

# Lucas Heights Community School Annual Report



2018



8271

## Introduction

The Annual Report for **2018** 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.

Mrs Janice Gooden B.A., Dip Ed. MACE; M.A.C.E., M.A.C.E.L.

Principal

### School contact details

Lucas Heights Community School

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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 704 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.

LHCS has been recognised by ACARA for demonstrating substantially above average gain in Reading and/or Numeracy achievement, as measured by NAPLAN.

## 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 2. 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.

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, Assessment, Reporting and Student Performance Measures.

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

In the domain of Leading, the school's on-balance judgement for Educational leadership and Management Practices and Processes was Delivering. The school's on-balance judgement for School Planning, Implementation and Reporting and School Resources, was Sustaining and Growing.

Our self-assessment 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

### Student-centred Learning

#### Purpose

The school culture is strongly focused on student-centred learning that nurtures, challenges and inspires all students to become successful, motivated and empowered learners.

#### Overall summary of progress

To summarise school progress, in Literacy and Numeracy, staff committees have ensured both Bump It Up and Minimum Standards have been addressed.

HSC has been supported through professional learning for staff in new curricula.

Anti Bullying strategy and uniform procedures have been revised as part of our cyclical review of wellbeing procedures.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Literacy and Numeracy: <ul style="list-style-type: none"><li>• Increase the proportion of students achieving proficiency in line with the Premier's Priorities (Bump It Up).</li><li>• An increased percentage of students will achieve their year appropriate expected growth in Literacy and Numeracy.</li></ul>	\$4,704	Data shows continued pleasing progress and maintenance of value added growth targets. Students are supported to achieve or exceed their expected growth in Literacy and Numeracy.
HSC : <ul style="list-style-type: none"><li>• Value added data for HSC which demonstrates an increasing percentage of students meet or exceed expected growth.</li></ul>	\$7,000	HSC data shows a sustained improvement in numbers of students excelling and exceeding expected growth. Students are transitioning well into post school destinations.
Student Wellbeing: <ul style="list-style-type: none"><li>• Improved support of Wellbeing of all students as evidenced by Sentral data.</li></ul>	\$10,000	Reduced negative incidents, including school supervision data. The introduction of House Points system 7–12 and the renewal of K–6 procedures have been beneficial.

#### Next Steps

In 2019, the school will continue to implement strategies to cyclically review programs and procedures to ensure student-centred learning is enhanced at Lucas Heights Community School.

## Strategic Direction 2

### Quality Teaching Practices

#### Purpose

Our purpose is to refine our community of passionate teachers who work collaboratively. All teachers are committed to identifying and understanding the most effective and explicit teaching strategies, driven by evidence based learning, and utilise these in daily classroom practice.

#### Overall summary of progress

Our school attendance rates remain very pleasing. While our suspension rates has improved, fewer individuals account for the suspensions. Positive behaviour monitoring through the new house points system has proven popular with the school community. The work to improve relationships with the community and to be aware of the impact of student, staff and family wellbeing is ongoing. Teams have worked collaboratively on stage outcomes. K–12 Executive have analysed internal and external measures in order to maximise efforts in evidence based evaluation of school programs.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Improved scores in TTFM for collaboration and learning culture to above average for similar schools.	\$1,000	Lucas Heights Community School has drawn closer to State norms in these two areas of teacher culture.
Increased use of evidence informed pedagogy by all teachers.	\$64,937	Staff have had professional learning on assessment and Visible Learning.
All teachers maintaining current Accreditation standards with increased numbers interested in working towards higher accreditation (HA or Lead).	\$5,000	All staff are now fully Accredited with a small number interested in working towards higher accreditation.

#### Next Steps

SENTRAL roll marking and teacher sign on are assisting the school to monitor school student and staff attendance more closely.

Use of the Student Support Services team is streamlining our learning and support provision in K–12.

## Strategic Direction 3

### Leadership Connections

#### Purpose

Our purpose is to engender leadership across all areas of the school by providing students, staff and our community with leadership opportunities and leveraging those for school improvement.

#### Overall summary of progress

All teachers are now accredited with NESA.

Accreditation record keeping for staff and improved staff access to MyPL has been provided.

Student leadership opportunities were enhanced. Lucas Heights Community School has continued to achieve pleasing results in NAPLAN and HSC.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increase numbers of students involved in multiple leadership opportunities from 2017 baseline.	\$1,000 LBTR	New students are accessing these leadership opportunities, particularly within the Community of Schools Between The Rivers (COSBTR).
Increased number of teachers actively participating in teacher Accreditation partnerships and engaging with the APTS.	N/A	Staff have been able to collaborate using a lesson observation proforma aligned with APST and Growth Coaching International frameworks.
LHCS increasingly working collaboratively with partner and local schools to provide enriching opportunities for student, staff and community leadership.	\$500	Principal as chair of the COSBTR, has been able to provide opportunities for staff to present across school leadership teams. STEAM room opening provided community partnership opportunity.

#### Next Steps

Encouragement of staff to achieve higher levels of accreditation, in line with NSW DoE Strategic Plan.

Refinement of processes around accreditation and MyPL in the school, with staff members designated to assist colleagues.

Searching for new outlets for student leadership in partnership with our community. We will continue the emphasis on supporting students to achieve the best results possible.

<b>Key Initiatives</b>	<b>Resources (annual)</b>	<b>Impact achieved this year</b>
<b>Aboriginal background loading</b>	\$13,717	Students supported in their personalised learning pathways.
<b>Low level adjustment for disability</b>	\$193,423	Students supported across the curriculum.
<b>Quality Teaching, Successful Students (QTSS)</b>	\$55,805	Students and staff supported to improve programming and teacher quality.
<b>Socio-economic background</b>	\$58,332	Students supported to equalise achievement irrespective of background.
<b>Support for beginning teachers</b>	\$50,000	Staff supported to improve and refine practice.

## Student information

### Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	448	422	423	396
Girls	325	318	313	311

### Student attendance profile

School				
Year	2015	2016	2017	2018
K	96.5	95.8	96.6	94.5
1	96.3	96.1	94.5	94.9
2	92.7	95.3	96	94.8
3	94.1	94.2	95.8	95.5
4	94.6	94.8	95.2	94.6
5	93.2	94.5	95.8	95.3
6	93.7	93.9	95.1	94.3
7	92.1	93.1	94	94.6
8	92.1	94	91.3	89.7
9	90.4	91	93.2	88.5
10	90.6	91.3	91.4	91.3
11	90.2	87.6	91.7	86.7
12	92.4	92.9	91.6	91.5
All Years	92.5	93	93.7	92.4
State DoE				
Year	2015	2016	2017	2018
K	94.4	94.4	94.4	93.8
1	93.8	93.9	93.8	93.4
2	94	94.1	94	93.5
3	94.1	94.2	94.1	93.6
4	94	93.9	93.9	93.4
5	94	93.9	93.8	93.2
6	93.5	93.4	93.3	92.5
7	92.7	92.8	92.7	91.8
8	90.6	90.5	90.5	89.3
9	89.3	89.1	89.1	87.7
10	87.7	87.6	87.3	86.1
11	88.2	88.2	88.2	86.6
12	89.9	90.1	90.1	89
All Years	92.3	92.3	92.3	91.5

### 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	0	3
Employment	4	5	21
TAFE entry	6	2.5	7
University Entry	0	0	48
Other	7	5	6
Unknown	83	87.5	15

## Year 12 vocational or trade training

A survey was conducted over the past weeks to find out what Year 12 students of 2018 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 48% of the Year 12 cohort continued their studies by going to university straight from school. The breakdown of university places accepted were:

### University Admissions in 2018

- University of Technology Sydney – 9%
- University of Sydney – 6%
- University of Wollongong – 53%
- Western Sydney University – 13%
- Macquarie University – 3%
- University of Tasmania – 3%
- ACPE – 6%
- Notre Dame – 6%

### Industry Preferences

- Science 5 Students

*Please note that 25% of students are studying combined degrees with a possible combination of 2 faculty areas.*

### General Statistics

- Total number of Year 12 Students – 68
- Students who received offers from University in 2018 – 32
- Students who are studying combined degrees – 5
- Students who are studying STEAM degrees (including Health Sciences and Medicine) – 18

## Year 12 attaining HSC or equivalent

66 students (100%) completed HSC at Lucas Heights Community School in 2018

## Workforce information

### Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Assistant Principal(s)	3
Head Teacher(s)	7
Classroom Teacher(s)	40.78
Teacher of Reading Recovery	0.32
Learning and Support Teacher(s)	1.2
Teacher Librarian	1.6
School Counsellor	1
School Administration and Support Staff	14.4
Other Positions	1

\*Full Time Equivalent

Currently Lucas Heights Community School has one staff member who identifies 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

### Financial summary

The information provided in the financial summary includes reporting from 1 January 2018 to 31 December 2018.

	2018 Actual (\$)
<b>Opening Balance</b>	478,457
<b>Revenue</b>	9,928,301
Appropriation	9,097,856
Sale of Goods and Services	267,578
Grants and Contributions	542,224
Gain and Loss	0
Other Revenue	12,175
Investment Income	8,468
<b>Expenses</b>	-9,807,698
Recurrent Expenses	-9,807,698
Employee Related	-8,510,374
Operating Expenses	-1,297,324
Capital Expenses	0
Employee Related	0
Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	120,603
<b>Balance Carried Forward</b>	599,060

- 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.

### Financial summary equity funding

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

	2018 Actual (\$)
<b>Base Total</b>	6,912,338
Base Per Capita	146,899
Base Location	0
Other Base	6,765,439
<b>Equity Total</b>	265,472
Equity Aboriginal	13,717
Equity Socio economic	58,332
Equity Language	0
Equity Disability	193,423
<b>Targeted Total</b>	1,461,843
<b>Other Total</b>	201,077
<b>Grand Total</b>	8,840,730

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.

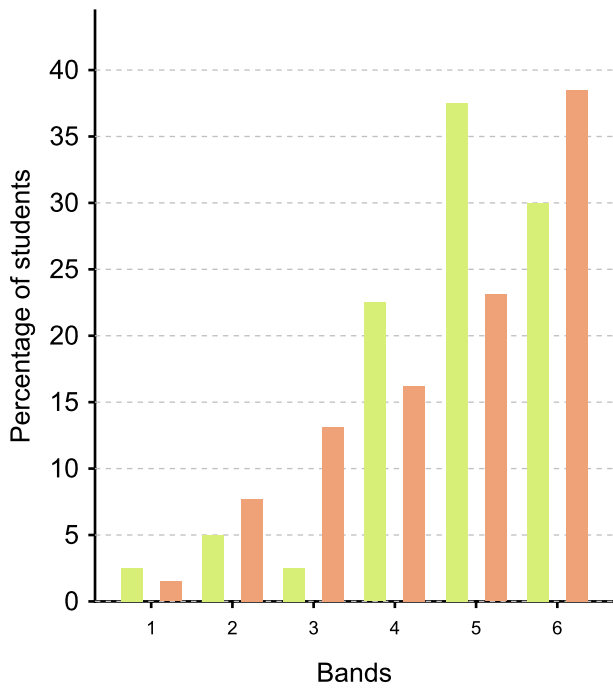
### NAPLAN

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.

From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should take into consideration the different test formats and are discouraged during these transition years.

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

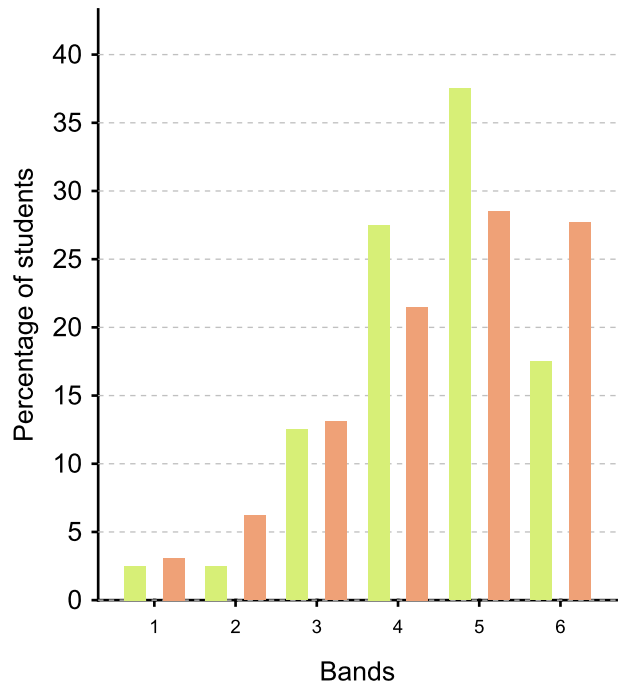


■ Percentage in Bands  
■ School Average 2016-2018

Band	1	2	3	4	5	6
Percentage of students	2.5	5.0	2.5	22.5	37.5	30.0
School avg 2016-2018	1.5	7.7	13.1	16.2	23.1	38.5

Band	1	2	3	4	5	6
Percentage of students	0.0	2.5	12.5	12.5	50.0	22.5
School avg 2016-2018	3.1	3.1	17.8	16.3	31	28.7

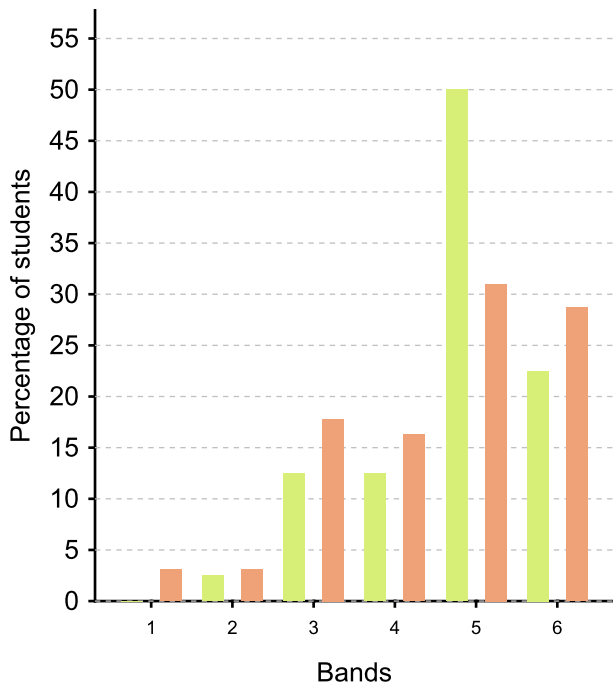
**Percentage in bands:**  
Year 3 Spelling



■ Percentage in Bands  
■ School Average 2016-2018

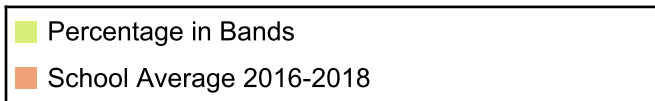
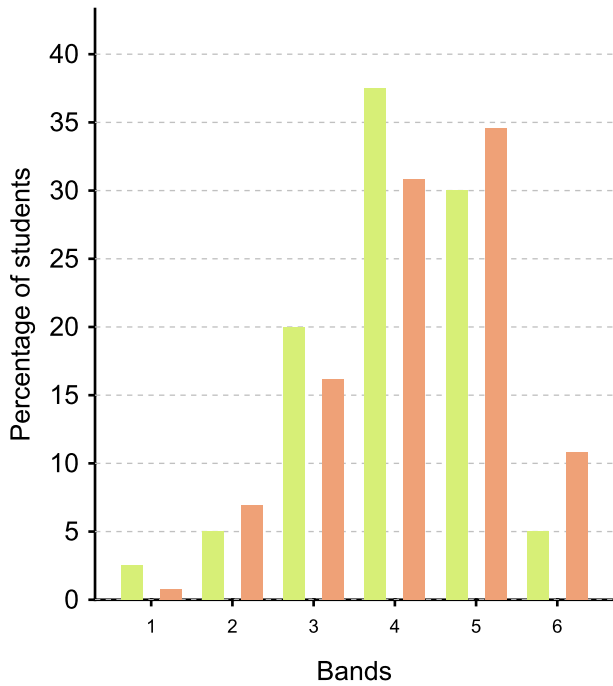
Band	1	2	3	4	5	6
Percentage of students	2.5	2.5	12.5	27.5	37.5	17.5
School avg 2016-2018	3.1	6.2	13.1	21.5	28.5	27.7

**Percentage in bands:**  
Year 3 Reading



■ Percentage in Bands  
■ School Average 2016-2018

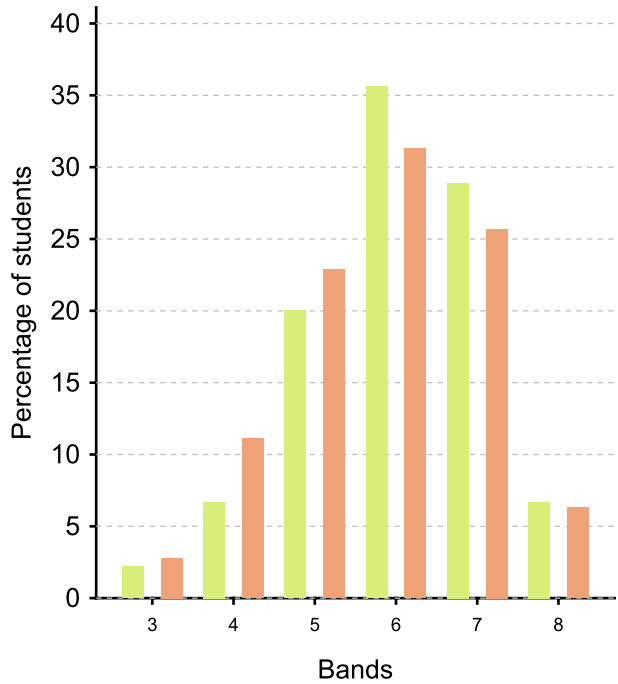
**Percentage in bands:  
Year 3 Writing**



Band	1	2	3	4	5	6
Percentage of students	2.5	5.0	20.0	37.5	30.0	5.0
School avg 2016-2018	0.8	6.9	16.2	30.8	34.6	10.8

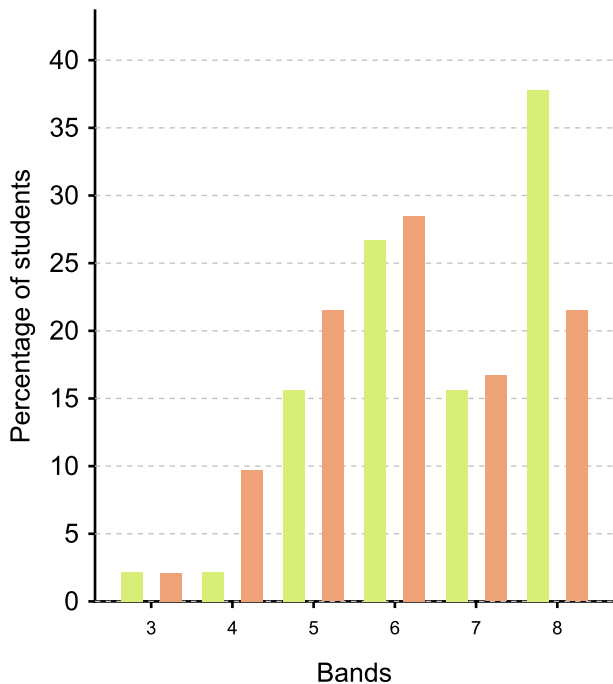
Band	3	4	5	6	7	8
Percentage of students	2.2	2.2	15.6	26.7	15.6	37.8
School avg 2016-2018	2.1	9.7	21.5	28.5	16.7	21.5

**Percentage in bands:  
Year 5 Reading**

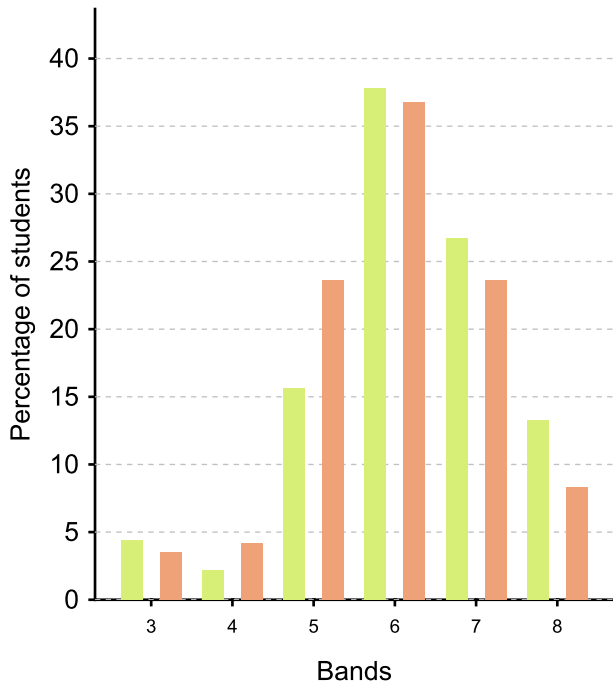


Band	3	4	5	6	7	8
Percentage of students	2.2	6.7	20.0	35.6	28.9	6.7
School avg 2016-2018	2.8	11.1	22.9	31.3	25.7	6.3

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



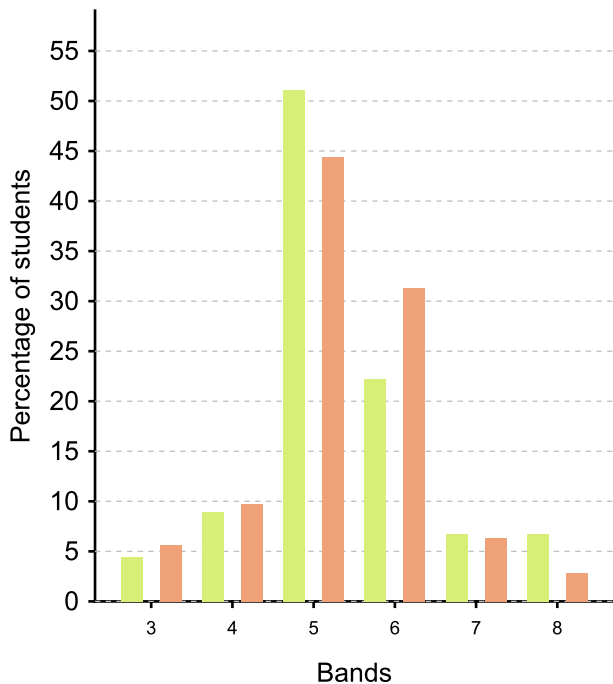
**Percentage in bands:**  
Year 5 Spelling



<span style="color: green;">■</span> Percentage in Bands
<span style="color: orange;">■</span> School Average 2016-2018

Band	3	4	5	6	7	8
Percentage of students	4.4	2.2	15.6	37.8	26.7	13.3
School avg 2016-2018	3.5	4.2	23.6	36.8	23.6	8.3

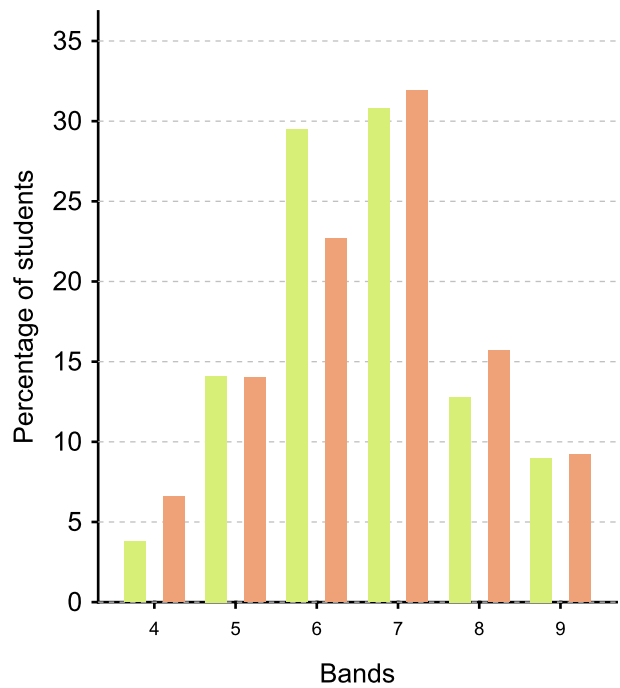
**Percentage in bands:**  
Year 5 Writing



<span style="color: green;">■</span> Percentage in Bands
<span style="color: orange;">■</span> School Average 2016-2018

Band	3	4	5	6	7	8
Percentage of students	4.4	8.9	51.1	22.2	6.7	6.7
School avg 2016-2018	5.6	9.7	44.4	31.3	6.3	2.8

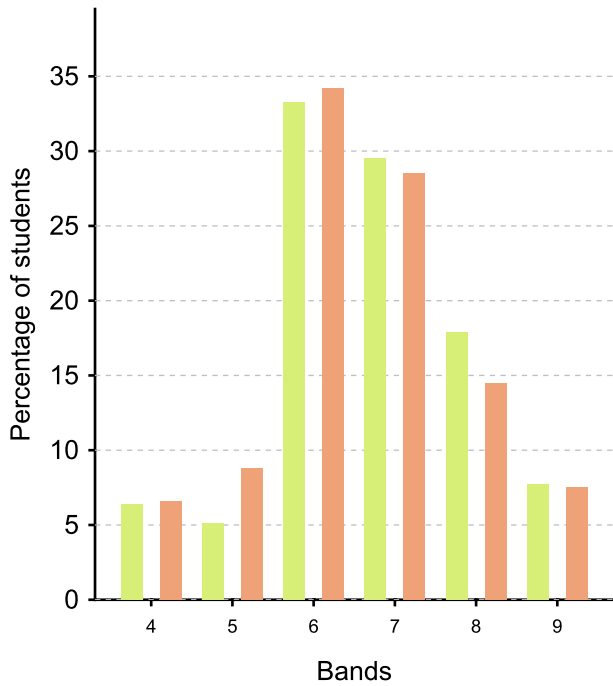
**Percentage in bands:**  
Year 7 Grammar & Punctuation



<span style="color: green;">■</span> Percentage in Bands
<span style="color: orange;">■</span> School Average 2016-2018

Band	4	5	6	7	8	9
Percentage of students	3.8	14.1	29.5	30.8	12.8	9.0
School avg 2016-2018	6.6	14	22.7	31.9	15.7	9.2

**Percentage in bands:  
Year 7 Reading**

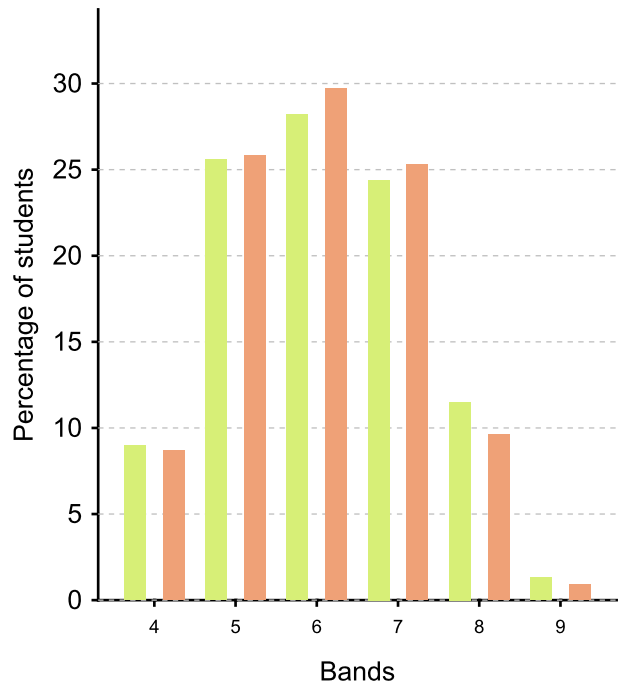


■ Percentage in Bands  
■ School Average 2016-2018

Band	4	5	6	7	8	9
Percentage of students	6.4	5.1	33.3	29.5	17.9	7.7
School avg 2016-2018	6.6	8.8	34.2	28.5	14.5	7.5

Band	4	5	6	7	8	9
Percentage of students	7.7	6.4	26.9	30.8	21.8	6.4
School avg 2016-2018	7	6.1	25.8	29.7	21.8	9.6

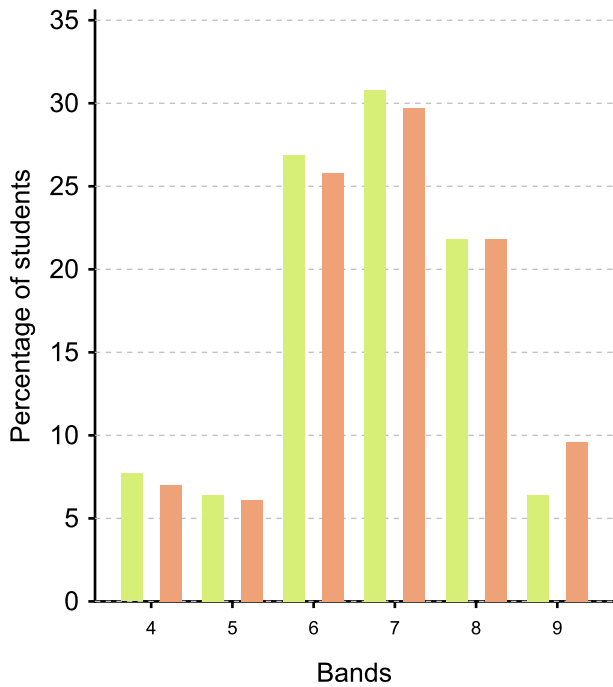
**Percentage in bands:  
Year 7 Writing**



■ Percentage in Bands  
■ School Average 2016-2018

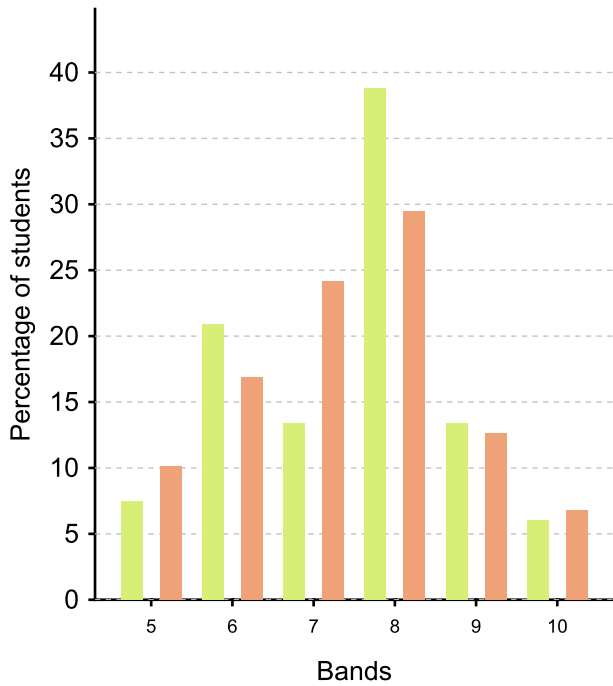
Band	4	5	6	7	8	9
Percentage of students	9.0	25.6	28.2	24.4	11.5	1.3
School avg 2016-2018	8.7	25.8	29.7	25.3	9.6	0.9

**Percentage in bands:  
Year 7 Spelling**



■ Percentage in Bands  
■ School Average 2016-2018

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

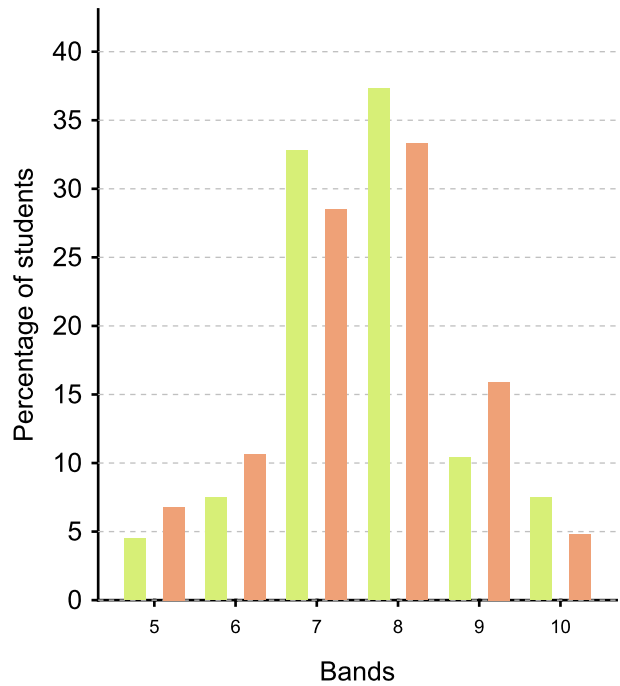


<span style="color: green;">■</span> Percentage in Bands
<span style="color: orange;">■</span> School Average 2016-2018

Band	5	6	7	8	9	10
Percentage of students	7.5	20.9	13.4	38.8	13.4	6.0
School avg 2016-2018	10.1	16.9	24.2	29.5	12.6	6.8

Band	5	6	7	8	9	10
Percentage of students	3.0	18.2	22.7	34.8	15.2	6.1
School avg 2016-2018	3.4	20.9	24.3	33	15	3.4

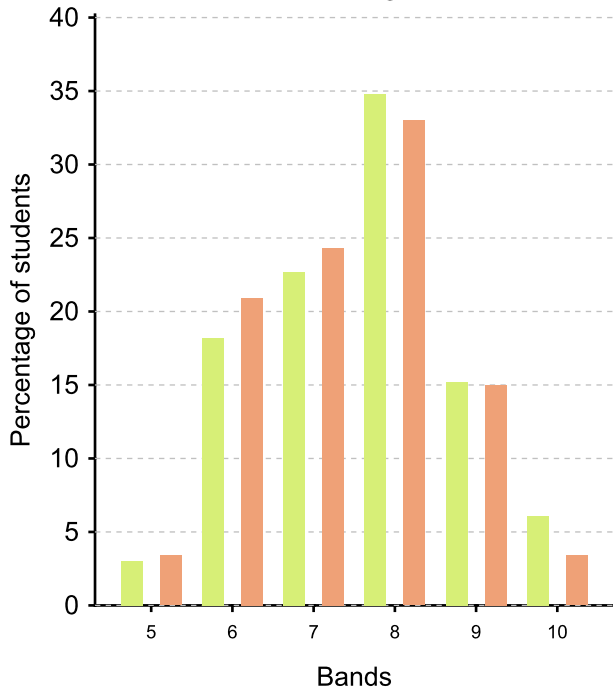
**Percentage in bands:**  
Year 9 Spelling



<span style="color: green;">■</span> Percentage in Bands
<span style="color: orange;">■</span> School Average 2016-2018

Band	5	6	7	8	9	10
Percentage of students	4.5	7.5	32.8	37.3	10.4	7.5
School avg 2016-2018	6.8	10.6	28.5	33.3	15.9	4.8

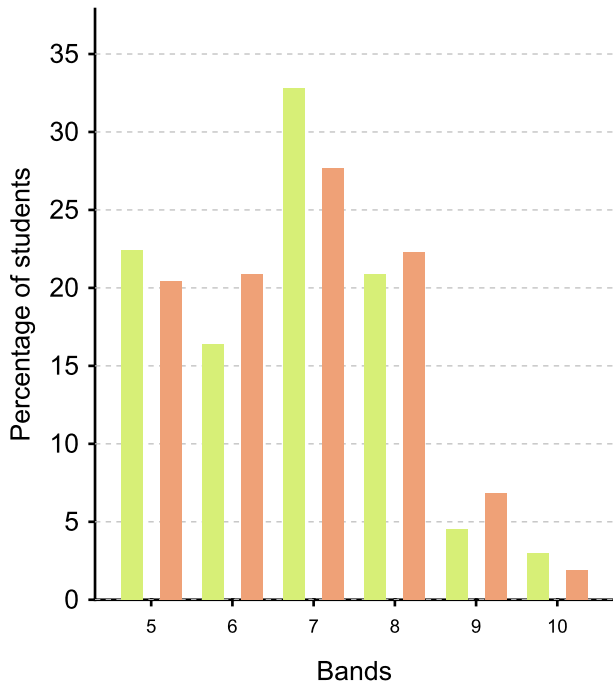
**Percentage in bands:**  
Year 9 Reading



<span style="color: green;">■</span> Percentage in Bands
<span style="color: orange;">■</span> School Average 2016-2018



**Percentage in bands:**  
Year 9 Writing

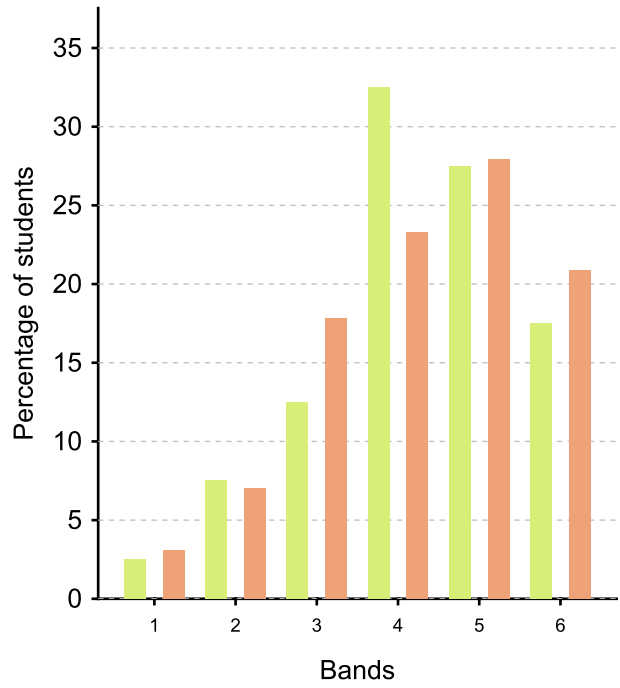


<span style="color: green;">■</span> Percentage in Bands
<span style="color: orange;">■</span> School Average 2016-2018

Band	5	6	7	8	9	10
Percentage of students	22.4	16.4	32.8	20.9	4.5	3.0
School avg 2016-2018	20.4	20.9	27.7	22.3	6.8	1.9

NAPLAN Numeracy results across Years 3 to 9 have remained at pleasing levels.

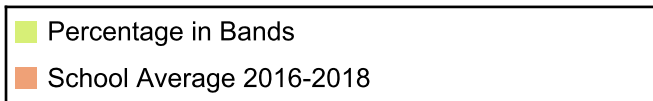
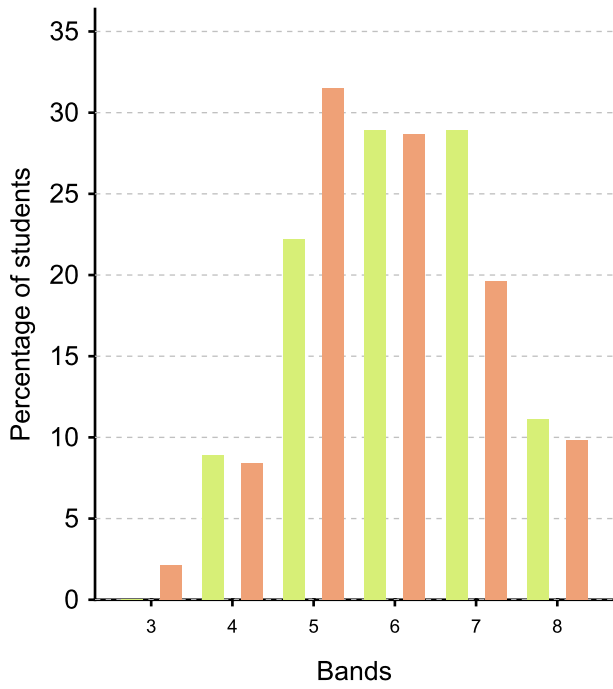
**Percentage in bands:**  
Year 3 Numeracy



<span style="color: green;">■</span> Percentage in Bands
<span style="color: orange;">■</span> School Average 2016-2018

Band	1	2	3	4	5	6
Percentage of students	2.5	7.5	12.5	32.5	27.5	17.5
School avg 2016-2018	3.1	7	17.8	23.3	27.9	20.9

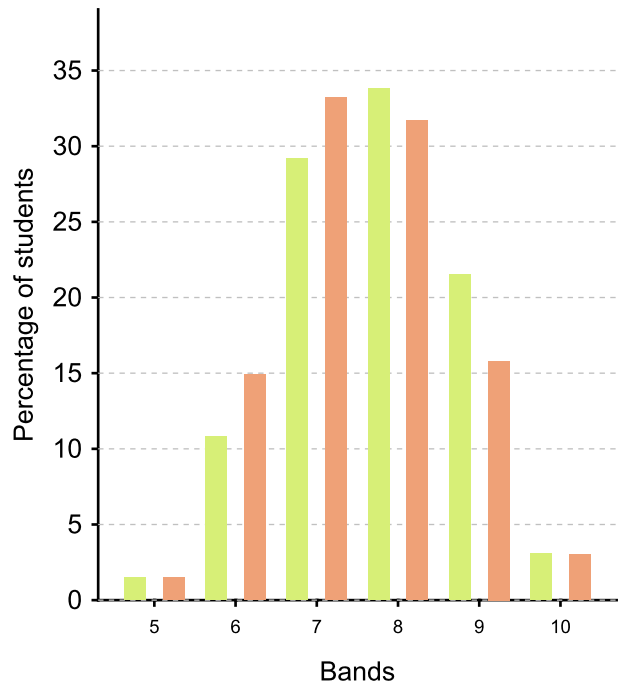
**Percentage in bands:  
Year 5 Numeracy**



Band	3	4	5	6	7	8
Percentage of students	0.0	8.9	22.2	28.9	28.9	11.1
School avg 2016-2018	2.1	8.4	31.5	28.7	19.6	9.8

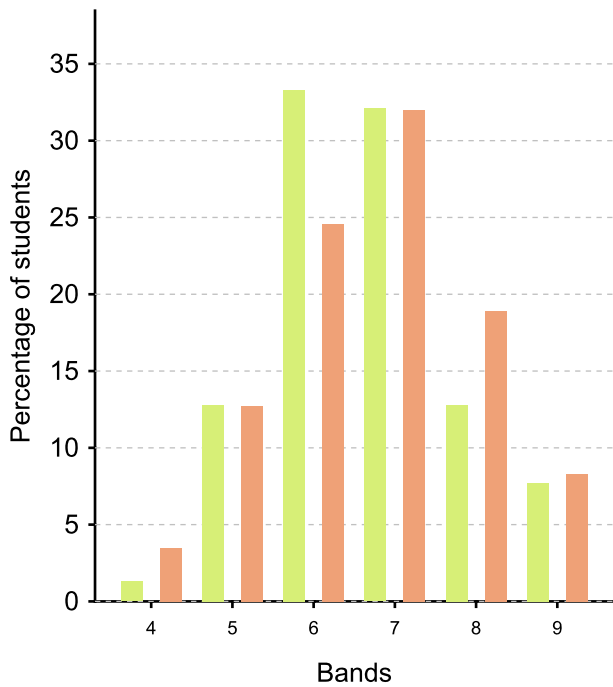
Band	4	5	6	7	8	9
Percentage of students	1.3	12.8	33.3	32.1	12.8	7.7
School avg 2016-2018	3.5	12.7	24.6	32	18.9	8.3

**Percentage in bands:  
Year 9 Numeracy**



Band	5	6	7	8	9	10
Percentage of students	1.5	10.8	29.2	33.8	21.5	3.1
School avg 2016-2018	1.5	14.9	33.2	31.7	15.8	3

**Percentage in bands:  
Year 7 Numeracy**



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 K–6 students with Aboriginal heritage sitting NAPLAN, 0% accessed the top two NAPLAN Bands. Of the 7–12 students with Aboriginal heritage sitting NAPLAN, 1 student 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 2018 we were pleased with the performance of many of our students.

## 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 teaching strategies, data informing practice and being an inclusive school. For K–6 students, areas rated highly included high skills and high challenge, and positive behaviour at school. For 7–12 students, areas rated highly included effort and intellectual engagement. For parents, areas of high satisfaction were parents supporting learning at home, and school supports positive behaviour.

Areas requiring attention for teaching staff remain Leadership, which is being addressed through more visibility in classrooms. For K–6 students, areas requiring attention were bullying and advocacy at school. Wellbeing team and K–6 Executive analyse this data to address early signs of social issues among any students. For 7–12 students, areas requiring attention are academic confidence among middle achieving students and optimism among middle achieving students. 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 2018 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.