**Principal’s message**

Dear parents, family members, students and staff of Lurnea High School, it is with pleasure that I report to you as your new Principal, the many educational achievements of 2011. The information collected within this document highlights the collective commitment, dedication and caring that staff, students, families and our other partners in learning have made to our ongoing drive to improve the educational and life opportunities for all our students.

This year our core focus areas were in Literacy and Numeracy and Student Engagement and Retention. Innovative programs to support the delivery of improved outcomes for our students included:

- **7 Up and 8 UP** – literacy and numeracy booster programs for all stage 4 students
- **GOALS** – an ongoing year 9 mentoring program in partnership with our business partner Optus
- **Football United** – a social development and youth engagement program involving talented soccer players from both the IEC and the mainstream to foster inclusivity and cultural understanding through sport
- A fully staffed Learning Centre to support every HSC student
- A funded after school Homework Centre (including a Refugee Homework centre)
- Funded after school Literacy and Numeracy tutoring tailored to the specific needs of all stage 4 students
- **Connected Classrooms**
- A well-resourced Multimedia Resource Centre
- Partnerships for learning across our Community Of Schools – continuing our teaching and learning relationship with schools in our community - the “Kurrajong Community of Schools”
- The development of our Reading Café to be operated by barista trained staff and students and fully functioning in 2012

In addition to the programs and activities employed to support students in their learning in all KLAs, there were a number of extra-curricula opportunities provided to stimulate student creativity and innovation in visual arts, music and dance. The Creative Arts Festival and our students’ entry in the SWS Dance Festival and the Rock Eisteddfod were particular highlights.

Programs that maximise student leadership, sporting success and wellbeing are other areas of significant focus for our students. Examples such as the SRC Leadership camp, enrichment programs such as “Looking Good, Feeling Great” and the many sporting opportunities highlight our relentless efforts to encourage and support students to participate and excel.

This report is a snapshot of the many achievements of our learning community and is also a testament to the hard work of dedicated staff. Though I was not present for any of this work in 2011, I wish to express my congratulations and thanks to all staff for their professionalism and caring approach. Such actions fill me with pride and confidence that the school I lead in 2012 and beyond will grow in capacity from such a strong foundation.

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

**Jenny Holland - Principal**
Student representative’s message
The Student Representative Council (SRC) plays a vital role in the leadership and development of Lurnea High School as it provides the potential leaders of our school an opportunity to represent their peers, school and the local community while building valuable leadership and communication skills.

The SRC has developed 4 portfolios in which students will organise and run events. These portfolios are: Community Links, Environmental, Healthy Bodies and Leadership. Within these portfolios the SRC has organised a number of activities that aim to promote and educate students with awareness of global and local issues that affect Lurnea HS students and the local community.

The SRC’s signature event is the UNICEF Day for Change. Each year the SRC has demonstrated effective leadership and organisational skills that they have learnt throughout the year to implement in this event during Term 4.

The Leadership Team have continued with the hard work of previous years and refined the processes of Leadership within the school and the SRC. Each meeting is conducted by members of the leadership team and is followed up and actioned by all members of the SRC. This has ensured that the reputation and credibility of the SRC has remained at a high standard through the school community.

Some notable events that the SRC has initiated and led included:

- The Leadership Team has been involved with running whole school assemblies, monitoring the D Block toilets at recess and lunch, supervising the canteen lines and adding extra support for teachers on bus duty at the end of the day.
- Raising funds for Canteen and children with cancer by selling bandanas.
- Senior SRC members have taken on mentoring roles within the SRC to help teach and develop their skills
- Attendance at ISG, Regional and State SRC Conferences.
- Attendance at the Halogen Foundation – National Young Leaders Day.
- Assisting staff with activities such as welcoming official guests, special assemblies, Year 6 Information night and Orientation days and Japanese Exchange visits.

The SRC has worked diligently within the school community raising awareness of student related issues and in developing community awareness. The enthusiasm and dedication of SRC students has ensured the growing success and respect of the SRC within Lurnea High School and the local community.

Lauren Rowsell – SRC Coordinator

Year 11 students model Lurnea High School’s new senior uniform.
School context

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

Student enrolment profile
This graph demonstrates a consistent rate of student enrolment with a slight decrease from 2010

Post-school destinations
As reported in 2011 the new school leaving age of 17 has significantly reduced the number of students leaving prior to the completion of their Higher School Certificate. It has also impacted on their destinations and the types of courses necessary to adequately cater for their needs. In 2011 Lurnea High School was able to successfully exit a small number of Year 10 and 11 students into TAFE programs considered a suitable alternative to a School Certificate or a Higher School Certificate. Despite this the overwhelming majority of those students undertaking Yr 10 at Lurnea High School continued to complete a Higher School Certificate.

Ninety five mainstream students completed the Higher School Certificate in 2011, significantly higher than the 53 that completed Yr12 in 2010.

University and TAFE remain the most important training options for our students, together accounting for almost 70% of our students. University admissions by Lurnea High School students remain just below the national average, however the numbers undertaking study at private institutions continues to rise. In this intake for example 4 students have gained admission to Australian College of Physical Education. Private colleges as an alternative to TAFE continue to slowly grow their share of our exiting students. Anecdotal evidence suggests that many of our students who are initially unsuccessful in gaining entry to a University course undertake a study pathway at TAFE or a Private college with the express intention of gaining admission to a University course the following year. The accelerated programs available, many lasting just one year for a
Diploma, make private colleges increasingly attractive to students.

Despite the widely publicized skill shortages, Apprenticeships and Traineeships remain difficult for exiting students to secure. In addition many of our students combine work and study in ways that further blur the boundaries between working and studying with students who are undertaking full time study undertaking up to 30 hours casual work each week during holidays and peak times.

**Year 12 Destinations 2011**

<table>
<thead>
<tr>
<th>Destination</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>University</td>
<td>28%</td>
</tr>
<tr>
<td>TAFE &amp; Private College</td>
<td>24%</td>
</tr>
<tr>
<td>Employment</td>
<td>14%</td>
</tr>
<tr>
<td>Seeking Work</td>
<td>5%</td>
</tr>
<tr>
<td>Apprenticeship/Traineeship</td>
<td>12%</td>
</tr>
<tr>
<td>Marriage/Home Duties</td>
<td>5%</td>
</tr>
<tr>
<td>Resit HSC</td>
<td>1%</td>
</tr>
<tr>
<td>Unknown</td>
<td>11%</td>
</tr>
</tbody>
</table>

**Year 12 students undertaking vocational or trade training**

Vocational Education (VET) has continued to be an important part of Lurnea High School. VET classes for Years 11 and 12 have been successfully operating at Lurnea and have continued to be recognised and valued throughout the wider community. In 2011, 3 new vocational courses; Metals and Engineering, Information Technology, and Sports Coaching were added to the existing curriculum of Retail Operations, Business Services and Hospitality at Lurnea.

Vocational Education not only covers for the academically able student but also provides opportunities for students with a diverse range of skills. Students are able to engage in classroom activities and get the chance of experiencing the real world work environment through the mandatory work experience requirement.

- In 2011, 27% of Lurnea students undertook Vocational Education or Trade Training.

- 83% of Year 11 and Year 12 students were enrolled in a VET Course.

- Out of this 37% were of Year 12, 9% of Year 12TVET, and 54% of Year 11 students.

- There was an increase of 33% in the number of Year 12 students enrolled in Vocational Education in 2011 compared to the number enrolled in 2010.

Year 2011 also saw new staff getting trained to deliver VET subjects at Lurnea High School. The VET Team now is composed with 11 members of staff.

<table>
<thead>
<tr>
<th>Year Group</th>
<th>Enrolled in VET Course in Year Group</th>
<th>Students Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 11</td>
<td>84</td>
<td>97</td>
</tr>
<tr>
<td>Year 12</td>
<td>59</td>
<td>94</td>
</tr>
<tr>
<td>Year 12 TVET</td>
<td>15</td>
<td>94</td>
</tr>
<tr>
<td>Total</td>
<td>158</td>
<td>191</td>
</tr>
</tbody>
</table>

**Year 12 students attaining HSC or equivalent vocational educational qualification**

All students in Year 12 obtained a HSC in 2011.

**Year 12 Graduation 2011**
Staff information

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

Staff establishment

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</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>
</tr>
<tr>
<td>Head Teachers</td>
<td>11</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>64</td>
</tr>
<tr>
<td>Teacher of Emotional Disabilities</td>
<td>0</td>
</tr>
<tr>
<td>Teacher of Mild Intellectual Disabilities</td>
<td>7</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>0</td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
<td>2</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>1</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td>3</td>
</tr>
<tr>
<td>Counsellor</td>
<td>2</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>40</td>
</tr>
<tr>
<td>Total</td>
<td>133</td>
</tr>
</tbody>
</table>

The National Education Agreement requires schools to report on Indigenous composition of their workforce.

A survey was given to all staff. There is one indigenous staff member employed at Lurnea High School.

Staff retention

In 2011 the Principal retired, through the merit selection procedure a new Principal has been appointed to the school. Due to student numbers declining an English teacher was a nominated transfer. A TAS teacher relinquished her position to pursue other career options, another TAS teacher has been appointed.

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>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>100%</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>18%</td>
</tr>
</tbody>
</table>

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>
<th>$</th>
</tr>
</thead>
<tbody>
<tr>
<td>30/11/2011</td>
<td></td>
</tr>
</tbody>
</table>

Income

- Balance brought forward: 411,959.56
- Global funds: 441,804.36
- Tied funds: 665,567.05
- School & community sources: 112,371.76
- Interest: 22,692.02
- Trust receipts: 39,076.10
- Canteen: 0.00
- Total income: 1,693,470.85

Expenditure

- Teaching & learning
  - Key learning areas: 76,162.28
  - Excursions: 26,140.58
  - Extracurricular dissections: 40,528.48
- Library: 4,198.92
- Training & development: 910.69
- Tied funds: 777,200.10
- Casual relief teachers: 37,391.69
- Administration & office: 159,968.84
- School-operated canteen: 0.00
- Utilities: 115,607.54
- Maintenance: 150,134.11
- Trust accounts: 49,151.09
- Capital programs: 33,715.66
- Total expenditure: 1,471,109.98

Balance carried forward: 222,360.87

A full copy of the school’s 2011 financial statement is tabled at the annual general meetings of the School Council and/or the parent body. Further details concerning the statement can be obtained by contacting the school.

School performance 2011

At Lurnea High School we pride ourselves in giving the best opportunities to our students. This year once again at Lurnea High School, school performance has been excellent. Students have been involved in academic excellence, Leadership...
Programs and outstanding Sporting and creative and cultural achievements.

**Achievements**

**Arts**

Lurnea High School’s Dance Ensemble competed in the Rock Eisteddfod.

12 Arabic drummers from Lurnea High School performed the opening act at the Schools Spectacular.

Year 9 students, Rebecca Wallace, Tala Machlouch and Fatmah Al Masri were selected to participate in the Artsmart project and exhibit their works at Campbelltown Art Gallery.

Maria Lelei, Dora Polai and Wendy Siilata were invited to perform at the State Equity Conference in Darling Harbour, OPTUS Head Office. They went through to the Bootcamp round of the X Factor program on Channel 7.

**Sport**

Samantha Aitken represented Lurnea High School at Regional and State level in Athletics, Cross Country and Soccer.

Blake Goodman received the Sports Person of the Year for 2011, for his outstanding achievement in Touch Football and Athletics.

60 Students participated in the Football United program.

**Other**

Sally McCarren, Erfaan Arif and Chantelle Mackenzie participated in an overseas trip in the US Field Studies and Space Academy Tour.

Sally McCarren was awarded the Victor Chang Cardiac Research Award.

Lurnea High School and Lurnea Primary School have developed stronger links. Year 11 Sports Coaching Class taught some basic Fundamental Movement Skills, to Year 6 students.

Twelve, Year 10 students created a Story book each and read them to stage 1 Lurnea Public School students to highlight the negative impact that bullying can have on people.

Haley Majer received the 2011 Regional VET Awards for Retail Services.

Five Year 9 students obtained scholarships to a 3 day Science Experience at UTS.

Two hundred Year 7 and 9 students receive after school NAPLAN Tutoring.

Eighty students were enrolled in 2011 for Lurnea High School’s free Homework Centre.

**Elemaine, Lurnea High Schools singing Trio, in Darling Harbour after the State Equity Conference.**

**Academic**

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.

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

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

and/or

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

**Literacy – NAPLAN Year 7**

In 2011 our Year 7 and Year 9 students sat for the fourth NAPLAN test. Our school target for 2011 was to have 70% of students achieving at or above Band 6 in Year 7 and Band 7 in Year 9 in
NAPLAN Literacy and 80% of students achieving at or above Band 6 in Year 7 and 75% in Band 7 in Year 9 Numeracy. Unfortunately the school did not reach these targets.

In 2011 3.6% of students in Year 7 received the top two bands in reading, 6.3% in writing, 11.6% in spelling and 3.6% in grammar.

In 2011, 37.5% of students in Year 7 were below the minimum standard in literacy. There was an average of 62.5% of students above the minimum standard. In 2011 there were 25% of Year 7 students who meet the state average for reading and achieving a Band 6.

**Numeracy – NAPLAN Year 7**

In 2011 0.9% of students achieved the top two bands. The number of students obtaining a Band 7 grew by 0.2% above the school average for the past three years. There was 0.5% decrease in the number of students obtaining a Band 5 in comparison to our school average for the past three years. In 2011 68% of Year 7 students achieved at or above the minimum standard for Numeracy. This is below our target set at 80%.

**Literacy – NAPLAN Year 9**

In 2011, 38% of students in Year 9 were below the minimum standard in Literacy. There were 62% of students at or above the minimum standard. In 2011, 12.6% of students achieved the top two bands in Spelling. Likewise, in 2011, 8.7% of Year 9 students achieved the top two bands in Writing.

In 2011, there was a 1.6% increase in students who achieved Band 9 and a 1.1% increase in Band 10 in Grammar and Punctuation. There was also a 3.2% increase in students who achieved Band 9 in Writing against the SSG group.
Numeracy NAPLAN Year 9

In 2011, 69% of Year 9 students achieved at or above the minimum standard for numeracy. There was 11.1% of students who achieved the top three bands and of these, 3.2% achieved a Band 10. This is an increase of 2% over the school average for the past 3 years. The percentage of students achieving a Band 6 in 2011 was 37.1% compared to 31.7% in the SSG group.

School Certificate

In 2011 a total of 95 students sat the external tests in English Literacy, Science, Mathematics, Australian History, Civics and Citizenship, Australian Geography and Computer Skills. The data provided allows a comparison to be made between the students’ results in Basic Skills Tests (BST) in Year 5 and their performance in the School Certificate (SC) examinations in Year 10. Results were reported in six bands, with Band 6 reporting the highest achievement and Band 1 the lowest achievement.

In 2011, 53.6% of the students achieved Band 4 or 5 in English. This is a 10.2% increase against the School Average for the past three years. Likewise 28.4% of students achieved Band 4 or 5 in Science. The Average Value added increased by 1.1% in English Band 4, 1.27% in History Band 5 and 0.54% in Band 4 and 0.74% in Band 5 in Geography.

In 2011, 81.7% of students in Year 10 were rated as competent in the subject area of Computer Skills. This is a 6.9% increase against the School Average for the past three years. The results in English and Australian History, Civics and Citizenship continue to improve.

All areas except Australian Geography achieved a reduction in the percentage of students achieving Band 1 against the School’s Average for the past three years.
Higher School Certificate

In 2011, students studied a range of 22 subjects. 52 students completed their Year 12 HSC in 2011 with a noted improvement in the 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 above state average. Other outstanding results came from ESL and Advanced English, Ancient History, Legal Studies, Business Studies and Community and Family Studies. 88.2% of students in Retail Studies and 80% of students in Ancient History achieved Band 4 or Band 5 in the HSC.

Japanese students teach the IEC Origami.
Higher School Certificate relative performance comparison to School Certificate (value-adding)
Minimum standards
The Commonwealth Government sets minimum standards for reading, writing, grammar and punctuation, spelling and numeracy for Years 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.

<table>
<thead>
<tr>
<th>Percentage of Year 7 students achieving at or above minimum standard (exempt students included)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
</tr>
<tr>
<td>Writing</td>
</tr>
<tr>
<td>Spelling</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
</tr>
<tr>
<td>Numeracy</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Percentage of Year 9 students achieving at or above minimum standard (exempt students included)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
</tr>
<tr>
<td>Writing</td>
</tr>
<tr>
<td>Spelling</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
</tr>
<tr>
<td>Numeracy</td>
</tr>
</tbody>
</table>

Significant programs and initiatives
Aboriginal education
The 2011 School year has been a rewarding, and creative year for our Indigenous students who participated in various programs. There are currently 13 students of Aboriginal or Torres Strait Islander backgrounds in our school. Some of the highlights of the year included:

NORTA NORTA Program
- This is an ongoing Commonwealth Government funded program which provides targeted support for Aboriginal students to accelerate progress in student achievement in literacy and numeracy. This program is implemented through after school tutoring as well as in-class support by our NORTA NORTA tutor who commenced in June 2001.

Aboriginal Numeracy competition
- This was held on 16th March at Sarah Redfern High School. Indigenous students participated in a series of fun numeracy activities organised by the SWR Aboriginal unit. It also enabled our Indigenous students to meet other students from across the Sydney metropolitan region.

National reconciliation week
- National reconciliation week falls between 27th May and 3rd June 2011. Our school celebrated Reconciliation week by inviting the Aboriginal group “Thulli Dreaming”. The group performed Indigenous cultural activities, singing and dancing for all the school on Monday 30th May.

Professional learning day
- Our school hosted a professional learning day for all SWS Aboriginal Coordinators for the annual Professional Learning day on 23rd June, 2011.

Indigenous excursion day
- This was held on 15th June at Casula Power House Art Centre. Indigenous students had the opportunity to meet Indigenous NRL players from the Penrith Panthers Rugby Leagues Team Timana Tahu and Brad Tighe gave inspirational talks to students from across the Sydney metropolitan area. Students then participated in painting a large scale communal banner that was sent to the Indigenous All Stars team in Queensland.
Multicultural education

In 2011, students from the mainstream high school and the Intensive English Centre participated in a number of multicultural education projects:

The Subtext Art for Literacy Project

In Term 1 was a collaboration between The Australian Literacy and Numeracy Foundation, Art and Australia magazine, professional artist Locust Jones and students from the Intensive English Centre and the High School. It came to fruition with the development of a 25 metre canvas painted by LHS Refugee and Migrant students which was exhibited at Carriageworks Arts Centre, Sydney. At the opening, Auday Al Sheikh, a project participant, premiered his original rap song about the Iraq war and its effect on civilian families. A range of videos documenting the project can be found on You Tube under the title Subtext: Art for Literacy.

The IEC and ex IEC students participated in a storytelling project in Term 2 funded by the Refugee Council of NSW and the Liverpool Migrant Resource Centre. Under the guidance of Storyteller facilitator, Lilian Rodriguez Pang, 28 students participated in workshops which culminated in a storytelling, rap, dance and drama performance during Refugee Week. A version of this performance was also presented at the Liverpool City Council’s Refugee Forum.

In 2012, a group of 30 Lurnea High School refugee and migrant students will participate in an Arts, Literacy and Technology project for 8 weeks. Led by Powerhouse Youth Theatre, the project “twins” students from South-West Sydney with students in Griffith in regional NSW using Drama, Visual Arts and Video as tools to communicate and express ideas cross-culturally. The Term 1 project is Part 1 and a joint performance and production is envisaged for later in 2012.

National partnership programs

A Low SES School Communities National Partnership school in 2012

Background

In 2011 Lurnea High School began a school-wide evaluation journey to satisfy requirements for the Low SES School Communities National Partnership for 2012 – 2015. The National Partnership initiative will provide additional (and significant) equity resources to enable the school to support school-wide improvement in outcomes for students in the areas of Literacy, Numeracy, Student Engagement and Community Partnerships. The evaluation involved the rigorous collection and analysis of a range of data for the Situational Analysis report.

Findings and Conclusions

The analysis of a range of data highlighted things the school is doing well but also several key areas for further improvement and focus. These areas include literacy, numeracy, evidence-based practice, strengthening student engagement and participation in learning and building effective partnership with our community. A summary of the findings follows:

- In the area of Literacy, students consistently underperform in reading at the major testing points in the middle years (7, 8 and 9). In addition, trend data for year 7 demonstrates that there are issues in reading
- Evidence highlights the need to develop cross-school networks to share professional learning about effective ways to teach reading
- Data also shows that students are underperforming in extended response texts in Stages 5 and 6 courses.
- In terms of evidence-based practice, there is variable use by staff of SMART 2 to analyse student performance to inform their teaching and learning programs
• Evidence also supports the need to strengthen assessment procedures and practices of all teachers in assessing and reporting student achievement - in particular in the use of explicit criteria, using a consistent judgement in marking and providing timely and meaningful feedback to students
• Data highlights the need for a school wide, systematic cycle of evaluation and reflection on progress towards targets in the School Plan
• Current targeted numeracy programs are making a difference to student achievement
• Trend data for year 7 and 9 numeracy demonstrates that there are improvements in students understanding and skills
• A majority of staff and students want increased access to technology in learning. Staff indicated the need for continued professional learning in the effective use of technology for learning.
• Data shows that the recent enhanced focus on student attendance 7-12 is making positive inroads to improving attendance rates but that there is scope for further emphasis particularly with years 10 and 11
• There is both staff and parent concern about the number of days lost due to suspension for some students. There is also a need to assist disengaged students to reconnect to learning and personal success through a post-suspension program
• There is a lack of consistency in the practice and implementation of the Positive Behaviour for Learning (PBL) program (the key behaviour management program in the school).
• There is scope for developing greater inclusivity between the mainstream setting and the onsite Intensive English Centre and the Support Unit
• A review of expectations for learning and achievement by both staff and students is required
• There is a need for stronger, more effective partnerships with parents, families (in particular Arabic families) and the wider community to improve student learning outcomes
• The current Community of Schools partnerships need to be reinvigorated and strengthened to support a smoother transition from primary to high school

Future Directions

From the range of findings and conclusions, the school intends to direct its National Partnership funds on a number of key strategies aimed at improving the outcomes identified through the situational analysis report. These strategies include the employment of additional executive staff, School Learning Support Officers (SLSOs) and a Community Liaison Officer with Arabic background. In addition, we will expand the after school Homework Centre to 3 days per week to strengthen our individualised support for students. We will provide targeted professional learning in the area of using data to inform teaching and learning through a suite of workshops on the SMART data analysis tool. Another area of focus will be to investigate reading programs such as Focus on Reading which our feeder primary schools are implementing. This will enable us to develop an appropriate literacy program that focuses on teaching reading and reading comprehension skills and foster a smoother transition to high school for our incoming year 7 students. A strengthened Teacher Assessment Review Schedule (TARS) and Executive Assessment Review Schedule (EARS) will also be developed to ensure greater alignment between professional learning and targets in the new School Plan.

Other programs

Priority School Program

PSP funding has enabled Lurnea High School to increase learning outcomes and opportunities for our students. It has enhanced curriculum flexibility, improved retention rates and helped to
engage students in quality learning. During 2011 the PSP staffing supplement and funding was used for the following initiatives.

- Employment of our Community Liaison Officer has allowed us to maintain strong links with all parts of our community. Our CLO is an integral part of the school, implementing a range of initiatives, such as marketing and promoting the school through the local media and the production of the school newsletter the LINK, organising parent nights, liaising with feeder primary schools, attending Community Information Meetings and representing the community on merit selection panels.

- Appointment of a third Deputy Principal to coordinate Literacy and Numeracy Programs in the school. This has led to the development of a strategic professional learning team to coordinate faculty and whole school programs and events which have led to improved student learning outcomes. One result has been the increased retention rate of the senior students.

- Employment of Head Teacher Student Engagement to work with late students and to coordinate truancy and attendance programs across the school. This program has led to a decrease in the number of late students and an improved tracking system for truancy.

- Employment of an additional Head Teacher Teaching and Learning to work across faculties directly with staff to improve student engagement and classroom teaching practice with a focus across Stage 4 reading.

- 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. 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.

**GOALS**

In 2011 twenty Year 9 students participated in 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 high risk of disengaging with school. The twenty four students involved were matched with a mentor from the corporate world. The professions of the mentors included accountants, business bankers, lawyers and others in high profile positions in the corporate sector.

The program was officially launched at Lurnea High School on the 18th June with celebration activities and a special morning tea with students, mentors and parents. Following this, the students met with the mentors every four weeks and participated in five workshops. The topics covered in the workshops were; Goal Setting, Communication, Fun with Finance, Realising Your Strengths and The Working World.

Each session was proceeded by an excursion. Venues included Ice skating at Macquarie Centre, Tour of the Optus building at Macquarie Park, NSW Art Gallery and Imax at Darling Harbour.

The program was a huge success. At the conclusion of the mentoring program 100% of student’s stated that they will continue their schooling into Year 11 and 12 with the possibility of future studies at university. Motivation and engagement in class has also increased with each of the students involved as stated by their teachers in the program evaluation.

Year 9 2011 GOALS students
Welfare Programs

Throughout 2011 students at Lurnea High School participated in a wide range of support and wellbeing programs.

- **Peer Support** - This Transition to High School program includes fortnightly mentoring sessions by Year 9 & 10 students with Year 7 students in small group settings.

- **Chaplaincy Program** - This program provides a range of gender based mentoring activities for our students. “Shine” is a personal development program for girls with an inspirational, practical experiential approach to learning. “Strength” explores the power of choice and the power that decisions have on shaping a person’s future. This is addressed through practical sessions about feelings, willpower, convictions, boundaries and respect. The program also incorporates: Individual and Group sessions that cater for a range of areas including Self-esteem, Grief and Loss, Anger management, Resilience, Bullying and mentoring advice. The Salvation Army also coordinates an annual Camp.

- **Links to Learning** - (supports 15 students and is Coordinated by Macarthur Diversity) it is a weekly program. Students undertake activities to develop their employability skills (communication, team work, self-management) through group activities and problem solving games. Sessions are also provided to help build students numeracy and literacy skills. Computer access provided support for students with their homework and assessment tasks.

- **In School seminars** - Students were able to be part of a wide range of Incursions to further develop their social and emotional wellbeing includes:
  - Venus education - Stress management
  - Elevate- study skills
  - The Shape of a Girl- Ant- Bullying workshop

- **Out of School Seminars/workshops**
  - Cybersafety workshops at Casula Powerhouse
  - Zoosnooz Endanger Ranger program for Year 8 students at Dubbo Zoo
  - V8 Supercars- Keeping on track program and road safety program
  - Yr 7 & 8 Mind Marathon- for Gifted boys

- **Drumbeat** - This program focuses on Anger management, team building and bullying initiatives. It is coordinated by the School Chaplain, School Counselor and trained welfare team members.

- **Looking Good Feeling Great Program** - This program targets girls in combating body image and self-esteem. Girls participate in a range of physical activities by an outside fitness instructor as well as welfare team members. The girls participate in Healthy eating workshops as well as Body Image workshops coordinated by the schools Girls Adviser who is trained with The Butterfly Foundation.

- **Reconnect Program** - This program targets students returning from suspension or in- school suspension. It focuses on identifying behaviours, consequences, choices and decisions. The program runs daily, with the Deputy Principal.

- **Young Carers program** - This program targets adolescents who have taken on the primary caring role of a parent and/or
grandparent. The students receive respite opportunities as well as support from Anglicare in the form of home care and maintenance.

- **Enrichment Program**- This program allows students to participate in a range of citizenship programs, activities or competitions in a range of areas including Gifted and Talented, Environmental, Sporting, Creative and Cultural as well as support outside agencies and charities. Activities include National Tree Day, Northcott Walkathon, Clean Up Australia Day, Toys n Tucker- Anglicare, Dorothea MacKellar Poetry award, NRMA Bike Challenge and more...

- **Best Buddies Program**- This program aims to create a clear link between mainstream (Year 9) and support unit students. The students form their own leadership group and plan the activities for the selected students to participate in.

- **Safe Respectful Learner Award/ Positive Power Draw**
  Positive Power draw is an initiative to acknowledge and reward positive student behaviour. Staff hand out Safe Respectful Learner awards, as a Welfare team we present certificates on a whole school assembly on a weekly basis.

- **Gold Category Award program**- This program rewards students with outstanding attendance and improved lateness. Students must have an attendance rate of over 90% and less than 10% lateness in order to be eligible for this program. Each term the students are rewarded with an excursion with Welfare teachers. Students are also awarded a certificate of attainment each term which is presented on a whole school assembly.

- **Staff Versus Student Sporting Matches and Band Performances**- Once a fortnight staff and students challenge each other in a variety of sporting matches. This initiative creates a positive school environment and the spectator number is extremely high. Once a term staff and students perform musical items in the quad. This activity not only brings enjoyment to those listening but also builds leadership and confidence in those who are performing.

- **SRL Mufti Days**- Once a term, both staff and students participate in a Safe Respectful Learner Mufti Day that targets one particular charity or association to raise money for those in need. In 2011 our Mufti Days included Maroon Day to raise money for the QLD flood victims, Shades For Aids Day for Cambodian children, UNICEF Day for African children-schools program and Loud Shirt Day for the Shepherd Foundation to raise money for Deaf children.

**Progress on 2011 targets**

**Progress on 2011 Targets**

**Target 1 – Improved literacy outcomes for all students**

Our achievements include:

- Third deputy principal implemented and coordinated extensive whole school literacy programs.
- 7-Up Literacy program implemented in all Year 7 classes. Students participated in a structured spelling and reading program.
- English faculty implemented a basic skills program in literacy.
- 100% of students in Year 7/8/9 participated NAPLAN practice test in first two weeks of school.
- 600 Individual Literacy and Numeracy plans were formulated for every student in Year 7/8/9 based on practice NAPLAN test.
- After School Tutoring took place in Term 1 with 160 students from Year 7-9 participating with 31 teachers matched as their tutors. The school remained open for an extra hour each day for tutoring.

**Target 2 – Improved numeracy outcomes for all students**

**Our achievements include:**

- Third deputy principal implemented and coordinated whole school numeracy programs.
- Mathematics faculty implemented a basic skills program in Numeracy.
- 600 Individual Numeracy plans were formulated for every student in Year 7/8/9 based on practice NAPLAN test.
- 30 students in Year 7/8/9/10 participated in the Amazing Race competition where they completed a variety of numeracy tasks.

**Target 3 – Improved levels of student engagement**

**Our achievements include:**

- Head Teacher Student Engagement developed and implemented clear consequences for late students.
- Senior school curriculum expanded with three additional VET frameworks offered to students.
- IEC transition class operated to support students exiting IEC to the mainstream.
- Senior Subject Selection Expo held for all students in Year 10 to guide their subject choices for the Higher School Certificate.
- CLO employed 4 days per week saw enhanced community participation and contact.

- 100% of Year 12 students successfully utilised the Learning Centre.
- 7 Gold and 8 Gold students received accelerated program of study moving students beyond Stage 4.
- 50 students Years 7-12 participated in Student Leadership camp.

**Key evaluations**

It is a requirement for all NSW public schools to conduct at least two annual evaluations – one related to educational and management practice and the other related to curriculum. In 2011 our school carried out evaluations of

**Educational and management practice.**

As part of the Australian Federal Government’s Digital Revolution program the cohort of students that were enrolled in Year 9 2011 were entitled to receive a laptop. This roll out of laptops has opened up new and exciting ways to transform teaching and learning for student at Lurnea High School.

All classroom across the school have wireless network infrastructure in place for student to access the internet from any classroom setting.

In 2011, there were a total of 191 student and teacher laptops delivered to the school as part of the DER – NSW program. The allocation and roll out occurred in different stages. A total of 150 student laptops were issued to mainstream and Support Unit students, 16 issued to the Intensive English Centre and 25 allocated to teachers of this Year 9 cohort.

Laptop information packages were provided to students that included:

- A letter for parents/carers.
- The magazine, Click – a Technology guide for Parents to address any questions about laptop computers and the program.
Laptop User Charter – that outlines the students’ responsibilities and care for the laptop computers.

In 2011, Lurnea High School continued to employ a full-time Technology Support Officer (TSO) to ensure the smooth day to day operation and support of the laptops and wireless network. The contract for the TSO has been extended to December 2013.

Staff have continued to participate in professional learning in the implementation of digital learning in the classroom and engagement levels of students in the classroom have increased as a result of the use of laptops for learning.

Technology and Student Engagement

Background
Two Year 6 classes from Lurnea Public School were involved in an Authentic Transition – Curriculum Specific Approach program between Term 2 – 4. Students met with a different high school teacher each fortnight via the video conferencing centre where they participated in a variety of high school lessons. Lessons in mathematics, history, geography, PD/Health/PE, cooking and science were developed based on stage 3 and 4 outcomes. All students were able to interact with the high school during the lesson with the use of the SMART Board technology.

In Term 4 lessons were specifically designed around literacy and numeracy skills. These lessons aimed to improve student’s persuasive writing skills and problem solving in mathematics.

Findings and Conclusions

46 Year 6 students at Lurnea Public school participated in the transition program. All students completed a total of 14 high school lessons which according to 87% students were excellent and engaging. Students enjoyed the challenging nature of the activities completed and enjoyed the practical activities in science and cooking overall. As a result of the consistent lessons with the high school 80% of students in Year 6 have stated that they were excited about coming to high school.

Staff involved in the program enjoyed teaching via the video conferencing centre and became more comfortable with using the SMART Board in order to make lessons more interactive and engaging for students. Over the course of the three terms many staff have used the time to learn how to use the video conferencing centre and bridgit as a way to connect with other schools to share and/or deliver lessons.

Future Directions

The Authentic Transition – Curriculum Specific Approach program has been embedded in school planning for 2012 and lessons are planned for each week rather than each fortnight due to positive feedback from 2011. Plans have also been made for two other public schools to join the program in 2012.

Deputy Principal Rene Cahill delivering a lesson to Lurnea High School year 6 students
Curriculum

Literacy and Numeracy – 2011

2011 saw a continuation of a ‘whole school major Literacy and Numeracy’ focus. All programs implemented, completed and evaluated in 2010 continued with staff across the school supportive of the educational success these programs brought to the students of the school.

Year 7 and Year 9 students were tested in the first two weeks of school using the NAPLAN test from 2010. A marking team was established to mark the tests and develop Individual Literacy and Numeracy Plans for all students from Year 7 to Year 9 based on questions they were unable to answer in these assessments. Six hundred individual plans were developed to support this program.

After school tutoring commenced in Term 1 with 160 students from Year 7 to Year 9 matched to 31 teachers as tutors. The school was open for an extra hour each day for tutoring sessions from 3pm to 4pm. Individual Literacy and Numeracy Plans were completed by students with the assistance of their tutor during these sessions.

Year 7 students participated in a Literacy Program in 7UP lessons. The program involved students completing activities from two separate programs; Spelling Mastery and Fast Forward reading program. Students were initially tested and placed in a group based on their spelling and comprehension ability. Students then completed the two programs in twenty minute sessions four times a fortnight.

The Enrichment program and the Amazing Race was aimed for the top 30 students in Year 7, 8, 9 and 10. The day consisted of a variety of Literacy and Numeracy tasks which students needed to complete to achieve the next clue in the race. 100% of students who participated in the Amazing Race said the program was most beneficial because it incorporated physical activity with Literacy and Numeracy.

The English and Mathematics faculties ran a basic skills program for Year 7 students during Term 1, to prepare them for NAPLAN testing in Term 2. This alternative to the regular curriculum provided students with the opportunity to improve their knowledge and skills in Literacy and Numeracy, ensuring they were prepared for the Stage 4 English and mathematics curriculum.

Parent, student, and teacher satisfaction

In 2011 the school sought the opinions of parents, students and teachers about the school.

Their responses are presented below.

In 2011 Parents, students and teachers have all reported satisfaction with the school in terms of its vision and the beliefs that underpin school planning. Most parents have expressed how pleased they are that the school has a Homework centre and with the emphasis on literacy and numeracy in classes. Some parents have expressed concerns over bullying issues which the school continues to address. Some staff are concerned that students are not always motivated and engaged in lessons despite our focus on Quality Teaching.

Professional learning

The school plan is important in underpinning school focus and school direction and in prioritising targets to be achieved. This includes the distribution of resources in an equitable manner. As well as a school plan, each faculty formulates their own plan to ensure that student learning outcomes and school targets are in alignment.

Our school targets are formed in consultation with the school community through meetings, where the opportunity is provided for discussion and contribution.

Through our targets, the school aims to support the school community and enhance the learning, motivation and academic results of our students.

School planning 2012—2014

The school planning policy provides direction for the preparation and implementation of school plans including the identification of priority areas, intended outcomes and targets that are consistent with the NSW State Plan and the Department’s planning documents.
School Priority Area 1: Literacy and Numeracy

Outcomes for – 2012 – 2014

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

2012 Targets to achieve these outcomes include:

- To increase the percentage of year 7 students achieving at or above minimum standard in Reading from 70% in 2011 to 71% in 2012
- To increase the percentage of year 7 students achieving at or above minimum standard in Writing from 67% in 2011 to 68% in 2012
- To decrease the number of year 9 students achieving at or below minimum standard in Reading from 36% in 2011 to 35% in 2012
- To decrease the number of year 9 students achieving at or below minimum standard in Writing from 42% in 2011 to 41% in 2012
- To increase the percentage of year 9 ESL and Refugee students achieving expected growth in Reading from 47% in 2011 to 48% in 2012
- To decrease the percentage of year 7 students performing at or below minimum standard in overall Numeracy from 26% in 2011 to 25% in 2012
- To decrease the percentage of year 9 students performing at or below minimum standard in overall Numeracy from 31% in 2011 to 30% in 2012

Strategies to achieve these targets include:

- Employment of third Deputy Principal to coordinate literacy and numeracy programs and lead the Teaching and Learning team that will provide professional learning for all staff in NAPLAN analysis
- Continuation of the 7UP and 8UP literacy support program for all Year 7 and 8 classes
- Continuation of the NAPLAN preparation program and individual learning plans for all year 7, 8 and 9 students through the After school Tutoring program
- Establishment of a Stage 4 Literacy team to investigate the Stage 3 Focus on Reading model at feeder primary schools and the Stage 4 trial model at neighbouring high schools
- Development of a structured Reading program for stage 4 students by the end of 2012
- Employment of additional SLSOs to support students in stage 4 classrooms
- Provision of professional learning for staff in extended response writing for all stage 5/6 students

School Priority Area 2: Student Engagement and Attainment

Outcomes for – 2012 – 2014

- Improved overall student engagement through challenging, flexible learning experiences, quality transition programs and strengthened community engagement
- Improved student attendance
- Enhanced student well-being

2012 Targets to achieve these outcomes:

- To increase student engagement in school and attainment levels, professionally assessed using a range of evidence (student academic and welfare reports, school exit and credential surveys, student participation and success rate in extra-curricular programs)
- To increase to 70%, the number of students achieving 85-100% attendance in 2012 (currently 65%)
- Increased student well-being as measured by student survey data, levels
of personalised learning, percentage of behaviour referrals and successful interventions

- To increase curriculum relevance and opportunity for all students in Stages 5 and 6 measured by the percentage of students accessing VET courses, traineeships, school-based apprenticeships and other transition courses/programs

Strategies to achieve these targets include:

- Employment of Head Teacher Student Engagement (Policies and Procedures) to coordinate ongoing student attendance, lateness and truancy programs
- Employment of Head Teacher ReConnect to develop and implement “Room for Improvement” and ReConnect programs for post suspension and disengaged students
- Employment of Head Teacher Welfare to coordinate welfare team and student wellbeing programs
- Employment of Community Liaison officers (including .6 Arabic) to strengthen community partnerships and develop programs for involving parents in learning
- Renewal of the Positive Behaviours for Learning (PBL) initiative
- Expansion of VET course options in stage 6
- Continuation of partnership programs to engage students in learning and foster connections to school and personal success: Football United, GOALS, Refugee Transition Program, Refugee Homework centre, After School HSC Tutoring, SRC Leadership program
- Expansion of the school-wide ICT in learning strategy through the purchase of additional SMART boards
- Expansion of relationships with outside agencies such Liverpool Street Uni to support increased student engagement ion learning

School Priority Area 3: Leadership and Management

Outcomes for – 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

2012 Targets to achieve these outcomes include:

- To increase to 100% the number of staff supported by a personal professional learning plan
- To increase to 100% the number of staff aware of authentic leadership opportunity and training
- To increase to 100% the number of staff employing the Quality Teaching Framework in their teaching and learning programs (7 – 12)

Strategies to achieve these targets include:

- Enhancement of the TARS and EARS process to include a stronger focus on the Quality Teaching Framework
- Continuation of professional learning plans for all staff matched to targets and goals in the School Plan 2012-2014
- Implementation of the Executive Mini Conference model (workshops each term) for ongoing leadership learning and development of school’s Foundation Principles and Vision statements
- Continuation of mentoring program for all Early Career and New scheme Teachers
- Development of Professional Learning Calendar aligned with School Plan priority areas
- Employment of additional School Admin Officer (SAO) to support operational management in semester 2
School Priority Area 4: Curriculum and Assessment

Outcomes for – 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

2012 Targets to achieve these outcomes include:

- To increase the implementation of Quality Teaching practices by all staff in all classrooms
- To increase to 100% the number of staff using evidence-based teaching practice to improve student learning as measured by access and use of SMART 2 data, use of explicit criteria, consistency of teacher judgement and relevant and timely feedback

Strategies to achieve these targets include:

- Provision of professional learning for all staff in the use of SMART 2 data analysis tool to enhance teaching and learning programs
- Implementation of targeted professional learning for staff in the use of effective and meaningful feedback, consistent teacher judgement and explicit criteria
- Expansion of the professional learning program to include ongoing focus on the Quality Teaching Framework
- Review current assessment practices to ensure alignment with DEC policies and School Plan priorities
- Engagement of all staff in the National Curriculum development and related syllabus implementation

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
Annette Ollerton Community Representative

School contact information
Lurnea High School
Ph: 02 9602 5704
Fax: 02 9822 5094
Email: Lurnea-h.school@det.nsw.edu.au
Web: www.lurnea-h.school.nsw.edu.au
School Code: 8401

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

Special Days at Lurnea High School

A sea of red, Lurnea high School raises money for the Queensland floods
Lurnea High School

**OUR VISION**
To ensure that together we achieve excellence, equity and quality education in a supportive environment.

**OUR MISSION**
We provide innovative, high quality learning to motivate and support individuals in our school community and prepare them for life long learning.

**OUR VALUES**
- Service to our community
- Quality in everything that we do
- Professionalism and ethics in all our actions
- Aspire to high personal achievement
- Engage all students in the learning environment