Our school at a glance

Students

Students at Lurnea High School come from over 38 language backgrounds with 67% of students identifying as language background other than English (LBOTE). In 2012, the school catered for 735 students (60% male and 40% female) including 19 students of Aboriginal and Torres Strait Islander background.

The school’s Support Unit caters for over 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 65 students catering to the educational needs of newly arrived migrant and refugee students.

Staff

The school has a teaching staff consisting of 68 classroom teachers – 51% 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 2012, four additional executive positions were funded through the Low SES National Partnership and Equity 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 as well as a Refugee Homework Centre – operating two afternoons a week; refurbished Science Laboratories; a commercial kitchen; a newly developed Café where students trained in Barista services operate and manage the facility; 30 Smart boards and 2 connected classrooms; a digital photography lab; Multimedia resource room and a Metals & Engineering facility.

The school will begin 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, Blog Ed, Adobe Connect and other interactive technologies for teaching.

These special features enable the school to provide significant programs and initiatives including: the ReConnect strategy to support increased student engagement in learning and personal success, the Literacy and Numeracy strategy including personalised literacy and numeracy plans and tutorial support in class and after school for every student 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 2012 School Plan.

Student achievement in 2012

A snapshot of 2012 student achievement from the SMART site demonstrates some highlights:

Naplan – Highlights in the 2012 Naplan results were seen in the improved scores for Year 7 girls in the test area of Grammar and Punctuation. In addition, growth for year 7 girls was above state average in this same area of the national testing program.

ESSA – In the test aspect of Science (overall), 58% of year 8 students are achieving at level 3, 4.

RoSA – Eligible students are currently building their Record of Student Achievement (RoSA).

HSC – Year 12 matched students have improved their average score from 2011 data in the PDHPE test.

Students engaged in a connected lesson
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 2012. 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 focused 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
During 2012 the school hosted various activities for the community and the local feeder primary schools in order to build relationships and a sense of connection between the school and the wider community. 2012 has seen a change of culture in the school. There has been a significant increase in parents attending and contributing to school activities such as: Meet the Teacher for new to high school parents and students, Parent and Teacher Nights, Harmony Day and Café Platypus events. In addition, the school hosted a range of parent information workshops utilising outside agencies such as the Multicultural Service Officer from Centrelink to help parents with family payments and NAPLAN Information and HSC Information sessions presented by the PSP Partnership Officer.

At our Education Day open event, parents were invited to join their son/daughter in their classrooms. Year 10 Subject Selection Day was another successful afternoon with parents staying for a multicultural dinner. Parents commented that these days had helped them feel comfortable and welcome into the school as well as more informed about school matters.

There has been an increase in parents attending Community Information Meetings. In Term 3 2012, parents were invited to a Community Forum to discuss the restructure of the school day. With the communities valuable input Lurnea High School has been able to successfully transition from 5 period days to 6 and move integrated sport to whole school sport and recreation in 2013.

Annette Ollerton and May Jouni, Community Liaison Officers

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

In 2012, environmental and community issues were at the forefront of many SRC activities with students involved in Environmental committees and gardening groups, and trying to promote the message of Anti-Bullying.

A new signature event was founded in 2012, with the whole school community coming together for PINK Ribbon Day. This day aims at increasing awareness of Breast Cancer and promotes the importance of students being aware of their bodies and of regular checking. Pink Ribbon Day was a huge fundraiser for the Breast Cancer Foundation and it brought together the entire school, other schools in the local area and members of the wider community.

The Leadership Team continued to work hard and focused on refining and developing the processes for selecting future leaders. Each SRC meeting has a leadership focus integrated into it with the purpose of building student confidence in defining leadership and taking a leadership stance on important issues.

Some notable events that the SRC initiated and led in 2012 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.

• Raising funds for CanTeen, the Breast Cancer Foundation and supporting the 40 Hour Famine.

• Senior SRC members have taken on mentoring roles within the SRC to help foster leadership amongst others and develop their skills.

• Attendance at ISG, Regional and State SRC Conferences.

• Attendance at the 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 and the annual Presentation Evening.

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 changes at the school and the local community.

Lauren Bellman – SRC Coordinator

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 gradual trending down over the past five years. In response to this trend, the school is in the early stages of raising its profile within the community to make Lurnea high school the school of choice.

Student attendance profile

The following graphs show that student attendance is below state and regional trends. Within the school’s attendance data, there has been an increase in both junior and senior student attendance rates. This is a result of the additional measures that were taken in 2011 and 2012. Intervention by the Deputies, HSLO and the attendance team has increased in 2012 and we expect to see continued improvement in these rates.

Retention to Year 12

Actual retention rates of Year 12 students continue to be above state levels and marginally below that of the region.
Post-school destinations

As reported in previous years raising the school leaving age to 17 has substantially reduced the number of students exiting prior to their Higher School Certificate. In 2012, as 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 Year 10 at Lurnea High School will continue on to complete a Higher School Certificate.

84 mainstream students completed the Higher School Certificate in 2012, a substantially smaller number than the 95 students completing their Higher School Certificate in 2011.

University and TAFE remain the most important training options for our students, however their share of our exiting Year 12 students has begun to decline slightly as students take up the option to study with private providers. The number of Lurnea High School students enrolling in University courses has declined slightly from 28% in 2011. The number of students undertaking degree courses has remained steady, as exiting students continue to access degree and diploma courses in the private sector. Significant numbers of students, perhaps as much as 15%, access courses at Diploma or Certificate IV level with the express intention of utilizing this as a pathway to University study.

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 2012

<table>
<thead>
<tr>
<th>Destination</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>University</td>
<td>25%</td>
</tr>
<tr>
<td>TAFE &amp; Private College</td>
<td>29%</td>
</tr>
<tr>
<td>(Undertaking Bachelor Degrees)</td>
<td>(6%)</td>
</tr>
<tr>
<td>Employment</td>
<td>14%</td>
</tr>
<tr>
<td>Seeking Work</td>
<td>6%</td>
</tr>
<tr>
<td>Apprenticeship/Traineeship</td>
<td>12%</td>
</tr>
<tr>
<td>Unknown</td>
<td>14%</td>
</tr>
</tbody>
</table>

Year 12 students undertaking vocational or trade training

Vocational Education and Training (VET) remains an important feature of the suite of subject options students at Lurnea High School can select from in choosing a pathway to the HSC. In 2012, a total of six VET Frameworks were studied: Hospitality – Commercial Cookery, Business Services, Retail Operations, Information Technology, Sports Coaching and metals and Engineering.

In 2012, 86% of year 12 students completed a VET subject for the HSC. 28% of all stage 6 students undertook two frameworks while 5% undertook three frameworks.

In addition, at the SWS region annual VET Awards, year 12 student Hamzah Ahmad received an award for Retail Services and Mr Jacob Appleby received a Commitment to Excellence in VET delivery for his excellent work in teaching Retail Services.

Year 12 students attaining HSC or equivalent vocational educational qualification

In 2012 100% of students sitting for the Higher School Certificate or equivalent vocational educational qualification satisfied requirements and obtained an HSC.
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>42.9</td>
</tr>
<tr>
<td>Teacher of Emotional Disabilities</td>
<td>0</td>
</tr>
<tr>
<td>Teacher of Mild Intellectual Disabilities</td>
<td>8</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>0</td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
<td>2.5</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>1</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td>2.6</td>
</tr>
<tr>
<td>Counsellor</td>
<td>2.0</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>21.382</td>
</tr>
<tr>
<td>Total</td>
<td>94.382</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. In addition the school employed an Aboriginal tutor for the Norta Norta program who remains an important member of the school in 2013.

Staff retention

In 2012 due to the decline in student enrolments the school made staffing reductions of 2.8 teachers. One staff member took a nominated transfer and another resigned from the DEC to pursue employment with a private industry.

All teaching staff meets 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>30/11/2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Income</td>
<td>$</td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>222,360.87</td>
</tr>
<tr>
<td>Global funds</td>
<td>501,256.49</td>
</tr>
<tr>
<td>Tied funds</td>
<td>964,200.50</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>107,983.92</td>
</tr>
<tr>
<td>Interest</td>
<td>20,536.18</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>26,419.20</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Total income</td>
<td>1842757.16</td>
</tr>
</tbody>
</table>

Expenditure

Teaching & learning

Key learning areas         | 70,097.10  |
Excursions                  | 31,139.84  |
Extracurricular dissections | 21,779.25  |
Library                     | 4,000.00   |
Training & development      | 0.00       |
Tied funds                  | 862,364.08 |
Casual relief teachers      | 89,622.01  |
Administration & office     | 152,341.22 |
School-operated canteen     | 0.00       |
Utilities                   | 117,321.66 |
Maintenance                 | 116,865.95 |
Trust accounts              | 28,580.00  |
Capital programs            | 0.00       |
Total expenditure           | 1493111.81 |
Balance carried forward     | 349646.05  |

A full copy of the school’s 2012 financial statement is tabled at the annual general meeting 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 2012

Achievements

Arts

The achievements of students across a range of creative and cultural expression areas continued to grow throughout 2012. There were many opportunities for students to showcase and celebrate their diverse range of talents in a wide range of activities, performances and venues.
• Lurnea High School’s Dance Ensemble competed in the Rock Eisteddfod at the Sydney Entertainment Centre performing a poetic version of “Sadako and the Thousand Paper Cranes”. Year 11 dancer, Brandon Nget won a leadership award for outstanding mentoring and role-modeling of younger students. Student performers also received the Rock Eisteddfod award for Creative Healthy Life Style.

• Brandon Nget and fellow year 11 student, Adarsh Narayan were selected to perform a hip-hop routine in the annual NSW Schools Spectacular which was also screened on ABC television in December, 2012.

• Allanah McKew gaining 2nd prize in the Design an Advertisement competition through Fairfax Media.

• Sai Mada (year 9) gaining 2nd prize in the Youth category of the Liverpool Art Society Exhibition and having her work exhibited at Casula Powerhouse

• Mohamed Omran and Liam Goodall (both of year 7) selling their artworks at the Liverpool Art Society Annual Exhibition

• Michaela Ford (year 10) – selected for participation in the SWSR Aboriginal Vocal Identification program.

• Aimee-lee Mifsud (year 12) – performing at the Reconciliation Week Assembly

• Emmy Ramos (year 9) selected to participate and have her play performed for the NSW Multicultural Writers and Playwrights program.

• Outstanding talents in dancing, singing, musical performance and magic acts in the annual Lurnea High School Creative Arts festival. This was a wonderful example of the creativity and multiple talents of students at Lurnea High School. There were representations from all sectors of the school – brilliant IEC performances, fantastic Support and excellent mainstream acts. We are indeed a talented school.

• The Twinning Project in the IEC that saw students from Griffith and Wade High Schools in regional NSW connect with students from the IEC in creative performances at Casula Powerhouse.

• Outstanding Support Showcase in term 3 – highlighting once again the many talents of students in the Support Unit.

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>12yrs</td>
<td>Mohamad Omran</td>
<td></td>
</tr>
<tr>
<td>13yrs</td>
<td>Tavake Havili</td>
<td>Alanna McKew</td>
</tr>
<tr>
<td>14yrs</td>
<td>Ali Tahan</td>
<td></td>
</tr>
<tr>
<td>15yrs</td>
<td>Ryan McKew</td>
<td>Alexandria Jadresic</td>
</tr>
<tr>
<td>16yrs</td>
<td>Jason Smith</td>
<td></td>
</tr>
<tr>
<td>17+yrs</td>
<td>Harris Besirevic</td>
<td>Samantha Aitken</td>
</tr>
</tbody>
</table>

**CROSS COUNTRY**

<table>
<thead>
<tr>
<th>AGE</th>
<th>BOYS</th>
<th>GIRLS</th>
</tr>
</thead>
<tbody>
<tr>
<td>12yrs</td>
<td>Jack Highgate</td>
<td>Alannah Cornwell</td>
</tr>
<tr>
<td>13yrs</td>
<td>Mohamed Chaker</td>
<td>Natasha Aitken</td>
</tr>
<tr>
<td>14yrs</td>
<td>Joshua Hall</td>
<td>Hebbja Barghachoun</td>
</tr>
<tr>
<td>15yrs</td>
<td>Cody Morris-Smith</td>
<td>Mariam Jamaleddine</td>
</tr>
<tr>
<td>16yrs</td>
<td>Sayef Aumarah</td>
<td>Samarah Desher Natasha Davis</td>
</tr>
<tr>
<td>17+yrs</td>
<td>Momoh Koroma</td>
<td>Samantha Aitken</td>
</tr>
</tbody>
</table>

**ATHLETICS**

<table>
<thead>
<tr>
<th>AGE</th>
<th>BOYS</th>
<th>GIRLS</th>
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<tbody>
<tr>
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<td>16yrs</td>
<td>Sayef Aumarah</td>
<td>Samarah Desher Natasha Davis</td>
</tr>
<tr>
<td>17+yrs</td>
<td>Momoh Koroma</td>
<td>Samantha Aitken</td>
</tr>
</tbody>
</table>
SCHOOL BLUE
Samantha Aitken, Sina Wildraut, Jack Highgate, Momoh Koroma

SPORTS PERSON OF THE YEAR
Samantha Aitken

Fifty students from the IEC and mainstream high school participated in the Football United Program. This exciting program continues to showcase how harmony, tolerance and understanding are fostered and how cultural boundaries can be crossed and bridged through the world famous game of soccer (football as it is more commonly known around the world!)

Individual achievements by outstanding young sports men and women continued in 2012:

- Samantha Aitken (year 12) represented Lurnea High School at Regional and State levels in Athletics, Cross Country and Soccer.
- She also represented the school at the Nationals in long jump, triple jump, 100 and 200 metres.
- Momoh Koroma (year 11) represented Lurnea High School in State Cross Country. In addition, Momoh was also selected to participate in the AC Milan Soccer Academy
- Sina Wildraut represented Lurnea High School in Athletics at State Level.
- Jack Highgate (year 7) represented the school in multiple athletic events at state level

Other
Australian Business Community Network (ABCN) Partnerships

The school continued its successful business partnership with the Optus Organisation in 2012. 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 high at risk of disengaging with school. The students involved were matched with a mentor from the corporate world. The professions of the mentors included accountants, business people, bankers, lawyers and others in high profile positions in the corporate sector.

The program was officially launched at Lurnea High School 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 followed by an excursion. Venues included Ice skating at Macquarie Centre, tours 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 the students stated that they would 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.

In addition, in 2012 fifteen Year 9 and 10 students participated in the Fast Forward Program. These two programs are designed to demystify the business world and foster aspirations within students for a potential future in business.

Promoting excellence in Science
Dylan Kumar was awarded the Victor Chang Cardiac Research Award

Two Year 9 students attended the Science Experiment at UWS

Two year 11 students, Chris McCarren and Christopher Booth, participated in an overseas
trip to the US in the Field Studies and Space Academy Tour at NASA.

Year 12 Biology students participated in Connected Classroom lessons with the Museum of Diseases

**Homework and tutorial support**

In 2012, eighty students enrolled in the funded and staffed Homework Centre which ran twice a week throughout the year. Students were provided individual and small group tuition and support in homework, assignments and assessment work. Access to the centre continues to be very popular and highly valued by students and parents.

**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

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).

**Reading – NAPLAN Year 7**

In 2012 our Year 7 and Year 9 students sat for the fifth NAPLAN test. Our school target for 2012 was to have 71% and 68% of students achieving at or above Band 6 in Year 7 and to have 65% and 59% of students achieving at or above Band 7 in Year 9 in NAPLAN Reading and Writing respectively, and 75% of students achieving at or above Band 6 in Year 7 and 70% in Band 7 in Year 9 Numeracy. These targets were achieved in Year 7 Reading and Writing and Year 7 and 9 Numeracy.

In 2012 10.8% of students in Year 7 received the top two bands in reading, 14% in writing, 11.7% in spelling and 12% in grammar. This is a notable increase in all areas compared to 2011 results.

In 2012, 29.1% of students in Year 7 were below the minimum standard in literacy. There was an average of 71.9% of students above the minimum standard. In 2012 there were 59.6% of Year 7 students who meet the state average for reading and achieving a Band 6 or better.

![Percentage in bands: Year 7 Reading](image)

**Numeracy – NAPLAN Year 7**

In 2012 12.3% of students achieved the top two bands. The number of students obtaining a Band 8 and 9 grew by 6% above the school average for the past three years. There was 4.6% increase in the number of students obtaining a Band 4 and 5 in comparison to our school average for the past three years. In 2012 76.4% of Year 7 students
achieved at or above the minimum standard for Numeracy. This is below our target set at 80%.

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Reading – NAPLAN Year 9

In 2012, 34% of students in Year 9 were below the minimum standard in Literacy. There were 66% of students at or above the minimum standard. In 2012, 17.4% of students achieved the top two bands in Spelling. Likewise, in 2012, 9.7% of Year 9 students achieved the top two bands in Writing. This is an increase in both areas since the 2011 results.

In 2012, there was a 2.9% increase in students who achieved Band 9 and a 2.9% increase in Band 9 in Grammar and Punctuation. There was also a 2.2% increase in students who achieved Band 10 in Spelling against the SSG group.

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Numeracy – NAPLAN Year 9

In 2012, 83.5% of Year 9 students achieved at or above the minimum standard for numeracy. This is a significant increase against the 2011 results. There was 20.9% of students who achieved the top three bands and of these, 3.3% achieved a Band 10. This is an increase of 6.2% over the school average for the past 3 years. The percentage of students achieving a Band 6 in
2012 was 38.5% compared to 35.1% in the SSG group.

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](http://www.myschool.edu.au) and enter the school name in the Find a school and select GO.

**Higher School Certificate**

In 2012, a range of 22 subjects were offered for study for senior students. 56 students completed their Year 12 HSC in 2012 with noted improvements in the number of students achieving Band 4 and 5 results across the subject range. An exciting Band 6 result was also achieved by one student in Community and Family Studies.

In 2011 41.5% of students increased to 60.8%. The most outstanding results came from Retail Studies and Industrial Technology, Timber where student achievement was, on average, above state average. Other outstanding individual results were achieved in English Standard and Advanced, Modern History, Society and Culture, Visual Arts and Community and Family Studies.
Higher School Certificate relative performance comparison to School Certificate (value-adding)

Overall average value added for students in the low and middle ranges since the School Certificate in 2010 is within state average and above Statistically Similar Groups (SSGs). However, value added for our higher achieving students from the School Certificate is cause for concern. The focus on improving HSC results and increasing value added for all students will be strengthened in 2013.

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 in our school achieving at or above the minimum standard in 2012.

<table>
<thead>
<tr>
<th>Subject</th>
<th>Percentage of Students Achieving at or Above Minimum Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>70.5</td>
</tr>
<tr>
<td>Writing</td>
<td>68.4</td>
</tr>
<tr>
<td>Spelling</td>
<td>69.8</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
<td>79.2</td>
</tr>
<tr>
<td>Numeracy</td>
<td>76.4</td>
</tr>
</tbody>
</table>

Percentage of Year 9 students in our school achieving at or above the minimum standard in 2012.

<table>
<thead>
<tr>
<th>Subject</th>
<th>Percentage of Students Achieving at or Above Minimum Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>63.6</td>
</tr>
<tr>
<td>Writing</td>
<td>58.0</td>
</tr>
<tr>
<td>Spelling</td>
<td>71.0</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
<td>68.0</td>
</tr>
<tr>
<td>Numeracy</td>
<td>83.5</td>
</tr>
</tbody>
</table>

Significant programs and initiatives

Aboriginal education

The 2012 school year has been a successful, creative and inspiring year for Indigenous students who participated in various programs. Nineteen students were identified as having Aboriginal or Torres Strait Islander backgrounds.
in the school. Some of the highlights of the year included:

**The Norta Norta Program**

- Norta Norta is an ongoing Commonwealth Government funded program which provides targeted support for Aboriginal students to improve their learning outcomes in Literacy and Numeracy. In 2012, the school employed a Norta Tutor two days per week to provide in-class tuition for indigenous students. Aboriginal students from the mainstream and support unit were assisted by the tutor. 100% of the students involved provided positive feedback regarding the program and felt that the tutor had supported them well to improve their skills in Literacy and Numeracy.

**Vocal Identification Program**

- Mikaela Ford, Year 10, was selected to participate in the Vocal Identification Program for Aboriginal students. She participated in regular rehearsals with the group and performed individually and as part of an ensemble at Casula Powerhouse during the National Reconciliation Week celebrations.

**Kari Scholarship**

- Edward Gorman, Year 12, was the recipient of the Kari Scholarship in 2012. This scholarship provided Edward with financial support for school equipment whilst completing his HSC. As a part of the scholarship, he attended a three day camp during the April school holidays. As a result of his attendance at this camp, Edward applied to the University of Technology Sydney (UTS) to study nursing and was successful.

**Cafe Platypus Opening and Memorial Renewal**

- In September, Indigenous students assisted with the official opening of *Cafe Platypus*. A traditional Aboriginal smoking ceremony was conducted by Uncle Steve. Following this, students accompanied Uncle Steve to the renewal of a memorial site for a former Aboriginal student Paul Foggon who passed away in 1994.

**Western Sydney Aboriginal Achievement Awards**

Kiara Norford, Kylie Gillard and Edward Gorman were recipients of South West Sydney Aboriginal Achievement awards in 2012 for Literacy, Numeracy and school attendance. The students represented the school with pride at a special ceremony held at UWS Campbelltown. Lisa Howard, Norta Tutor was awarded a special Community Achievement award for her outstanding work with aboriginal students at Lurnea High School.

**Multicultural education**

In 2012, students from the mainstream high school and the Intensive English Centre participated in a number of multicultural education projects:

- The Multicultural Writers and Playwright program: Year 9 student Emmy Ramos was invited by the NSW Arts Unit to a series of mentoring and writing workshops. Emmy wrote a play entitled *The Crush* and cast three students from year 9 and 10 to perform the play. This culminated in a showcase at the St George Bank Auditorium in Kogarah. The program has been an overwhelming success. The effectiveness of a drama program is evident in the students’ enthusiastic responses and increased confidence level.

- The *Ready, Arrive, Work* program and TAFE *Refugee Youth Engagement* program have enabled senior students to define their career goals and explore possible pathways in tertiary education. During terms 1 and 2, ten
students from year 10 and 11 attended courses in: Beauty & Hairdressing, Bricklaying and Automotive Spray painting

Students gained valuable skills in their chosen course and developed a better understanding of their future pathways.

- The Welcome program has supported the transition of new Intensive English Centre (IEC) students into high school. Each term, the students attend a series of workshops with different high school teachers exploring subject areas as well as other aspects including organisational skills, study and research skills and work-studies. The program has helped students gain a better understanding of the mainstream school and workplace expectations and ensures a smoother transition for the students.

- ABCN InterAct Mentoring program provided an opportunity for sixteen IEC and mainstream high school students to engage in mentoring activities in a real Australian workplace. Students attended six mentoring workshops at the Optus Campus in North Ryde. Each session focused on a different subject area such as goal setting, communication skills and workplace expectations. The program received much positive feedback from students and mentors.

- The Café Kulcha program: Four ESL students from year 10 and 11 successfully completed a Barista training course and attained Certificate I in Business with the Macarthur Diversity Services.

**National Partnership Programs**

**A Low SES School Communities National Partnership school in 2012**

In 2012, Lurnea High School began its first year on the four year, Commonwealth funded Low SES National Partnership program.

Based on a school-wide Situational Analysis (significant evaluation) conducted in 2011, and after consultation with all stakeholders, National Partnership funds were directed in 2012 to support a number of key areas identified through the evaluation. Data highlighted the need for a further strengthening of literacy and numeracy, a targeted focus on student engagement, a clear alignment between teacher professional learning and the targets and priority areas of the School Plan and increased community partnerships and participation in the school.

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 student engagement through the Reconnect strategy (Reform 3 and 4)**

The ReConnect strategy was devised in response to a range of school-based data. There were a significant number of students (mostly boys) in each year group (7 -11) who were heavily represented in the Red Zone area of the PBL program. ReConnect is primarily an engagement strategy aimed at reconnecting disengaged students to learning and personal success through project-based challenges. The employment of a Head Teacher ReConnect was the first step in the plan. Creating an executive position was deemed essential in ensuring that the successful candidate had a broad level of teaching experience, demonstrated understanding of the needs of adolescent learners as well as capacity to develop and implement a range of project-based problem-solving challenges. Students were selected based on behaviour referrals, attendance and suspension data, interviews and parent approval.

Targeted projects were developed for every year group (7-11) and flexible timetable arrangements were implemented to enable groups of students to meet with the Head Teacher once a week to work on their projects over a 10-12 week timeframe. More than 145 students have been involved in projects such as: F1Cars, an NRMA-style Push Car challenge, outdoor exercise station, graffiti art project, and a MasterChef challenge. Behaviour referral data for all students has shown a downward trend over the duration of the projects. Individual attendance data has also shown improvement (from slight to strong upward trend in daily attendance). Feedback from student surveys has rated the ReConnect program very highly. 100% of students endorse the value of such engagement strategies, rating the opportunity to work outdoors and in groups as particular highlights.
Though in its early phase, this targeted intervention strategy is demonstrating that disengaged students can be motivated to complete tasks, improve their behaviour and achieve positive outcomes when flexible and tailored opportunities are provided and when these opportunities challenge traditional curriculum structures and traditional curriculum delivery.

**F1 Car Project, a NRMA- Push Car challenge**

**Change: Changes in partnerships with feeder primary schools (Reforms 3 and 6)**

Building more authentic partnerships with our feeder primary schools has been a key focus of our National Partnership program in 2012. Through the strengthened Community of Schools initiative, it was evident that we all shared a responsibility for the learning outcomes of our students and that formalising our strategies into a collaborative plan (The Kurrajong Collaborative Plan) was an important step in enhancing this responsibility. The plan includes a highly successful “Teacher2Teacher” program (T2T) of professional learning workshops offered across primary and secondary sites. This program enables teachers to share pedagogical knowledge and expertise with colleagues within the K-10 continuum. Evaluation feedback from teachers from both sectors rated this professional learning program as an exciting and innovative strategy. There have been two valuable outcomes so far this year: in one instance, a partnership between the Visual Arts faculty and teachers in one primary school has continued beyond the T2T program and now includes visual arts students conducting art lessons with stage 3 students. Another example involves another primary school requesting that our Year 11 Hospitality students cater for their Year 6 Farewell Assembly. These changes are helping cross the divide between the primary and secondary settings.

In addition, we expanded our Connected Classroom strategy to include all three feeder primary schools. This involves high school teachers from every KLA teaching Stage 3 students over a series of weeks via the connected classroom. This strategy was highly recommended by stage 3 students and teachers alike. Our own staff commented on their increased confidence in mastering the technological aspects of the program as well as the way in which the program provided them with opportunities to think about curriculum delivery in a creative and innovative way.

The final exciting development in our expanded partnership with our feeder primary schools has been in the development of our middle year’s strategy. As relationships between the high school and our feeder primary schools have strengthened over the course of the year, the development of an authentic middle years approach was made easy. The strategy has involved sending small teacher teams back to stage 3 classrooms for “shadowing” or immersion experiences. Our research highlighted that transition to high school needed a pedagogy focus and that secondary teachers needed to understand how stage 3 learners learn, how learning is differentiated, and how students work in cooperative groups. As this was a preliminary project this year, we look forward with enthusiasm to the implementation phase in 2013 of our “Teams” approach to teaching and learning for all year 7 classes.

**Change: Changes in whole school evaluation and planning (Reforms 2 and 5)**

Developing a culture of evidence-based practice is another core goal of our National Partnership plans. In 2012, the focus was on embedding regular TARS and EARS professional conversations across the school. To support the work of Head Teachers (35% of whom are in their first 3-5 years of executive leadership), a series of Executive mini conferences were implemented. These conferences have been conducted off-site once a term and were designed to strengthen relationships and build a team ethos as executive leaders. At these conferences, professional
learning focused on developing our shared values for learning, having the difficult conversation, re-examining whole-school organisation and understanding the middle year’s adolescent learner. Head Teachers have been unanimous in their endorsement of this strategy in enhancing their collegial relationships. The team has evaluated and collaborated on implementing a stronger TARS process for 2013. This process will include the development of professional learning plans for all staff, aligned to the targets of the School Plan. It will also include lesson observations and the use of evidence as integral elements of the professional discussion between Head Teachers and their staff.

Through the regular EARS conversations with Head Teachers, a change has emerged in the willingness of the executive staff to participate in evaluating the current plan and in sharing responsibility for decision-making about targets and strategies to improve outcomes for our students.

Another new element in whole school evaluation was the implementation of formal KLA evaluations for the first time in several years. Two KLAS volunteered to participate in the inaugural process. Each evaluation process took three days and examined teaching and learning programs, leadership, management and/or organisation and one other area selected by the faculty. The purpose was to evaluate what was working well and what areas required further development. Methodology included triangulation of data sources such as teachers, students and parents and triangulation of method such as focus group interviews, document analysis and lesson observation. Recommendations from each evaluation were made and have been directed into Faculty Plans for the coming year. Feedback from the teachers involved in this process has been very positive – teachers agreed that rather than a threatening process, the evaluation has been positive, providing directions for future planning within the KLA.

**Other programs**

**Equity Programs – formerly the Priority School Program (PSP)**

Over the years, the PSP funding resource has enabled the school to improve learning outcomes and opportunities for many students. It has enhanced curriculum flexibility, improved retention rates and helped to engage students in quality learning. During 2012 the PSP staffing supplement and funding resource was used for the following initiatives:

- Employment of a Community Liaison Officer (CLO) has allowed the school to foster stronger links with parents and the local community. The CLO 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.

- Appointment of a third Deputy Principal to lead and manage the Teaching and Learning team, coordinate Literacy and Numeracy programs and provide additional senior executive leadership and management support for the Support Unit and the IEC. Outcomes include the development of a strategic professional learning team that coordinate individual, faculty and whole school programs and events which have led school professional learning, individual literacy and numeracy plans for all year 7, 8 and 9 students. In addition, Support Unit students have had greater exposure to a more flexible and diverse curriculum (across year 7 to year 12) and students exiting from the Intensive English Centre have been provided greater support in making relevant and informed subject and career pathways.

- 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 bring K-6 expertise and to work directly with staff to improve student engagement and classroom teaching practice with a focus on 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.

Technology and Student Engagement

Connected Classrooms

In 2012, three Year 5/6 classes and one 4/5 from Lurnea Public School where involved in an Authentic Transition – Curriculum Specific Approach program between term 3 – 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 and all students were able to interact with the high school during the lessons with the use of SMART Board technology.

Over the course of the program lessons were specifically designed to correspond with the areas of study within the Primary school at the time - these being The Olympics and a depth study of Japan.

88% of students found the connected classroom program “excellent” and “engaging”. Students commented on the sushi lesson being challenging and that time limits on activities made lessons challenging. As a result of the consistent lessons with the high school 40% of participating students stated that they are 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.

Mrs Julie Perkins delivering a Connected Lesson to Lurnea PS

Progress on 2012 targets

Target 1: Literacy and Numeracy

- 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
Our achievements include:

- 70% of year 7 students achieved at or above minimum standard in reading
- 71% of year 7 students achieved at or above minimum standard in writing.
- a 4% decrease in year 9 students achieving at or below minimum standard in reading compared to 2011 data.
- a 4% decrease in year 9 students achieving at or below minimum standard in writing compared to 2011 data.
- 46% of year 9 LBOTE students achieved expected growth in reading
- a 10% decrease in year 9 students achieving at or below minimum standard in numeracy compared to 2011 data.
- established professional learning sessions on the Focus on Reading program and on comprehension strategies
- continued targeted literacy support program for identified students

Target 2: Student Engagement and Attainment

- 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

Our achievements include:

- Employment of Head Teacher ReConnect position to lead engagement strategies in a flexible way for disengaged students identified through PBL Red Zone data
- Behaviour referrals for all students have been trending down since the ReConnect programs began in March, 2012.
- Data from the weekly Homework Centre shows student attendance accounts for 35% of all students. Of this group of attenders, attendance is regular.
- Compared to 2011, the CLOs report that there has been an increased number of parents coming to the school – evidence includes increased numbers of parents coming to parent education forums (of the 4 forums, parent numbers have increased from 2 to 35), an 18% increase in parents attending the year 10 – 11 Subject Selection Expo (including 92% of year 10 students), as well as staying for the inaugural Multicultural Dinner, increases also in parents attending events such as Reconciliation Week, Refugee Week, Year 12 Graduation Assembly, Year 7 Introductory Welcome Afternoon, Café Platypus opening and Parent Teacher Nights.
- Student attendance data from 7-12 indicates 70% of all students achieved 85-100% attendance rates
- Data regarding partial truancies indicates an upward trend, particularly in years 10 and 11.
- Learning centre attendance records indicates that 100% of year 12 students access the resource on a regular basis.
- Statistical data shows that 88% of year 11 and 86% of 12 students are doing a VET course.
- 100% of year 12 students successfully completed their mandatory Work Placement Hours.
- 100% of Metals and Engineering, Retail and Sports Coaching students achieve the top qualification in these courses.
- 90% of Business Services and Hospitality – Commercial Cookery students achieved the top qualification in these courses.

Target 3: Leadership and Management

- 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)

Our achievements include:

- 100% of Executive staff engaged in a regular professional development dialogue with the Principal as part of a renewed EARS process.
- 100% of staff engaged in a term by term professional conversation with Head Teachers as part of the TARS process
- 100% of the executive team attended the leadership opportunity provided by the executive conference forum.
- 4 Executive staff were trained in the Team Leadership for School Improvement program
- 100% of faculty programs make reference to elements of the QT Framework.

Target 4: Curriculum and Assessment

- 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

Our achievements include:

- 99% of staff voted to establish a middle years Teams structure in 2013 as part of a school-wide program to lift quality teaching and learning in every classroom
- Data highlights that there is an identifiable increase in the number of teachers implementing QT practices using new technologies.
- 15 IWBs were purchased and installed in classrooms around the school.
- Every KLA accessed the two Head Teacher’s Teaching and Learning through the cycle of targeted ad personalised support for classroom teachers – 40 teachers supported.
- 100% of teachers (including the executive staff) participated in the professional learning sessions provided across term 4, 2011 and term 1, 2012 in navigating and understanding the SMART.

School evaluation

NSW public schools conduct evaluation to support the effective implementation of the school plan. In 2012 our school carried out evaluation of

Cyclic Evaluation 1 – Social Science Faculty

Background

A three day evaluation of Social Science curriculum delivery was conducted by the Whole School Cyclic Evaluation Team in Term 4, 2012. The three member team comprised of: Julie Perkins (Deputy Principal), Kylie Lowe (Head Teacher PDHPE) and Dan Luzinsky (TAS Teacher).

The focus areas of the evaluation were Leadership/Management/Organisation, Teaching and Learning and Assessment. The following finding and conclusions and future directions are based on the results of student interviews, staff interviews, parent phone contacts, lesson observations and clarification discussions with the Head Teacher Social Science.

Finding and Conclusions

The classrooms in the Social Science faculty are positive learning environments that are well resourced in terms of technology. Some teachers demonstrate outstanding teaching practices that incorporate elements of the quality teaching framework. These teachers successfully integrate technology and a variety of teaching strategies in
their lessons, fostering high engagement in learning.

A high level of organisation and administration is evident within the faculty in terms of programming, policies, assessment and student learning. A collegial working environment exists where staff strongly support whole school initiatives.

Staff and students have a clear understanding of assessment policies and procedures. 100% of students receive written notification of assessment tasks and understand the purpose of assessment.

**Future Directions**

The faculty has been advised to continue to develop, implement and evaluate best practice communication procedures to ensure that teachers and students have a clear understanding of expectations within the faculty.

Teacher professional learning around the effective use of interactive whiteboards will assist to engage students in learning and ensure that interactive whiteboard technology is being used effectively.

Installation of Smart Boards in shared classrooms used by the Social Science faculty will ensure that all teachers have equal access to digital technology.

A faculty review of assessment procedures will ensure students are being provided adequate feedback regarding tasks submitted. Students and parents have also requested that the faculty re-assess the timeframes around assessment tasks to ensure students are given enough time to complete tasks.

**Cyclic Evaluation 2 – Support Unit**

**Background**

A second three day evaluation of the Support Unit was conducted in term 4 as part of the annual Cyclic Evaluation process. The team consisted of an external team of reviewers: Kathy Spurrier (Project Officer (Rel), Disability Programs Consultant), Debra Mace (Assistant Principal Learning and Support (acting)), Rebecca Anderson (PSP Consultant) and Mary Peacock (Retired Principal).

The focus of the evaluation included: Culture of Learning and Continuous Improvement in relation to professional learning and communication, Programs and Practices in relation to assessment and reporting, the transition process, individual education plans (IEPs), teaching and learning, integration and student welfare.

The team used the following methodology: interviews with staff (teaching and non-teaching), focus group interviews with students, classroom walkthroughs, and documentation review and parent surveys.

**Findings and Conclusions**

The following is a summary of the key findings. A more substantial report was provided to all staff at the conclusion of the process. All staff shared a great deal of satisfaction about seeing student growth and development. Relationships between students and staff were highly positive and students generally were happy coming to school and felt safe and supported in the learning environment. Parent-school relationships were positive and all stakeholders expressed a high level of pride in the unit. Staff acknowledged that the Unit was in a period of “transition” in terms of personnel, leadership and the “ways things are done”.

In the area of professional learning, there was strong evidence of the need for inclusive and connected professional learning for all staff (including the SLSOs) as there had been little opportunity in the past. It was also found that there is scope for utilising the strengths of staff in sharing expertise.

In the area of communication, there were varied findings. Parents described communication between the school and home as being good to excellent, while within the unit, there was evidence that communication between teaching and non-teaching staff could be strengthened.

In the area of assessment and reporting, there was some evidence of inconsistency in assessment practices and therefore scope to provide differentiated assessment strategies. In addition, there is scope to replace the A-E report gradings to utilise the P grading as specified for students in support classes.

There was evidence of enhanced transition practices being implemented in 2012, including increased discussion with the primary setting, additional orientation days and a proposed peer support program. There was good evidence of
effective transition to work through collaboration with parents and external agencies.

In relation to individual education plans, the team found that the existence of IEPs was significantly unclear in terms of documentation, consultation with parents, teachers and students and evidence of modified learning strategies, syllabus outcomes and indicators.

In relation to teaching and learning, the team found that there was limited evidence of differentiation of the curriculum to meet the needs of individual students in terms of personal, social and academic skill development. However, specific engagement strategies such as the gardening program, music and dance and sewing programs were highly effective in engaging students in learning. In addition, all stakeholders valued the importance of learning essential skills that would facilitate community living and entry into the workplace.

Integration opportunities are supported by positive relationships between year advisers and Head teachers, though there is scope for increased integration opportunities to be created.

In the area of student welfare, the team found that there is scope for improved consistency of behaviour expectations and consequences to be developed and implemented. This also included the development of Behaviour Management Plans for particular students.

Future Directions

The evaluation team made four key recommendations along with a detailed set of strategies for each area. These areas are now embedded into the Support Faculty Plan for 2013. Recommendations are summarised as:

- To review and enhance Individual Education Plan (IEP) practices and processes
- To further develop and improve the culture of learning and continuous improvement in the Special Education Faculty to better ensure maximising student learning potential and differentiation of the curriculum to meet student needs
- To further develop, implement and evaluate best practice communication processes and procedures with an emphasis on enhancing professional relationships and valuing the contribution of all staff
- To further develop, implement and evaluate consistent behaviour expectations and consequences for all students inclusive of a response to bullying.

Curriculum

Vet Courses

Background

In 2013 VET subjects continued to cater for a significant percentage of our Stage 6 students. 74% of senior students chose to study one or more of the six VET frameworks delivered at Lurnea High School including Metals and Engineering, Sports Fitness Recreation, Information Design Technology, Hospitality Commercial Cookery, Business Services, and Retail Services. A small number of students undertook TVET courses including Nursing Studies.

Findings and conclusions

In March 2011 VET delivery at Lurnea High School was audited. The general outcome of the audit was extremely favourable and listed among the strengths of VET delivery at the school: thorough preparation for Audit, excellent implementation of the Workplace Learning Policy, excellent assessment schedules and active implementation of Assessment Practice and Validation across all frameworks and excellent industry partnerships and integrated employer feedback.

During both the preparation phase and the formal audit day this process also identified a number of areas for improvement including some areas already implemented such as a revision of the school VET reporting format and the completion of regional surveys.

Future directions

In late 2012 new Retail Services and IDT curriculum were released for implementation with Year 11 in 2013. The implementation of both Retail Services and IDT frameworks will necessitate re-planning of teaching programs and activities as well as careful re-evaluation of resource provision and access. Each framework’s syllabus has seen considerable change over the past five years requiring significant updating of
written, digital and physical resources at great expense to the school and requiring more efficient use of student subject contributions.

**Parent, student, and teacher satisfaction**

Throughout 2012 the school sought the opinions of parents, students and teachers about the school in relation to a range of academic, sporting, cultural and creative activities. Their responses are presented below. 100% of staff reported 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 also felt that 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 decision making and that the school is welcoming to parents and families throughout the year. Parents rate the after school Homework Centre highly and are grateful for the 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 2012 all stakeholders (100% of staff, 75% of students across 7-12 and 22% of parents) contributed to the development of our shared educational values and beliefs. The outcome of this work has led to the establishment of a new set of values that will underpin the school’s strategic vision from 2013 on. These common and shared values are: respect, responsibility, fairness, tolerance and understanding. In addition, the community of stakeholders agreed that we want our students to be confident, creative participants in the academic, civic, sporting, cultural and creative learning experiences provided and to be resilient, optimistic citizens and positive contributors to the world beyond the school gates.

**Professional learning**

Quality teacher professional learning is a critical element of the school’s strategic vision because it underpins our focus on building and enhancing teacher capacity. In 2012 all professional learning at the school level was aligned to the priority areas within the School Plan and was a significant aspect of the National Partnership program. All staff participated in 5 School Development Days across the year that focused on the following areas:

- SMART data and understanding some key elements of teaching explicit reading and comprehension strategies
- Development of Core Values and a shared platform for the future direction of the school
- Understanding the middle years learner and planning for a more purposeful transition to high school
- School Organisation – a new structure for 2013
- Mandatory updates – child protection/ anaphylaxis, Code of Conduct and Emergency Care

The school also established a leadership strategy in the form of regular Executive Mini Conferences. All executive staff participated in these workshops (each term) which provided the initial reflection and shared planning leading to the School Development Days that followed.

In addition to the professional learning conducted for all staff, a range of smaller professional learning workshops were provided for all staff at fortnightly staff meetings. These workshops provided reminders and tasters on the core focus areas within the school plan – how to
use data analysis to inform teaching and learning, strategies for teaching comprehension and a number of targeted workshops on a range of interactive tools for learning. The ICT program was differentiated to the learning needs of staff.

The average expenditure per teacher on professional learning at the school level was $785 and the total expenditure on teacher professional learning (through National Partnership funding and the Teacher Professional Learning resource) was $50,996.

The number of new scheme teachers working towards accreditation in 2012 was 1 while the number of new scheme teachers maintaining accreditation at Professional Competence in 2012 was 23.

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**Professional Development Day, Teaching Comprehension Strategies**

**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 1 – Literacy and Numeracy**

**Outcome for 2012–2014**

- Increased levels of overall literacy achievement for all students
- Increased levels of overall numeracy achievement for all students

**2013 Targets to achieve this outcome include:**

- 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

**Strategies to achieve these targets include:**

- Employ a third Deputy principal to oversee the school-wide Literacy and Numeracy strategy (7 UP program, SLSO Tuition program, Teaching and Learning team)
- Engage the middle year’s teams in the Focus on Reading training.
- Realign the 7Up program to target specific teaching in comprehension skills as well as a weekly reading program devised around reading groups for all year 7.
- Maintain the SLSO and targeted support program for incoming year 7 students achieving below minimum standard, including the Norta Norta tutor for identified Aboriginal students.
- Purchase additional reading resources for the library
• Develop and implement a stage specific writing focus for all students.

• Conduct professional learning in effective writing strategies – using the modeled-guided-independent model.

• Develop and implement a Wide Reading Challenge strategy through the English faculty to encourage students to read regularly and widely

• Develop and implement a stage specific writing focus for all students.

• Conduct professional learning in effective writing strategies – using the modelled-guided-independent model.

• Provide professional learning for all staff in differentiating the curriculum for second language acquisition learners.

• Realign the 7Up program to target specific teaching in numeracy for all year 7.

• Year 7 middle year’s maths teachers to use SMART data to inform numeracy teaching strategies.

• Purchase additional numeracy resources and textbooks to engage learners more effectively.

• Develop and implement a Numeracy Challenge strategy through the Maths faculty to promote interest and improve numeracy skills

School priority 2 – Student Engagement and Attainment

Outcome for 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 this outcome include:

• 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)

Strategies to achieve these targets include:

• Continue employment of Head Teacher ReConnect and associated engagement projects.

• Develop and implement stage 4 engagement project inclusive of all stage 4 learners.

• Develop and implement short term high interest projects for identified disengaged students in years 9 and 10.

• Continue the operation of a weekly Homework Centre for all students to access

• Continue Community Liaison program (2 x .6) to strengthen the growing partnership with parents and the community.

• Continue parent education workshops and forums.

• Develop student engagement strategy for Refugee and newly arrived students in the IEC.

• Continue student engagement initiative to support increased participation of students with special needs.

• Continue effective implementation of ICT for effective learning program – purchase additional interactive technology.

• Expand participation in Kurrajong Community of Schools program by providing increased equity of opportunity for non NP partner schools.

• Implement weekly Sport and Recreation program to support school-wide engagement focus and to increase students’ participation in school activities.

• Implement a Stage 6 Exam Incentive reward program to support students through the formal examination periods.

• Develop an HSC program of support specific to each KLA where the focus is on improving the proportion of students in bands 4 and 5
in every HSC course. Link this to Faculty Professional Learning Plans.

- Purchase 5 additional IWBs to increase student access to ICT for learning.
- Employ Head Teacher Participation to implement whole-school attendance program (in partnership with HSLO and Aboriginal tutor and families).
- Oversee the SENTRAL system for tracking student attendance – both at school-wide and individual classroom levels.
- Develop and implement truancy and punctuality program with incentives.
- Employ Head Teacher Student Success (.8) to supervise HSC students in the Learning Centre as well as develop Student Success program and policy in conjunction with the Welfare team.
- Realign the PBL model for managing student behaviour. Align practices with SENTRAL.
- Develop new Student Success and Positive Behaviour policy.
- HT ReConnect to develop and implement a Year 9 Boys Mentoring program including an overnight team building and personal resilience camp.
- Engage a coach (contractor) for a 12 week personal resilience and growth coaching training module for year 9 girls.
- Continue and expand school-wide focus on creativity and innovation in a variety of creative arts and business challenge projects.
- Provide incentive scholarships for successful year 6 and 11 students.

**School priority 3 – Leadership and Management**

**Outcome 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

2013 Targets to achieve this outcome include:

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

**Strategies to achieve these targets include:**

- Maintain the mini conference model for leadership learning.
- Purchase iPads for the executive team to increase professional practice and enhance organisational efficiency.

**School priority 4 – Curriculum and Assessment**

**Outcome 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

2013 Targets to achieve this outcome include:

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

**Strategies to achieve these targets include:**

- Review professional learning plans for all staff to include mentoring and coaching in using SMART data in teaching and learning cycles with a targeted focus on year 9 outcomes.
- Implement a middle year’s strategy in year 7. Develop teaching teams for each class to develop a shared approach for teaching, learning and assessing using the QT framework and with a focus on reading and comprehension supported by data analysis.
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.

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Julie Perkins Deputy Principal
Ashley Cullen, Deputy Principal (Acting)
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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: