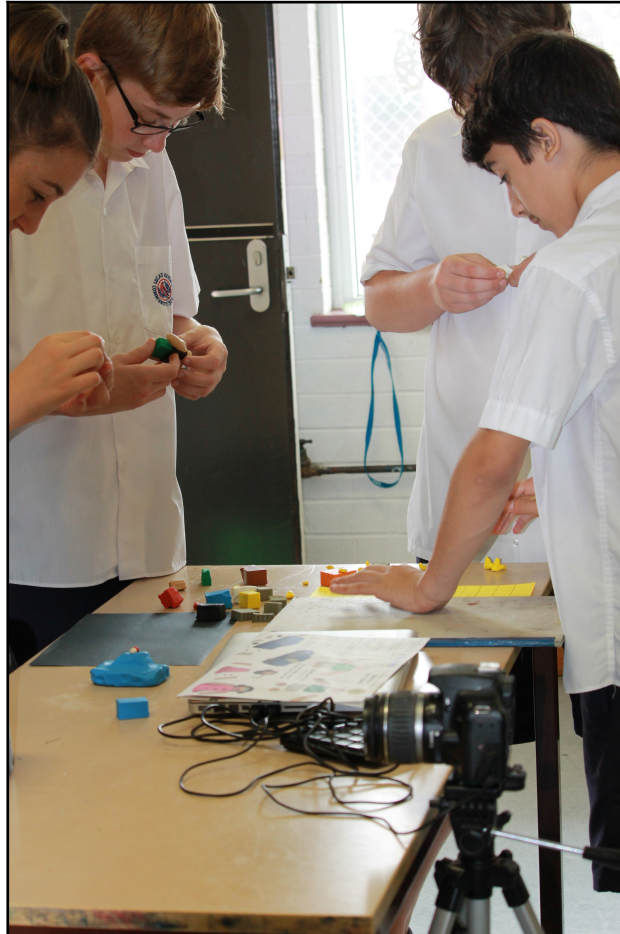


# Lucas Heights Community School Annual Report



2016



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## Introduction

The Annual Report for **2016** is provided to the community of **Lucas Heights Community School** as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

Lucas Heights Community School provides a structured and supportive learning environment which maximises student achievement. 2016 has been a successful year for Lucas Heights Community School. Our students are engaged and thriving. The Learning Commons and plans for expansion of futures learning to K–6 continues the school's focus on 21st century learning.

KidsMatter (K–6) and MindMatters (7–12) wellbeing programs support students and the school's well being procedures.

Student opportunities abound and the school has achieved success in PSSA, CHS sport, and cultural activities such as dance, drama and music.

Students, parents, teachers and members of the wider school community hold Lucas Heights Community School in high regard. The school has a focus on Literacy and Numeracy as a Bump It Up school.

Janice Gooden

Principal

### School contact details

Lucas Heights Community School

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Barden Ridge, 2234

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# School background

## School vision statement

LHCS values community cohesion in creating a safe and caring environment. Our focus on learning, wellbeing and leadership aims to produce resilient global citizens. We instil in students the skills and enthusiasm for lifelong learning and living sustainably. LHCS is a lighthouse school achieving educational excellence in an inspirational and innovative environment.

## School context

LHCS is situated on the Sutherland Shire's western plateau bounded by the Woronora and Georges Rivers. We provide a unique educational setting with 750 students from Kindergarten to Year 12, including students enrolled in the support unit. Students are drawn from a wide radius and have access to spacious grounds, state of the art technology, sporting facilities and innovative learning commons. LHCS is a member of the Community of Schools Between the Rivers, applying joint strategies for student success in achieving the school's priorities.

The school nurtures the wellbeing of students through extensive leadership and learning opportunities. We challenge our students to excel and we provide diverse opportunities for them to develop and display their gifts and talents.

LHCS has a highly regarded teaching staff who promote a strong partnership with the community. Parents share our high expectations and are encouraged to be active participants within the P&C.

# Self-assessment and school achievement

## Self-assessment using the School Excellence Framework

### Learning Elements

#### Learning Culture – Sustaining and Growing

- There is demonstrated commitment within the school community to strengthen and deliver on school learning priorities.
- Positive, respectful relationships are evident among students and staff, promoting student wellbeing and ensuring good conditions for student learning.
- Well-developed and current policies, programs and processes identify, address and monitor student learning needs.

#### Wellbeing – Sustaining and Growing

- The school consistently implements a whole-school approach to wellbeing that has clearly defined behavioural expectations and creates a positive teaching and learning environment.
- Quality teaching and professional practice are evident in every learning environment, providing students with opportunities to connect, succeed and thrive that are relevant to their stages of learning and development.
- Students care for self, and contribute to the wellbeing of others and the wider community.

#### Curriculum and Learning – Sustaining and Growing

- Curriculum provision is enhanced by learning alliances with other schools and organisations.
- The school actively collects and uses information to support students' successful transitions.
- Teachers involve students and parents in planning to support students as they progress through the stages of education.
- There are systematic policies, programs and processes to identify and address student learning needs.

#### Assessment and Reporting – Sustaining and Growing

- The school has developed explicit processes to collect, analyse and report internal and external student and school performance data.
- Student reports contain detailed information about individual student learning achievement and areas for growth, which provide the basis for discussion with parents.
- Students use assessment and reporting processes to reflect on their learning.
- The school has analysed school performance data and a range of other contextual information and is aware of trends in student achievement levels. Parents have an understanding of what their children are learning and receive regular information to support progression to the next level.

## **Student Performance Measures – Delivering**

- The school achieves value-added results.
- Students are at or above national minimum standards on external performance measures.
- Students are showing expected growth on internal school performance measures.

## **Teaching Elements**

### **Effective Classroom Practice – Sustaining and Growing / Excelling**

#### Sustaining and Growing:

- Teachers regularly use student performance data and other student feedback to evaluate the effectiveness of their own teaching practices.
- Teachers provide explicit, specific and timely formative feedback to students on how to improve.

#### Excelling:

- Teachers regularly use student performance data and other student feedback to evaluate the effectiveness of their own teaching practices.
- Teachers provide explicit, specific and timely formative feedback to students on how to improve.

### **Data Skills and Use – Delivering / Sustaining and Growing**

#### Delivering:

- Teachers analyse and use student assessment data to understand the learning needs of students.
- The school's professional learning builds teacher skills in the analysis, interpretation and use of student performance data. • Data analysis informs the school's learning goals and monitors progress towards them.
- School analysis of student performance data is provided to the community on a regular basis.
- The school leadership team regularly uses data to inform key decisions.

#### Sustaining and Growing:

- Teachers incorporate data analysis in their planning for learning.
- Assessment instruments are used regularly to help monitor student learning progress and to identify skill gaps for improvement.
- The school leadership team engages the school community in reflecting on student performance data.

### **Collaborative Practice – Sustaining and Growing**

- Teachers work together to improve teaching and learning in their year groups, stages, faculties, or for particular student groups.
- Teachers provide and receive planned constructive feedback from peers, school leaders and students to improve teaching practice.
- Processes are in place to provide formal mentoring or coaching support to improve teaching and leadership practice.
- The school identifies expertise within its staff and draws on this to further develop its professional community.

### **Learning and Development – Delivering / Sustaining and Growing**

#### Delivering:

- Teachers participate in professional learning targeted to school priorities and their professional needs.
- The school has effective professional learning for induction, teaching quality, leadership preparation and leadership development.
- The school has processes in place for teachers' performance and development.
- Beginning and early-career teachers are provided with targeted support in areas of identified need.
- Analysis of the teaching team identifies strengths and gaps, with succession planning in place to build staff capabilities and recruit staff with particular expertise to deliver school improvement targets.

#### Sustaining and Growing:

- Teachers actively share learning from targeted professional development with others.
- There is a particular focus on improved teaching methods in literacy and numeracy, with professional learning activities focused on building teachers' understandings of effective teaching strategies in these areas.
- Teachers are actively engaged in planning their own professional development to improve their performance.

## **Professional Standards–**

## Delivering / Sustaining and Growing

### Delivering:

- Teachers understand and implement professional standards and curriculum requirements.
- Staff attainment of professional learning goals and teaching requirements are part of the school's performance and development processes.
- The school has a culture of supporting teachers to pursue higher-level accreditation.
- Teachers are committed to their ongoing development as members of the teaching profession.
- Teachers demonstrate currency of content knowledge and teaching practice in all their teaching areas.

### Sustaining and Growing:

- Teachers demonstrate responsibility, adaptability and ethical practice in working towards the school's goals.
- Teachers work beyond their classrooms to contribute to broader school programs.

## Leading Elements

### Leadership – Delivering

- Parents and community members have the opportunity to engage in a wide range of school-related activities.
- The school community is positive about educational provision.
- The school is committed to the development of leadership skills in staff and students.
- Links exist with communities of schools, other educational providers and other organisations to support the school's programs.
- The school's leadership strategy promotes succession planning, distributed leadership and organisational best practice.

## School Planning, Implementation and Reporting –

### Delivering

- Staff, students, parents and the broader school community are welcomed and engaged, when possible, in the development of the vision, values and purpose for the school.
- The three-year school plan has annual iterations focused on achieving identified improvements.
- The school articulates a commitment to equity and high expectations for learning for each student and is responsive to changing needs.
- The school plan aligns to local and system priorities and ensures responsiveness to emerging needs.
- An evidence base, drawn from the collection and analysis of learning and development data, is used to review performance annually.
- Planning and implementation includes processes for resource allocation, professional learning, performance monitoring and reporting.
- The school acknowledges and celebrates a wide diversity of student, staff and community achievements.

## School Resources –

### Sustaining and Growing

- Workforce planning supports curriculum provision and the recruitment of high quality staff.
- Strategic financial management is used to gain efficiencies and to maximise resources available to implement the school plan.
- Physical learning spaces are used flexibly, and technology is accessible to staff and students.

## Management Practices and Processes – Delivering

- The school leadership team communicates clearly about school priorities and practices.
- Administrative practices effectively support school operations and the teaching and learning activity of the school.
- Accountability practices are tied to school development and include open reporting to the community.
- The school leadership team creates an organisational structure that enables management systems, structures and processes to work effectively and in line with legislative requirements and obligations.
- All school staff are supported to develop skills for the successful operation of administrative systems.

## Strategic Direction 1

### Learning

#### Purpose

Developing learning and refining programmes that explicitly encourage personal growth and recognise success through the provision of opportunities for students, staff and parents to collaborate and share their experiences as they develop into creative lifelong learners.

#### Overall summary of progress

Through a variety of curriculum and learning environment measures, steady progress has been made within this strategic direction.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Develop innovative ICT use integrated across all stages and encompass all aspects of learning and communication.	<p>BYOD implemented 3–12.</p> <p>All staff surveyed to establish professional learning needs around technology. This was used to develop professional learning sessions throughout 2016 to meet staff needs. Follow up evaluation surveys provided data on the effectiveness of these sessions.</p> <p>K–6 were provided with professional learning by experts from a local Apple store and as a result, were encouraged to utilise iPad apps in everyday classroom use.</p> <p>All students in classes years 3–6 visited the Apple store for further learning opportunities.</p> <p>A number of students across the school have been empowered to take on leadership roles in technology to assist both teachers and students.</p>	\$2000
Implement Pre–12 curriculum transition frameworks to consolidate commonality of language, initiatives and programs for the whole school community. This includes developing staff, student and community cohesion to enhance learning and connectedness within the school community.	<p>SMART data analysed to track student achievement and valued added scores.</p> <p>Stage 6 Cross–Curricula Program –Sustainability and Environmental Education implemented with a focus on Project Based Learning.</p> <p>Formation of the K–12 Literacy Committee to enhance teaching and learning across the school. Staff training occurred around the continuums K–10.</p> <p>K–6 staff regularly entering and analysing PLAN data to inform everyday teaching practise.</p> <p>7–12 teachers participated in a professional development evening focused on teaching and learning in literacy across the curriculum.</p> <p>Community survey developed and distributed to families about their views on communication avenues from the school.</p>	<p>\$2000</p> <p>\$11500</p> <p>\$1400</p>

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<p>Implement Pre–12 curriculum transition frameworks to consolidate commonality of language, initiatives and programs for the whole school community. This includes developing staff, student and community cohesion to enhance learning and connectedness within the school community.</p>	<p>All K–12 executive staff completed training in the use of Business Intelligence (BI).</p> <p>Ongoing evaluation of yearly K–6 scope and sequences for all areas of the curriculum.</p> <p>K–12 staff participated in a development day where the focus was – ‘What’s Happening at LCHS’ – to consolidate commonality of language, initiatives and programs for the whole school community.</p> <p>Quality Teaching Successful Students (QTSS) staffing allocation was used to provide teachers with instructional leadership for ongoing improvement in English – particularly L3 and Writing in years 3–6.</p> <p>School selected to be a part of the Bump It Up initiative. K–12 committee developed to analyse SMART data from 2015 and 2016 to uncover areas of need for middle performing students in English and Mathematics in years 3, 5, 7 and 9. Executive Staff attended inservicing on evaluation essentials. Comprehension was decided upon as the focus for K–10. Lucas Heights was successful in having the opportunity to train in Focus On Reading in 2017. 7–12 developed a package for teachers and students to work through as part of REAL.</p>	
<p>Build Learning Commons to foster independent learning in innovative educational settings.</p>	<p>Statistical analysis of library usage pre and post Learning Commons renovation and conversion. Evaluation occurring on a regular basis.</p> <p>Learning commons utilised after school for study purposes.</p> <p>Regular use of Learning Commons for K–6 lunch club for social skills development.</p>	41,200

## Next Steps

In 2017, as funds allow, further futures learning initiatives will occur particularly in becoming an ET4L school and proposed renovation of K–6 Library space to mirror the 7–12 Learning Commons area.

K–12 Literacy and Numeracy committees will be further strengthened and embedded into the school's learning framework via the Bump It Up initiative to deliver the Premier's Priorities. Focus on Reading, L3 and the Super Six reading strategies will be further embedded within practice. Maths Online resource delivery and trialling to occur within 2017.

## Strategic Direction 2

### Wellbeing

#### Purpose

Fostering community safety and wellbeing through enhancing connections with the school to develop positive citizens who realise his or her own abilities, can cope with the normal stresses of life, can work productively and fruitfully and contribute to his or her community.

#### Overall summary of progress

Through proactive steps, school culture continues to improve. Achievements have been made through attendance monitoring, Kids Matters and Mind Matters initiatives.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Increased attendance.	Data has indicated increased attendance with a reduction in partial attendance.	n/a
Decrease in suspension numbers.	While the suspension numbers have not decreased, some contributing factors have been identified.  Some students with disability due to our large support unit; and individuals with complex issues have accounted for the majority of these suspensions.	n/a
Reduction of reported negative incidents.	The number of reported negative incidents has reduced over 2016.	n/a
Increased awareness about wellbeing. Improved relationships within the community	Implementation of Kids Matters K–6 and Mind Matters Frameworks through teacher professional learning and education outreach to P&C has seen increased awareness of wellbeing in the school community.	\$5000

#### Next Steps

Monitoring of attendance through online sign in and roll marking using Sentral will continue, supported by timely interventions with families and making appropriate use of Departmental and local resources.

A whole school focus on proactive strategies in wellbeing and discipline through Kids Matters and Mind Matters will be balanced by the requirement for a safe and supportive learning environment.

Continued emphasis on bolstering relationships and links with our community through the P&C and local businesses.



## Strategic Direction 3

### Leadership

#### Purpose

Developing leadership by increasing opportunities for the community and ensuring continual improvement in the quality of teaching through professional learning, accreditation and leadership opportunities.

#### Overall summary of progress

Progress in this area has been strong for both staff and students. Both staff and students have gained leadership opportunities through the year.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Increase in the number of; staff responding to EOI'S, teachers seeking accreditation at higher levels, staff engaging in professional learning, staff sharing professional knowledge and leadership opportunities available to applicants.  Increased number of staff seeking promotion.	Several staff have achieved promotion positions within the school and at other schools through merit selection processes.  All staff actively engaged in whole school, faculty, stage related professional learning throughout 2016.	n/a
Increase in the data set, IT and PDF documentation.	Staff actively using Sentral to record information data.  PDFs stored securely on school server.	n/a
Improved results as evident in the evaluation of SMART data.	Relevant faculties evaluated SMART data to inform teaching learning practice.	n/a
Positive learning statements as reflected in the Tell Them from Me Survey.	Use of data from survey to develop learning statements tailored to language of KidsMatter Strategy.	n/a
Increase in the number of students representing the school.	Students K–6 and 7–12 represented the school in leadership roles through SRC activities and as ambassadors through activities such as sport, debating and public speaking.	\$500
Increase in the number of community members engaging with the school.	Strong relationships developed with community members through parent professional learning activities, school carnival, P&C meetings, parent helpers. Sporting activities, school activities such as open nights, Education Week. Preschool involvement.	n/a

#### Next Steps

In 2017, plans exist to build upon the success of 2016 in professional learning for staff, leadership opportunities for students and engagement with the local community. The extremely successful carnival promoted a positive community spirit while raising funds for the educational service delivery of the school.

Key Initiatives	Impact achieved this year	Resources (annual)
<b>Aboriginal background loading</b>	<p>Improved links with Aboriginal community;</p> <p>Learning and Support afternoon tea held with consultation.</p> <p>Personalised Learning Pathways plans were created and enacted for indigenous students.</p> <p>Provided Individual Scholarship monies for a senior student, and monies provided towards literacy and numeracy tutoring for qualifying students as per policy.</p>	\$15,622
<b>English language proficiency</b>	<p>Employed an ESL specialist to work individually with the EAL/D students in order to assist them to access the curriculum.</p> <p>Completed ESL survey, and informed LST of both K–6 and 7–12.</p>	\$19,988
<b>Low level adjustment for disability</b>	<p>Professional development of all staff; employment of SLSO staff to target support to eligible students; LaST allocation augmented to provide 1.4 coverage across K–12.</p>	\$191,254
<b>Socio–economic background</b>	<p>A number of students have received fee assistance and assistance with excursions. Teaching and Learning resources and personnel have been allocated funding.</p>	\$34,998
<b>Support for beginning teachers</b>	<p>All funds were disbursed to eligible staff through their supervisors, who ensured that appropriate developmental activities occurred as per policy.</p>	\$24,484

## Student information

### Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	487	468	448	422
Girls	385	361	325	318

### Student attendance profile

School				
Year	2013	2014	2015	2016
K	96.1	95.7	96.5	95.8
1	95.2	94.9	96.3	96.1
2	95.6	94.9	92.7	95.3
3	95.9	95.5	94.1	94.2
4	95.4	94.4	94.6	94.8
5	96.7	93.3	93.2	94.5
6	95.2	95.5	93.7	93.9
7	95.5	95.1	92.1	93.1
8	92.4	92.9	92.1	94
9	92.9	91.6	90.4	91
10	93.3	90.3	90.6	91.3
11	94.3	91.6	90.2	87.6
12	93.5	90.7	92.4	92.9
All Years	94.6	93.2	92.5	93
State DoE				
Year	2013	2014	2015	2016
K	95	95.2	94.4	94.4
1	94.5	94.7	93.8	93.9
2	94.7	94.9	94	94.1
3	94.8	95	94.1	94.2
4	94.7	94.9	94	93.9
5	94.5	94.8	94	93.9
6	94.1	94.2	93.5	93.4
7	93.2	93.3	92.7	92.8
8	90.9	91.1	90.6	90.5
9	89.4	89.7	89.3	89.1
10	87.7	88.1	87.7	87.6
11	88.3	88.8	88.2	88.2
12	90.1	90.3	89.9	90.1
All Years	92.7	93	92.3	92.3

### Management of non-attendance

Non attendance of students is monitored and managed by family contact, administrative processes, referral to relevant agencies and ongoing staff input.

## Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10%	Year 11%	Year 12%
Seeking Employment		4	3.5
Employment	62	44	12.5
TAFE entry	22	31	16
University Entry			47
Other	16	17	21
Unknown		4	

A survey was conducted over the past weeks to find out what Year 12 students of 2016 are now doing as they move beyond school life. Up on previous years, approximately 47% of the Year 12 cohort continued their studies by going to university straight from school. The breakdown of university places accepted were:

- University of Western Sydney – 22%
- University of Wollongong – 62%
- University of NSW (ADFA) – 4%
- University of Notre Dame – 4%
- Charles Sturt University – 4%
- University of Technology Sydney – 4%

### Industry/Faculty Preferences

- Commerce/Business/Economics – 6 students
- Science – 2 students
- Arts / Social Science – 6 students
- Engineering – 2 students
- Health/Medical Science/Psychology – 4 students
- Media/Communication – 2 students
- Design – 2 students
- Law – 1 student
- Information Technology – 1 student
- International Studies – 3 students

**Please note that a number of students are undertaking combined degrees with a combination of 2 faculty areas.**

Of the remaining students, most continued with some form of training often combined with work –

- TAFE – 16%
- Apprenticeships – 16%
- Private Colleges – 5%
- Full time employment – 9%
- Part-time employment – 3.5%

Approximately 3.5% were still looking for awaiting mid-year entry into courses.

## Workforce information

## Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	3
Assistant Principal(s)	3
Head Teacher(s)	7
Classroom Teacher(s)	35.69
Teacher of Reading Recovery	0.32
Learning and Support Teacher(s)	1.2
Teacher Librarian	1.6
School Counsellor	1
School Administration & Support Staff	15.1
Other Positions	6.4

\*Full Time Equivalent

Currently Lucas Heights Community School does not have any staff who identify as Aboriginal.

### Teacher qualifications

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

### Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	12

## Financial information (for schools fully deployed to SAP/SALM)

### Financial summary

The information provided in the financial summary includes reporting from 30 November 2015 to 31 December 2016.

	2016 <b>Actual</b> (\$)
<b>Opening Balance</b>	194 748.54
<b>Revenue</b>	9 835 929.15
(2a) Appropriation	8 900 102.88
(2b) Sale of Goods and Services	345 582.91
(2c) Grants and Contributions	582 611.95
(2e) Gain and Loss	0.00
(2f) Other Revenue	2 567.58
(2d) Investment Income	5 063.83
<b>Expenses</b>	-9 599 188.47
Recurrent Expenses	-9 599 188.47
(3a) Employee Related	-8 520 285.78
(3b) Operating Expenses	-1 078 902.69
Capital Expenses	0.00
(3c) Employee Related	0.00
(3d) Operating Expenses	0.00
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	236 740.68
<b>Balance Carried Forward</b>	431 489.22

- Lucas Heights Community School follows NSW Department of Education financial management processes and governance structures to meet financial policy requirements.
- The school hopes to use financial assets towards teaching and learning and providing a safe and modern environment for students, staff and the community.

### Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

	2016 <b>Actual</b> (\$)
<b>Base Total</b>	6 811 806.59
Base Per Capita	48 974.24
Base Location	0.00
Other Base	6 762 832.34
<b>Equity Total</b>	261 861.28
Equity Aboriginal	15 622.08
Equity Socio economic	34 997.76
Equity Language	19 987.68
Equity Disability	191 253.75
<b>Targeted Total</b>	1 440 436.28
<b>Other Total</b>	142 942.46
<b>Grand Total</b>	8 657 046.60

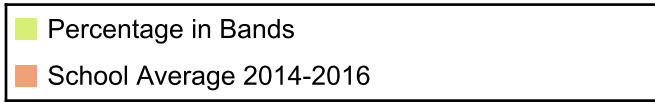
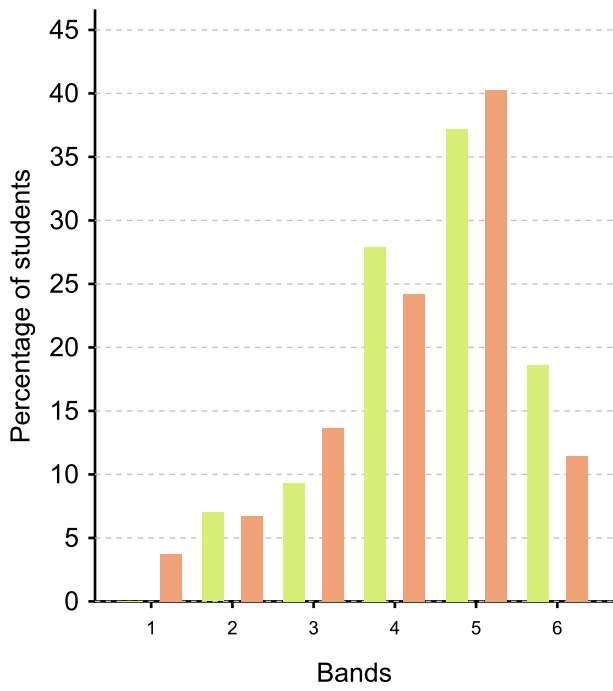
A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

## School performance

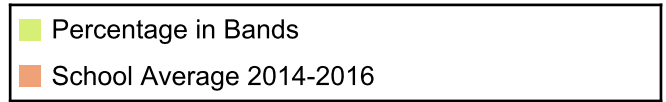
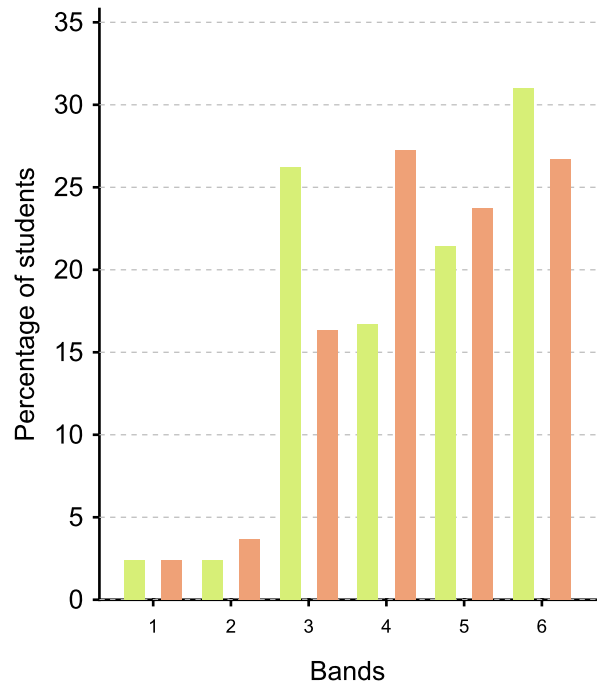
### NAPLAN

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

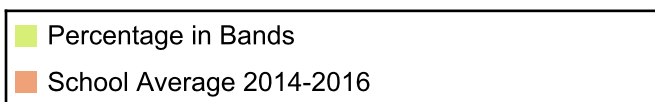
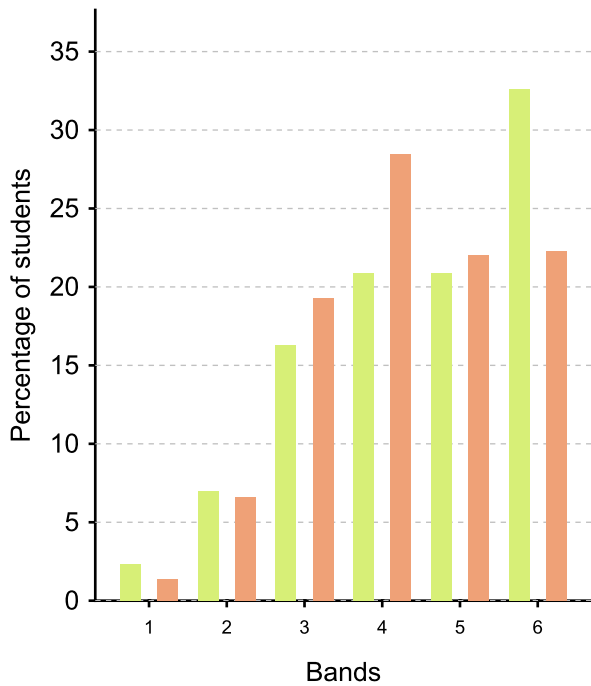
**Percentage in bands:**  
Year 3 Writing



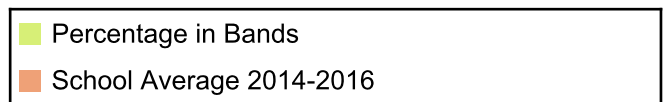
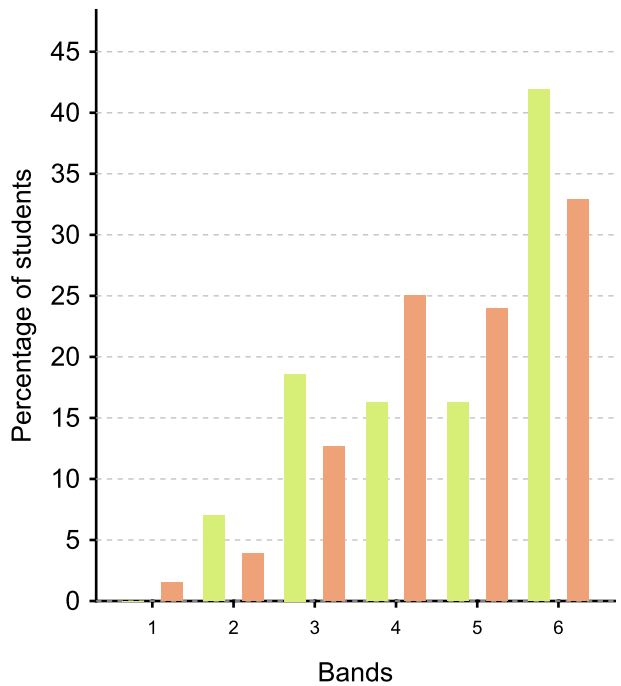
**Percentage in bands:**  
Year 3 Reading



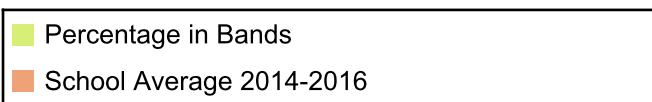
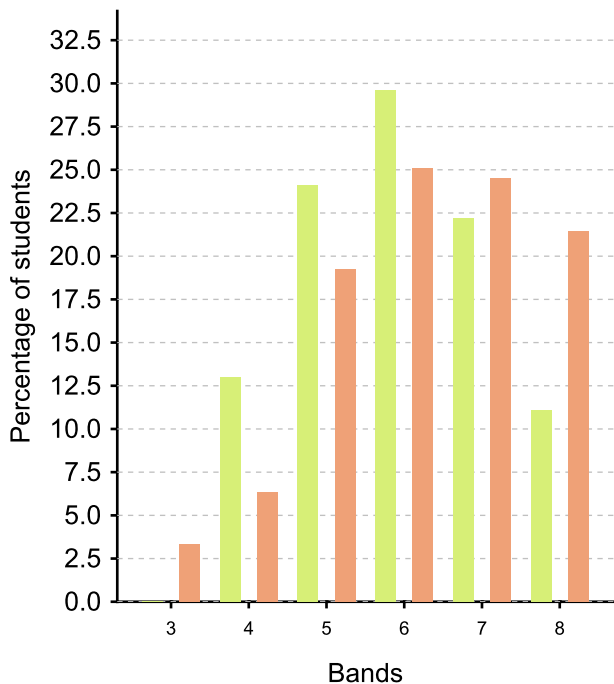
**Percentage in bands:**  
Year 3 Spelling



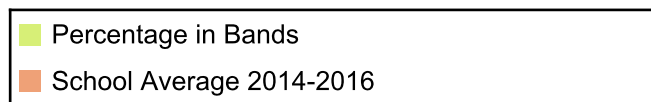
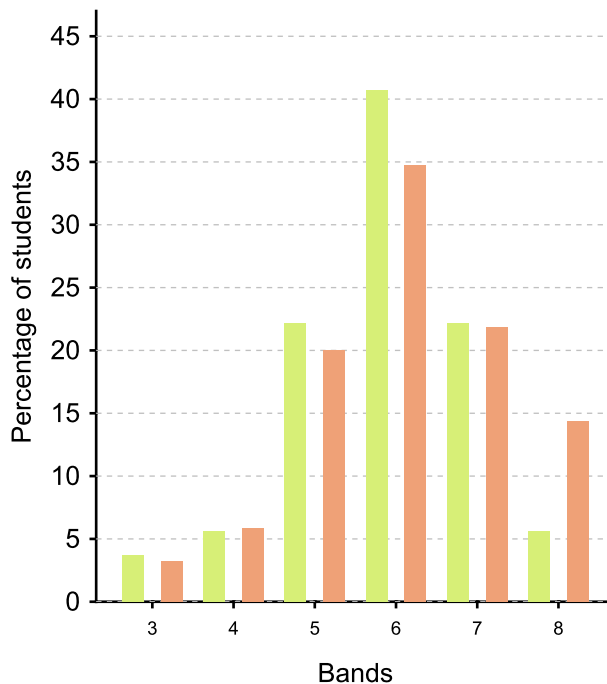
**Percentage in bands:**  
Year 3 Grammar & Punctuation



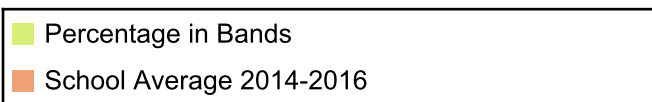
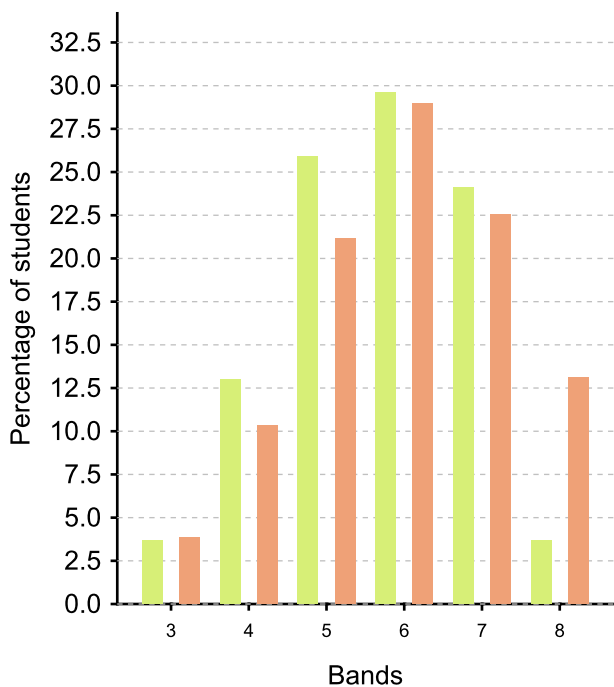
**Percentage in bands:**  
Year 5 Grammar & Punctuation



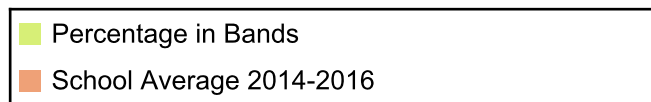
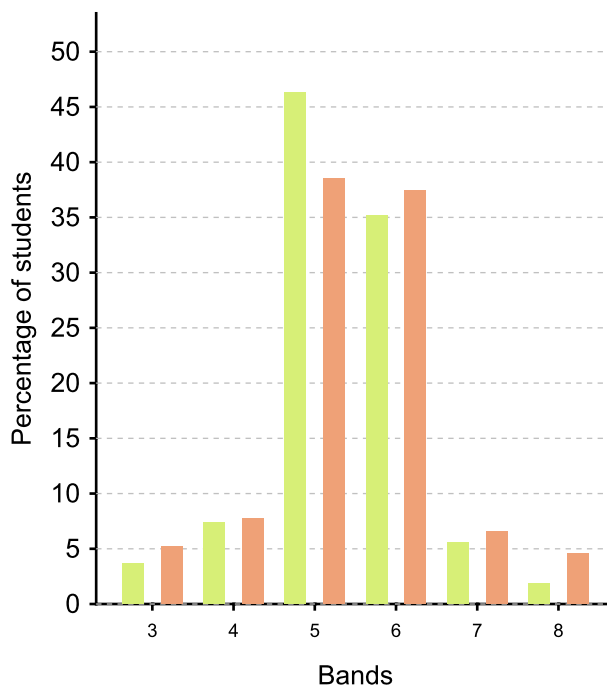
**Percentage in bands:**  
Year 5 Spelling



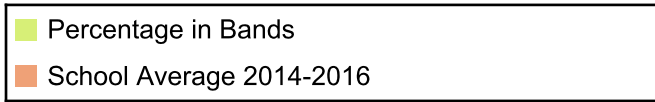
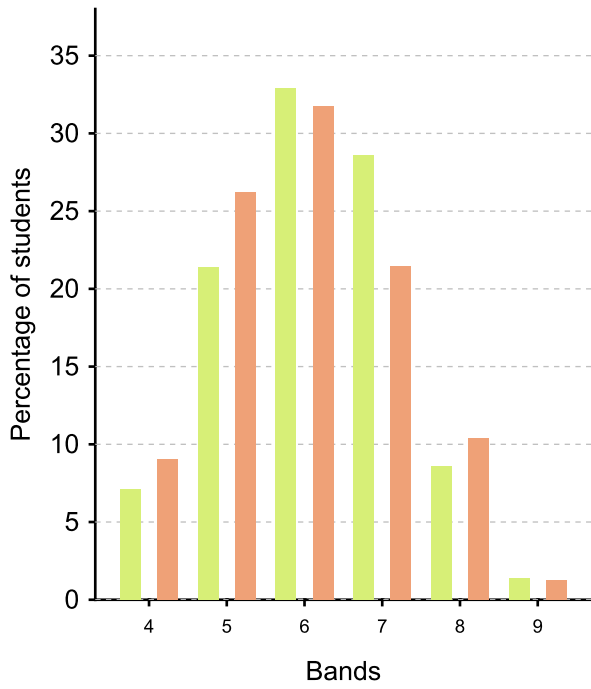
**Percentage in bands:**  
Year 5 Reading



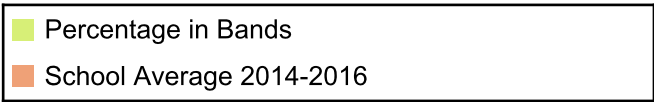
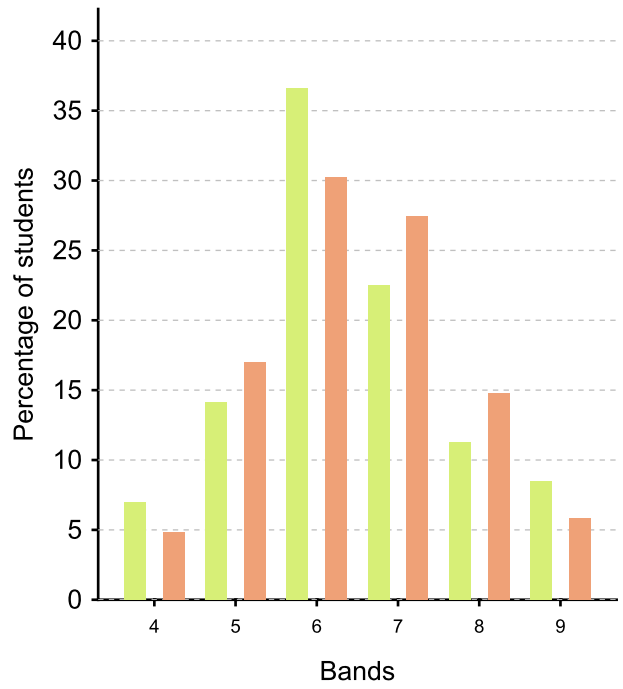
**Percentage in bands:**  
Year 5 Writing



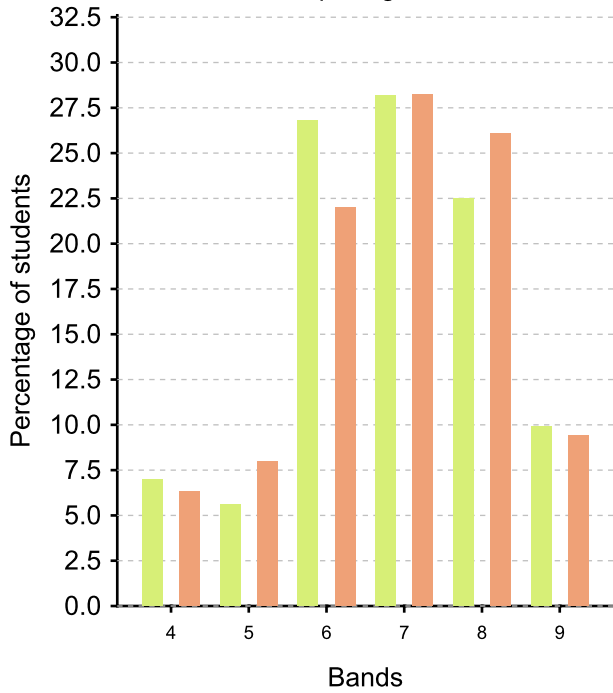
**Percentage in bands:**  
Year 7 Writing



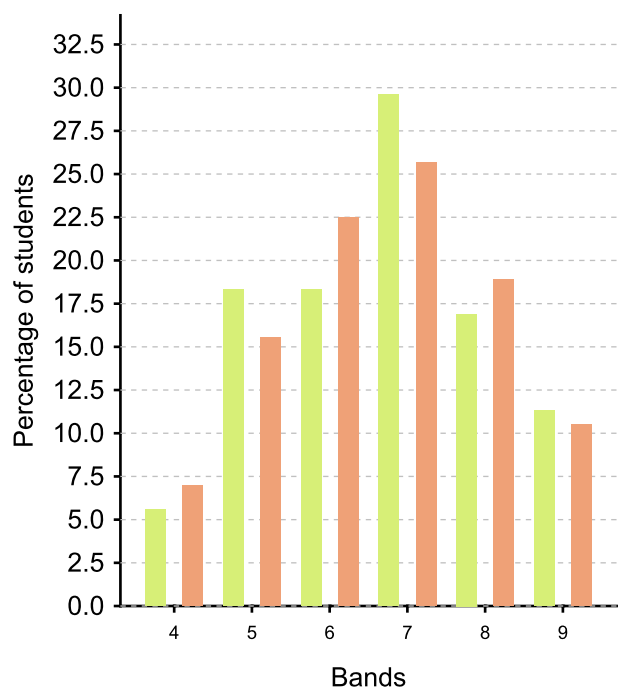
**Percentage in bands:**  
Year 7 Reading



**Percentage in bands:**  
Year 7 Spelling

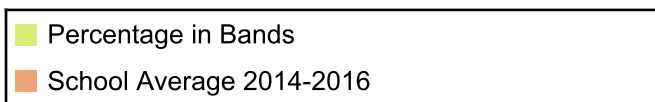
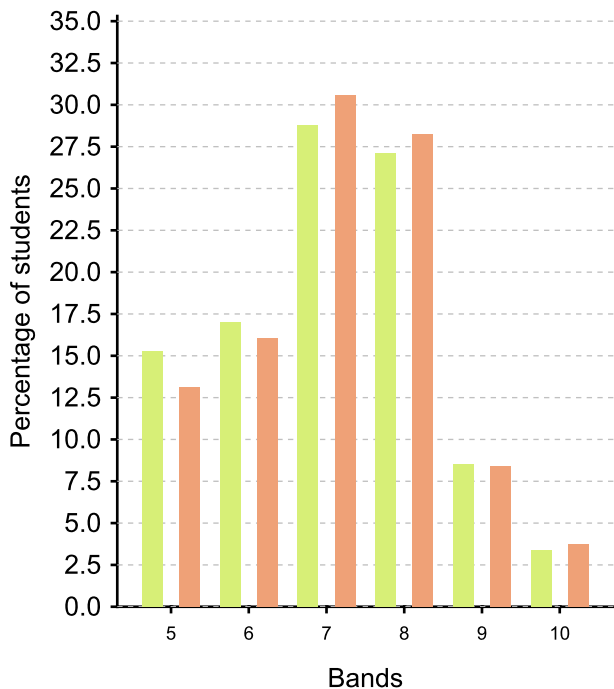


**Percentage in bands:**  
Year 7 Grammar & Punctuation

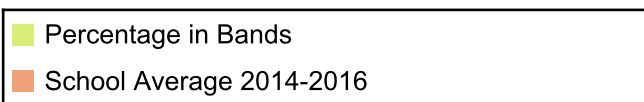
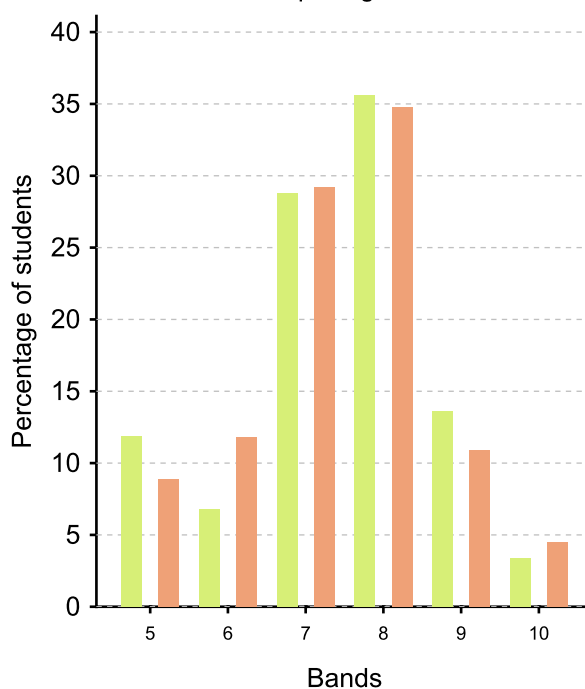




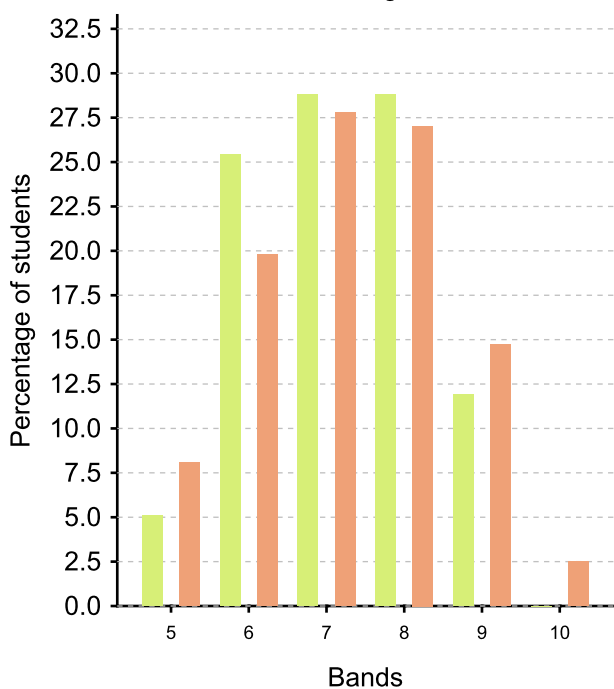
**Percentage in bands:**  
Year 9 Grammar & Punctuation



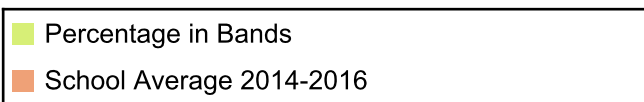
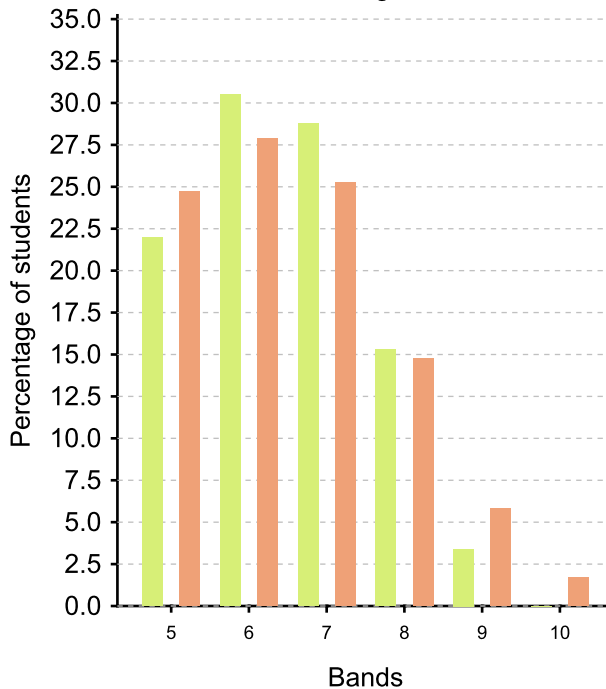
**Percentage in bands:**  
Year 9 Spelling



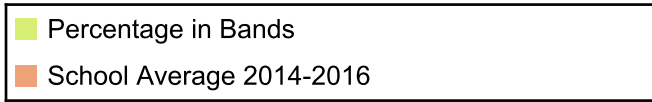
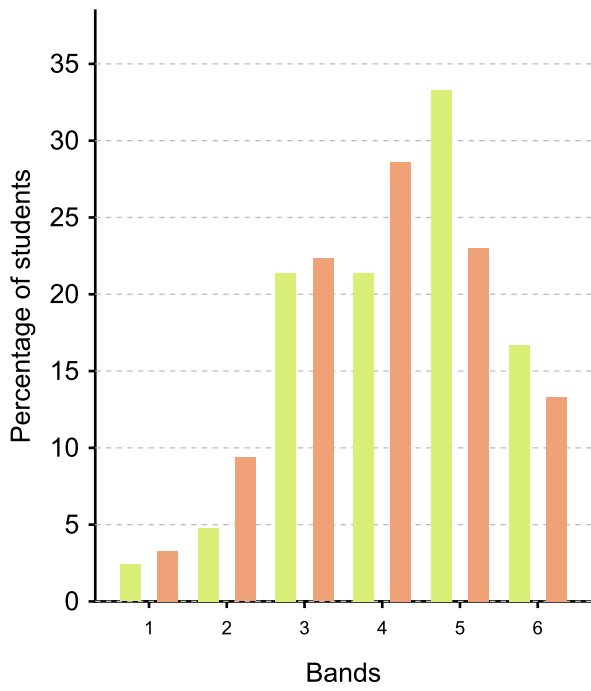
**Percentage in bands:**  
Year 9 Reading



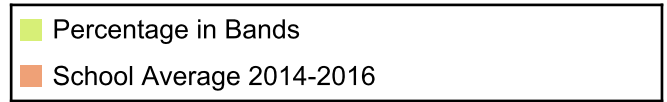
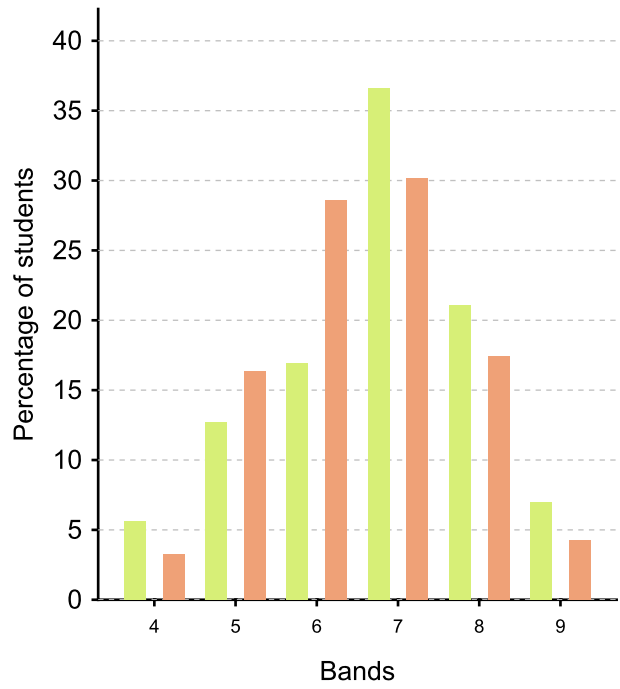
**Percentage in bands:**  
Year 9 Writing



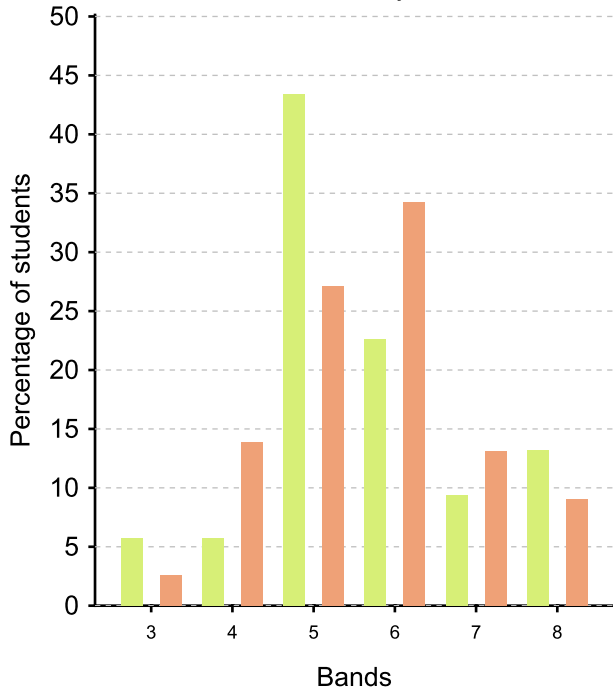
**Percentage in bands:**  
Year 3 Numeracy



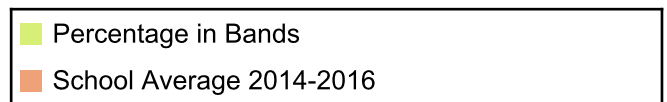
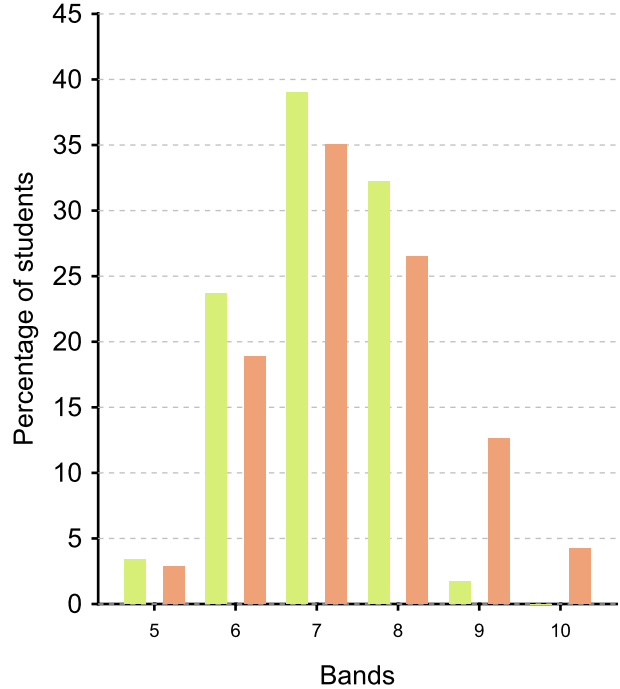
**Percentage in bands:**  
Year 7 Numeracy



**Percentage in bands:**  
Year 5 Numeracy

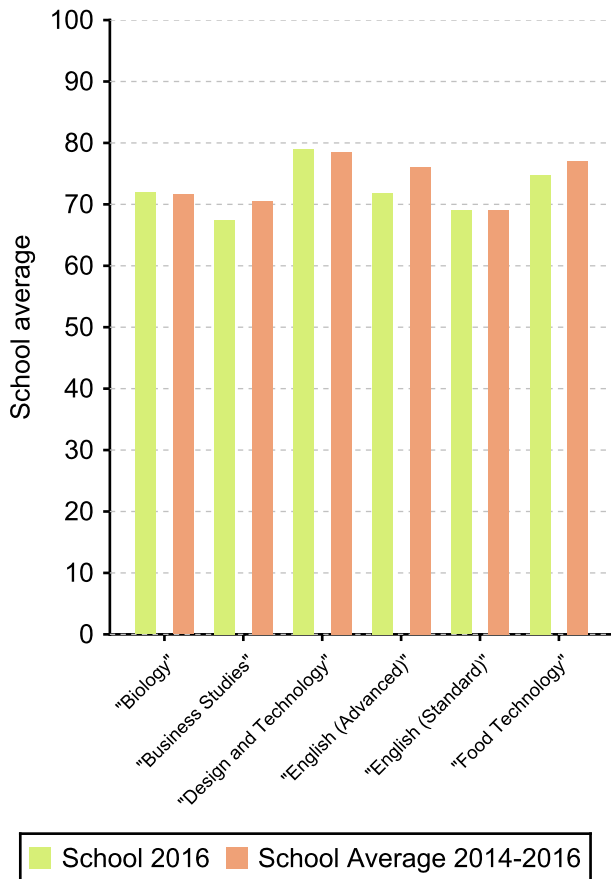


**Percentage in bands:**  
Year 9 Numeracy



The My School website provides detailed information and data for national literacy and numeracy testing. Click on the link <http://www.myschool.edu.au> and insert the school name in the Find a school and select GO to access the school data.>

The performance of students in the HSC is reported in bands ranging from Band 1 (lowest) to Band 6 (highest).

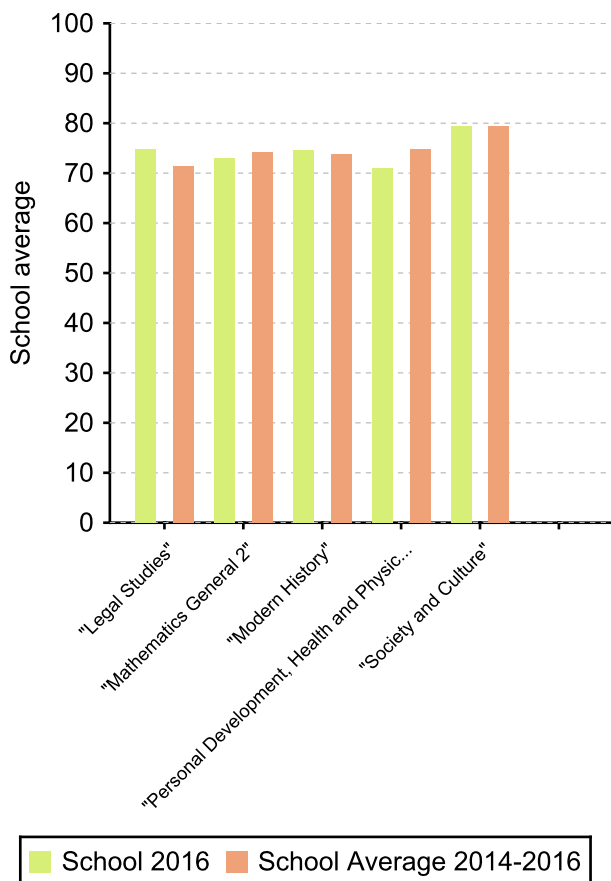


Aboriginal and Torres Strait Islander culture and histories are one of the important cross-curricular priorities in the Australian curriculum. At Lucas Heights Community School, all stages of the syllabus incorporate Aboriginal perspectives, culture and history.

RAM Aboriginal monies were received by the school in 2015 and were used to support students in their learning in the classroom through the engagement of additional Student Learning Support Officer (SLSO) time. These staff members work individually and in groups to support students' literacy and numeracy needs, with a particular focus on addressing performance in external measures such as NAPLAN. All students identified as Aboriginal have a personalised learning pathway plan which is created collaboratively with the student and ratified with the parent at parent teacher evenings or subject selection nights.

### Multicultural and anti-racism education

**Safe Schools 7-12** – LHCS once again led by example in best practice inclusiveness by being the fourth school in the state to become a Safe School. Our work in rewriting our uniform policy and providing a safe and caring learning environment for all students was recognised with one of our delivering a formal speech to state and federal members of parliament on supportive learning environments. Lucas Heights Community Schools has 2 ARCO staff members – Ms Wille and Ms Papathanasiou.



## Policy requirements

### Aboriginal education