

Lucas Heights Community School Annual Report



2017



8271

Introduction

The Annual Report for **2017** 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.

Janice Gooden

Principal

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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

This section of the Annual Report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework and participated in an external validation. The framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading. During the external validation process, an independent panel of peer principals considered our evidence and assessment of the school's progress, aligned with the standards articulated in the School Excellence Framework.

The results of this process indicated that in the domain of Learning, the school's on-balance judgement was Sustaining and Growing for the elements of Learning Culture, Wellbeing, Curriculum and Learning, Assessment and Reporting. For the element of Student Performance Measures, the school's on-balance judgement was validated at Delivering.

In the domain of Teaching, the school's on-balance judgement for the elements of Effective Classroom Practice, Data Skills and Use and Collaborative Practice was Sustaining and Growing. For the element of Learning and Development and Professional Standards the school's on-balance judgement was validated at Delivering.

In the domain of Leading, the schools on-balance judgement for the elements of Leadership, Implementation and Reporting and Management Practices and Processes was Delivering. The school's on-balance judgement for the element of School Resources was validated at Sustaining and Growing.

Our self-assessment and the external validation process will assist the school to refine our school plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/sef-evidence-guide>

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

To summarise School progress, from the 2015–2017 School Plan, the use of ICT has been embedded across all stages. Extra resources have been committed to professional learning which has been foregrounded for all staff through Visible Learning and CESE (NSW DoE). Secondary Learning Commons area is complete.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Develop innovative ICT use integrated across all stages and encompass all aspects of learning and communication.	\$13,000	SENTRAL and Edval Software including introduction of Parent Portal.
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.	\$66,954	Professional learning for teachers.
Build Learning Commons to foster independent learning in innovative educational settings.	Nil	Finalised in 2016

Next Steps

Next steps are incorporated into the 2018–2020 School Plan. External Validation occurred in 2017. School Executive have evaluated again against School Excellence Framework Version 2.

Strategic Direction 1 for 2018–2020 is "Student Centred Learning" and will incorporate the professional learning around CEC "What Works Best" and John Hattie's research "Visible Learning".

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

To summarise School progress, from the 2015–2017 School Plan, the investment in attendance monitoring has produced excellent attendance rates among our students.

While our suspension rates have remained unchanged, fewer individuals account for the suspensions. Negative incidents have reduced with the increased oversight of the additional 7–12 Deputy Principal.

The work to improve relationships with the community and to be aware of the impact of student, staff and family wellbeing is ongoing.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increased attendance.	\$4,500	SENTRAL and Parent Portal.
Decrease in suspension numbers.	As above	SENTRAL and Parent Portal.
Reduction of reported negative incidents.	As above	SENTRAL and Parent Portal.
Increased awareness about wellbeing. Improved relationships within the community	As above	SENTRAL and Parent Portal.

Next Steps

Next steps are incorporated into the 2018–2020 School Plan. External Validation occurred in 2017. School Executive have evaluated again against School Excellence Framework Version 2. Strategic Direction 2 for 2018–2020 is "Quality Teaching Practice" and will incorporate the delivery of high expectations and strong performance.

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

To summarise School progress from the 2015–2017 School Plan, an increased number of staff sought and were successful in achieving promotion. Record keeping, positive learning statements and student leadership opportunities were all enhanced. Lucas Heights Community School has been recognised as one of the most substantially improved schools in the state.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
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.	N/A	Increase in promotions.
Increase in the data set, IT and PDF documentation.	N/A	Enhanced record keeping in line with NSW DoE policy.
Improved results as evident in the evaluation of SMART data.		Outstanding "High Gain" performance of 2017 NAPLAN and HSC.
Positive learning statements as reflected in the Tell Them from Me Survey.	N/A	Students' positive learning statements have increased.
Increase in the number of students representing the school.	\$1,500	Students subsidised by school to undertake Leadership Between the Rivers training experience.
Increase in the number of community members engaging with the school.	\$180	Online parent/teacher interview bookings.

Next Steps

Next Steps are incorporated into the 2018–2020 School Plan. External Validation occurred in 2017. School Executive have evaluated again against School Excellence Framework Version 2.

Strategic Direction 3 for 2018–2020 is "Leadership connections" and will incorporate the Australian Professional Standards for Teachers. Student and Parent leadership opportunities will be enhanced.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$12 ,593	<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>
English language proficiency	\$12,856	<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>
Low level adjustment for disability	\$190,453	<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>
Socio–economic background	\$54,377	<p>A number of students have received fee assistance and assistance with excursions. Teaching and Learning resources and personnel have been allocated funding.</p>
Support for beginning teachers	\$24,484	<p>All funds were disbursed to eligible staff through their supervisors, who ensured that appropriate developmental activities occurred as per policy.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	468	448	422	423
Girls	361	325	318	313

Student attendance profile

School				
Year	2014	2015	2016	2017
K	95.7	96.5	95.8	96.6
1	94.9	96.3	96.1	94.5
2	94.9	92.7	95.3	96
3	95.5	94.1	94.2	95.8
4	94.4	94.6	94.8	95.2
5	93.3	93.2	94.5	95.8
6	95.5	93.7	93.9	95.1
7	95.1	92.1	93.1	94
8	92.9	92.1	94	91.3
9	91.6	90.4	91	93.2
10	90.3	90.6	91.3	91.4
11	91.6	90.2	87.6	91.7
12	90.7	92.4	92.9	91.6
All Years	93.2	92.5	93	93.7
State DoE				
Year	2014	2015	2016	2017
K	95.2	94.4	94.4	94.4
1	94.7	93.8	93.9	93.8
2	94.9	94	94.1	94
3	95	94.1	94.2	94.1
4	94.9	94	93.9	93.9
5	94.8	94	93.9	93.8
6	94.2	93.5	93.4	93.3
7	93.3	92.7	92.8	92.7
8	91.1	90.6	90.5	90.5
9	89.7	89.3	89.1	89.1
10	88.1	87.7	87.6	87.3
11	88.8	88.2	88.2	88.2
12	90.3	89.9	90.1	90.1
All Years	93	92.3	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	0	22	6
Employment	31	37	33
TAFE entry	19	7	7
University Entry	0	0	39
Other	50	26	15
Unknown	0	8	0

A survey was conducted over the past weeks to find out what Year 12 students of 2017 are now doing as they move beyond school life. Tertiary destinations are always of interest and our students are very happy with their selected pathways. Approximately 39 % 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 9%
- University of Wollongong 67%
- Charles Sturt University 9%
- University of Technology Sydney 5%
- University of NSW 5%
- University of Sydney 5%

Industry/ Faculty Preferences:

- Commerce/ Business/ Economics 4 students
- Science/Engineering/Maths 6 students
- Arts/Social science 2 students
- Media/Communication 2 students
- Nursing 2 students
- Policing 2 students
- Construction 1 student
- Education 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 7%
- Apprenticeships/Full time work 28%
- Private Colleges 15%
- Part-time employment 5%
- Approximately 5% were still looking for work or 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)	40.22
Teacher of Reading Recovery	0.32
Learning & Support Teacher(s)	1.2
Teacher Librarian	1.6
Teacher of ESL	0
School Counsellor	1
School Administration & Support Staff	14.7
Other Positions	1

*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

Professional learning and teacher accreditation

All teaching staff are accredited at Proficient. All staff access quality professional learning commensurate with their stage of career and aligned to school directions.

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

Financial summary

The information provided in the financial summary includes reporting from 1 January 2017 to 31 December 2017.

	2017 Actual (\$)
Opening Balance	431,489
Revenue	9,636,851
Appropriation	8,804,193
Sale of Goods and Services	298,522
Grants and Contributions	526,853
Gain and Loss	0
Other Revenue	0
Investment Income	7,283
Expenses	-9,589,883
Recurrent Expenses	-9,589,883
Employee Related	-8,528,829
Operating Expenses	-1,061,054
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	46,968
Balance Carried Forward	478,457

Financial summary equity funding

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

	2017 Actual (\$)
Base Total	6,783,779
Base Per Capita	116,680
Base Location	0
Other Base	6,667,099
Equity Total	270,280
Equity Aboriginal	12,593
Equity Socio economic	54,377
Equity Language	12,856
Equity Disability	190,453
Targeted Total	1,488,134
Other Total	165,018
Grand Total	8,707,211

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

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.

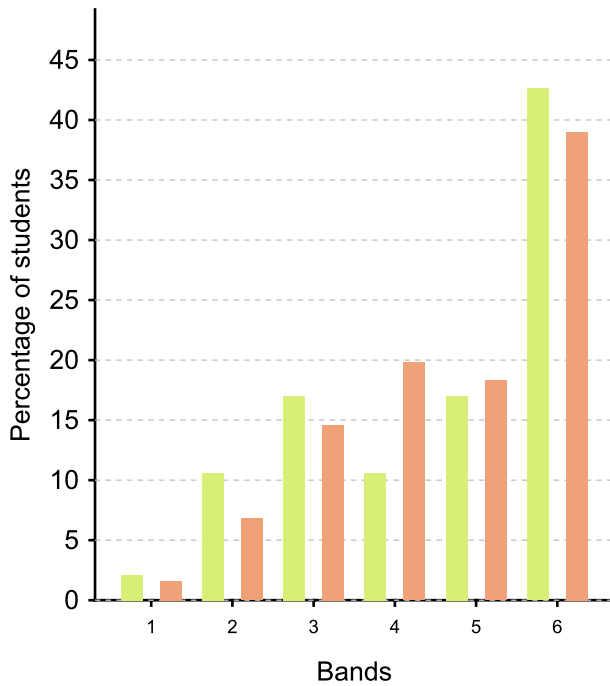
- Lucas Heights Community School follows NSW Department of Education financial management processes and governance structures to meet financial policy requirements.
- Overspent on professional learning due to an all inclusive community workshop.
- The school has been using the new Learning Commons area for teaching and learning with students enjoying the new environment.

School performance

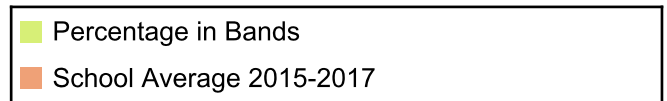
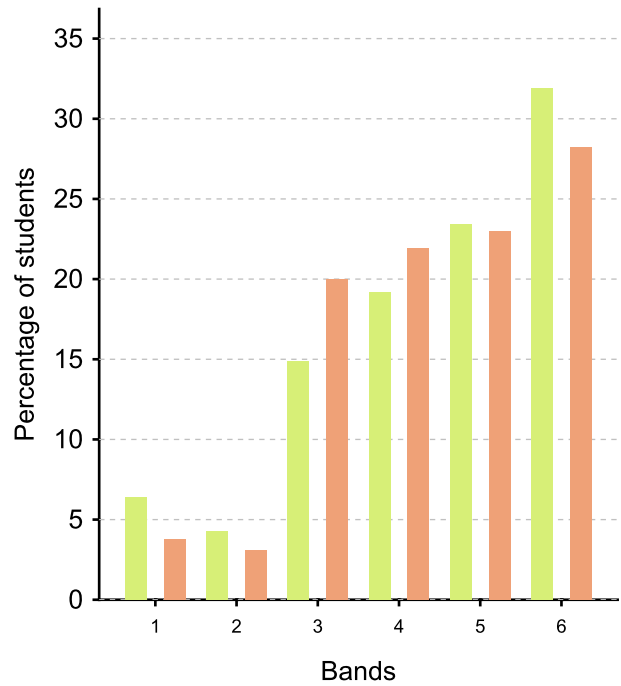
NAPLAN

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.

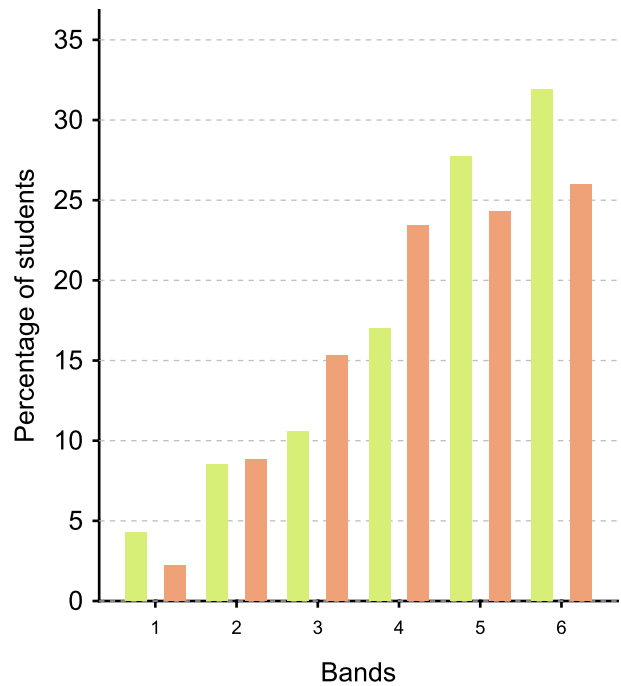
Percentage in bands:
Year 3 Grammar & Punctuation



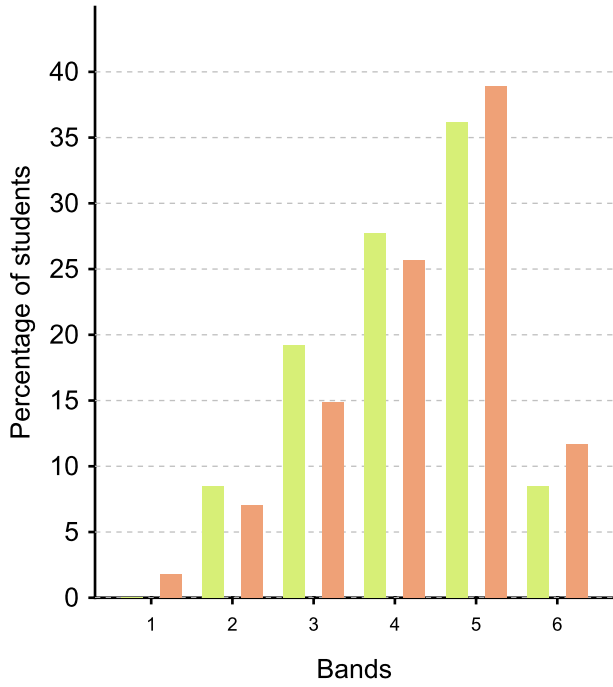
Percentage in bands:
Year 3 Reading



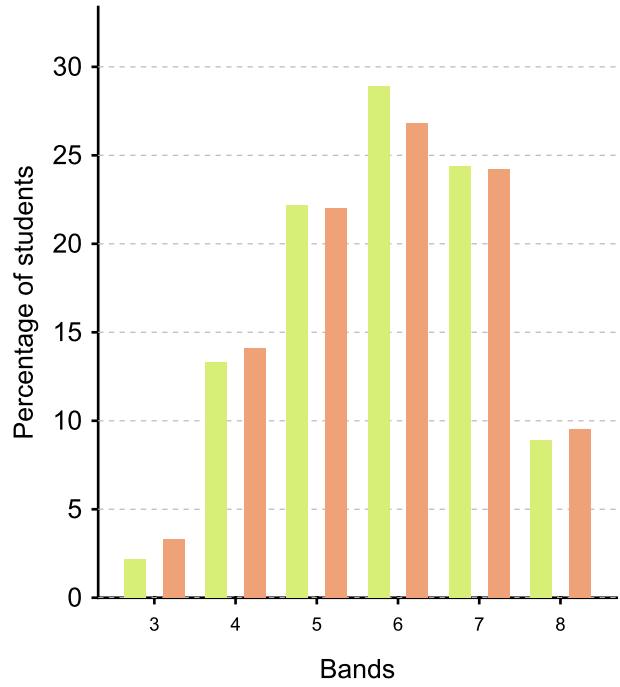
Percentage in bands:
Year 3 Spelling



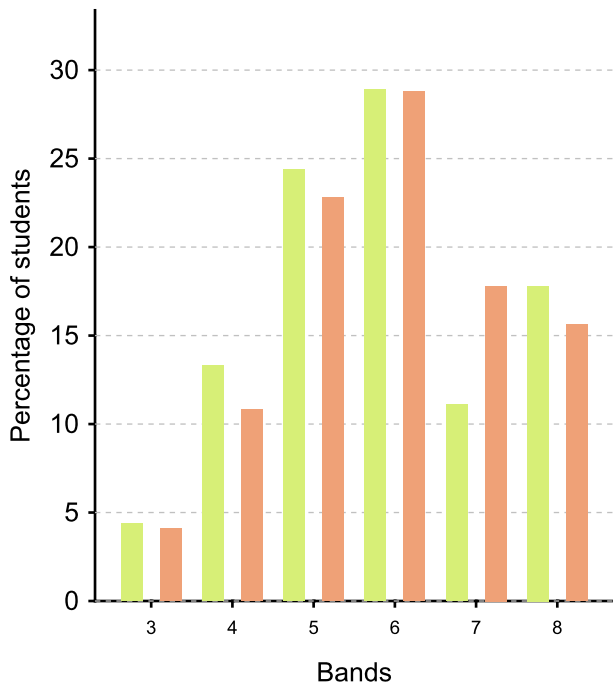
Percentage in bands:
Year 3 Writing



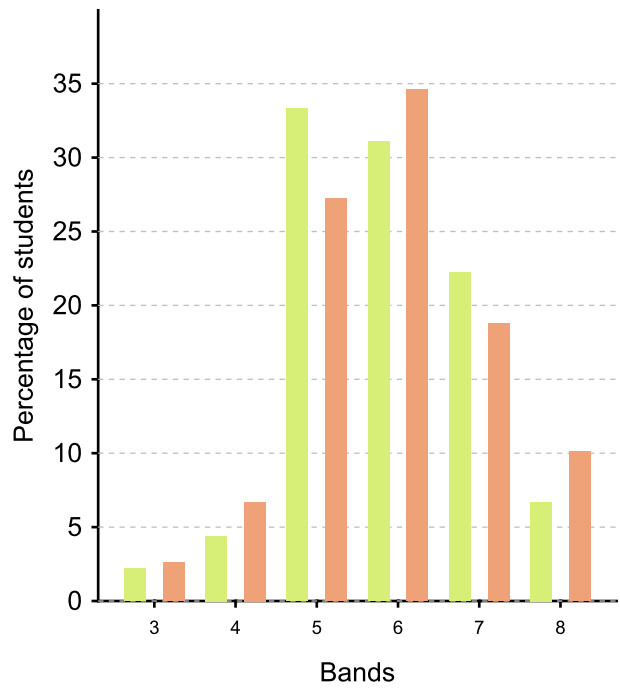
Percentage in bands:
Year 5 Reading



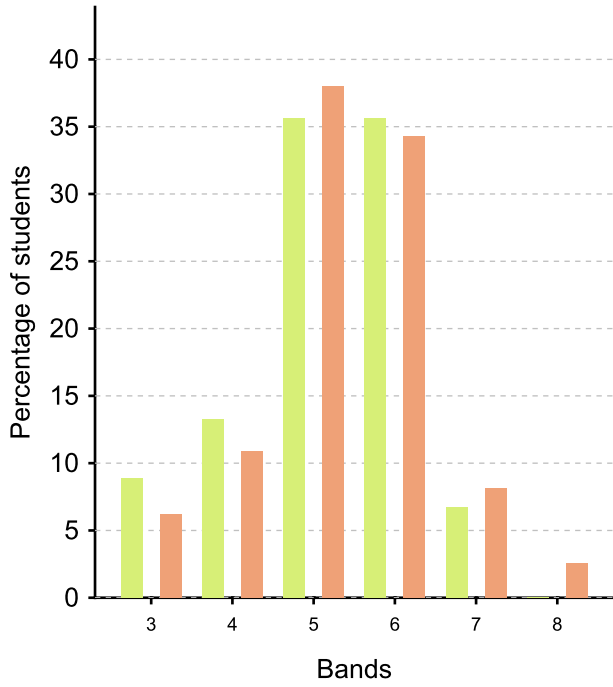
Percentage in bands:
Year 5 Grammar & Punctuation



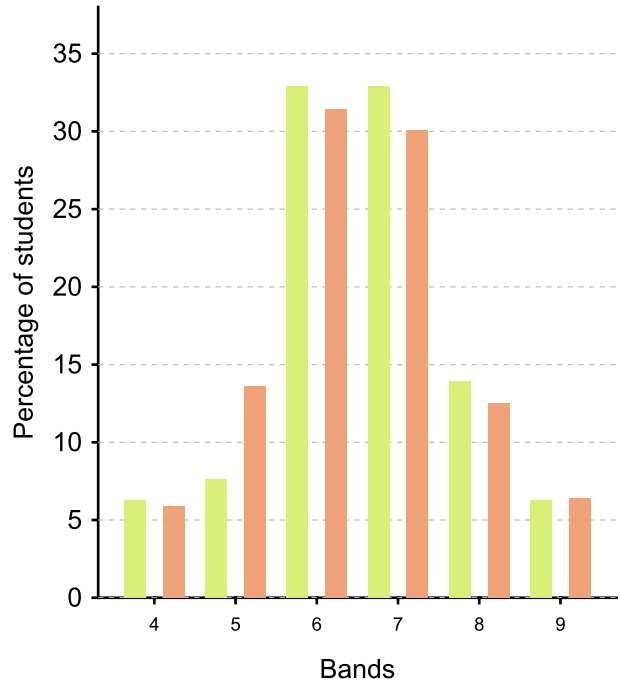
Percentage in bands:
Year 5 Spelling



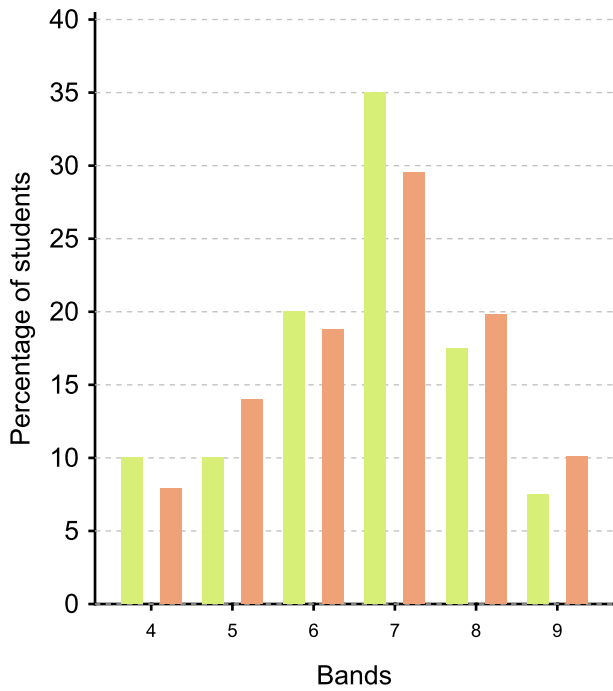
Percentage in bands:
Year 5 Writing



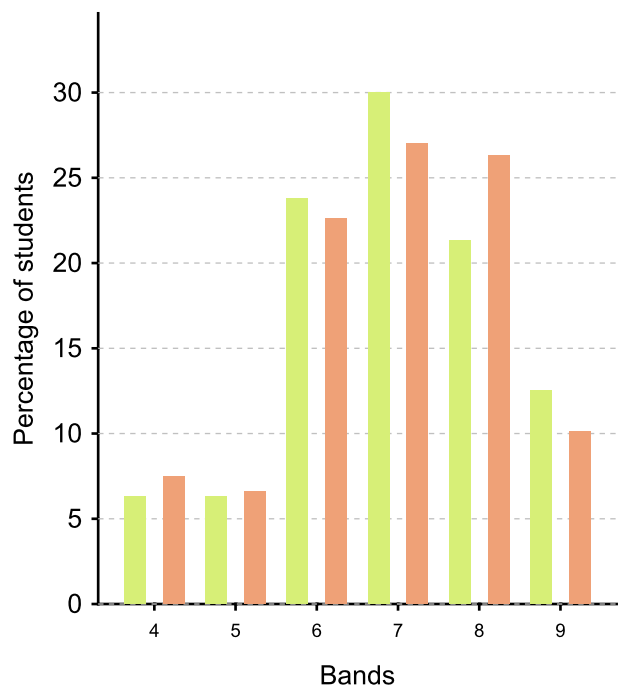
Percentage in bands:
Year 7 Reading



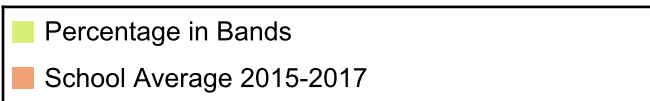
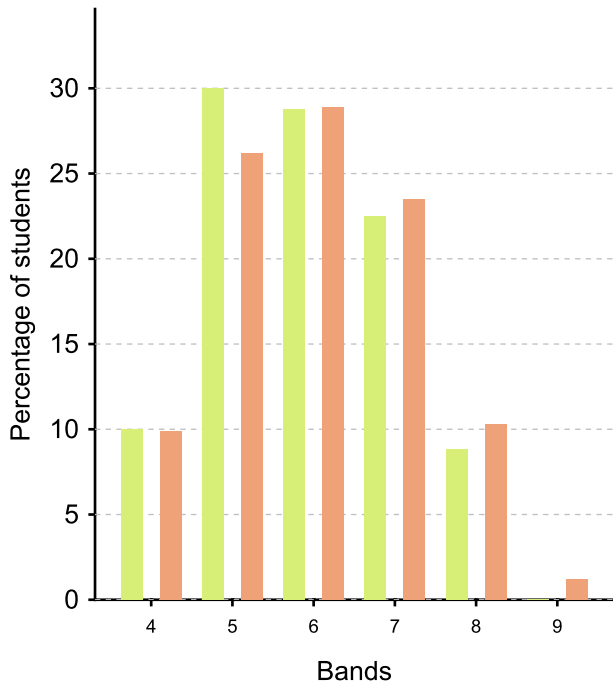
Percentage in bands:
Year 7 Grammar & Punctuation



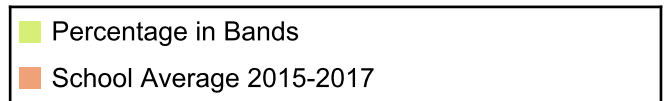
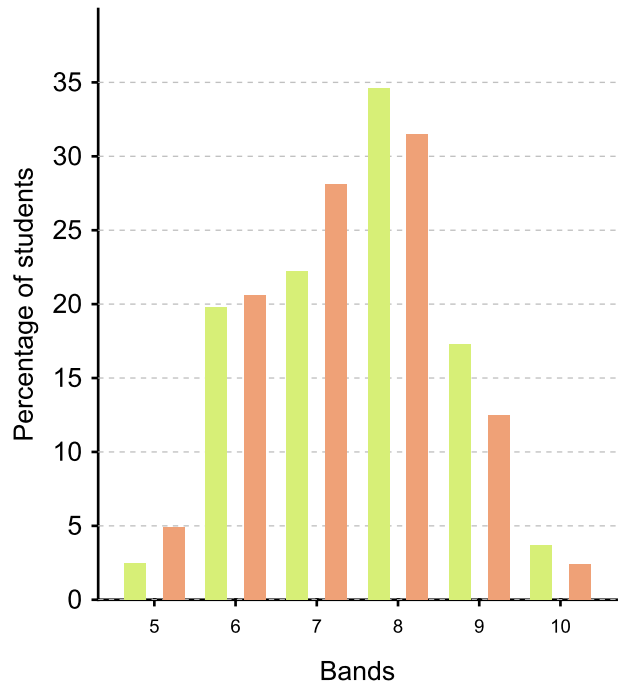
Percentage in bands:
Year 7 Spelling



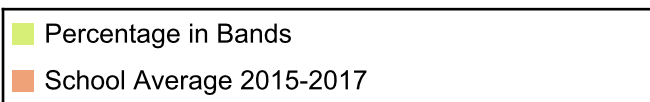
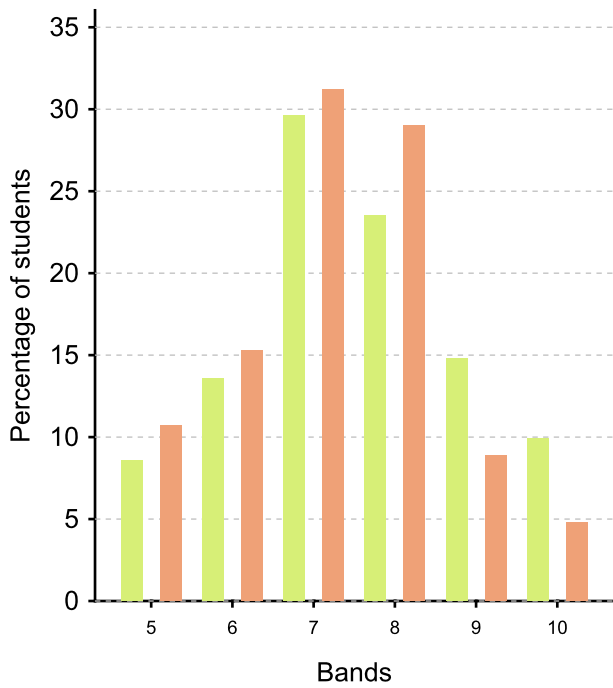
Percentage in bands:
Year 7 Writing



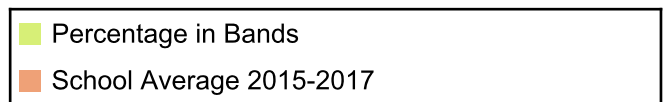
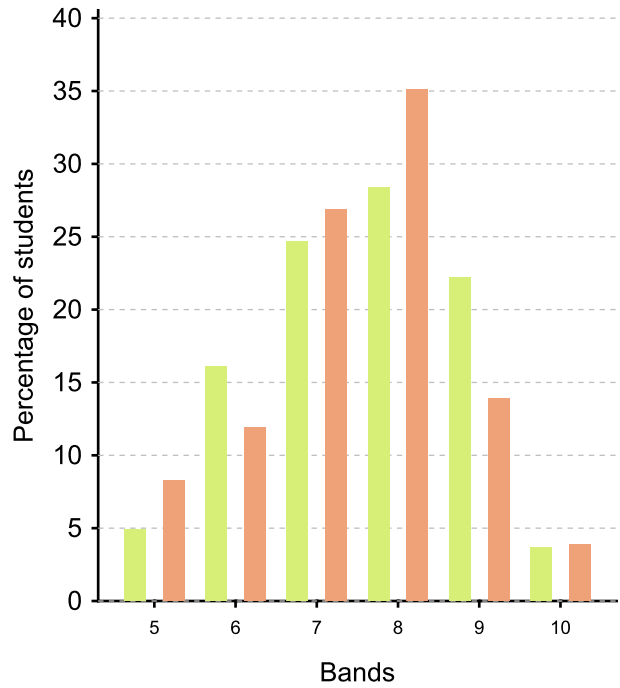
Percentage in bands:
Year 9 Reading



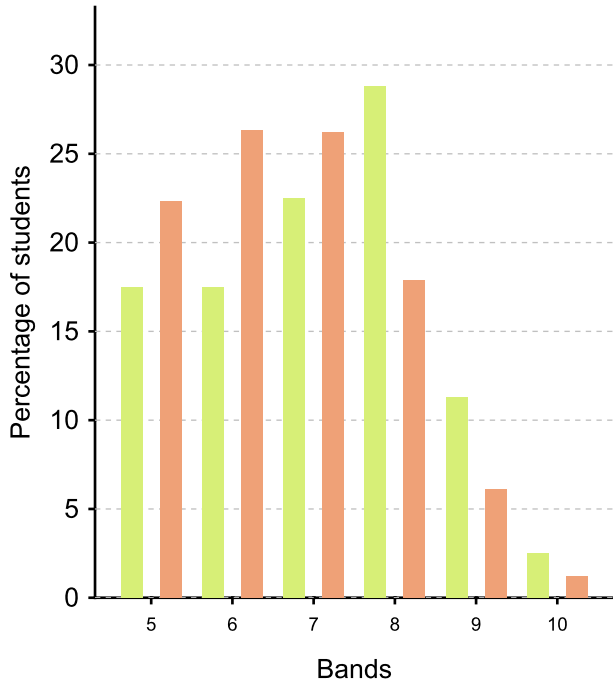
Percentage in bands:
Year 9 Grammar & Punctuation



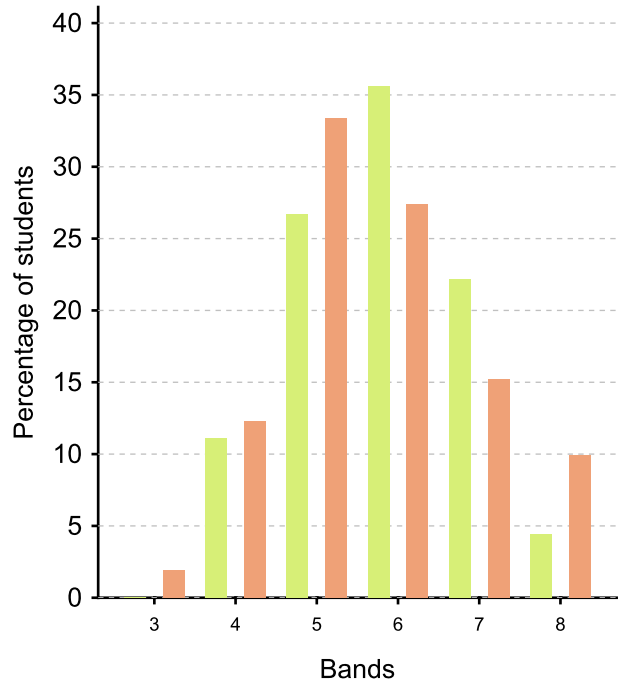
Percentage in bands:
Year 9 Spelling



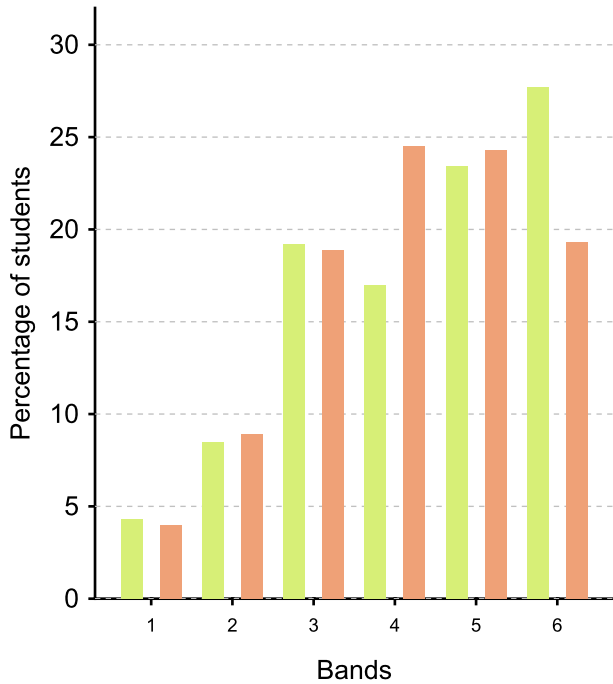
Percentage in bands:
Year 9 Writing



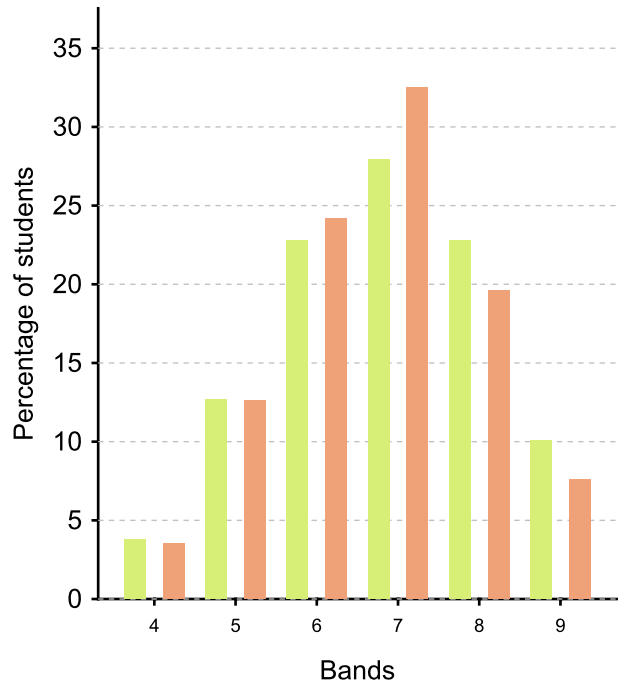
Percentage in bands:
Year 5 Numeracy



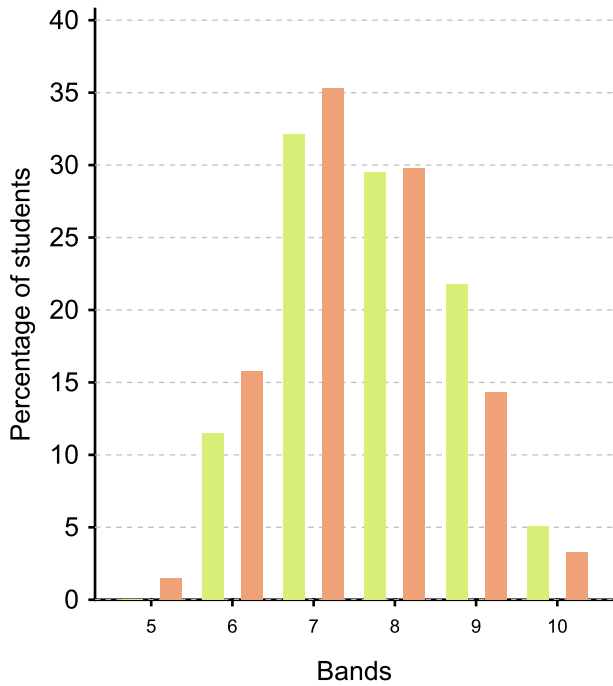
Percentage in bands:
Year 3 Numeracy



Percentage in bands:
Year 7 Numeracy



Percentage in bands:
Year 9 Numeracy



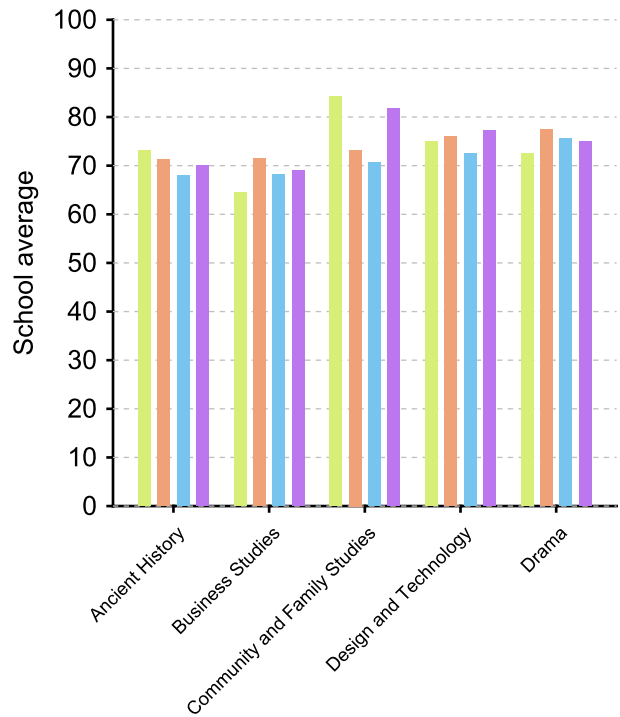
■ Percentage in Bands
■ School Average 2015-2017

The My School website provides detailed information and data for national literacy and numeracy testing. Go to <https://myschool.edu.au/school/41166> for more information.

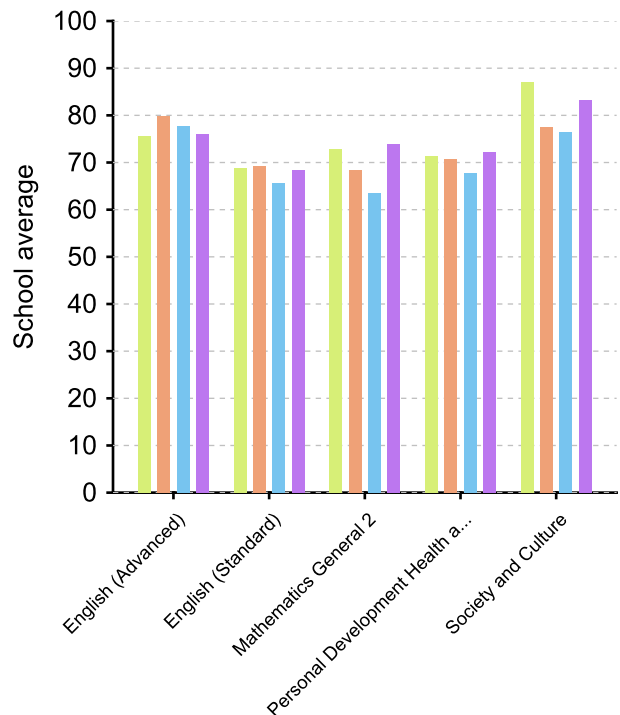
In accordance with the *Premier's Priorities: Improving education results* and *State Priorities: Better services – Improving Aboriginal education outcomes* for students in the top two NAPLAN bands, we present the following data: Of the students with Aboriginal heritage sitting NAPLAN, 50% accessed the top two NAPLAN Bands.

Higher School Certificate (HSC)

The performance of students in the HSC is reported in bands ranging from Band 1 (lowest) to Band 6 (highest). In 2017 we were delighted with the performance of many of our students.



■ School 2017 ■ SSSG Average 2017
■ State Average 2017
■ School Average 2013-2017



■ School 2017 ■ SSSG Average 2017
■ State Average 2017
■ School Average 2013-2017

Parent/caregiver, student, teacher satisfaction

Through the Tell Them From Me survey, Year 12 Exit Survey and teacher evaluations and surveys, the school has collected a range of qualitative data. This data has been presented to the school teaching community and to the P&C for consultation and feedback.

Areas of high satisfaction for teaching staff were Inclusivity and data informing practice. For K–6 students, areas rated highly included social engagement and effort. For 7–12 students, areas rated highly included positive relationships, attendance, effort and expectations for success. For parents, areas of high satisfaction were parents supporting learning at home, and school supports positive behaviour.

Areas requiring attention for teaching staff were Leadership, which is being addressed through more visibility in classrooms. For K–6 students, areas requiring attention were a sense of belonging, and interest and motivation. Wellbeing team and K–6 Executive analyse this data to address early signs of disengagement among any students. For 7–12 students, areas requiring attention are valuing school outcomes and challenge. Learning Support Team and 7–12 Executive analyse this data to identify opportunities to assist students in this area. For parents, areas requiring attention are for parents to be better informed. The parents identify emails and social media as very useful for communication.

We continue to administer the Tell Them From Me surveys to collect longitudinal data on parent, staff and student responses.

Policy requirements

Aboriginal education

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 2017 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

The school takes a proactive approach to anti-racism education. In addition to multicultural perspectives throughout the Australian curriculum, we have an anti-racism contact officer in each of the K–6 and 7–12 arms of the school.

In this way, students are supported in having their culture validated and recognised.