LHS teachers encouraging and supporting our 21st century learners

Wakakirri Finalists 2014
Best Health Story Award
Best Projection Artwork
Best Combination of Dance and Drama
Best Public Speaking Award

Students attending our after school Homework Centre
School context statement
Lurnea High School is a comprehensive, co-educational secondary school located in the city of Liverpool. Students come from over 38 language backgrounds with 67% of students identifying as language background other than English (LBOTE). In 2014, there were 694 students including 35 students of Aboriginal and Torres Strait Islander background. The school has a Support Unit of 100 students with mild, moderate and autism intellectual impairments and other disorders. The school also has an Intensive English Centre (IEC) catering for the English language learning needs of newly arrived migrant and refugee students (numbering 120 in 2014).

The school has a teaching staff consisting of 71 classroom teachers including 48% New Scheme, Beginning and Early Career teachers. The school has an administrative staff and support staff of 30. The executive staff comprise 17 including Head Teachers and Senior Executives. This includes the funding of five additional executive positions to support increased student engagement and participation in school.

In 2014, the school received RAM Equity funding for low socio-economic background and for students of Aboriginal background while other funds were used to support students with ESL language proficiency improvements and low level disability in-class adjustments and accommodations. Funds are used to support a range of initiatives to foster improved outcomes for every student. Funds enable the school to implement additional executive, teaching and non–teaching positions, the middle year’s strategy and provide resources to support literacy, numeracy, creative, cultural, engagement and student leadership programs. These funds also support the ongoing professional learning of every teacher in pursuit of our individual and collective growth and development.

Messages

Principal’s message
Once again, it is with pleasure that I report to you the many civic, academic, sporting, cultural and creative achievements of 2014. The information collated within this report highlights the collective commitment, dedication, advocacy and care that staff, students, families and our other partners in learning continues to make to our ongoing drive to advance the educational and life opportunities for every student.

This year we continued to focus our work in four priority areas: literacy and numeracy, student engagement and attainment, leadership and management and curriculum and assessment. These priority areas represent the key drivers for improvement that we have been focusing on over the past three years in relation to the current school planning phase of 2012-2014.

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 continuing development.

Jenny Holland, Principal

Parent and Community message
Building quality partnerships with parents, carers and families continued to be a priority throughout 2014 in the work conducted by our Community Liaison Officer, Annette Ollerton.

The school hosted various activities for the community and the feeder primary schools in order to strengthen relationships and community awareness about the school in order to foster a sense of connection between the school and the wider community. The school hosted a number of annual events during the year, including two Year 6 Information Nights, Year 7 Meet the Teacher, Parent and Teacher afternoons, Year 10 Subject Selection Expo, MAD Night and the annual Presentation Night.

To further meet the needs of our diverse community the CLO facilitated workshops, Community Forums and Adult English classes some of which were led by staff and outside agencies. In partnership with Junction Works and CLO Jamily Fares from Lurnea primary school, the high school conducted a range of workshops for migrant and refugee women. Workshops operated once a week, across two terms, supporting and building relationships with women who are new to Australia. This program led to the high school providing Adult English classes also in partnership with the CLO from Lurnea PS. The classes ran every Monday, at the high school with parents from both schools
attending, catering for 6 different nationalities. These classes will continue in 2015.

The CLO is a facilitator of the PACTS (Parents as Career Transition Support) program. PACTS is a series of workshops and resources developed to provide parents with up-to-date information about career transition, that enables them to support their children effectively when they’re making career transition decisions. Two workshops ran during the year for parents whose children were in Years 10-12. Parents found these workshops a valuable tool for helping their child through the transition from high school to work.

In 2014, new forms of communication were introduced to the school - two electronic/digital community signs at the front of the school, the Lurnea High School Facebook page and a school App (called Skoolbag) which the CLO administers. These digital additions have greatly increased our capacity to communicate more effectively and efficiently with our families and the wider community.

In 2014 parents were invited to special Community Forums to discuss a number of topics – How to strengthen engagement with the community and a discussion forum on changing the junior uniform. With the community’s valuable input the school successfully introduced a new junior uniform for girls and a modified change to the junior boys’ uniform for implementation in 2015.

Annette Ollerton, Community Liaison Officer

Student representative’s message
The Student Representative Council (SRC) plays an important role in the school community as it provides students with the opportunity to develop their leadership skills, promote school spirit whilst also building on their communication, problem-solving and decision-making skills.

In 2014, a number of key areas were identified by the SRC as goals to be achieved for the year. Student leaders focused on promoting and educating the broader student body about a range of community issues. The SRC group organised and led awareness days on different health issues in the community.

Each year, the SRC conducts their annual event ‘Pink Day’, which was founded in 2012 by previous SRC members. Students focused on not only increasing awareness of Breast Cancer but also making students aware of life after Breast Cancer to ensure that all students are aware of the process of and importance of checking their bodies and looking after themselves. Pink Day was a huge success again proving how well our school community can learn together and also give out to those who are in need.

The SRC Leadership Team continued with the hard work of previous years and refined and developed new processes for leadership selection within the school and the SRC. Aspiring leaders completed a written application and presented outstanding speeches during the election process. Their speeches provided insights into individual students’ goals and aspirations and provided inspiration to all in our school community.

Other notable events that the SRC initiated and led in 2014 included:
- Running whole school assemblies and being key speakers during events of high importance such as Harmony Day, Reconciliation Assembly and ANZAC day.
- Fundraising and promoting charities and outside organisations and being the source of information for students who want to participate in Daffodil Day, 40 Hour Famine, Red Cross and Jeans for Gene’s day.
- Senior SRC members took on mentoring roles within the SRC to help not only develop their own skills but to assist the junior representative students within the SRC to become more involved in the school community and develop confidence in their own leadership skills.

SRC students worked diligently with many key personnel within the school community to promote harmonious relations throughout the entire school. They were eager to increase and maintain school morale at Lurnea High school and continually offered new and interesting ideas for promoting and making change for our local school community.

Nancy Dennaoui, SRC Coordinator
Student information

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

Student enrolment profile

This graph demonstrates a reasonably consistent student enrolment pattern in recent years, though a downward trend has been evident since 2007. Since 2012, however, the downward trend has stabilized with student enrolments holding reasonably well. The work the school has done over the last three years in raising community expectations as well as the profile of the school have assisted in maintaining our student enrolment position.

Student attendance profile

The following graph indicates that student attendance is equal to state average for the second time in seven years. This continues to be a very positive sign due to a combination of factors. The intervention strategies led by three Deputies, the Head Teacher Administration with Home School Liaison Officer (HSLO) support remain the key elements in the school’s determined approach to ensure attendance rates improve. In addition, the school’s Code of Conduct and Silver Level standard of expected behaviour also emphasise the value and importance of good attendance and link this with the reward system.

Post-school destinations

Lurnea High School has reported in previous years that the raising of the school leaving age to 17 substantially reduced the number of students exiting prior to their Higher School Certificate. Whilst this is still the case in 2014 increasing numbers of students are exiting to alternative forms of study prior to turning 17. This includes but is not limited to traineeships and apprenticeships, full time study and programs providing an alternative to Year 10. In 2014, two Year 10 students undertook programs considered a suitable alternative to a Year 10 qualification.

77 mainstream students completed the Higher School Certificate in 2014. This was a small increase on the 72 students reported as having completed their Higher School Certificate in 2013. University and TAFE remain the most important training options for our students. An increase of 15% in the number of students offered places in courses by the Universities Admission Centre (UAC) reflects the large number of students bypassing TAFE and Private College Diploma options. Many students are instead undertaking study with UWS Colleges and then matriculating directly into the second year of a degree in 2016.

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.

The chart below indicates the post school destinations of the 2014 HSC cohort:

<table>
<thead>
<tr>
<th>Post-school destinations</th>
<th>Year 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>%</td>
<td></td>
</tr>
<tr>
<td>seeking employment</td>
<td>5</td>
</tr>
<tr>
<td>employment</td>
<td>7</td>
</tr>
<tr>
<td>TAFE entry</td>
<td>21</td>
</tr>
<tr>
<td>university entry</td>
<td>39</td>
</tr>
<tr>
<td>other</td>
<td>23</td>
</tr>
<tr>
<td>unknown</td>
<td>5</td>
</tr>
</tbody>
</table>

Year 12 students undertaking vocational or trade training

Vocational Education and Training (VET) continued to be a major feature in student subject selections at Lurnea High School. In 2014,
six VET frameworks were studied including Metals and Engineering, Sports Coaching, Information and Digital Technology, Retail Operations, Business Service and Hospitality – Commercial Cookery. In addition, two students elected to study Human Services (nursing) externally in addition to their HSC studies.

All students enrolled in Vocational Education and Training undertook the Work Readiness Program and successfully completed it. The program ensured that students undertaking work placements were aware of the expectations and responsibilities of employers and employment.

In 2014, 100% of year 12 students completing a VET subject for the HSC satisfactorily completed the mandatory 70 work placement hours. Students returned to school after their work placements with very satisfying reports from employers.

50.1% of year 12 students studied one or more VET courses. 100% of all VET students received a statement of attainment towards their Certificate II in their elected vocational field of training.

In addition to achieving theses qualifications Lurnea High School was also represented at the 2014 NSW Sydney Region VET Awards which saw, Omar Chahoud receive an Award for Excellence in Retail.

A Year 12 student working on his major project for Industrial Technology - Timber

In addition to the Stage 6 students undertaking VET frameworks within the school, students at Lurnea High School can choose to undertake additional Vocational Education and Training (VET) delivered by a range of external providers. Coursework is delivered offsite by TAFE or other training providers and the credentials awarded range from Statements of Attainment to a full Certificate 3.

In 2014 10 students undertook study at TAFE (TVET), 5 students studied at Liverpool and Fairfield Hospitals, 1 student undertook an Engineering School Based Apprenticeship (SBA) and 3 students completed School Based Traineeships (SBT) at KFC.

Two students studying at Liverpool and Fairfield Hospitals completed their Certificate 3 in Health Services Assistance and obtained employment as Assistant in Nursing (AIN) in 2014. In addition, our school-based Apprentices and Trainees were equally successful. Three students completed their Certificate 2 in Retail at KFC and one, Maryam Elmir, was recognized with a regional educational qualification, having satisfied Board of Studies requirements for the HSC credential.

In addition, 100% of all Support students (13) that were enrolled in a Board of Studies Life Skills program also attained their Higher School Certificate having satisfied all Board of Studies requirements in these courses.

Year 12 students attaining HSC or equivalent Vocational educational qualification

In 2014, 99.9% of Year 12 students attained their Higher School Certificate or equivalent vocational
award. Jack Boyle who is undertaking a Certificate 3 in Engineering was selected by South West Sydney Institute of TAFE to feature in promotional material for SBAT’s and to speak at promotional events.

**Workforce information**

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

The additional funding provided through the new Resource Allocation Model (RAM) and the Equity loadings for 2014, continued to enable the school to fund additional teaching and non-teaching positions (some fulltime and some part-time) to support a range of needs within the school. These included: a third Deputy Principal (leading and managing the Support Unit and year 7), four Head Teachers – ReConnect, Administration, Student Success and Wellbeing and Focus on Reading, two classroom teachers, one Community Liaison Officer, two School Learning Support Officers and two administrative officers.

**Workforce composition**

<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>10</td>
</tr>
<tr>
<td>Classroom Teacher(s)</td>
<td>42.7</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>0</td>
</tr>
<tr>
<td>Learning and Support Teacher(s)</td>
<td>2.5</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>1</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td>2</td>
</tr>
<tr>
<td>School Counsellor</td>
<td>2</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>21.382</td>
</tr>
<tr>
<td>Total</td>
<td>84.582</td>
</tr>
</tbody>
</table>

The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce.

According to data collected from staff, in 2014 there were two indigenous staff employed at Lurnea High School – one is a permanent member of staff and the other was employed through the Norta Norta program to provide targeted literacy and numeracy support for Aboriginal and Torres Strait Islander students.

**Teacher qualifications**

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

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>100</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>18</td>
</tr>
</tbody>
</table>

**Professional learning and teacher accreditation**

The school’s Teaching and Learning Team coordinate whole school professional learning activities throughout the year. In 2014 the school had 5 School Development Days, 14 staff meetings with a professional learning focus and 4 Executive Mini Conferences. Professional learning across these events had a combination of themes – Focus on Reading and the Super Six Strategies, Classroom Behaviour Management, Writing – content, cohesion, clarity, Speech Therapy Strategies, Accreditation @ various levels, Disability Standards for Education and Psychology in the Classroom.

100% of teacher Professional Learning Plans are linked to school and faculty plans and used for professional conversations between Teachers and their Head Teacher and Executives and the Principal.

**Professional Learning achievements:**

- 70% - 80% of staff consistently reported in the top two categories of satisfaction (indicating “great” or “good”) for all professional learning completed throughout the year and across all levels of professional learning delivered.
- 100% of staff valued the dedicated faculty planning time allocated each School Development Day. Head Teachers used this time to dedicate professional learning linked to faculty goals.
- 100% of staff completed the Disability Standards for Education: NSW DEC professional learning modules which covered the legislative requirements of the Disability Standards for Education, 2005. These modules also covered the legal and professional obligations of all educators to provide equity of access to learning for students with disability on the same basis as students without disability.
• 100% of faculties have used faculty planning
time across the year to evaluate and modify
teaching programs and assessments.
• Two faculties have used faculty planning
time to improve their understanding and
skills with integrating technology into
teaching and learning.
• A majority of faculties throughout the year
have analysed external data (NAPLAN, HSC,
ESSA) and made appropriate modifications
to teaching and learning programs to
address the concerns analysed in the data.
• All four executive mini conferences were
well received and stimulated conversations
and professional learning experiences for
head teachers to lead back at faculty level.

Future Directions 2015
The team’s goals for 2015 are to influence an
increase of staff across the school delivering
professional learning to other staff through
School Development Days, staff meetings and
during faculty meeting time.
In addition, the team wants to see an increase in
the number of Head Teachers leading
professional learning at both whole school and
executive levels.

Teacher Accreditation:
48% of teachers at Lurnea High School in 2014
are New Scheme Teachers. Of this number, 12
staff were seeking accreditation (14%) with a
further 28 staff maintaining accreditation (34%).
This data includes permanent, part time and
temporary staff.

Beginning Teachers
During 2014 the school received additional funds
of $54662.42 to support permanent teachers in
their first two years of teaching. These funds
(which result from the Great Teaching Inspired
Learning reform) enabled six new and beginning
teachers to receive 2 hours per week release
from face to face teaching. In addition, each of
the supervising Head Teachers, gained 1 hour
release from face to face teaching to mentor
their beginning teacher. As well as providing
release time and mentoring opportunities, the
funding was used to provide access to
professional learning opportunities that were
suited to each individual beginning teacher’s
needs.

By utilising these funds beginning teachers had
the opportunity to also attend a variety of
professional development activities and events. These included:
• Programming sessions with faculty Head
Teacher or experienced staff
• Attendance at the Mental Health and
Wellbeing of Young People Conference
• Attendance at the PD/H/PE conference
• Attending at Accreditation at Proficient
Teacher Level Workshops
• Attending Dr Bill Rodgers - Cracking the
Hard Class Behaviour Management workshop
which was an extension to the Dr Bill Rodgers
School Development Day session
• ACARA Planning
• Corporate marking opportunity with
experienced staff from other DEC schools
• Focus on Reading training

These funds enabled all probationary teachers to
achieve accreditation at proficient teacher level
during the year.
The school was also successful in receiving an additional $1215.00 to support temporary teaching staff in gaining accreditation at proficient teacher level. This funding allowed 8 temporary staff members to attend a day workshop presented by the Head Teacher Teaching and Learning where these teachers were provided with the materials and knowledge required to successfully complete their accreditation portfolio.

**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>30/11/2014</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
<td></td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>$335389.70</td>
</tr>
<tr>
<td>Global funds</td>
<td>555761.63</td>
</tr>
<tr>
<td>Tied funds</td>
<td>1443494.31</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>131503.72</td>
</tr>
<tr>
<td>Interest</td>
<td>22298.79</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>40411.06</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td>2528859.21</td>
</tr>
</tbody>
</table>

| **Expenditure**           |            |
| Teaching & learning       |            |
| Key learning areas        | 43664.19   |
| Excursions                | 27505.60   |
| Extracurricular dissections| 95921.36   |
| Library                   | 3862.37    |
| Training & development    | 0.00       |
| Tied funds                | 1033356.68 |
| Casual relief teachers    | 80742.04   |
| Administration & office   | 130149.22  |
| School-operated canteen   | 0.00       |
| Utilities                 | 119877.47  |
| Maintenance               | 79432.03   |
| Trust accounts            | 34868.94   |
| Capital programs          | 0.00       |
| **Total expenditure**     | 1649379.90 |

**Balance carried forward** 879479.31

A full copy of the school’s 2014 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 2014**

In 2014 our Year 7 and Year 9 students sat for the seventh NAPLAN test. While there were some notable improvements in student performance in the standardized tests, growth in Year 9 reading and writing continue to be an area for ongoing focus and improvement.

HSC data, however, showed significant improvement both in individual student achievement and in individual subject overall achievement.

**Academic achievements**

**NAPLAN**

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10.

The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

Year 3: from Band 1 (lowest) to Band 6 (highest for Year 3)
Year 5: from Band 3 (lowest) to Band 8 (highest for Year 5)
Year 7: from Band 4 (lowest) to Band 9 (highest for Year 7)
Year 9: from Band 5 (lowest) to Band 10 (highest for Year 9)

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

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

**NAPLAN Year 7 - Literacy** (including Reading, Writing, Spelling and Grammar and Punctuation)

In 2014, 3.6% of students in Year 7 received the top two bands in reading, 3.8% in writing, 22.2% in spelling and 6.2% in punctuation and grammar. This is a notable increase in a majority of areas compared to 2013 results. Notably spelling increased from 3.8% to 22.2%.

In 2014 there were 54.2% of Year 7 students who achieved a Band 6 or better, and met the state average for reading as well as 57.7% in spelling.
The percentage of students achieving a Band 6 and above in 2014 was 40.1% compared to 37.2% in writing and 69.1% compared to 63.9% in the SSG group.

In 2014, Year 7 students achieved at or above the minimum standard for reading, writing and spelling. The percentages were 68.8%, 72.3% and 76.2% respectively. This is an increase of 3.4%, 13.2% and 10.6% respectively against the 2013 result.

### NAPLAN Year 7 - Numeracy

In 2014 7.6% of students achieved the top two bands for numeracy. The number of students obtaining a Band 8 grew by 1.8% above the school average for the past four years. There was an 8.3% increase in the number of students obtaining a Band 6 in comparison to our school average for the past four years.

84.3% of Year 7 students achieved at or above the minimum standard for Numeracy. This is an increase of 3.4% against the 2013 result.

### NAPLAN Year 9 - Literacy (including Reading, Writing, Spelling and Grammar and Punctuation)

In 2014, 8.6% of Year 9 students in spelling and 12.8% in reading achieved the top two bands. There was a 3.7% increase in reading in students achieving Band 8 and an increase of 7.1% in spelling in students achieving Band 7 compared to the school’s average of the past four years.

The percentage of students in spelling achieving a Band 8 and above in 2014 was 26.67% compared to 22.9% in the SSG group.
NAPLAN Year 9 - Numeracy

In 2014, 63.8% of Year 9 students achieved at or above the minimum standard for numeracy. This is a 10% increase against the 2013 results. There were 17% of students who achieved the top three bands. This is an increase of 3.5% over the school average for the past four years.

The percentage of students achieving a Band 9 and 10 in 2014 was 8.5% compared to 6.8% in the SSG group.

Higher School Certificate (HSC)

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

In 2014, a range of 24 subjects were studied across the Year 12 cohort. 77 students completed their Year 12 HSC in 2014 with increases in the number of students achieving a Band 3 – 11%, Band 4 – 1%, Band 5 – 1% and Band 6 – 2%. A total of 7 Band 6 results were achieved and 11 Band 5 results in a number of subjects. The most outstanding results came from Industrial Technology – Timber and Industrial Technology - Multimedia where students performed above the state average with Band 6 results achieved.

Other outstanding performances came from Information and Digital Technologies, Society and Culture, Community and Family Studies, Hospitality and Visual Arts. In all subjects studied, there was a 9% and 6% reduction in Bands 1 and Band 2 respectively compared to the 2013 HSC results.

The subjects with the greatest improvements were Society and Culture, where 55.5% of students achieved Band 4, Band 5 and Band 6 and Industrial Technology - Multimedia where 3 students achieved a Band 6.
改善我们的学生读写和算术技能仍然是一个重大关注。我们针对四年级的特定项目，专注于课堂支持和个别辅导，继续证明是成功的。6名学校学习支持官员，相当于3.5个职位，支持7至12年级学生的读写和算术需求，受到所有教师的重视。学习和支持教师（LaSTs）继续为四年级和五年级的教师提供支持，包括提供关于四年级和五年级课程设置和评估的指导和建议。

**成就：**
- 65%的四年级课程由学校学习支持官员支持，允许通过额外支持协调学习小组来实现课程差异化。
- 27%的五年级和10%的六年级课程由学校学习支持官员支持。该支持的重点是支持需要学习调整的教师。
- 20%的四年级和五年级学生参加了由学校学习支持官员或学习和支持教师每周提供的个别辅导课程，目标是提高读写和算术技能。结果是66.7%的学生在NAPLAN中实现成长。

**未来方向2015**
- 增加LaST 1.4，以支持在四年级、五年级和六年级建立读写和算术技能。
- 建立教师在为学习需要更多的学生提出合理调整方面的能力。
- 增强学校学习和支持教师的能力，通过他们的参与进行专业学习。

**学校成就记录（RoSA）**
在2014年，97名学生完成了五年级的学习并开始了创建可累积的证书，即他们的RoSA（学校成就记录）。除了需要完成的课程外，学生还可以从另外八个选修科目中选择。

重要的是，在2014年五年级学生在食科技术学习RoSA时，其结果与州级评分模式一致，均有等比例的学生获得A级。RoSA在三个核心领域（英语、数学和科学）的成就表明，它与国家标准对学习的期望是一致的。
that on average 55% students received a grade C or better. This was a notable 4.5% improvement on 2013 data.

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.

Achievements in arts, sport and other school programs

The Visual Arts and Music Faculty continued to foster a culture of creativity and develop student talents. In 2014 the following events and activities were held:

- Excursion to Sydney Symphony Orchestra at the Opera House.
- Count Us In
- School performances in quad
- School band and vocal group
- Students created murals that went on display around the school.
- Danny Al-Suhaier and Hassan Abbas Visual Arts HSC works accepted into the NEXT exhibition at Casula Powerhouse.
- Artworks exhibited at Liverpool Art Society Exhibition, Casula Powerhouse.
- MAD (Music, Art and Dance) Night. Over 200 people attended to see student performances in music and dance as well as an outstanding Visual Arts exhibition.
- Creative Arts Festival, featuring a student talent show in the areas of music, dance and drama.
- Excursions to Biennale of Sydney and ArtExpress amongst other exhibitions.

Wakakirri: 40 students from years 7-11 represented Lurnea High School at the Wakakirri Dance festival. The students displayed outstanding ability in creativity, dance and citizenship, gaining an important place in the finals held at NIDA. The performance focused on “Domestic Violence against Women” and how such violence progresses through a relationship. Our students demonstrated how empowering it is to break free from an abusive situation and become stronger by saying NO. At the finals, our dance group was awarded Best combination of Dance and Drama, Best Projection, Public Speaking award and Best Health Award.

The judges’ comments this year were extremely positive, describing the performance as a
powerful depiction of a real-life health issue. Judges also commented on the power of some of the individual performances within the presentation and how the lighting and projection provided a powerful backdrop for the performance.

**Sport:**
Sport and Recreation maintained its success as an addition to the weekly timetable for a second year running, with all staff and students including Support participating. Achievements in 2014 are outlined below:
- **100%** of students and staff are involved in Sport and Recreation each week.
- 2014 – the 2nd successful year of implementation based on staff feedback.
- **98%** of all students surveyed believe that Sport and Recreation is an important component of the 2014 timetable.
- **99%** of students enjoyed Sport and Recreation.
- **99%** of students believe that Sport and Recreation should stay in 2015.
- Preparing, training and mentoring a new staff member to be the Sport and Recreation coordinator in 2015.
- Sport and Recreation has now gone online and all rolls are web based through Sentral, increasing administrative efficiency.

**Carnivals:**
Once again 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>
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<tbody>
<tr>
<td>12 yrs</td>
<td>Nicole Frank</td>
<td></td>
</tr>
<tr>
<td>13 yrs</td>
<td>Shayla Gibbs</td>
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<tr>
<td>14 yrs</td>
<td>William Constable</td>
<td>Olivia Leighton</td>
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<tr>
<td>15 yrs</td>
<td>Ibrahim Naboulisi</td>
<td></td>
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<tr>
<td>16 yrs</td>
<td>Nathan Mackenzie</td>
<td>Shaya Marsh</td>
</tr>
<tr>
<td>17+ yrs</td>
<td>Ryan McKew</td>
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### Cross Country

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<tr>
<th>AGE</th>
<th>BOYS</th>
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<tbody>
<tr>
<td>12 yrs</td>
<td>Jayden Page</td>
<td>Mayfair Mensah</td>
</tr>
<tr>
<td>13 yrs</td>
<td>Dimitri Geogakopoulos</td>
<td>Sabah Hamze</td>
</tr>
<tr>
<td>14 yrs</td>
<td>Mohamad Derbas</td>
<td>Olivia Leighton</td>
</tr>
<tr>
<td>15 yrs</td>
<td>Ibrahim Naboulisi</td>
<td>Emma Osbourne</td>
</tr>
<tr>
<td>16 yrs</td>
<td>Zehan Majeed</td>
<td>Rawa Sahar</td>
</tr>
<tr>
<td>17+ yrs</td>
<td>Matthew Newman</td>
<td>Aeham Rahma</td>
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</table>

### Athletics

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<thead>
<tr>
<th>AGE</th>
<th>BOYS</th>
<th>GIRLS</th>
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</thead>
<tbody>
<tr>
<td>12 yrs</td>
<td>Steve Mauga</td>
<td>Esther Ropati</td>
</tr>
<tr>
<td>13 yrs</td>
<td>Tyler Hornery</td>
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<tr>
<td>14 yrs</td>
<td>Frans Salman</td>
<td>Olivia Leighton</td>
</tr>
<tr>
<td>15 yrs</td>
<td>Ram Bahri</td>
<td>Alanna McKew</td>
</tr>
<tr>
<td>16 yrs</td>
<td>Sam Timu</td>
<td>Margaret-Grace Spiric</td>
</tr>
<tr>
<td>17+ yrs</td>
<td>Ashikur Raman</td>
<td>Merona Savaiinaea</td>
</tr>
</tbody>
</table>

**Sport and Recreation Sportsman of the Year**
Omar Ramani

**Sport and Recreation Sportswoman of the Year**
Lisa Ho

**Sportsperson of the Year**
Shayla Gibbs

**Dance Award**
Alanna McKew

2014 Swimming Carnival
Other programs:
Partnerships – Sky High and Fast Forward

**UTS - IMC Sky High Program**

The aim of this program is to engage and inspire Year 7-9 students who may be at risk of future disengagement. UTS - Education academic staff and students and school staff collaborate to provide out of class experiences which are linked to engaging school and classroom activities. In 2014 the program involved 5 students from year 8 and 5 students from year 9.

During 2014 year 8 students had the opportunity to participate in a number of events:
- Sydney Observatory – weather study
- Luna Park – Forces and motion
- Oz Harvest – cooking for the homeless and disadvantaged
- Photography – The city by night
- Powerhouse museum

The selected year 9 students had the opportunity to participate in computer coding workshops. Here students experienced the skills required to create a computer app and had the opportunity to work on their own app.

Throughout the program students had the opportunity to listen to staff about their chosen career and the journey they had travelled to get to where they are. Links were made between each event and how that particular event was relevant to school studies. The program has provided students with the motivation necessary to be successful members of our community.

**UWS – Fast Forward Program**

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

The Fast Forward program aims to:
- increase student engagement in learning and inspire them to complete year 12
- develop student confidence, knowledge, skills and educational attainment
- enhance student awareness of post school education opportunities
- promote the benefits of lifelong learning
- improve the participation in higher education

During 2014 selected students from year 9, 10, 11 and 12 had the opportunity to visit a variety of UWS campuses and participate in lecture style activities. The lecturers from UWS also delivered sessions at school to promote student engagement and participation in learning. The program has enabled students to become familiar with university life and see the connection they might have with a tertiary institution after school. The program has also highlighted the variety of paths that students can take to enter university, in particular attendance at UWS College.

**Significant programs and initiatives – policy**

**Aboriginal education**

2014 saw a number of further steps taken in the development and delivery of cultural and educational programs for our Aboriginal students. Chief amongst these was our participation in the UWS led “Field of Dreams” program, which offers students the opportunity to experience university life and encourages them to pursue a tertiary education. Led by Senior Project Officer Jared Hodges, this program, which will continue in 2015, is an inspirational motivation tool allowing LHS students to see, hear and talk with many successful Aboriginal people, as well as promote an awareness of educational and career paths.

In addition, we were able to engage with Liverpool Hospital and Tharawal Aboriginal Corporation to host a series of health workshops run by Liverpool Area Health Service Deputy Director Libby Brown, Project Officer Robby Bell and health worker Gina Sheppard. These sessions provided students with information on the local health services available, as well as useful practical information on living a healthy life. This important association will continue in 2015.

Finally, 2014 saw us work exceptionally hard on developing our own Bush Tucker Garden with the ongoing assistance of Brenden Moore from the Royal Botanical Garden’s Community Greening Program. Students worked extremely hard clearing the designated garden of weeds and non-native plants, laid a new path and planted a range of native plants and trees. They have learned a great deal about plant care, as well as the many uses Aboriginal people have for native plants. Work will continue on this project in 2015.
with the final unveiling to take place as part of the school’s 50\textsuperscript{th} anniversary celebrations.

All of our work has been supported by newly appointed Norta-Norta tutor Tara Roberts. She has continued to work with students in class, providing on-going literacy and numeracy support and coordinating our Learning Hub to assist students with completion of assignments.

**Multicultural education and anti-racism**

**Multicultural education:**
Lurnea High School recognises and celebrates the cultural diversity of our school. The percentage of Language Background other than English (LBOTE) students has declined slightly on the recent past to approximately 67%. Students are now identified as English as an Additional or Dialect (EAL/D) while some of our newest students are identified as students with refugee or refugee-like backgrounds.

The school employs 2 English as an Additional or Dialect (EAL/D) teachers. They work with the Learning and Support Team to provide assistance to EAL/D students with literacy needs across a range of key learning areas.

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

In 2014, Lurnea Intensive English Centre participated in various multicultural activities through the Refugee Transition Program.

The Refugee Transition Program continued in 2014 to provide a number of support Initiatives for students transitioning from an IEC or primary school into mainstream high school classes. The program is designed to assist and support students from families who have settled in Australia for 3 years or less, however the support extends to many other students who have language backgrounds other than English.

Some of these initiatives include:

- Multicultural Playwright Program – including performing at the NSW Multicultural Conference
- Refugee Week Writing Competition
- Homework Centre
- Refugee Action Support (RAS)
- The Welcome Program
- Pathways to Employment Expo Excursion
- ABCN InterAct Optus Mentoring Program

**Pacific Island Programs:**

2014 saw LHS further develop a number of its support projects for our Pacific Islander students. This included the further development of the BEACON program run by Pacific Island Community Liaison Officer (PICLO), Albert Vaka. Albert has been working with groups of students across the school providing mentoring, goal setting and wellbeing support programs targeting mental health and cultural awareness. His skills assist in further adding to the range of wellbeing initiatives offered by LHS to support Pacific Island students. Albert will continue to work with students on Wednesdays throughout 2015.

Additionally, we were privileged to be nominated for an award from UWS for our ongoing involvement in the Pacific Achievement To Higher Education (PATHE) program. This program involves regular visits to the school from UWS PATHE coordinators and student involvement in targeted seminars that focus on university life, academic achievement and cultural expression, seeking to engage and encourage Pacifica students to aim for a University education. While we were not successful in winning the award, it was an honour to be nominated and says much for the benefit of continued involvement in these important projects.

Finally, we had Year 11 student Sam Timu nominated for an award at the annual Pacifca Council of NSW awards, for his individual achievements in rugby league. While Sam was not successful in gaining the award, he continues to contribute positively to both the school and broader community as an athlete and leader.

**Anti-racism:**

**Background**

Lurnea High School currently has three trained Anti-Racism Contact Officers on site, two teachers and an executive member. This group meets regularly to discuss any new resources and the possible implementation of Anti-Racism based programs and events within the school.
calendar. The main calendar event has been the organization and implementation of celebrating cultural diversity through Harmony Day. This has included organizing cultural based workshops, guest speakers, cultural performances, and students sharing their experiences during an assembly and a cultural day.

Findings and Conclusions
Staff and students have increased their awareness and participation in culturally diverse activities including workshops and assembly. Previously Harmony Day and Refugee Week have been incorporated into one single celebration which means that Refugee Week is not adequately represented.

Information on accessing resources to celebrate and discuss cultural diversity was distributed to executive staff and was incorporated into lessons within teaching programs.

Future Directions
In 2015 the ARCO team will review the process of reporting, documenting and dealing with any incidence involving racism within the school environment. This includes presenting this process to the whole school staff and informing parents and students.

The ARCO team will develop and implement a separate celebration of Refugee Week to ensure that the importance of this event is shared with the school community to maintain its integrity and to pay due respect.

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

The focus for each IEP targets different areas according to the student’s year level. For students receiving a support placement in year 7, 2014 the Individual Education Plans were focusing on a successful transition from primary school to high school. The process was implemented when students were in year 6 and all information for each specific student was distributed to staff in both the mainstream and support prior to the beginning of Year 7. The transition workshops increased staff familiarity with the specific needs of new students and assisted in dissipating any anxiety or concerns students had about starting high school in a new learning environment. The information also provided staff with the opportunity to plan and prepare learning experiences according to the needs of the students. In Year 8 and 9 student IEPs focus on areas of learning, developing areas of improvement and encouraging further development in areas of strength. This allows for some students with Support placements to take part in mainstream classes and subject areas. In year 10, 11 and 12 student plans are more focused on developing the student for a successful post-school pathway. This includes work-ready workshops during school time with NOVA Employment, work experience opportunities and the application process for TVET discrete course in Year 11 and 12.

Findings and Conclusions
- 100% of Support students across Year 7-12 received a transition/ review meeting, involving the School Counsellor, Head Teacher Support, Parent/Carer and relevant staff, the focus of the meetings is discussing the placement of students and the success of meeting student needs in their current education environment.
- An increase in active communication and professional dialogue around the individual needs of Support students within the faculty as well as across mainstream staff.
- An increase in Year 11 and 12 students successfully completing TVET discrete courses.
- Every student in all 8 Support classes were regularly individually assessed for their reading fluency, accuracy and comprehension, and classes based according to their levels of ability
- Resources purchased and developed according to the individual needs of students.
• Senior exiting students are connected with a service provider or employment agency according to their needs, securing a successful beginning to their individual post-school pathways.
• All Year 10, 11 and 12 students actively participate in Job Ready work skills workshops facilitated by NOVA Employment.
• Successful implementation of the inclusive welfare and engagement programs in support and mainstream, targeting year 7 and 8.
• An increase in Support students achieving their individual learning goals.
• An increase in Professional Development for Support staff in the development of Individual Education Plans and the development and implementation of SMART goals and interventions.

**Future Directions**

In 2015,

• Support classes will continue to be formed according to student reading levels and Individual Education Plans will be focusing on developing fluency, accuracy and comprehension for each student. This will extend to the individual assessment of numeracy across a common assessment tool and individual and class targets will be based according to student’s needs. The Individual Education Plans will also actively document the behaviour needs of students and strategies and implementations to support those needs.
• Transition programs for Year 6-7 and Senior Transition/Exit planning and Year 7-9 review meetings will continue with adjustments according to students and staff context.
• Staff will be involved in targeting student’s needs in extended meetings focusing on students with the highest needs. Staff will work together to determine each student’s needs and developing strategies and interventions that will assist students in achieving their individual goals. This will include case meetings for targeted students, whereby professional dialogue and sharing of information, across Support and Mainstream staff, will be paramount to the student’s educational success.
• Staff will develop a model that will inform casual and temporary staff adequately of the individual needs of the classes they are teaching within the Support unit.
• Purchasing and developing further resources to enhance student achievement of their individual goals

• Reviewing, planning and developing the physical learning environment to enhance the overall engagement and success of individual students. Allowing the needs of students to be met through alternate learning spaces.

Overall, the Support faculty staff and students will be actively involved in continuing the implementation of processes in place for developing and monitoring Individual Education plans across all year groups, ensuring that they are regularly monitored, reviewed and evaluated according to the needs of each student.

**Significant programs and initiatives – equity funding**

In 2014, and in line with the Local Schools Local Decisions education reform, Lurnea High School received the first phase of the equity funding through the Resource Allocation Model (RAM) in the areas of Aboriginal Background and Socio-economic background.

**Aboriginal background**

Funds received in 2014 for Aboriginal and Torres Strait Island background students were used in two key areas. The first was to employ a Norta Norta tutor for 2 days a week to provide in-class support to identified Aboriginal students requiring additional literacy and numeracy support. The second key area was to use flexible funds to strengthen partnerships between Aboriginal students, their families and local Aboriginal organisations such as Maramali and Tharawal Health services. Funds were also used to increase Aboriginal students’ participation and engagement in learning through cultural enrichment activities at school and in gaining access to externally provided programs.

As stated earlier in this report, the range of actions are not only improving Aboriginal student engagement and connection with the school and their learning success, but is helping foster a more inclusive school culture which we intend on strengthening in 2015 and beyond.

**Socio-economic background**

Lurnea High School has long been supported by Equity funds such as the Priority Schools Program resource and the more recent National Partnership on Low SES school communities program. The Family Occupation and Education...
Index (FOEI) identified a significant percentage of families in the lowest two quartiles of the socio-economic index. The FOEI in 2014 was 162. The RAM Equity loading socio-economic background provided a significant boost to the school’s resources to support students across the school for improved outcomes in learning, engagement and participation.

These funds enabled the provision of specialist teachers and programs for students with identified needs in literacy, numeracy and engagement, the employment of additional executive, teaching and non-teaching staff (such as School Learning Support Officers and school administrative staff), the purchase of a range of digital technologies (iPads, IWBs and laptops) to support increased access to and engagement in learning, the provision of professional learning for teachers in behaviour management strategies, training in the Focus on Reading program, deliver positive changes to school and classroom organisation (through the purchase of Sentral and Edval software), promote increased communication with parents and families (through the purchase of the Skoolbag app), foster increased community participation and engagement in school activities, implement cultural inclusion programs to increase harmony and understanding amongst the student body, improve school-wide cohesion and inclusivity.

The addition of these funds is bringing considerable identifiable, positive change both within the school and beyond the school gates so that the expectations of staff, students and the broader community are being raised to such an extent that the school is experiencing a positive renewal which is leading to positive outcomes for students in a range of areas – academic, social, cultural, civic and sporting.

English language proficiency (EAL/D)

In 2014, EAL/D funds were used to provide ongoing in-class support to increase English language proficiency through the implementation of parallel English classes in years 8, 9 and 10. In addition, professional learning was provided to staff in the use of appropriate pedagogy for EAL/D learners. This is a regular feature of the suite of planned professional learning for teachers each year. Teachers learn to differentiate programs and assessments to ensure EAL/D students can access task requirements and achieve success.

In addition funds were used to employ a specialist teacher with Maths and Science background to support 22 students transitioning from the Intensive English Centre into the mainstream. This action significantly prepared students for stage 6 learning requirements as well as enhanced their understanding of educational and vocational pathways.

Low level adjustment for disability

As stated elsewhere in this report, the funds for low level disability were used to employ School Learning Support Officers to provide in-class support for identified students to enhance their participation in learning and increase opportunities for success. In addition, professional learning was provided for all teachers in how to make adjustments and accommodations for students with additional learning needs. These actions are enabling the school to provide personalised learning support for identified students so that every student has the opportunity to not only access learning, but improve individual participation and engagement in learning.

Other significant programs and initiatives

Middle Years strategy:

2014 saw the continuation of our middle year’s team strategy designed to enhance communication and teaching pedagogy between staff and KLA’s around specific year 7 and 8 classes. Each middle year’s team is made up of 8 teachers. These include 2 LaSTs, 5 teachers from KLA (Maths, Science, English, PD/H/PE and History/Geography) and the middle years’ coordinator. Regular team meetings are conducted on a term by term basis and involve staff engaging in professional conversations on:

• students at risk in their shared class
• comprehension/reading ages
• numeracy levels
• effective teaching and learning strategies
• cross-KLA projects/activities.

During 2014 each middle years team created an end of year project where students worked in groups to complete a cross curricular project. Staff reported that “students were engaged and worked well in groups assigned to them”. In addition, “The group leaders were proactive in
delegating tasks to their teams” and that the students “enjoyed the Project Based Learning tasks and saw the relevance of working across different KLA’s”.

73% of students commented that they learnt more during PBL activities, compared to normal class learning, and 65% percent of students said that they would like more Project Based Learning activities.

The middle years’ team meetings have been productive in fostering a collective approach to student learning and allowed for meaningful professional conversation around student strengths and areas for development.

Environmental Education:

In 2014 Lurnea High School successfully continued their environmental responsibilities as a Sustainable school. This is an indicator of the commitment made to embedding education and ideas about sustainability across areas of learning. Staff and students have actively continued the recycling and waste management program and the school’s involvement in the Climate Clever Energy Savers program.

The Climate Clever Energy Savers program has been extended to include a different group of students through Science faculty programs. The 2014 project involved students from support classes conducting an energy audit of the school, analysing these results and assessing the needs for the school. They then developed a submission to implement a project to assist the school’s energy consumption wastage. In addition, the school worked towards expending funds awarded through council grants to develop the school garden areas and a Support Outdoor Learning Area.

Students involved in the Climate Clever Energy Savers program were successful in developing a proposal to gain funds for a project to be implemented in the school which will assist in the reduction of energy consumption. This project has allowed students to develop their awareness of energy consumption within the school and to further their development in understanding their individual responsibilities towards the protecting the environment and how their contributions can positively impact in a practical way.

As part of the Environmental Grants Program awarded by Liverpool Council, students across Support and Mainstream were actively involved in assessing and redeveloping sections of the outdoor gardens to enhance the physical environment as well as to reintroduce native species in our schools garden areas. This included the protection of some existing native plants.

The school applied for and procured $2500 in the Eco School Gardens grant. This was awarded by Liverpool City Council. The implementation of the project involves the development of a Support Outdoor Learning Area as a cross-curricula program of explicit teaching environmental awareness and the development of the existing Support students’ playground area. This development has allowed for the protection of the existing Jacaranda trees and for the development of native garden beds within the Support Outdoor Learning Area. The development that has occurred as a result of this grant has included student participation and consultation, as well as beautifying a space that will be utilized as an active outdoor alternate learning space, available to the school.

Recycling and waste management programs, will continue and the programs implemented in 2015 act as a foundation to further develop awareness about energy consumption and the environmental impact of waste on the school. This includes successfully applying for the following grants, programs and initiatives for implementation in 2015:

- Eco School Grant project to be finalized and evaluated during Term 1, 2015
- Environmental Team to be established whereby students are actively involved in the awareness and protection of the school environment, this includes the garden, waste management and energy consumption
- Liverpool City Council native plants, whereby the school will receive 50 native plants to be planted on the school grounds.
- Actively seeking grants and being involved in community initiatives that increase students awareness and being responsible citizens of a sustainable environment

Family and community programs:

In 2014, the first Parent and Community Engagement Forum was conducted with the purpose of exploring how well the school engages
with the community and to assess ways to strengthen and improve this important partnership. The workshop involved a representative group of students, teachers and parents to ensure that the three key stakeholders all had a voice and an opportunity to share particular perspectives. A welcome addition to the forum was the presence of the Director, NSW Public Schools, Glenfield Network, Maria Serafim.

The workshop used the Seven Dimensions of Effective Family-School Partnerships to assess the areas that the school was strong in and those that required further development and focus. The seven dimensions include: communicating, connecting learning at home and at school, building community and identity, recognizing the role of the family, consultative decision-making, collaborating beyond the school and participating.

Discussions between the stakeholders identified that dimensions 4 (recognizing the role of the family), 5 (consultative decision-making) and 7 (participating) were areas that required closer attention, particularly dimension 7. Overall participants agreed that the school was in the “building” phase of all the other dimensions which is a very positive sign.

The forum discussion was extensive with great interaction between all three groups. There were lots of suggestions and ideas for increasing parent and family participation in the school, some of which the school has already activated: purchasing the Skoolbag app for more effective and immediate communication, changing the Parent Teacher Night meetings for 2015 by making the interview sessions longer, so that working parents can attend and discuss their child’ learning, adding a new talent/performance event to the school’s calendar in MAD Night.

Feedback from all participants was overwhelmingly positive in strongly endorsing the impact and effectiveness of the forum. Many additional comments were added to the evaluation sheet including “good things about the workshop”, “ways the workshop could be improved” and “valuable messages from the workshop”. The aim is for the school to continue to hold annual forums each year to encourage greater participation by our parents and families. This valuable partnership enables the school to deliver improved outcomes for our students as well as raise the expectations of all stakeholders.

Parent and Community Engagement Forum, 2014

School planning and evaluation 2012—2014

School evaluation processes

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

- Annual school evaluation process of all key projects and initiatives from 2014 School Plan
- Bi-annual cyclic evaluation – in 2014: the TAS faculty and the English, History and ESL faculty
- Executive leadership team conference, reflecting on the school’s journey over the last three years, exploring data (both quantitative and qualitative) and planning the next stage of the school’s continuous journey of improvement
- Staff collaboration and reflection on achievements of current plan with view to planning strategic directions for 2015 – 2017 school planning phase
- Student focus group interviews
- Parent and Community Partnership Forum
- Analysis of a range of data – Naplan, HSC, attendance, truancy, lateness, wellbeing programs
Cyclic Evaluation 1: TAS Faculty

Background
A three day evaluation of the TAS faculty was conducted by the whole school Cyclic Evaluation Team in Term 2, 2014. Along with the Head Teacher, Ron Piccinin, the five member team also comprised: Julie Perkins (Deputy Principal), Rene Cahill (Deputy Principal leading next cyclic evaluation process), Meagan Surmon (Head Teacher English), Ulf Kaiser (Music Teacher) and Nicholas Toovey (Science Teacher).

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

Findings and Conclusions
The TAS faculty is well organised and functioning successfully as a result of outstanding leadership. Clear and inclusive communication exists and decision making procedures are transparent, fair and equitable. Roles and responsibilities are shared across the members of the faculty.

Students are well engaged in learning in the subjects taught in the TAS faculty and feel the curriculum delivered is both relevant and important. The classroom learning environments are outstanding and are to industry standard. Students thoroughly enjoy lessons delivered and are well trained in expectations, procedures and roles and value and understand the safety requirements in practical settings. Project based learning is utilised to enhance the teaching and learning taking place in all classroom settings.

Teaching programs are in place in all context areas taught by the TAS faculty and reflect current DEC and BOSTES requirements. Class time is used to ensure that students are given and equitable opportunity and adequate time to complete assessments tasks. Feedback, both written and verbal is provided to students to identify the areas of strength and weakness in tasks submitted.

Future Directions
The faculty has been advised to reassess the physical spaces of the classrooms and address issues that may have an impact on teaching and learning, such as excessive heat.

A whole school evaluation of the structure of the bell times and timetable structure will also take place to assist in the possibility of additional double periods for practical subjects or longer single period lessons.

Teachers are also encouraged to enhance theoretical lessons through the use of a wider range of teaching strategies. A teacher professional learning focus on the use of Smartboard technology will also assist in making lessons more engaging for students.

Finally, the faculty has been asked to review the current programming pro forma used to ensure a consistent model is used across the faculty context areas.

Cyclic Evaluation 2: English, History and ESL Faculty

Background
A five day evaluation of the English/History and ESL faculty was conducted by the whole school Cyclic Evaluation Team in Term 4, 2014. Along with the Head Teacher of the faculty, Meagan Surmon, the six member team also comprised of: Rene Cahill (Leading Deputy Principal), Julie Perkins (Deputy Principal), Peter Zegiel (Head Teacher Mathematics), Nicholas Toovey (Science Teacher), John Kolesnyk (TAS Teacher) and Nancy Dennaoui (PDHPE Teacher).

The focus areas of the evaluation were Leadership/Management/Organisation, Teaching and Learning and Implementation of the National Curriculum. The following findings and conclusions and future directions are based on the results of student interviews, staff interviews, parent phone calls, lesson observations and clarification discussions with the Head Teacher English/History.

Findings and Conclusions
The English/History faculty is the largest and most complex faculty in the school. The faculty is functioning successfully due to outstanding faculty leadership. Students and parents value the learning that is taking place and feel that it is both relevant and important. Positive relationships exist between teachers and strong
The rapport that teachers build with students is clearly evident.

The Quality Teaching Framework is embraced and embedded in the teaching and learning that is taking place in the classrooms in the English/History/ESL faculty. Students thoroughly enjoy their lessons and discipline issues are minimal. Stage 6 students expressed an outstanding level of satisfaction in the learning experiences offered and the opportunity to prepare for the HSC.

The mandatory implementation requirements of the National Curriculum have been met and exceeded by the English/History faculty. Programs have been written utilising a consistent format and include a variety of teaching strategies and engaging learning activities.

A wide variety of strategies are used to assess student learning in the English/History/ESL faculty. Tasks are well written and provide clear direction for the students to understand what they are required to produce. Both written and verbal feedback is given by teachers to ensure students understand how they can further improve.

**Future Directions**
The faculty has been advised to undertake a thorough stock take of all reading materials and develop a borrowing system to ensure students are able to take texts home for further study.

Teachers have been asked to ensure they are utilising the Sentral system for roll marking purposes to ensure accurate records of student attendance are kept. Teachers who are sharing classes have also been asked to review communication procedures to ensure consistency in the learning sequence for students.

The school will conduct a maintenance review of all classrooms in the English History faculty to ensure that issues such as excessive heat are addressed to enhance the teaching and learning taking place.

The faculty has been encouraged to implement a teacher professional learning focus on the use of Smartboard technology, to ensure that devices are being utilised in a more interactive way.

Finally, a review of current assessment procedures relating to in-class tasks will be undertaken by the English/History faculty to ensure that there is consistency in judging student performance on semester reports.

**Learning and Support**

**Background**
The school Learning and Support team is made up of 1 Deputy Principal who coordinates the team, 2 Learning and Support teachers, 6 part-time School Learning and Support staff, 2 ESL teachers and 1 school counsellor. The team is responsible for discussing student learning needs, designing relevant courses of action and implementing this action for students who have been identified as requiring adjustments and accommodations for their learning.

**2014 Achievements**
- 48 individual students were referred, discussed and relevant action implemented by the learning and support team
- Of the relevant action taken, 6 students were IQ assessed by the school counsellor
- Of the relevant action taken, 10 Access Requests were submitted to region for consideration at panel placement
- Of the Access Requests submitted for individual students, 100% of these students were offered and accepted a placement in an appropriate, alternative education setting
- Of the relevant action taken, 3 students were placed on Life Skills and were reported on against the Life Skills outcomes
- The team dedicated Term 1 to observing student learning and testing the literacy and numeracy ability for 100% of Year 7 students. From these observation and testing results, 17 students in Year 7 were identified as requiring additional learning adjustments and 4 of these were placed in a support unit by the end of the year.
- The Learning and Support team participated in the Nationally Consistent Collection of Data on School Students with Disability 2014 for the second year. The team through more refined processes identified 95 mainstream students and 84 support unit students.
- Of the 95 students identified in the mainstream with disability, the team reflected that 2 of these received extensive adjustments made to their learning, 6 received substantial adjustments, 78 received supplementary adjustments and 9 received no adjustments made to their learning.
84 students identified in the support unit, all students have extensive adjustments made to their learning.

4 members of the team completed the online Understanding Autism Spectrum course which extended the knowledge and understanding of students with Autism required to support classroom teachers across the school with Autism students in mainstream classes.

Future Directions 2015
The Learning and Support team in particular the Learning Support Teachers to professionally develop staff through a range of workshops on how to make modifications to teaching and learning tasks.

100% of faculty assessment tasks are reviewed by an allocated Learning and Support Teacher for the purpose of modifications for students with additional learning needs.

60% of the team participate in another online course targeting another area of learning needs e.g. language or reading delays.

The Learning and Support team to prioritise those students currently receiving supplementary adjustments and consider further adjustments for the higher needs students.

The Learning and Support team to continue developing IEPs for those students on learning adjustments.

The Learning and Support team to continue taking relevant action and submitting applications for students who require additional funding for support or an alternative educational setting.

Evidence of achievements in 2014:

Achievements for year 7 in 2014 were a highlight with 84.9 % of students achieving at or above national minimum standard in reading and 72.3% in writing.

Numeracy data for year 7 in 2014 was another highlight showing that 84.3% of students achieving at or above national minimum standard.

Strategies to achieve these outcomes in 2014:

Maintain employment of an additional Deputy Principal to lead the Learning and Support team, the SLSO program and the new weekly Speech Pathology program.

Employ a Head Teacher Focus on Reading to lead the continuing professional learning program to enhance staff use of the Super 6 reading strategies.

Maintain the SLSO program of targeted support for identified year 7 and 9 students achieving at or below national minimum standard.

Purchase resources for the Focus on Reading program. (Teaching and professional learning resources).

Implement professional learning on the K-10 Literacy Continuum.

Engage services of a Speech Pathology program (2 days per week)

Develop and implement a stage 4 – 5 Numeracy Challenge strategy through the Maths faculty.

Continue professional learning on the K-10 Numeracy Continuum.

Maintain the middle years’ strategy where year 7 and 8 Maths teachers use SMART data to develop explicit teaching strategies in numeracy.

Maintain the Numeracy Challenge strategy as per current School Plan.

School planning 2012-2014:

School priority 1
Literacy and Numeracy

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

School priority 2
Student Engagement and Attainment

Outcomes from 2012–2014

• Improved overall student engagement through challenging, flexible learning experiences, quality transition programs and strengthened community engagement
• Improved overall student attainment levels in all HSC courses
• Improved student attendance
• Enhanced student well-being
Evidence of achievements in 2014:
- The data for attendance shows a sustained increase every year since 2012 to a 43% improvement compared to the number of lost educational days due to absenteeism in 2011.
- Truancies declined by 51% in 2014.
- Suspensions have also steadily declined over the past three years resulting in a 33% reduction in the number of suspensions since 2011.
- Student enrolments increased for the first time in three years.
- As stated elsewhere in this report, 2014 saw sound improvement in overall student attainment in many HSC courses.
- Sustained positive feedback from students across 7-12 in relation to a range of engagement programs and initiatives accessed and participated in throughout 2014 including: Social Inc (joint mainstream and support mentoring initiative), High Resolves (global citizenship program for year 8 and 9), Wakakirri Dance, stage 5 Small Engines course, the MAD Night, Creative Arts festival, weekly Sport and Recreation, SRC leadership and fundraising, Growth Coaching and mentoring.
- 100% of year 12 students state their access to and daily use of the Learning Centre strategy as a significant positive influence on their HSC progress in 2014.

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

School priority 3
Leadership and Management

Outcomes from 2012–2014
- Strengthened leadership and management capacity of all staff to drive continuous school improvement
- Increased capacity of all staff to meet the needs of a culturally diverse community

Evidence of achievements in 2014:
- 38% of staff (non-executive level) have participated in leadership opportunities through the Executive Mini Conference forums each term compared to 34% in 2013.
- Increased the number of teachers trained in the Focus on Reading program in 2014 by 5.
- The Cyclic Evaluation team trains 3 new non-executive staff each year in leading aspects of KLA evaluation processes. All KLAs have developed a second-in-charge program to build leadership capacity in leading and managing faculty business.

Strategies to achieve these outcomes in 2014:
- Maintain the Executive Mini Conference forums for leadership development.
- Expand the Leadership Project program for aspiring leaders.
- Maintain the bi-annual cyclic evaluation process.

School priority 4
Curriculum and Assessment

Outcomes from 2012–2014
- Improved implementation of a broad, relevant and inclusive curriculum
- Improved alignment between the implementation of curriculum, professional learning and student learning needs with the School Plan
Evidence of achievements in 2014:
- Increased implementation of project-based learning models across stage 4 classes
- Increased pathways to TaFE and apprenticeships for identified students leading to development of Transition Adviser position for 2015
- 100% of teacher Professional Learning Plans aligned to the priorities of the current School Plan
- Review by every KLA of Year 8 assessment tasks in terms of language, form and content, success criteria and feedback. This is leading to a further exploration and review of school-wide assessment strategies for 2015.

Strategies to achieve these outcomes in 2014:
- Implement project-based learning training for all stage 4 teachers through the middle years’ pro
- Provide time for teachers to develop project-based learning models
- Purchase resources for a SOLE resource box to support project-based learning
- Review assessment strategies to assess stage appropriate levels of language, form and content and success criteria and feedback.
- Implement PLPs for every teacher, aligned to the current priorities of the 2014 School Plan, ensuring collection of evidence to support progress on goals.

Parent/caregiver, student, and teacher satisfaction

In 2014, the school sought the opinions of parents, students and teachers about the school.

Their responses are presented below.

As has been the case since 2012, in 2014 feedback from staff indicated 100% satisfaction with the direction of the school in terms of the priority areas in the School Plan. Staff consistently rated professional development strategies throughout the year as being of high relevance to their daily work as teachers. Staff again commented that decision making was more transparent and that there were regular opportunities for staff to be included in planning and vision setting. 100% of staff have begun contributions towards the next three year planning phase with draft suggestions being compiled for the development of our three Strategic Directions for 2015 – 2017.

Parents have also continued to comment that they value being included in the decision making processes and that the school is welcoming to parents and families throughout the year. Once again, parents rated the after school Homework Centre highly and are effusive in their comments about the excellent opportunity this facility provides their sons and daughters.

The inaugural Parent and Community Engagement Forum held during the year was very well received by parents, staff and students. The aim of the forum was to engage representatives of the three key stakeholder groups in deep reflection on the strengths of the school’s methods for engaging with the community and on ways to improve and strengthen this important partnership. One outcome of the forum has been the introduction of the new Skoolbag app as a 21st century tool for communicating more effectively with parents and carers.

Parents also highly value the school’s focus on literacy, numeracy HSC improvements and general school-wide engagement. There was strong endorsement of the additional support structures the school implements for students with additional learning needs. In addition, parents once again commented positively on the inclusion of the new Sport and Recreation program into the weekly timetable and stated that the new Code of Conduct underpinned by the shared values of respect, responsibility, fairness, tolerance and understanding was making a difference to the way the community perceived the school and the way their children talked about the school and the atmosphere for learning and success. The final endorsement parents provided was in their positive support for the implementation of a new school uniform for junior students. Parents praised the style and look of the new uniform (for gradual implementation in 2015) and joined the majority of students in stating the uniform would raise self-esteem and personal expectations for success.

Plans are in place to invite family and community feedback about the school’s progress over the 2012-2014 period so that the next three year horizon can build on the achievements of the past three years. In addition, the school will celebrate 50 years within the public education domain in 2015. This will provide another important forum for assessing community satisfaction.
Future Directions 2015-2017 School Plan

NSW DEC is implementing a new school planning process for 2015-17. The new plan will be published on the school’s website from the beginning of Term 2 2015.

School planning processes

Our planning processes have included all stakeholders in quality conversations, reflections and analysis of a range of data in developing our three new Strategic Directions for the period of 2015 – 2017.

Methodologies used include:
- Annual school evaluation process of all key projects and initiatives from 2014 School Plan
- Bi-annual cyclic evaluation data over three years
- Principal leadership of feedback to the school community on the outcomes of the 2012 – 2014 School Plan – where we were and where we are now (including supporting evidence)
- Executive leadership team conference, reflecting on the school’s journey over the last three years, exploring data (both quantitative and qualitative) and planning the next stage of the school’s continuous journey of improvement
- Staff collaborate and reflect to develop common purpose, shared vision and strategic directions
- Student focus group interviews
- Parent and Community Partnership Forum

Strategic Directions 2015-2017

1. Learning, Creativity and Engagement

Purpose Statement: Learning, creativity and engagement are the foundation elements for the continuing improvement and achievement of every student.

These elements also represent the key drivers for promoting a culture of high expectations and inclusivity in an environment where success and excellence are nurtured and celebrated. Learning for students must be purposeful, accessible, connected and relevant. Creativity is encouraged in both the delivery of meaningful learning experiences as well as in the modes through which learners demonstrate their knowledge, understanding, skills, values and attitudes. Engagement in and through the learning process is important for progress and achievements to be made.

2. Relationships, Wellbeing and Resilience

Purpose Statement: Positive, respectful relationships are fundamental in our teaching and learning environments. The wellbeing of students and staff are additionally important for the continuing growth and improvement of the school.

Establishing and maintaining relationships with external agencies and creating access to community resources connects students to a range of support and opportunities beyond the school and strengthens individual and collective resilience in meeting the challenges and complexities that arise in the 21st century. Acknowledging, celebrating and rewarding student and staff achievements in academic, sporting, cultural, creative, civic and sporting areas further enhances the overall positive climate of the school.

3. Leadership, Professional Development and Capacity Building

Purpose Statement: The professional growth of teachers in a collaborative, supportive environment is essential in moving the school forward and achieving improved outcomes and life-opportunities for our students.

Building the capacity and leadership skills of staff through the provision of innovative practices, negotiated and individualised support, team work and ongoing reflection and feedback are key elements to ensuring the continuing growth and ongoing development of our teachers.

Dance students performing at MAD Night
Looking Ahead to 2015

50th Anniversary Celebrations
We are excited to announce that planning is underway for the school's 50th Anniversary celebrations in July/August 2015!

The three-day celebrations will begin on Friday July 31 with a formal assembly and burial of a time capsule, followed by a Commemorative Dinner at Liverpool Catholic Club (for up to 500 guests) on Saturday 1 August and concluding with a family friendly Open Day on Sunday 2 August from 10 am – 2.30 pm.

Students, staff and families will be able to purchase a commemorative brick paver with individual or family names for the specially designed Commemorative Pathway. In addition, a Commemorative Magazine and other LHS memorabilia will be available to purchase.

Our on-line booking and information links were ready before the end of the 2014 year. Interested former and current families, students and staff are invited to check out the 50th Anniversary Facebook site for further information.

ANZAC Commemoration
2015 will not only mark an exciting year in the history of the school but it will also mark an important moment in the history of the Australian nation. In April, the nation will celebrate and recognise the 100th anniversary of the birth of the ANZAC legend and the Gallipoli landing.

This is an important milestone in the social, political, spiritual and military history of the country and a significant event that impacted, and continues to impact, on the lives of many Australians and many towns and cities across the country.

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

Jenny Holland, Principal
Jim Samphier, Deputy Principal
Julie Perkins, Deputy Principal
Rene Cahill, Deputy Principal
Peter Zegiel, Head Teacher Maths
Ashley Cullen, Head Teacher Teaching and Learning
Ahmad Dandachli, Head Teacher Administration and Sport and Recreation Coordinator
Tim Jacobs, Careers Adviser
Annette Ollerton, Community Liaison Officer
And members of the school’s annual Evaluation team including executives, teachers, SRC coordinator and other program managers and leaders.

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