institute of Teachers Accreditation</td>
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**Financial summary**

This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.

<table>
<thead>
<tr>
<th>Date of financial summary</th>
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<tr>
<td><strong>Income</strong></td>
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<td>Balance brought forward</td>
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<td>Global funds</td>
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<td>Tied funds</td>
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<tr>
<td>School &amp; community sources</td>
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<td>Interest</td>
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<td>Trust receipts</td>
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<tr>
<td>Canteen</td>
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<td><strong>Total income</strong></td>
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**Expenditure**

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<tr>
<th>Teaching &amp; learning</th>
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<td>Key learning areas</td>
<td>13420.39</td>
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<tr>
<td>Excursions</td>
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<td>Library</td>
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<td>Training &amp; development</td>
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<td>Casual relief teachers</td>
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<td>Administration &amp; office</td>
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<td>School-operated canteen</td>
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<td>Utilities</td>
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<td>Maintenance</td>
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<td>Trust accounts</td>
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<tr>
<td>Capital programs</td>
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<tr>
<td><strong>Total expenditure</strong></td>
<td>1540076.18</td>
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<tr>
<td><strong>Balance carried forward</strong></td>
<td>335389.70</td>
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A full copy of the school’s 2013 financial statement is tabled at the annual general meetings of the school’s Finance Team and is made available to parents and families. Further details concerning the statement can be obtained by contacting the school.

**School performance 2013**

**Academic achievements**

**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.

Year 3: from Band 1 (lowest) to Band 6 (highest for Year 3)

Year 5: from Band 3 (lowest) to Band 8 (highest for Year 5)

Year 7: from Band 4 (lowest) to Band 9 (highest for Year 7)
Year 9: from Band 5 (lowest) to Band 10 (highest for Year 9)

The My School website provides detailed information and data for national literacy and numeracy testing (NAPLAN).

Click on the link http://www.myschool.edu.au and enter the school name in the Find a school and select GO to access the school data.

**NAPLAN Year 7 - Literacy**

In 2013 Year 7 students sat for the sixth NAPLAN test. The school target in the 2013 School Plan was set at 58% (in reading) and 63% (in writing) of students achieving at or below minimum standard in Year 7. In addition, the targets for reading and writing for Year 9 were set at 67% and 56% of students achieving at or below minimum standard. An analysis of SMART data indicates that only the Year 9 Reading target was achieved.

Data shows that 2.4% of students in Year 7 gained the top two bands in reading, 2.4% in writing, 8.2% in spelling and 10.6% in punctuation and grammar. This was a notable decrease in all literacy areas compared to 2012 results. In addition, 35.3% of Year 7 students met the state average for reading in achieving a Band 6 or better.

As indicated in the current School Plan, the targeted training of staff in the implementation of the Focus on Reading program is timely. Future professional learning for all staff will focus on both reading comprehension and writing.

**NAPLAN Year 7 – Numeracy**

Analysis of SMART data for Year 7 Numeracy shows 62% of students achieving at or below minimum standard in Year 7. This was a very positive outcome indicating that the 2013 Year 7 Numeracy target that was set in the School Plan was achieved.

Analysis of SMART data shows that 6.1% of students achieved the top two bands in year 7 Numeracy. The number of students obtaining a Band 8 grew by 0.4% above the school average for the past three years. There was 8% increase in the number of students obtaining a Band 6 in comparison to our school average for the past three years.
NAPLAN Year 9 - Literacy

The targets for reading and writing for Year 9 in 2013 were set at 67% and 56% respectively of students achieving at or below minimum standard. An analysis of SMART data indicates that only the Year 9 Reading target was achieved.

In 2013, 6.3% of students achieved the top two bands in Spelling. There was a 6% increase in Spelling and an 8.4% increase in the number of students achieving Band 7 in Spelling and Reading respectively.

NAPLAN Year 9 - Numeracy

In 2013, 75% of Year 9 students achieved at or below the minimum standard for numeracy. This is a significant increase against the 2012 results. There were 8.2% of students who achieved the top three bands. This is a decrease of 5.7% over the school average for the past 3 years. The percentage of students achieving a Band 6 in 2013 was 32.7% compared to 27.1% in the SSG group.
Higher School Certificate (HSC)

In the Higher School Certificate, the performance of students is reported in performance bands ranging from Performance Band 1 (lowest) to Performance Band 6 (highest).

In 2013, a range of 20 subjects were selected amongst year 12 students. 70 students completed their Year 12 HSC in 2013 with a number of students achieving a Band 4 and a Band 5 across the subjects studied. The most outstanding results came from Retail Studies and Industrial Technology who performed on average at or above state average. Other outstanding results came from Information Processes and Technologies, Information Technology, Mathematics and Music. In all these subjects, 50% or more students achieved Band 4 or Band 5 in the HSC.

The subject with the greatest success was Retail Services, where 72.7% of students achieved Band 4 or Band 5 in the HSC.
Record of School Achievement (RoSA)

In 2013, 103 students completed their stage 5 studies and commenced the creation of their cumulative credential known as their RoSA (Record of School Achievement). In addition to the mandatory studies required for this attainment, students were able to select from eight other elective subjects.

It is notable that in 2013 students undertaking studies in Industrial Technology (Timber) and Industrial Technology (Multi Media) in stage 5 continue to exceed State Grading Patterns by 22% and 18% respectively in the attainment of a grade A for their RoSA. This trend was also evident in the HSC results for 2013 with students studying Industrial Technology exceeding SSG’s by 4.3% and State DEC results by 1.5%.

Stage 5 students undertaking studies in Food Technology for their RoSA achieved results that also reflected state grading patterns with almost an equal percentage of students gaining a grade A. RoSA attainments in the three core areas of English, Maths and Science indicate that on average 50.3% students received a grade C or better.

Minimum Standards

The Commonwealth Government sets minimum standards for reading, writing, grammar and punctuation, spelling and numeracy for Year 3, 5, 7 and 9.

The performance of the students in our school in the National Assessment Program – Literacy and Numeracy is compared to these minimum standards. The percentages of our students achieving at or above these standards are reported below:

| Percentage of Year 7 students achieving at or above minimum standard (exempt students included) |
|----------------------------------|----------------------------------|
| Reading                          | 68.8                             |
| Writing                          | 59.1                             |
| Spelling                         | 65.6                             |
| Grammar & Punctuation            | 52.7                             |
| Numeracy                         | 80.9                             |

| Percentage of Year 9 students achieving at or above minimum standard (exempt students included) |
|----------------------------------|----------------------------------|
| Reading                          | 65.2                             |
| Writing                          | 43.7                             |
| Spelling                         | 66.4                             |
| Grammar & Punctuation            | 51.3                             |
| Numeracy                         | 53.8                             |
Other achievements

Arts

Throughout 2013 student creativity continued to develop and grow. There were many opportunities for students to showcase and celebrate their diverse range of talents in a wide range of activities, performances and venues.

- Choir and Visual Arts were offered as recreational activities in Sport. Here students created artworks for their own skill development and leisure.
- Students entered the Liverpool Art Society Exhibition at the Casula Powerhouse.
- Excursions to the Art Gallery of NSW and UTS Gallery, where students engaged with practicing artists, as well as studied and surveyed artworks.
- Excursions to AIM to help develop student musical and performance skills.
- Student artworks on display at the front office as well as in the A Block entrance to the school.
- Creative Arts Festival – Talent Quest. Students developed and performed their own singing, dancing and musical performance acts. The show reflected a depth of talent and creativity that is both fun to watch and inspiring.
- Student performances at Presentation night, including from the school choir and band.
- 40 students from years 7-12 represented Lurnea High School at the Wakakirri Dance festival. The students displayed outstanding ability in dance and citizenship. They were awarded with Best T-Shirt design, Best Moment, Best Leading Role by a Male, Best Original Story Arrangement and Scripting.

Sport

This year the annual Swimming, Cross Country and Athletics Carnivals were conducted under blue skies. All events were well contested with champions in the respective age groups:

SWIMMING

<table>
<thead>
<tr>
<th>AGE</th>
<th>BOYS</th>
<th>GIRLS</th>
</tr>
</thead>
<tbody>
<tr>
<td>12 yrs</td>
<td>Baker Dennaoui</td>
<td>Olivia Leighton</td>
</tr>
<tr>
<td>13 yrs</td>
<td>Mohamed Omran</td>
<td></td>
</tr>
<tr>
<td>14 yrs</td>
<td>Kadeem Mataia</td>
<td>Sina Wildraut</td>
</tr>
<tr>
<td>15 yrs</td>
<td>Ali Tahan</td>
<td>Dayna Rameka</td>
</tr>
<tr>
<td>16 yrs</td>
<td>Omar Chahoud and Ryan McKew</td>
<td>Alex Jadresic</td>
</tr>
<tr>
<td>17+ yrs</td>
<td>Harris Besirevic</td>
<td></td>
</tr>
</tbody>
</table>

CROSS COUNTRY

<table>
<thead>
<tr>
<th>AGE</th>
<th>BOYS</th>
<th>GIRLS</th>
</tr>
</thead>
<tbody>
<tr>
<td>12 yrs</td>
<td>Tyler Hornery</td>
<td>Ruthie Mose- Aunei</td>
</tr>
<tr>
<td>13 yrs</td>
<td>Ali Alrady</td>
<td>Olivia Leighton</td>
</tr>
<tr>
<td>14 yrs</td>
<td>Ram Bahri</td>
<td>Natasha Aitken</td>
</tr>
<tr>
<td>15 yrs</td>
<td>Joshua Hall</td>
<td>Grace Mkwara</td>
</tr>
<tr>
<td>16 yrs</td>
<td>Kemal Kukuljac</td>
<td>Aya Assaf</td>
</tr>
<tr>
<td>17+ yrs</td>
<td>Momoh Koroma</td>
<td>Stefy Salome Duarte</td>
</tr>
</tbody>
</table>

ATHLETICS

<table>
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<tr>
<th>AGE</th>
<th>BOYS</th>
<th>GIRLS</th>
</tr>
</thead>
<tbody>
<tr>
<td>12 yrs</td>
<td>Jose</td>
<td>Ruthie Mose- Aunei</td>
</tr>
<tr>
<td>13 yrs</td>
<td>Healling Tofa</td>
<td>Olivia Leighton</td>
</tr>
<tr>
<td>14 yrs</td>
<td>Ehab Saboune</td>
<td>Sina Wildraut</td>
</tr>
<tr>
<td>15 yrs</td>
<td>Sam Timu</td>
<td>Sunaina Narayan and Grace Mkwara</td>
</tr>
<tr>
<td>16 yrs</td>
<td>Cody Morris- Smith</td>
<td>Margaret-Grace Spiric</td>
</tr>
<tr>
<td>17+ yrs</td>
<td>Momoh Koroma</td>
<td>Agnes Papalii</td>
</tr>
</tbody>
</table>

SCHOOL BLUE

Natasha Aitken, Sina Wildraut and Momoh Koroma

SPORTSPERSON OF THE YEAR

Momoh Koroma

LHS students at the Wakakirri Dance Festival
Individual achievements by outstanding young sports men and women continued in 2013:

- Momoh Koroma (year 12) represented Lurnea High School in Cross Country and numerous sporting knockout teams. In addition, Momoh was also selected to participate in the AC Milan Soccer Academy and will be travelling to Italy to trial for AC Milan.
- Sina Wildraut represented Lurnea High School in Athletics at State Level.
- Natasha Aitkens represented Lurnea High School in both Athletics and cross country.

Other

**Australian Business Community Network (ABCN) Partnerships**

The school continued its successful business partnership with the ABCN in 2013.

Ten Year 9 students successfully completed the GOALS (Growing Opportunities and Learning Skills) program. GOALS is a mentoring program which aims to widen life choices for students considered to be at risk of disengaging from schooling. The students involved were matched with a mentor from the corporate world. All of the mentors held high level positions within the corporate sector. The program was officially launched at Lurnea High School with celebration activities and a special morning tea with students, parents and mentors. Following this the students met with their mentors every four weeks and participated in five different workshops. The topics covered in these workshops included; goal setting, communication, realising strengths and skills for the working world.

Five Year 11 students participated in the Focus Program in partnership with Optus. This program was targeted at female students with leadership potential with the aim of engaging them in successful, meaningful careers in the future. The program involved a series of three structured and facilitated sessions working in small groups with female executives who acted as role models and mentors. Participants explored current thinking about leadership and had the opportunity to work with, and learn from, the experience of successful women in corporate Australia. Sessions included an introduction to leadership, realising strengths and developing leadership and creating a leadership picture.

Twenty Year 11 students participated in the Aspirations program in 2013. Aspirations is designed for students in their senior years of high school with the aim of broadening their awareness of career options and equipping them with knowledge and tools to make informed decisions about their choices and pathways after school. The Program enabled students to engage in the workplace and build an understanding of the types of skills that are required in a modern work environment. The students attended four sessions on topics including; developing essential employability skills, interview techniques and exploring post-school options. The program ran over two school terms and was launched at Lurnea High School with a special morning tea.

16 Year 9 students participated in the InterACT program in partnership with Optus. InterACT is designed specifically for recently arrived, high school-aged migrants and refugees whose first language is not English. Students in the program were supported in gaining the cultural and vocational literacy they needed to participate in Australian life. The emphasis of the program was on soft skills such as communication and building relationships but there was also a critical socialisation aspect to the program as the students involved learned to sustain adult conversations in English with a positive role model outside their immediate community. The program involved students travelling to Optus for six facilitated sessions. Students were placed into groups with two mentors matched to four or five students.
**UTS - IMC Sky High Program**

The aim of this program is to engage and inspire Year 7-8 students who may be at risk of future disengagement. University of Technology Sydney academic staff and students along with school staff collaborate to provide out of class experiences for identified students that are linked to engaging school and class activities. In 2013, the program involved 5 students from year 7 and 5 students from year 8.

Students had the opportunity to participate in a number of events and activities around the Sydney CBD:

- Sydney Opera House – Behind the Scenes tour
- UTS photography and portrait workshops
- Maritime Museum
- Botanical Gardens
- Taronga Zoo
- Cockatoo Island

During these activities students had the opportunity to listen to staff talk about their chosen career and the journey they had travelled to get to where they are. Links were made between each event and how that particular event is highly valued by the student participants and is providing them with the motivation necessary to become successful members of society.

**UWS – Fast Forward Program**

The Fast Forward Program is a partnership between the University of Western Sydney and Greater Western Sydney Schools and is aimed at helping students see the value of continuing their education through to year 12 and beyond.

The Fast Forward program aims:

- To increase student engagement in learning and the completion of year 12
- To develop student confidence, knowledge, skills and educational attainment
- To enhance student awareness of post school education opportunities
- To promote the benefits of lifelong learning
- To improve the participation in higher education

In 2013 students from years 9, 10, 11 and 12 had the opportunity to visit a variety of UWS campuses and participate in lecture style activities. The lecturers from UWS also delivered sessions at school to promote student engagement and participation in learning. The program has enabled students to become familiar with university life and of the connection they might have with a tertiary institution after school. Feedback from students continues to reinforce the value of such partnerships in providing new ways of thinking about the future for our young people.

**Significant programs and initiatives**

**Middle Years Strategy**

2013 saw the creation of a middle year’s team strategy designed to enhance communication and teaching pedagogy between year 7 teachers across different KLA's that share a class. Each middle years’ team comprises 8 teachers. These include 2 Learning and Support teachers, and 5 teachers from English, Maths, Science, PD/H/PE and History/Geography. Head Teacher, Teaching and Learning, Ashley Cullen conducted regular meetings for each Year 7 Team focusing on the following topics:

- students at risk
- comprehension needs in terms of individual reading ages
- numeracy levels
- effective teaching and learning strategies
- cross-KLA projects and activities.

100% of middle years teachers believed that the students benefited from having their teachers meet to talk about individual student progress. 100% of staff also believed that teachers benefited from having an opportunity to talk to other teachers about individual students and share strategies.

Staff have identified that the meetings allowed them to see how the class is working across different KLA's and implement strategies that were effective to foster a collective approach to student learning. The meetings were productive and fostered strong professional conversations around particular student needs (strengths and areas for development)
Due to the positive feedback, the middle years’ strategy will continue in 2014, with teams meeting to discuss classes in both years 7 and 8.

**Aboriginal education**

For the first time in the school’s history, Lurnea High School established a multicultural Indigenous performance group. The group, which comprised male and female students from a range of cultural backgrounds, including some of our Aboriginal students, designed and painted their own didgeridoos and clapping sticks. The group then worked with Aboriginal performance artist ‘Fluteloop’ to put together a Presentation Night performance. The students worked extremely hard to choreograph an excellent production. The group will start up again in Term 2, 2014. The school wishes to thank Liverpool Catholic Club who provided generous support for the project and indigenous health and cultural leader, Robby Bell who worked with the students in designing their instruments.

Aboriginal students were also involved in a range of other activities throughout the year. This included the ‘Young Brothers’ program run by MTC, Sydney University’s ‘How Big Are Your Dreams’ and our own ‘Sista Speaks’ program, run by Norta Norta tutor Lesley Marks. Through this program, the girls ran a successful cake day raising over $100. Students were also able to experience cooking some traditional recipes with Aunty Carol Brown.

Finally, Aboriginal students were also successful in completing a range of ‘Hands On’ courses run through local TAFE colleges. These courses encourage year 9 and 10 Aboriginal students to gain experience in a range of practical, work based skills through undertaking modified TAFE courses one day a week over two school Terms.

**Intercultural Indigenous Didgeridoo and Clap Stick group perform at the launch of the Code of Conduct assembly**

**Multicultural education**

Lurnea High School recognises and celebrates the cultural diversity of our school. The percentage of Language Background other than English (LBOTE) students has remained steady in the past few years at approximately 70%. One hundred and twenty one students have been identified as English as an Additional or Dialect (EAL/D) students. Forty seven students have been identified as students with refugee or refugee-like backgrounds.

The school employs 2.6 English as an Additional or Dialect (EAL/D) teachers. They work with the Learning and Support Team to provide assistance to EAL/D students with literacy needs across a range of key learning areas.

Three parallel English classes were created to provide EAL/D students with intensive English lessons in Years 8, 9 and 10. Stage 6 students who have been in Australia for five years were also able to access the Preliminary and HSC English as a Second Language course. Additionally, EAL/D teachers provided team teaching support across seventeen year 7 to year 12 classes.

In 2013, Lurnea Intensive English Centre participated in various multicultural projects.

In Term 1, 21 students from the IEC, mainstream and Support Unit participated in WotOpera, an experiential learning in the performing arts Opera project. The students collaborated to devise, write and perform a mini opera which was performed at the Seymour Centre alongside three other schools.

In Terms 2 and 3, over 170 students participated in specially designed National Rugby League, Australian Football League and NSW Netball programs. These programs were implemented to encourage newly arrived students to participate in popular Australian sports. Students participating in the NRL program received coaching from the two NRL greats, Joe Guluvaq and Hazem El-Masri and they thoroughly enjoyed the program.

As mentioned above, in terms 2 and 3, 8 IEC and 8 mainstream students participated in the INTERACT program.

In Term 4, 18 students from Lurnea High School and the IEC participated in creative writing workshops in the Difference Project, facilitated by
Mohammed Ahmad from the Sweatshop Collective as part of the University of Western Sydney’s Writing and Society Research Centre. The writing workshops culminated in the students performing their own work for inclusion on a DVD to be launched at the University of Western Sydney during Term 2, 2014.

Refugee Transition Program

The Refugee Transition Program 2013 provided a number of support initiatives for students transitioning from an IEC or primary school into mainstream high school classes. The program is designed to assist and support students from families who have settled in Australia in 3 years or less, however the support extends to many other students who have language backgrounds other than English.

Some of these initiatives include:

- Involving refugee students in the school Indigenous projects
- Multicultural Playwright Program
- Refugee Week Writing Competition
- Homework Centre
- Refugee Action Support (RAS)
- The Welcome Program
- Pathways to Employment Expo Excursion
- ABCN InterAct Optus Mentoring Program

Cross cultural possibilities were initiated at the school to establish collaborative links between Refugee student programs and the Re-connect programs. Discussion focused on co-organising excursions and projects. A number of year 8, 9 and 10 male refugee and migrant students were referred to both the Aboriginal and Pacific Island projects. These included engaging in didgeridoo design, creation and playing, Indigenous cultural art, drumming, Haka rehearsals and the Haka flash mob. Another two students were referred to the stage 5 Automotive project. These students had previous difficulties sitting still and focusing in class and negative behaviour was frequent. Such opportunities enabled these students to experience meaningful and culturally focused hands-on activities that embraced their ‘loud and large’ male energy in a respectful and disciplined arena.

Students in Year 11 entered into the Multicultural Playwrights Program. Three students were encouraged to participate due to their creativity and contagious humour. One particular student had enquired a number of times about how to secure a career in the arts. One unexpected result of the program was that students found their way through Sydney’s complex rail network and gained valuable organisation and reliability skills.

The Refugee Week Writing Competition provided a platform to support a 15 year old Iraqi girl to find her voice. The student wrote a personal story and in the process established supportive links with a number of support staff. She was encouraged to think beyond paper and print to tell a powerful story and so developed a performance poem. With a lot of reassurance and encouragement she agreed it was a good idea to film the poem being spoken by her in the school grounds. The result was a first place prize for the multimodal poem entry and also a second place prize for her written personal story at the Refugee Week Conference.

The Homework Centre’s Refugee Program was instrumental in supporting refugee students with homework and assessment tasks where their parents language may prove a barrier in supporting their children and by allowing extra time one on one with a teacher as a tutor to support equitable access to the curriculum. The RAS program in conjunction with the University of Western Sydney - Masters of Teaching course further supported this initiative and provided much needed and timely support to refugee students in terms 3 and 4.

The Welcome program aimed to assist in school orientation for students and their families who are in transition from exiting the IEC and entering a Lurnea as a mainstream high school. The program aimed to strengthen links with refugee students’ families and communities.

Many students need more information about future educational, vocational and career options. The Pathways and Employment Expo provided an opportunity to hear speakers and get information about TAFE, university and career options.

The ABCN Optus mentoring program enabled a selection of students to travel to Sydney for 8 sessions and participate in workplace skills that include confidence, presentation, introducing yourself, business communications expectations and setting goals.
Transitional Equity Funding

In 2013, the school was moved onto the Transitional Equity funding resource (formerly PAS and PSFP). These funds provided a small staffing supplement and enabled the school to support some of the National Partnership initiatives in the following way:

- Employment two Community Liaison Officers (CLOs) enabling the school to continue to foster strong links with parents and the local community. The CLO strategy is an integral part of the school, implementing a range of initiatives, such as marketing and promoting the school through the local media, leading the production of the school newsletter, the LINK, organising parent nights and parent information sessions, liaising with feeder primary schools, attending Community Information Meetings and representing the community on merit selection panels.

- Employment of School Learning Support Officers to enhance teaching and learning at the classroom level. These officers directly support funded and other students requiring learning assistance in the areas of literacy and numeracy. The School Learning Support Officers assist in the development of individual plans for students using NAPLAN testing and they assist the Support Teachers Learning Assistance in withdrawal of individual students for remedial support in Literacy and Numeracy.

- Provision of funds towards the operation of the twice weekly Homework Centre

- Provision of funds towards cultural and community connection activities.

National Partnerships on Low SES School Communities (significant Commonwealth funding)

In 2013, Lurnea High School entered the second year of the four year, Commonwealth funded Low SES National Partnership program.

The annual evaluation and accountability requirement for the National Partnership program demonstrated the following achievements on what the school set out to do:

Changes in the culture of professional learning through the provision of leadership opportunities for staff

Building and enhancing leadership capacity amongst a staff population where 51% of teachers are Early Career and where 34% of the executive are also ECTs is both a challenge and an incentive. Finding innovative ways to enhance the practice of staff that will lead to improved student outcomes is a key element of the school’s plans for continuous and ongoing improvement. In 2013 a number of leadership strategies were implemented. The implementation of the *Focus on Reading* program is a key example of a site-based professional learning program aimed at building teacher knowledge and understanding of comprehension strategies. The team (5 teachers) that led the rollout of the program is all volunteer early career teachers and non-executives. Beginning in term 2, the team led the executive staff in the Leadership Training modules, followed by the delivery of an introductory training session with all staff. Through an expression of interest method, thirty three teachers and support staff from all key learning areas (KLAs) including the Intensive English Centre and the Support Unit registered for the professional learning fortnightly sessions.

After the first module, a majority of teachers reported that the *Focus on Reading* Program has had a positive impact on their knowledge, attitudes and skills in teaching reading and comprehension across different KLAs. Module 2 focused on exploring specific comprehension techniques.
strategies through explicit teaching followed by implementing the strategies in the classroom. This was supported by exploring the need to differentiate in the classroom. An additional school based workshop on catering for students with special needs was also delivered.

The leadership demonstrated by this young team has been outstanding. Apart from the positive and sustained endorsements by workshop participants, individual team leaders have shown growth in their own classroom practice as a result. While they encourage professional dialogue and sharing amongst participants, the program has provided increased opportunities for the leaders themselves to collaboratively plan and program as well as share practice and experience.

The implementation of the Focus on Reading program is still in its initial knowledge-building phase but the early indicators are that this model of professional learning is a powerful mechanism for building a change culture that will impact positively on student outcomes in the long term.

For Head Teachers, the executive mini conference process continued this year. Professional learning focused on analysing HSC data and critiquing ways to improve student achievement in the HSC, the development of a new school-wide code of conduct, project-based learning and cyclic evaluation. Once again Head Teachers have unanimously endorsed this strategy in not only strengthening collegiality but in providing time to share and reflect on practice at the leadership level. Ethical and transparent decision-making has also continued to be a feature of the way the executive team works.

The middle years’ strategy implemented in 2013 has also provided another forum for teachers (including executive staff) to share knowledge and practice in cross-KLA teams of teachers who share a Year 7 class. The NP funded Deputy Principal led and managed the term by term professional learning and feedback sessions. Teams discussed students at risk, reading ages, numeracy levels, and effective teaching, learning and classroom management strategies. In addition, team teachers devised and trialled cross-KLA projects and activities. 100% of middle years’ team teachers valued the provision of time to meet and have unanimously endorsed the continuation of the strategy in 2014, with 85% also advocating the extension of the strategy into year 8. The key benefit for participating staff was in the opportunity to talk about students’ needs and class dynamics and share strategies. Another outcome has been the considerable enthusiasm amongst the team teachers to embrace the Sugata Mitru SOLE model for collaborative learning. Under the passionate leadership of the NP DP, this strategy will continue in 2014.
Ad pic of middle years

The addition of a third Deputy Principal, funded by the National Partnership program has enabled the school to devise a 100% aligned to the current School Plan professional learning program of events and activities. The focus of learning in 2013 has included areas aimed at:

- Administrative and operational efficiency (implementation of Sentral for daily organisation, roll marking and reporting, the implementation of a 6 period day and a weekly Sport and Recreation session),
- Curriculum and assessment (the National Curriculum, a partial review of assessments in 7-10 and effectiveness of reporting on student achievement, project-based learning and Mitru’s SOLE model, HSC data analysis using RAP)
- Literacy and numeracy (the implementation of Focus on Reading) and
- Classroom management (behaviour interventions, the level system and the development of a school-wide Code of Conduct)

Feedback from staff has been consistently strong (98 - 100%) in endorsing the value of the focus areas on individual, faculty and whole school development and improvement.

Quality feedback has also been effectively employed throughout the annual review process this year. To support effective and timely feedback about lessons, a new pro forma for lesson observations, in line with the National Professional Standards for Teachers, was developed and implemented. In addition, Head Teachers received feedback in relation to the focus areas of regular EARS discussions. The Principal also sought and received feedback on her performance in relation to the National Professional Standards for Principals. This inclusive “everybody’s in” approach is fostering a respectful, cooperative and inclusive culture within the school for improvement and is highlighting the point that developing practice and performance is a universal aspect of our work, regardless of experience and length of service.

Changes in student outcomes through school-wide engagement strategies

The ReConnect strategy gained momentum in 2013 with the growth in the Stage 5 Automotive program and the cultural connection activities. The Automotive project which began inside a shipping container for a small group of mainstream and support students has developed into a full Stage 5 Small Engines elective subject in 2014 with classes running in both year 9 and 10. The combination of practical, hands-on and industry based (Yamaha) learning experiences have fostered increased student interest.

A suite of Cultural Connection programs were offered in 2013 – Didgeridoo playing, Sista Speaks, Reconciliation Walk, Pacific Island Mentoring and Homework program, Haka performance building, participation in ‘Nesian Fest. These programs are having considerable impact on individual students and group dynamics. Attendance amongst Aboriginal students is up by 10.5% compared to 2012 data. The didgeridoo players are a totally mixed cultural group of indigenous, Samoan and Iraqi students. Cultural performances have increased over the course of the year as students show increased confidence and commitment to their performances. A program of Engagement Electives was devised for the 100+ Support students focusing on fun, functionality to everyday living as well as post school employment opportunities. These included: sewing and craft, photography, performance and gardening, increased

Middle Years’ students working on group projects

The new Automotive Shed in early development

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Community Access experiences, fine motor and social skills development, transition activities and iPads for learning. In addition, literacy and numeracy resources were purchased to increase students’ access to engaging learning materials (Mathletics, PM Benchmark Assessment Toolkit). 2013 saw a significant increase in the number of Support students accessing one or more of the engagement electives with 60% commenting that they “feel happy” in the Support Unit. 83% of staff and 71% of parents feel that such interesting activities and resources are helping the Support Unit improve the educational and life outcomes for the students.

Students share ideas for our new values culture

The Homework Centre remains a key homework engagement and support strategy funded through the National Partnership program. Data shows that there was a 10% increase in students attending the Homework Centre in semester 1 compared to 2012 data. A total of 9 teacher tutors were employed throughout the year to provide individualised and small group tuition for homework, assignments and literacy and numeracy support. Feedback from student, tutor and parent surveys indicate 72% of students and 94% of parents agree that regular attendance has helped students improve the quality of their work and attitude towards school and schoolwork. The Homework Centre is highly valued by students (98%), tutors (100%) and parents (100%).

In 2013, the CLO program has helped foster increased engagement of parents in the school. The program, “Building Quality Community Partnerships” has seen a small rise in the number of parents attending a range of educational forums such as Financial Literacy, Understanding NAPLAN, Helping your child through the HSC, and an Introduction to Grammar (all developed and led by the SWS Region Partnership Officers). The CLOs also accessed workshops from external providers including a Centrelink Information session and an ongoing SWS Health Service coordinated Healthy Program for Women. In addition, there was an increase in family representation at both the senior (39%) and junior (47%) Parent /Teacher Nights on 2012 data. Feedback from a small group of parents who took part in a phone survey indicates strong interest in the educational and community service health programs that the school has organised. In addition, a number of parents feel that the school has improved in the last two years and comment on the positive, inclusive environment, the inclusion of Sport and Recreation, the Homework Centre and the positive support their children receive. Parents also rate student satisfaction with the school as having increased.

Student welfare, wellbeing and success

Student welfare, wellbeing and success are key priorities for the school and form a core element of the Student Engagement and Attainment priority area within the School Plan. These programs and actions provide access to opportunities for all students to boost their resilience and enhance their capacity for managing challenges as they arise in their lives.

The table below indicates the variety of student wellbeing and success programs and strategies provide by the school in 2013 and into 2014.

<table>
<thead>
<tr>
<th>Student Success Matrix 2014</th>
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<tbody>
<tr>
<td>Year 7</td>
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<tr>
<td>Peer Support</td>
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<tr>
<td>Cyber bullying Workshops</td>
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<tr>
<td>Sky High</td>
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<tr>
<td>Looking Good Feeling Great</td>
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<td>Gold Category</td>
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<td>School University Partnership</td>
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Information and Communication Technology

Information and Communication Technology (ICT) is a major teaching component and tool for teaching at Lurnea High School. The dynamic nature of technology and the need for ICT as one
of the key tools for 21st century learning is recognized and acknowledged by the school.

In 2013, the school continued to invest in the regular up-skilling of teachers in the use and application of ICT for teaching and learning. The computer coordinator and technical support staff ensured that computing facilities were in working order and available at all times.

There are 3 fully equipped computer labs for all students and a learning centre with computers for senior students only. Computers are also available in the library for students to use during recess and lunch time or during homework center operational hours. All staff rooms also have access to technology in their own faculty areas. The Digital Education Revolution (DER) program has also seen installation of wireless network infrastructure. This has enabled mobile devices such as iPads and laptops to be effectively utilized in the teaching and learning process.

To date, the school has installed 37 SMART Boards into many classrooms in each of the faculty areas including the common access area in the library.

A Digital Media room also exists for the Visual Arts faculty. The room is equipped with both Apple Macintosh and Windows technology and enables courses such as Digital Photography to meet its technology based outcomes successfully.

The TAS department has a computer room with network access associated with the Industrial Technology room, which enables ICT components of Industrial Technology multimedia courses to be conducted without interruptions.

Currently the School offers ICT courses to students in the following context:

- Technology (mandatory) courses for Years 7 and 8
- A 200 hour elective Information and Software Technology Course for Years 9 and 10
- Information and Processes Technology (IPT) Preliminary and HSC Course for senior years 11 and 12
- Design and Technology (Multimedia) course for Years 9, 10, 11 and 12
- A recently introduced VET Curriculum Framework Information and Digital Technology for year 11 and 12

Strong links are maintained with the Kurrajong Learning Community and the annual connected classroom presentations that the school conducts for stage 3 students.

In 2013, the school also integrated technology for student management and administration system in the form of the web-based school and student management software “Sentral Education” system. Daily routine tasks such as roll marking, welfare entries and general admin enquiries are now efficiently and securely conducted online. Teachers have now been able complete reports at any time convenient – even from home!

**Future Directions**

Lurnea High School will continue to invest further towards ICT for the future. Curriculum will be reviewed frequently and updated so that each course offered has a component of ICT in the program.

Professional development of staff will continue to be supported and valued and Head Teachers will be encouraged into developing teacher learning plans identifying learning needs and acknowledging with appropriate ICT Workshops where ever possible.

All physical equipment and facilities will also be reviewed and maintained. Any new development in technology will be evaluated and implemented to the schools system where possible.

**School planning and evaluation 2012—2014**

**School evaluation processes**

NSW public schools conduct evaluations to support the effective implementation of the school plan. The processes used include:

- Analysis of 2013 NAPLAN data and HSC data (2012 was used as a reference point)
- Analysis of attendance and welfare policies, associated programs, budgets and associated student attendance data
- Focus group interviews were conducted with members of the school community – staff, students, parents/family members and community groups
- Surveys of staff, students and parents
• Analysis of professional learning feedback
• Classroom and student team observations
• Annual Cyclic Evaluations of two Key Learning Areas

Cyclic Evaluation 1 – PDHPE Faculty

Background
A three day evaluation of the PDHPE faculty was conducted by the whole school Cyclic Evaluation Team in Term 2, 2013. Along with the Head teacher of the faculty, Kylie Lowe, the five member team also comprised of: Julie Perkins (Deputy Principal), Asha Pillay (Head Teacher Science), Dan Luzinsky (TAS Teacher), Kathryn Fyfe (Teacher Librarian) and Paul Fitzgerald (IEC Teacher).

Findings and Conclusions
Students are engaged in learning in the subjects taught in the PDHPE faculty and feel the curriculum delivered is both relevant and important. All of the teachers in the PDHPE faculty demonstrate outstanding teaching practice, incorporating the elements of the Quality Teaching Framework in their lessons. The faculty demonstrate a high level of organisation in relation to programming, policies, assessment and student learning. A collegial working environment exists and staff are highly supportive of whole school initiatives.

In terms of assessment, outstanding administrative procedures are in place to ensure that students and teachers have a clear understanding of the requirements of assessment tasks. 100% of students receive written notification of assessment tasks with a minimum of two weeks’ notice and understand the purpose of the notification.

Future Directions
The faculty has been advised to continue to develop, implement and evaluate best practice communication to ensure that teachers and students have a clear understanding of expectations within the faculty. Processes and procedures around the allocation of classes and roles and responsibilities within the faculty need to be reviewed to ensure equity amongst the teaching staff.

Teachers need to further develop, implement and evaluate best practice teaching with a focus in student engagement and learning adjustments to ensure all students learning abilities are being catered for in the lessons. Targeted teacher professional learning around the use of Smart boards is required to ensure this valuable technology is being used to its potential in all lessons. The faculty has been advised to review current assessment task marking procedures to ensure that relevant and meaningful feedback is provided to students.

Cyclic Evaluation 2 - Science Faculty

Background
A three day evaluation of the Science Faculty was conducted by the Whole School Cyclic Evaluation Team in Term 4, 2013. Apart from the Head Teacher Science, Sarah Crawford, the five member team also comprised of: Julie Perkins (Deputy Principal), Ron Piccinin (Head Teacher TAS), Ulf Kaiser (Music Teacher), Kathryn Fyfe (Teacher Librarian) and Paul Fitzgerald (IEC Teacher).

The focus areas of the evaluation were Leadership/Management/Organisation, Teaching and Learning and Technology. The following findings and conclusions and future directions are based on the results of student interviews, staff interviews, parent phone calls, lesson observations and clarification discussions with the Head Teacher Science.
Findings and Conclusions
The classrooms in the Science Faculty are outstanding learning environments with recently upgraded laboratories and up to date equipment. The rooms are engaging and offer the best opportunity for teachers to teach both practical and theory based lessons. The faculty is well resourced in terms of interactive whiteboards and as a result student engagement levels are improved when this resource is effectively used. Lesson preparation for Science lessons is outstanding and the faculty has an outstanding Science Assistant who assists the teachers with the preparation of resources for Science lessons. The shared leadership role of Head Teacher within the faculty is working successfully and teachers feel supported and use discipline systems effectively. Students value the learning that is taking place in the Science faculty.

Future Directions
The faculty has been advised to further develop staff in the use of English as Second Language (ESL) strategies and to access the support of ESL and Learning and Support (LAST) teachers as well as School Learning Support Officers (SLSOs) to enhance the learning taking place in Science. A review of Science subjects taught in senior years is needed to explore different ways of offering senior subjects in Science to talented students. Teachers in the Science faculty have been advised to explore opportunities that exist at the whole school level to further enhance their skills.

Technology access within the faculty needs to be continually updated with the possible purchase of additional data loggers and a bank of desktop or laptop computers or tablets for use in Science classroom for research purposes. Teachers have been encouraged to continue to develop their skills and share resources developed to ensure effective use of technology and to enhance their teaching practice.

School planning 2012—2014: progress in 2013

School priority 1

Literacy and Numeracy

Outcomes for 2012 – 2014

- Increased levels of literacy achievement in Reading and Writing for all students
- Increased percentage of LBOTE students achieving above expected growth in reading and writing
- Increased levels of overall numeracy achievement for all students

2013 Targets to achieve the intended outcomes

- To decrease the percentage of year 7 students achieving at or below minimum standard in Reading from 59% in 2012 to 58% in 2013
- To decrease the percentage of year 7 students achieving at or below minimum standard in Writing from 64% in 2012 to 63% in 2013
- To decrease the number of year 9 students achieving at or below minimum standard in Reading from 68% in 2012 to 67% in 2013
- To decrease the number of year 9 students achieving at or below minimum standard in Writing from 57% in 2012 to 56% in 2013
- To increase the percentage of year 9 LBOTE students achieving expected growth in Reading from 46% in 2012 to 47% in 2013.
- To decrease the percentage of year 7 students performing at or below minimum standard in overall Numeracy from 63% in 2012 to 62% in 2013.
- To decrease the percentage of year 9 students performing at or below minimum standard in overall Numeracy from 64% in 2012 to 63% in 2013
- To increase the number of year 9 students achieving expected growth in NAPLAN Reading compared to 51% achieving less than expected growth in 2012
Evidence of progress towards outcomes in 2013:

- The 2013 NAPLAN data shows that 65% of year 7 students achieved at or below minimum standard in reading highlighting that no progress was made on the target set.
- The 2013 NAPLAN data shows that 64% of year 7 students achieved at or below minimum standard in writing highlighting that no progress was made on the target set.
- The 2013 NAPLAN data shows that 64% of year 7 students achieved at or below minimum standard in writing highlighting that no progress was made on the target set.
- The 2013 NAPLAN data shows that 80% of year 9 achieved at or below minimum standard in writing highlighting a significant decrease in achievement compared to the target set and previous data.
- The 2013 NAPLAN data shows that 47% of students achieved expected growth in reading as per the target set.
- The 2013 NAPLAN data shows that 58% of students achieved at or below minimum standard in numeracy which is a further decrease of 4% compared to the target set.
- The 2013 NAPLAN data shows that 75% of year 9 students achieved at or below minimum standard which is a further increase of 12% on the 2013 target.

Strategies to achieve these outcomes in 2014:

- Employ an additional Deputy Principal to lead the Learning and Support team, the SLSO program and the new weekly Speech Pathology program.
- Employ a Head Teacher Focus on Reading to lead the continuing professional learning program over the next 12 – 18 months as the modules are delivered and assessed.
- Maintain the SLSO program of targeted support for identified year 7 and 9 students achieving at or below national minimum standard.
- Purchase resources for the Focus on Reading program. (Teaching and professional learning resources).
- Implement professional learning on the K-10 Literacy Continuum.
- Engage services of a Speech Pathology program (2 days per week)
- Develop and implement a stage 4 – 5 Numeracy Challenge strategy through the Maths faculty.
- Implement professional learning on the K-10 Numeracy Continuum.
- Maintain the middle years’ strategy where year 7 and 8 Maths teachers use SMART data to develop explicit teaching strategies in numeracy.
- Maintain the Numeracy Challenge strategy as per current School Plan.
- Implement professional learning on the K-10 Numeracy Continuum.

School priority 2

Student Engagement and Attainment

Outcomes from 2012–2014

- Improved overall student engagement through challenging, flexible learning experiences, quality transition programs and strengthened community engagement.
- Improved overall student attainment levels in all HSC courses.
- Improved student attendance.
- Enhanced student well-being.

2013 Targets to achieve the intended outcomes

- To increase the number of students achieving at or above Band 2 in all HSC courses (compared to 76% in 2011).
- To increase to 72%, the number of students achieving 85-100% attendance in 2013 (currently 70%).
- Increase in the level of student satisfaction surveys of ReConnect and Student Wellbeing programs (compared to 2012 baseline).
- To increase the percentage of students accessing VET courses, Traineeships, school-based apprenticeships and other transition courses/programs compared to 2012 baseline.

Evidence of progress towards outcomes in 2013:

- The 2012 SMART data shows that a significant increase (to 91%) was made in the
number of students achieving at or above Band 2 in all HSC courses compared to 2011 data.

- 74% of students across 7-12 achieved 85-100% attendance in 2013. 4% of students had 100% attendance for the year which is a slight increase on 2012 data. In addition, attendance of Aboriginal students increased from 73.4% in 2012 to 83.9% in 2013. Attendance figures for stage 6 students increased overall from 84.2% in 2012 to 87.6% in 2013.

- 54.5% of students across the mainstream and Support Unit accessed one or more of the ReConnect programs in 2013. This includes 100% of year 7 students in the CO2 powered Cars project. In addition 12 Pacific Island students from the IEC also accessed Polyfest, a cultural connection program for the first time at Lurnea HS. Student satisfaction surveys for the range of Reconnect strategies (Automotive, Cultural, Mentoring and Resilience, Engagement) indicate strong endorsements for each program. Other supporting evidence includes improved attendance data for the Pacific Island and Aboriginal students compared to 2012.

- There was a 57% increase on 2012 data of students participating in the inter-school and cross-sectoral Wakakiri dance competition. The school’s entry received 5 awards for creativity, leadership and teamwork.

- A key Student Success and Wellbeing strategy in 2013 saw the successful development and implementation of a new school-wide Code of Conduct and Levels system. This process saw 100% of staff, 78% of students and 34% of parents contribute to the foundation platform of shared values that underpin the behaviour intervention strategy.

- 36 Year 10 girls accessed the inaugural Girls Growth Coaching program in 2013, provided by an external accredited life coach and former SWS Principal. 100% of attendees rated the 12 week mentoring and coaching workshops as having a positive impact on their self-esteem. Attendance at each workshop was high. As a result of this program 50% of the participants volunteered to participate in Peer Support and the Inspire Foundation strategies.

- 100% of year 8 students participated in the inaugural High Resolves global citizenship program. Survey feedback from students strongly endorsed the value and importance of the program and the impact the workshops had on their thinking.

- Students signing up for leadership opportunities such as the SRC Leadership increased by 50%.

- The introduction of the school-wide Sport and Recreation program was another highlight. A weekly organised sport program had not existed in the school for 25 years. A suite of 24 in-school and local activities were offered each term aimed at catering to the different needs and interests of all students. 97% of staff and students want to see the program continue.

- The number of students accessing VET courses decreased in 2013 with 69% of Year 12 and 78% of year 11 taking up a VET framework in their suite of subjects, compared to 2012 baseline.

- 100% of year 12 Retail Services and Metals and Engineering and 95% of Business Services students achieved the top qualification in these courses. 100% of all year 12 students completing a VET course successfully met the mandatory Work Placement hours. In addition 4 year 12, 2013 students received SWS Region VET Awards for excellence in IDT, Retail, Business Services and Sports Coaching. One teacher also received recognition of Excellence in VET delivery for Sports Coaching.

- There was a 50% increase in the number of students undertaking a school based traineeship on 2012 baseline.

- The number of mainstream students doing a TVET course was the same as in 2012 but the number of students with special educational needs enrolled in TVET increased from 5 students to 7 in 2013.

- In addition there was a 4% increase in the number of students in years 11 and 12 who transitioned to work compared to 2012 baseline. A first for Lurnea HS was the successful enrolment of 3 students into a Human Services Health Certificate course through a private provider (Liverpool Hospital).
Strategies to achieve these outcomes in 2014:

- Maintain the employment of the Head Teacher Participation role to support improvements in student attendance, lateness and truancies.
- Employ a CRT to lead and manage the Year 12 Learning Centre program and to develop individualised and negotiated support for each student.
- The Head Teacher Student Success and Wellbeing to coordinate the Learning Centre program and oversee the CRT manager’s role.
- Maintain the Stage 6 Exam Incentive Reward program.
- Maintain the HSC Study program.
- Maintain the employment of the Head Teacher ReConnect and Head Teacher Student Success and Wellbeing leadership strategies.
- Maintain cultural connection programs.
- Employ Pacific Island coach for periodic mentoring and cultural connection support.
- Expand the Growth Coaching program in 2014 to include boys.
- Engage external coaching services of Dr Bill Rogers (Term 2 SDD) to provide professional learning to assist staff to improve classroom management strategies and help with the full implementation of the new LHS Code of Conduct and Levels system in 2014.
- Maintain the Sport and Recreation program in 2014.

School priority 3

Leadership and Management

Outcomes from 2012–2014

- Strengthened leadership and management capacity of all staff to drive continuous school improvement
- Increased capacity of all staff to meet the needs of a culturally diverse community

2013 Targets to achieve the intended outcomes

- To increase the number of staff participating in authentic leadership opportunities and training courses compared to 2012.

Evidence of progress towards outcomes in 2013:

- 34% of staff (non-executive level) have participated in leadership opportunities through the Executive Mini Conference forums each term compared to 6% in 2012.
- All 5 trainers of the Focus on Reading program are New Scheme Teachers.
- Through the development of negotiated Professional Learning Plans for all staff, a leadership project emerged. 6 early career teachers developed and led the implementation of professional learning workshops for staff on interactive technology for learning, sport and fitness awareness and project-based learning.
- The newly formed (in 2012) Cyclic Evaluation team trains 3 new non-executive staff each year in leading aspects of KLA evaluation processes. All KLAs have developed a second-in-charge program to build leadership capacity in leading and managing faculty business.
- The T2T (Teacher2Teacher) program is a shared professional learning strategy developed within the Kurrajong Learning Community program. In 2013, 6 staff developed and presented highly valued workshops and 22 staff (30%) participated in a range of workshops offered across different sites in the learning community

Strategies to achieve these outcomes in 2014:

- Maintain the Executive Mini Conference forums for leadership development.
- Expand the Leadership Project program for aspiring leaders.
- Maintain the Kurrajong Community of Schools Teacher2Teacher program

School priority 4

Curriculum and Assessment

Outcomes from 2012–2014

- Improved implementation of a broad, relevant and inclusive curriculum
- Improved alignment between the implementation of curriculum, professional
learning and student learning needs with the School Plan.

2013 Targets to achieve the intended outcomes

- To increase the number of year 9 students achieving expected growth in NAPLAN Reading compared to 51% achieving less than expected growth in 2012.

Evidence of progress towards outcomes in 2013:

- The 2013 NAPLAN data shows that only 45.7% of year 9 students achieved expected growth in reading compared to 2012 data.

Strategies to achieve these outcomes in 2014:

- Implement effective and systematic teaching of reading and comprehension through continuing staff development.
- Implement Focus on Reading “Super Six” strategies.

Professional learning

Quality professional learning for all staff at Lurnea High School remains a strong focus for improving student outcomes and life opportunities. In 2013 focused professional learning was delivered via the executive mini conferences, school development days and Kurrajong Learning Community (Community of Schools) events.

Executive Mini Conferences

The Executive Mini Conference program is designed to build leadership capacity amongst the executive team and foster professional development and conversations aligned to the identified needs of the school. There are 4 mini conferences each year. In 2013 the conferences focused on HSC improvement using RAP and other HSC data analysis, the LHS Code of Conduct and Levels system, Focus on Reading and Project Based Learning.

Overall feedback from each conference consistently rated the focus areas and related activities of these executive conferences highly stating the strategy provides strong support for their leadership development.

School Development Days

Whole school professional development activities have been focused on the implementation of the new LHS Code of Conduct, the implementation of Sport and Recreation, the implementation of the National Curriculum, Focus on Reading, Sentral and the SOLE model of cooperative learning to increase student engagement in learning.

Overall feedback from staff consistently rated the programs for each of these professional learning day very highly, stating that the material presented is timely and relevant to their teaching and professional development needs as well as to the directions and priorities of the current School Plan.

The Kurrajong Learning Community - Community of Schools

This strategy is a shared professional learning strategy between Lurnea High School, Casula High School and Lurnea, Casula, Dalmeny and Prestons public schools. The strategy is aimed at sharing professional expertise and learning across the different sites to build community capacity for all our students. In 2013 a combined professional learning activity occurred in term 2 on the theme “In Every Obstacle Lies an Extraordinary Opportunity.” The key note address was given by former refugee, film-maker and inspirational speaker Khoa Doh. This event was very well received by staff from all six schools, culminating in a shared activity to look at ways we can overcome the obstacles our students face to build opportunities for all.

The Teacher2Teacher program (T2T) is another way in which the community of schools shares expertise and knowledge. The T2T program enables staff with particular interests and talents to develop 1-2 hour workshops for teachers within the community of school. These activities have allowed staff to network, learn new strategies and create positive and collegial approaches to professional learning.

Music students
Parent/caregiver, student, and teacher satisfaction

In 2013, the school sought the opinions of parents, students and teachers about the school. Their responses are presented below.

As was the case in 2012, in 2013 feedback from staff indicated 100% satisfaction with the direction of the school in terms of the priority areas in the School Plan. Staff consistently rated professional development strategies throughout the year as being of high relevance to their daily work as teachers. Staff again commented that decision making was more transparent and that there were regular opportunities for staff to be included in planning and vision setting.

Parents have continued to comment that they value being included in the decision making processes and that the school is welcoming to parents and families throughout the year. Once again, parents rated the after school Homework Centre highly and are effusive in their comments about the excellent opportunity this facility provides their sons and daughters. Parents also highly value the school’s focus on literacy and numeracy and strongly endorse the additional support structures for students with additional learning needs. In addition, parents commented very positively on the inclusion of the new Sport and Recreation program into the weekly timetable and stated that the new Code of Conduct underpinned by the shared values of respect, responsibility, fairness, tolerance and understanding was making a difference to the way the community perceived the school and the way their children talked about the school and the atmosphere for learning and success.

There are plans in place to invite community feedback about the school, the platform for learning and engagement in the 2014 evaluation of the School Plan so that the next three year horizon can build on the achievements of the past three years. In addition, the school will celebrate 50 years within the public education domain. This will provide another important forum for assessing community satisfaction.

Program evaluations

Sport and Recreation

Background

A Sport and Recreation session was a strategy introduced into the weekly timetable for every 7 – 11 student in 2013. This was a first in the school’s history. The initiative was the result of collaboration between staff, students and the community, including parents.

The key aim of the inclusion of Sport and Recreation into the timetable was to provide time to foster engagement in school outside of the classroom and to build stronger, healthier and happier students. The school believes that when young people engage in Sport and Recreational activities, they do better academically and they are more likely to enjoy school.

Findings and conclusions

The overarching aim of the Sport and recreation program was achieved. Data consistently showed that 95% of all students rated this strategy as a successful addition to the Lurnea high School timetable. Students selected a new sport and recreational activity each term, which consisted of school-based and community options. Oz Tag and Ice Skating were the most popular sport choices across the year. The program coordinator, Ahmad Dandachli ensured great achievement was recognized each week with students being nominated for Sportsperson of the Week.

Future directions

As this was a new and untested strategy on the school’s agenda, there was a need to establish an efficient behaviour code of conduct, in line with the school’s new Code of Conduct and Levels system. Implementation of the newly developed Sport and Recreation Behaviour Management Strategy provided teachers with a list of the possible problems and issues that may arise during sport and the management strategies available to assist staff to effectively deal with such behaviour. Data highlights that there is a need to continue to monitor and evaluate Sport and Recreation to ensure that this strategy remains a success in the future.
Congratulations to Lara Hamed who was nominated the 2013 Girls Sportsperson of the Year

Congratulations to Jack Wells who was nominated the 2013 Boys Sportsperson of the Year

Environment

Background

In 2013 Lurnea High School registered as a Sustainable school. This is an indicator of the commitment made to embedding education and ideas about sustainability across areas of learning. Staff and students have actively continued the recycling and waste management program and have extended their involvement to include being a part of the Climate Clever Energy Savers program with representatives of the school leadership team attending the Youth Eco Summit. The Climate Clever Energy Savers program involved students from mainstream and support classes conducting an energy audit of the school, analysing these results and assessing current school energy bills to determine an area of focus to assist the school to reduce the energy consumption and raise awareness of the impact of wasting energy. In addition, the school nominated to be a part of local council initiative of introducing more native trees/plants to the school environment.

Findings and conclusions

Students involved in the Climate Clever Energy Savers program were successful in developing a proposal to gain funds for a project to be implemented in the school which will assist in the reduction of energy consumption. This project has led to the instalment of digital timers on electrical appliances across all areas of the school. It has also meant that some students are more aware of the impact of energy consumption across the school and has increased an interest in the environmental impact of the school.

Students and staff attending the Youth Eco Summit were inspired to discuss the role they could play in increasing student and staff awareness of environmental impact of the school.

As a part of the initiative as set out by the Liverpool City Council, 50 native plants were received. These were planted as part of plan to improve and contribute to the environmental impact of the school but also the beautification of the school learning environment.

Future Directions

Recycling and waste management programs will continue and the programs implemented in 2013 act as a foundation to further develop awareness
about energy consumption and the environmental impact of waste on the school. This includes successfully applying for the following grants, programs and initiatives for implementation in 2014:

- Climate Clever Energy Savers program, to be implemented across more class groups, support and mainstream
- EcoSchool Gardens grant, involving the development of a Support Outdoor Learning Area as a cross-curricula program of explicit teaching environmental awareness and the development of the existing Support students’ playground area
- Environmental Grants Program, involving the beautification of garden areas in the school environment with students being led by staff member specialising in Agriculture. Students will be involved in the planning, designing, planting and maintain garden areas in different areas of the school.
- Liverpool City Council native plants, whereby the school will receive 50 native plants to be planted on the school grounds.

These programs and initiatives will involve more staff and students across the school and aim to include more of the school community in both awareness raising and participation. In addition, the school plans to develop an active and traditional Bush Tucker garden.

**Personalised Learning – Support Unit**

**Background**

In line with the Disability Discrimination Act (1995) every student in the Support unit has an active and relevant Individual Education Plan (IEP). This process involves input from the student, staff and parents/carers. It is a working document that allows for students to be part of the goals set for their learning. Each IEP allows for flexibility and are reviewed, evaluated and adjusted according to any contextual information specific to any student’s needs or situation. The IEPs includes the details and considerations of students in Out Of Home Care and the Personalised Learning Plans of those students who are acknowledged as Aboriginal or Torres Strait Islander background. These are completed in consultation with caseworkers, the Aboriginal Education Officer and Norta Norta tutor.

The focus for each IEP targets different areas according to the student’s year level. For students receiving a support placement in year 7, 2013 the Individual Education Plans were focusing on a successful transition from primary school to high school. The process was implemented when student were in year 6 and all information for each specific student was distributed to staff in both the mainstream and support prior to the beginning of Year 7. The transition workshops increased staff familiarity with the specific needs of new students and assisted in dissipating any anxiety or concerns students had about starting high school in a new learning environment. The information also provided staff with the opportunity to plan and prepare learning experiences according to the needs of the students. In Year 8 and 9 student IEPs focus on areas of learning, developing areas of improvement and encouraging further development in areas of strength. This allows for some students with Support placements to take part in mainstream classes and subject areas. In year 10, 11 and 12 student plans are more focused on developing the student for a successful post-school pathway. This includes work ready workshops during school time with NOVA Employment, work experience opportunities and the application process for TVET discrete course in Year 11 and 12.

**Findings and Conclusions**

- An increase in review meetings, involving the School Counsellor, Head Teacher Support, Parent/Carer and relevant staff, for discussing the placement of students and the success of meeting student needs in their current education environment
- An increase in Year 11 and 12 students successfully completing TVET discrete courses
- Every student in all 8 Support classes were individually assessed for their reading fluency, accuracy and comprehension
- All Year 12 students, 2013 where connected with a service provider or employment agency according to their needs, securing a successful beginning to their individual post-school pathways.
- An increase of students integrating into mainstream subjects and classes
• Successful implementation of the inclusive welfare and engagement programs in support and mainstream, targeting year 7 and 8.
• An increase in students achieving their individual learning goals

Future Directions

In 2014, Support classes will be developed according to student reading levels and Individual Education Plans will be focusing on developing fluency, accuracy and comprehension for each student. This will be re-assessed throughout 2014.

Staff will be developing Class Education Plans which focus on implementing strategies across a class group, targeting the ways individual students learn as an extension of each student’s learning goals. In addition, the Support faculty will aim to increase the number of review meetings during 2014, to include all student placements being reviewed in detail.

Overall, the processes in place for developing and monitoring Individual Education plans across all year groups will continue, ensuring that they are regularly monitored, reviewed and evaluated according to the needs of each student.

Learning and Support

Background Information

The school Learning and Support team is made up of 1 Deputy Principal who coordinates the team, 2 Learning and Support teachers, 7 School Learning and Support Teachers, 2 ESL teachers and 1 school counsellor. The team is responsible for discussing and designing relevant courses of action and implementing this action for students who have been identified as experiencing difficulties with learning.

Findings and Conclusions

• 41 individual students were referred, discussed and relevant action implemented by the learning and support team
• 3 junior classes were referred, discussed and relevant action implemented by the learning and support team
• Of the relevant action taken, 15 students were IQ assessed by the school counsellor
• Of the relevant action taken, 15 Access Requests were submitted to region for consideration at panel placement
• Of the Access Requests submitted for individual students, 7 of these students were offered and accepted a placement in an appropriate educational setting and 3 students were provided with additional funding to support their high learning needs in the mainstream setting
• Of the relevant action taken, 2 students were placed on Learning Adjustments for all subjects and were reported against the regular curriculum with learning adjustments
• The Learning and Support team completed the Disability Standards for Education: NSW DEC professional learning modules which covered the legislative requirements of the Disability Standards for Education, 2005. It also covered the legal and professional obligations of all educators to provide equity of access to learning for students with disability on the same basis as students without disability
• The Learning and Support team participated in the Nationally Consistent Collection of Data on School Students with Disability 2013 which identified 75 mainstream students and 95 support unit students.
• Of the 75 students identified in the mainstream with a disability, the team decided that 3 of these students have no adjustments made to their learning, 71 have supplementary adjustments made to their learning and 1 has substantial adjustments made to their learning
• Of the 95 students identified in the support unit, all students have extensive adjustments made to their learning

Future Directions

• The Learning and Support team to professional develop at least one member of each faculty using the Disability Standards for Education: NSW DEC professional learning modules
• The Learning and Support team to prioritise those students currently receiving supplementary adjustments and consider further adjustments for the higher needs students
• The Learning and Support team to develop IEPs for those students on learning adjustments and provide these for staff through the school Sentral system
• The Learning and Support team to continue taking relevant action and submitting
applications for students who require additional funding for support or an alternative educational setting

**Australian Curriculum Implementation**

With the start of the implementation of the Australian Curriculum occurring in 2014, all staff were provided with an overview of the directions and priorities of the new national curriculum and the reasons for moving towards a National Curriculum. In addition teachers in English, History, Maths and Science Key Learning Areas (KLAs) were provided with release time for program development using the new Program Builder resource.

The teaching and learning team delivered the “Learner and the New Curriculum” and “Teaching for the New Curriculum” courses. These courses were designed to help teachers prepare to implement new syllabuses by considering ways to plan and program for the needs of all students as well as to address the areas of the 21st century learner and their diverse needs. These courses provided staff with the opportunity to participate in professional conversations about how we can enhance student engagement and how the new curriculum is designed to address and support this.

As the first KLAs to work with new syllabuses aligned to the new curriculum, the English/History, Mathematics and Science faculty undertook a number of professional development activities to assist with the implementation of the National Curriculum in year 7 and 9 in 2014 and 8 and 10 in 2015. All faculties have been supporting each other in the development of quality programs through faculty programming days and evenings.

These four KLAs also participated in workshops and conferences delivered independently from the school. These have included:

- Mathematics Association – Mathematics Faculty
- UTS – Science and the National Curriculum – Science Faculty
- Regional support for the new History Curriculum – English/History Faculty

Programming for 2015 is continuing.

**About this report**

In preparing this report, the self-evaluation committee has gathered information from evaluations conducted during the year and analysed other information about the school’s practices and student learning outcomes. The self-evaluation committee and school planning committee have determined targets for the school’s future development.

Jenny Holland, Principal
Jim Samphier, Deputy Principal
Julie Perkins, Deputy Principal
Rene Cahill, Deputy Principal
Peter Zegiel, Head Teacher Maths
Ahmad Dandachli, Sport and Recreation Coordinator
Tim Jacobs, Careers Adviser
Annette Ollerton, Community Liaison Officer
And members of the school’s National Partnership Evaluation team including Head Teachers, ESL, SRC and other program managers.

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Parents can find more information about Annual School Reports, how to interpret information in the report and have the opportunity to provide feedback about the report at: