Lucas Heights Community School

2019 Annual Report

8271

Introduction

The Annual Report for 2019 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.

School contact details

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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 815 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

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. The Framework is a statement of what is valued as excellence for NSW public schools, both now and into the future. 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.

Each year, we assess our practice against the Framework to inform our school plan and annual report.

Our self–assessment 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/school–excellence

Self-assessment using the School Excellence Framework

Elements	2019 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Delivering
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

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.

Improvement Measures

Literacy and Numeracy:
• Increase the proportion of students achieving proficiency in line with the Premier's Priorities (Bump It Up).
• An increased percentage of students will achieve their year appropriate expected growth in Literacy and Numeracy.

HSC :
• Value added data for HSC which demonstrates an increasing percentage of students meet or exceed expected growth.

Student Wellbeing:
• Improved support of Wellbeing of all students as evidenced by Sentral data.

Overall summary of progress

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 data shows a sustained improvement in numbers of students excelling and exceeding expected growth. Students are transitioning well into post school destinations.

Strengthening of systems and processes for student wellbeing has seen an improvement in student attendance data, decreased negative Sentral referrals and increased positive notifications regarding student behaviour.

Progress towards achieving improvement measures

Process 1:   Curriculum and Learning:

Deliver quality student centred learning experiences which enable students to understand how they learn and to set and achieve their learning intentions.

Evaluation	Funds Expended (Resources)
The school continues to focus on quality student centred learning experiences. Thorough programs were developed and delivered for Learning Hubs in Year 7–12. Peer Mediation and Peer Support were implemented successfully in K–6. The K–12 student leaders Project–Based Learning (PBL) task was highly successful with 'Tech–Free Tuesday' implemented in the high school during Term 4.	

Process 2:   Personalised Learning:

Ensure that learning is data driven and based on formative assessment practices and learning continuums. Timely, targeted intervention and feedback for all students reflects best practice and students access tailored support or extension to maximise outcomes.

Evaluation	Funds Expended (Resources)
Personalised learning driven by data and based on formative assessment techniques continues to be a focus at Lucas Heights Community School. Targeted professional learning was delivered to staff on the Literacy and Numeracy progressions (K–6), Questioning Techniques (K–12) and Formative Assessment (K–12) .	

Progress towards achieving improvement measures	
100% of students identified as requiring learning adjustments through the Nationally Consistent Collection of Data (NCCD) have Individual Learning Plans (ILP) published to the school Sentral System. ILPs have been developed in collaboration with students, parents and teachers.	

Process 3:   Student Wellbeing:

Enhance the whole school integrated approach to student Wellbeing to ensure that students connect, succeed and thrive at each stage of their schooling.

Evaluation	Funds Expended (Resources)
The Wellbeing Team K–12 have commenced a review of systems and processes for students wellbeing and attendance. Student attendance systems have been strengthened to ensure thorough monitoring and evaluation of the merit and level systems has commenced. Students have participated in many proactive wellbeing initiatives across the year including: Cyber–bullying presentations; Wellbeing Day workshop; Happy Week activities; K–6 Design Challenge; White Ribbon Day activities; and ATSI programs. These programs and initiatives have supported the students to feel connected to the school, supporting their success and assisting them to thrive as students.	

Next Steps

In 2020, the school will introduce a cyclic evaluation process for all stages and faculties K–12. The process will have leadership, management, teaching and learning as the focus areas of the evaluation process. Wellbeing systems and processes will continue to be evaluated, reviewed and improved.

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.

Improvement Measures

Improved scores in TTFM for collaboration and learning culture to above average for similar schools.

Increased use of evidence informed pedagogy by all teachers.

All teachers maintaining current Accreditation standards with increased numbers interested in working towards higher accreditation (HA or Lead).

Overall summary of progress

Quality teaching practices continues to be a focus at Lucas Heights Community School. Data from the *Tell Them From Me* (TTFM) indicates that the school has moved closer to the state norms in the areas of Learning Culture and Collaboration. All teachers have achieved accreditation (provisional or proficient) with a small number of teachers expressing interest in working towards higher levels of teacher accreditation.

Progress towards achieving improvement measures

Process 1:   Collaborative Practice:
    • Develop and implement collaborative processes enhancing consistency in teacher judgement in the Literacy and Numeracy progressions, Stage achievement, and formative and summative assessment culminating in HSC.

Evaluation	Funds Expended (Resources)
Collaborative processes enhancing consistency in teacher judgement continue to be a focus at LHCS. K–12 Literacy and Numeracy Committees have operated effectively across the school year. Staff participated in Formative Assessment, Effective Feedback and Learning Intentions/Success Criteria workshops through school development day and twilight professional learning sessions assisting to bring about greater consistency in teacher judgment.	

Process 2:   Research informed pedagogy:
    • Using published educational research to select and implement high quality professional learning in literacy and numeracy teaching practices (L3, writing pedagogies , ALARM, Focus On Reading, Super 6).

Evaluation	Funds Expended (Resources)
Quality educational research underpins professional learning at LHCS. Staff engaged in learning based on the educational documentary "Most Likely to Succeed" which explored 21st Century Learning techniques. Ongoing professional learning on the Literacy progressions and writing techniques including ALARM was implemented for all staff K–12 through regular fortnightly professional learning sessions.	

Process 3:   Evaluative Practice
    • Strengthen evaluative culture and practice by providing professional learning and opportunities to use student assessment data (formative and summative) to identify student achievement, reflect on teaching

Progress towards achieving improvement measures

Process 3:   effectiveness and inform future school directions.

Evaluation	Funds Expended (Resources)
A culture of evaluation ensures the regular review and strengthening of processes to support education. HSC and NAPLAN analysis continue to be a strong focus at the school. Individual faculties conduct HSC analysis annually and NAPLAN results are shared with all staff during professional learning sessions. the K–12 Literacy Team reviewed pre/post writing assessments for K–6 students.	

Next Steps

In 2020 a strong focus on educational leadership will continue. Leadership portfolios have been distributed across the Executive Team to ensure a strong focus on Quality Teaching Practices K–12. Through the PDP process all staff will have a whole school responsibility aligned to the strategic directions of the school.

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.

Improvement Measures

Increase numbers of students involved in multiple leadership opportunities from 2017 baseline.

Increased number of teachers actively participating in teacher Accreditation partnerships and engaging with the APTS.

LHCS increasingly working collaboratively with partner and local schools to provide enriching opportunities for student, staff and community leadership.

Overall summary of progress

An increased number of students are accessing leadership opportunities, particularly within the Community of School Between The Rivers (COSBTR). Professional Development Plans (PDPs) for all staff are aligned to the Australian Professional Standards for Teachers with 100% of staff completing lesson observations as a part of this process.

Progress towards achieving improvement measures

Process 1: **Leveraging opportunities:**
• Enhance student access to leadership through integrating learning opportunities both within and outside the school.

Evaluation	Funds Expended (Resources)
Enhanced leadership opportunities both within and outside of the school continues to be a strong focus of the school. Many leadership opportunities have been accessed by students and staff across the year including: Leadership by the River; Deadly Kids; Max Potential; Aboriginal Reconciliation meetings; 7–12 SRC PBL project; One Mob Day; Literacy Linkages; Young Leader Day; and peer teaching opportunities. The number of students engaging in these leadership opportunities continue to grow annually.	

Process 2: • Teacher Accreditation and engagement with the Australian Professional Standards for Teachers (APST) will be formally supported through the School Plan, stage or faculty teams, and PDPs.

Evaluation	Funds Expended (Resources)
100% of staff have PDPs aligned to the Australian Professional Standards for Teachers. Regular professional learning sessions targeting the strategic directions of the school and PDP goals for staff were implemented across the school year.	

Process 3: • Community links with our partner and local schools will be maintained and enhanced, furthering LHCS' reputation as a lighthouse school.

Evaluation	Funds Expended (Resources)
Community links and partnership have enhanced across the school year. The school continues to have the involvement of the P&C and local community. Positive relationships across the community continue to grow . Community consultation occurred with the mobile phone initiative in the high school and	

Progress towards achieving improvement measures	
the review of the merit system and wellbeing system K–12.	

Next Steps

Providing leadership opportunities to students and teachers will continue to be a focus for 2020. The *Community of Schools Between The Rivers* will continue with enhanced leadership opportunities for students. The Head Teacher Mentor (0.2) position will continue in 2020 to coordinate the accreditation process for staff and to facilitate higher levels of accreditation for teachers wishing to pursue this opportunity.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	$19,281	The school Aboriginal Education Team supported students through individual tuition and enrichment opportunities both internally and externally to the school. Planning, monitoring and evaluation of existing Personalised Learning Plans (PLPs) in consultation with parents/carers has been a focus leading to improved student learning outcomes.
Low level adjustment for disability	$196,547	The funding for low level adjustment for disability was utilised for the employment of additional School Learning Support Officers across the K–12 setting. Staff were allocated to support classes where students with additional learning needs were identified. The additional support provided has impacted positively on student performance and behaviour data across the school.
Quality Teaching, Successful Students (QTSS)	$51,224	QTSS funding was used to support additional release from face–to–face teaching time for the Primary Executive Team. This additional time provided the opportunity to build leadership capacity across the school focusing on the strategic directions.
Socio–economic background	$64,164	A Head Teacher Teaching and Learning and school funded Deputy Principal in the high school setting were employed utilising socio–economic background funding. This has enabled the school to have a targeted focus on teaching and learning and improved student learning outcomes in Literacy and Numeracy.
Support for beginning teachers	$32,529	Additional support for beginning teachers was provided through the employment of a Head Teacher Mentor (0.2). This assisted these teachers to achieve accreditation at proficient level. Beginning teachers were also provided additional RFF time and professional learning opportunities.

Student information

Student enrolment profile

Students	Enrolments			
	2016	**2017**	**2018**	**2019**
Boys	422	423	396	413
Girls	318	313	311	329

Student attendance profile

School				
Year	2016	2017	2018	2019
K	95.8	96.6	94.5	95.3
1	96.1	94.5	94.9	93.1
2	95.3	96	94.8	93.2
3	94.2	95.8	95.5	93.2
4	94.8	95.2	94.6	94.8
5	94.5	95.8	95.3	93
6	93.9	95.1	94.3	92.3
7	93.1	94	94.6	93.3
8	94	91.3	89.7	91.6
9	91	93.2	88.5	88.2
10	91.3	91.4	91.3	90.1
11	87.6	91.7	86.7	91
12	92.9	91.6	91.5	92.1
All Years	93	93.7	92.4	92.1

State DoE				
Year	2016	2017	2018	2019
K	94.4	94.4	93.8	93.1
1	93.9	93.8	93.4	92.7
2	94.1	94	93.5	93
3	94.2	94.1	93.6	93
4	93.9	93.9	93.4	92.9
5	93.9	93.8	93.2	92.8
6	93.4	93.3	92.5	92.1
7	92.8	92.7	91.8	91.2
8	90.5	90.5	89.3	88.6
9	89.1	89.1	87.7	87.2
10	87.6	87.3	86.1	85.5
11	88.2	88.2	86.6	86.6
12	90.1	90.1	89	88.6
All Years	92.3	92.3	91.5	91

Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which

details the management of non–attendance.

Post school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
Seeking Employment	N/A	N/A	8
Employment	N/A	3	11
TAFE entry	3	1	6
University Entry	N/A	N/A	47
Other	7.5	7	17
Unknown	1.5	3	11

Year 12 students undertaking vocational or trade training

39.02% of Year 12 students at Lucas Heights Community School undertook vocational education and training in 2019.

Year 12 students attaining HSC or equivalent vocational education qualification

90% of all Year 12 students at Lucas Heights Community School expected to complete Year 12 in 2019 received a Higher School Certificate or equivalent vocational education and training qualification.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Assistant Principal(s)	3
Head Teacher(s)	7
Classroom Teacher(s)	42.17
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	15.1
Other Positions	1

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2019, 3.9% of the Department's workforce identify as Aboriginal people.

Workforce ATSI

Staff type	Benchmark[1]	2019 Aboriginal and/or Torres Strait Islander representation[2]
School Support	3.30%	7.20%
Teachers	3.30%	2.90%

Note 1 – The NSW Public Sector Aboriginal Employment Strategy 2014–17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

Note 2 – Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice.

Professional learning includes five student–free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non–teaching staff in line with school and departmental priorities.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2019 to 31 December 2019. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

|	2019 **Actual** ($)
Opening Balance	599,060
Revenue	10,661,673
Appropriation	9,794,920
Sale of Goods and Services	263,737
Grants and contributions	594,008
Investment income	7,708
Other revenue	1,300
Expenses	-10,730,711
Employee related	-9,309,634
Operating expenses	-1,421,077
Surplus / deficit for the year	-69,038

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.

Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2019 **Approved SBA** ($)
Targeted Total	1,492,042
Equity Total	281,982
Equity - Aboriginal	19,281
Equity - Socio-economic	64,164
Equity - Language	1,990
Equity - Disability	196,547
Base Total	7,152,610
Base - Per Capita	170,732
Base - Location	0
Base - Other	6,981,878
Other Total	461,791
Grand Total	9,388,426

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.

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.

From 2018 to 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in 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 be treated with care.

Literacy and Numeracy Graphs

Percentage in bands:
Year 3 Grammar & Punctuation
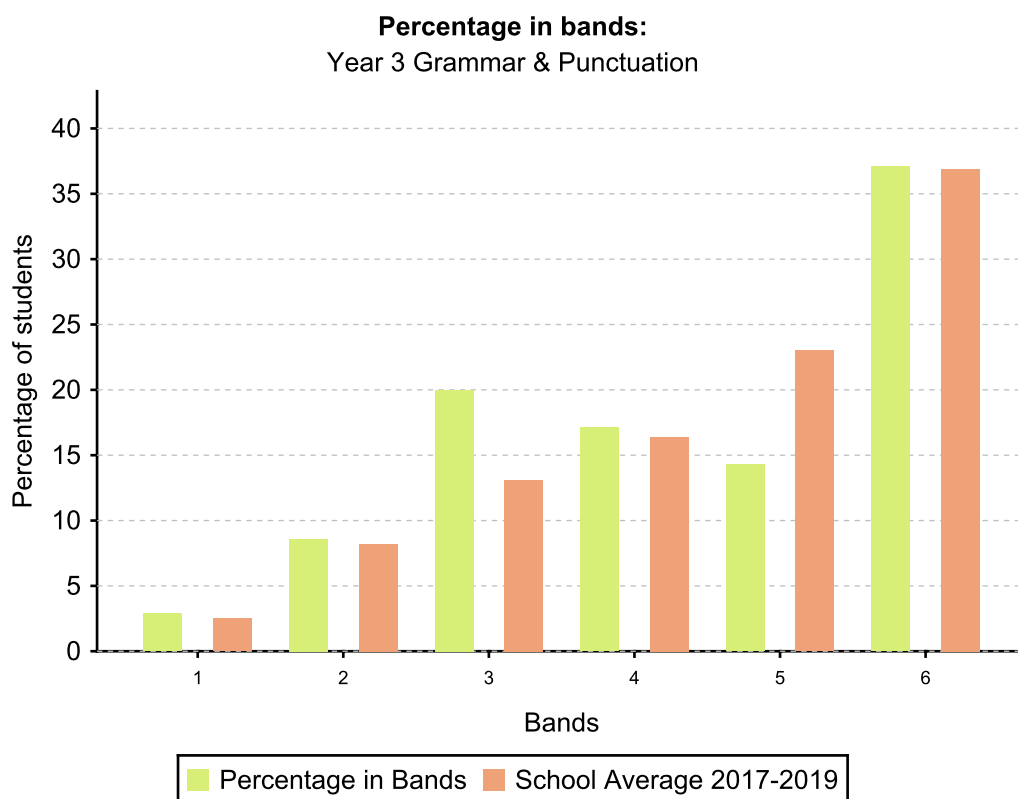
Band	1	2	3	4	5	6
Percentage of students	2.9	8.6	20.0	17.1	14.3	37.1
School avg 2017-2019	2.5	8.2	13.1	16.4	23	36.9

Percentage in bands:
Year 3 Reading
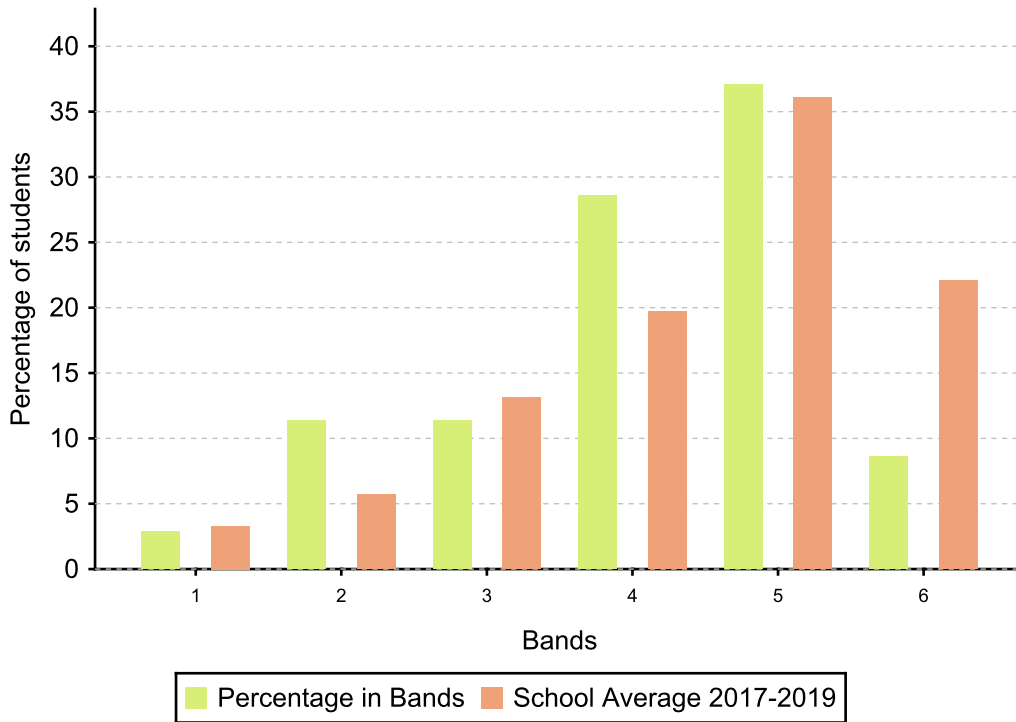
Band	1	2	3	4	5	6
Percentage of students	2.9	11.4	11.4	28.6	37.1	8.6
School avg 2017-2019	3.3	5.7	13.1	19.7	36.1	22.1

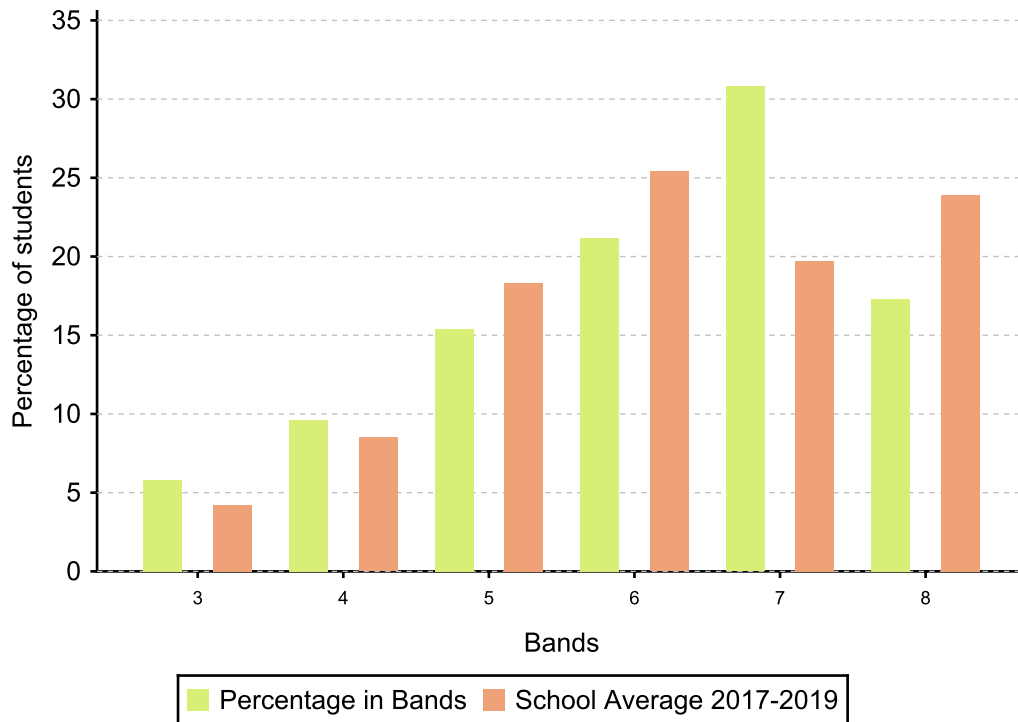## Percentage in bands:
Year 3 Spelling
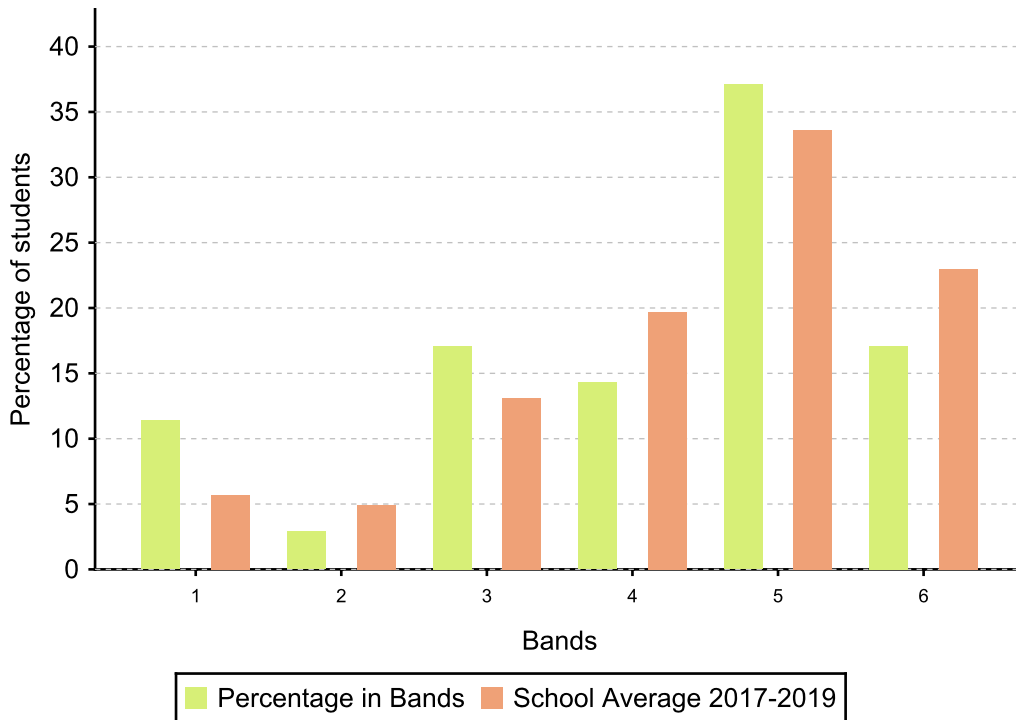
Band	1	2	3	4	5	6
Percentage of students	11.4	2.9	17.1	14.3	37.1	17.1
School avg 2017-2019	5.7	4.9	13.1	19.7	33.6	23

Percentage in bands:
Year 3 Writing
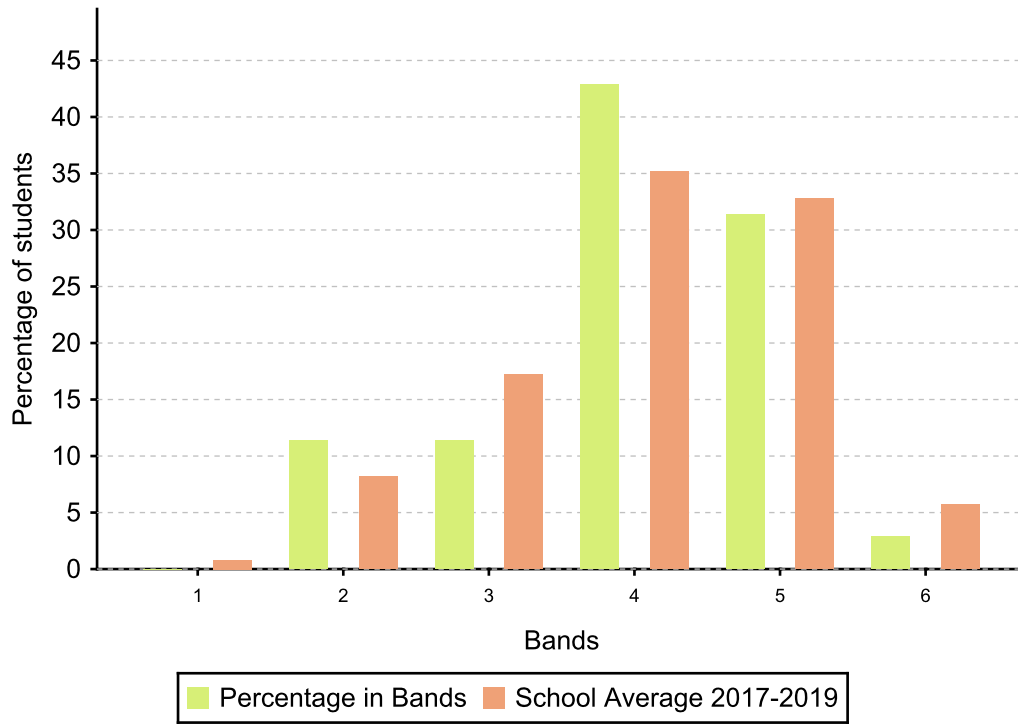
Band	1	2	3	4	5	6
Percentage of students	0.0	11.4	11.4	42.9	31.4	2.9
School avg 2017-2019	0.8	8.2	17.2	35.2	32.8	5.7

Percentage in bands:
Year 5 Grammar & Punctuation

Band	3	4	5	6	7	8
Percentage of students	5.8	9.6	15.4	21.2	30.8	17.3
School avg 2017-2019	4.2	8.5	18.3	25.4	19.7	23.9

Percentage in bands:
Year 5 Reading
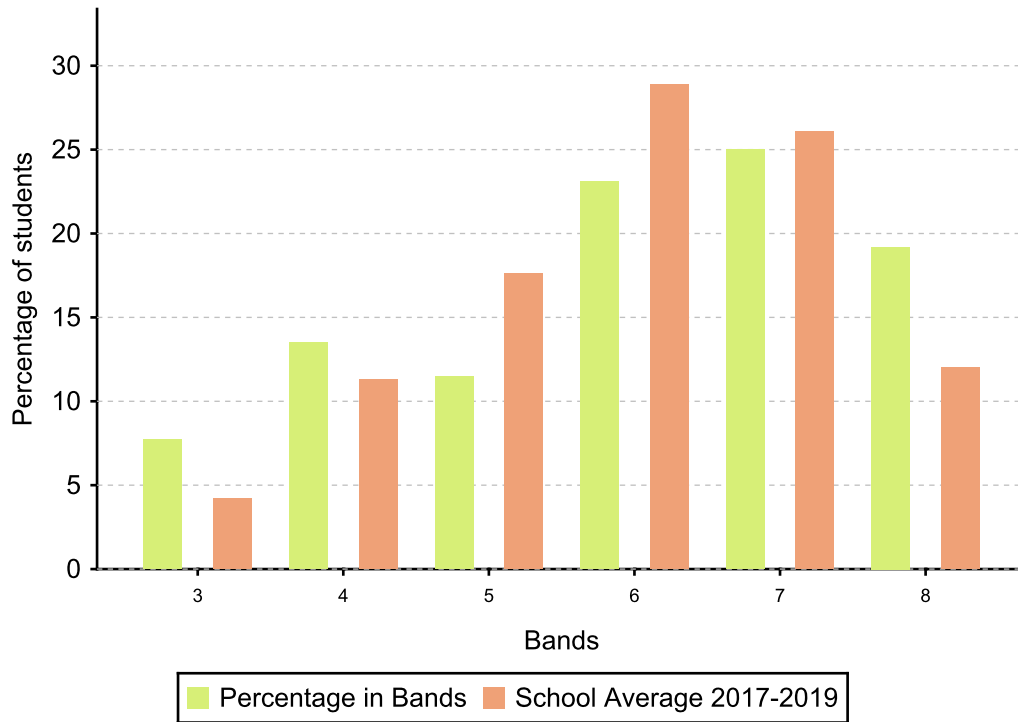
Band	3	4	5	6	7	8
Percentage of students	7.7	13.5	11.5	23.1	25.0	19.2
School avg 2017-2019	4.2	11.3	17.6	28.9	26.1	12

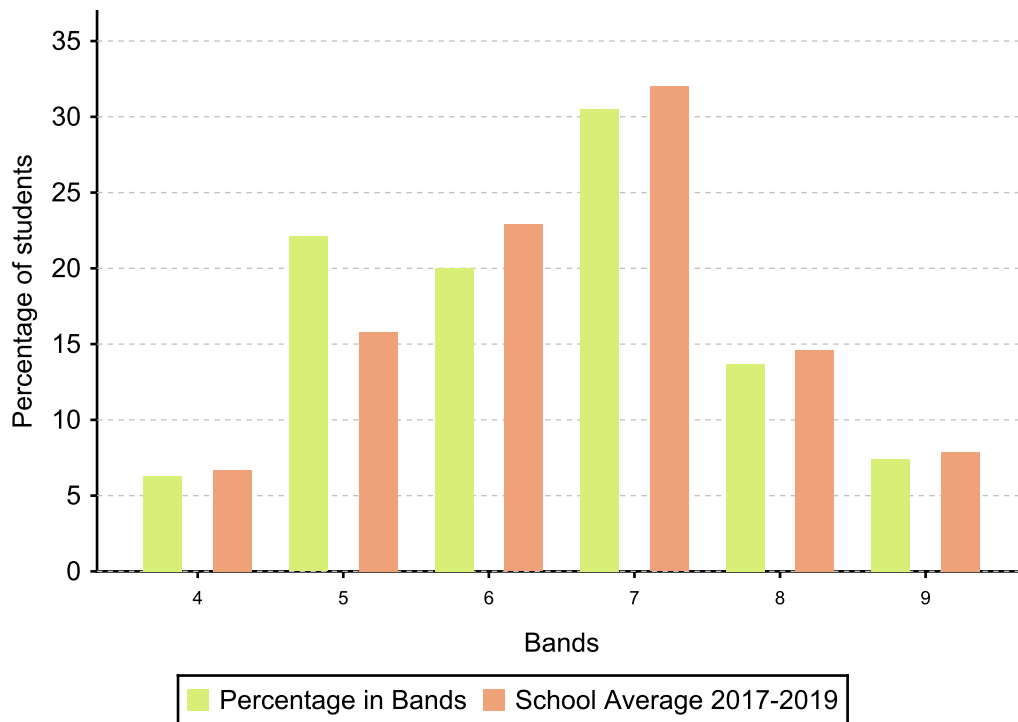**Percentage in bands:**
Year 5 Spelling
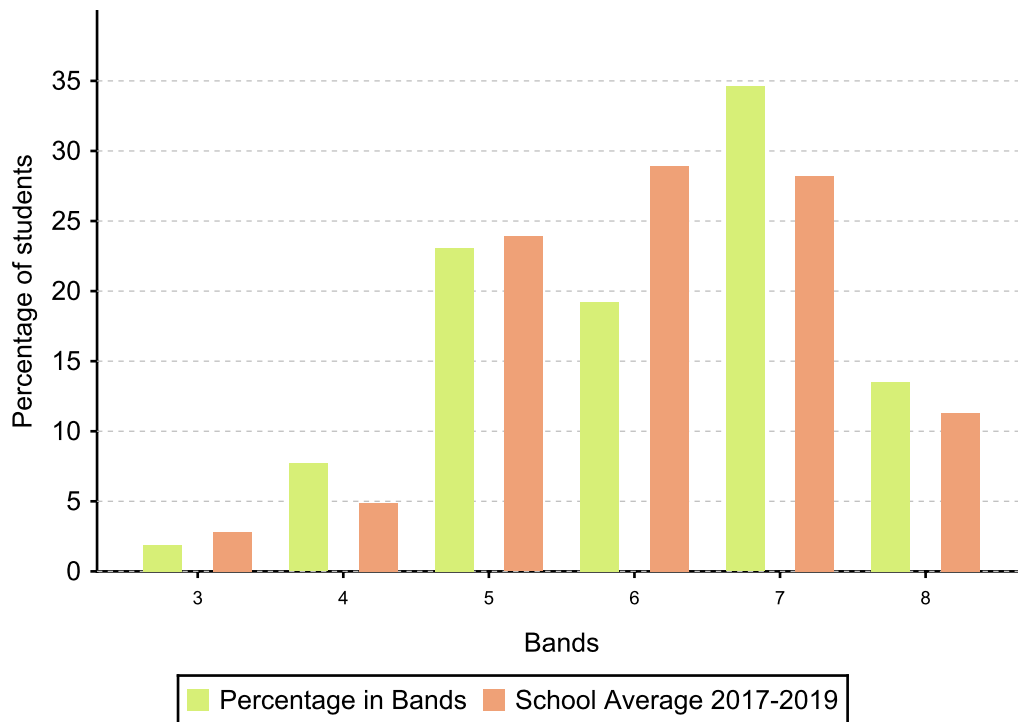
| Band	3	4	5	6	7	8
Percentage of students	1.9	7.7	23.1	19.2	34.6	13.5
School avg 2017-2019	2.8	4.9	23.9	28.9	28.2	11.3

Percentage in bands:
Year 5 Writing
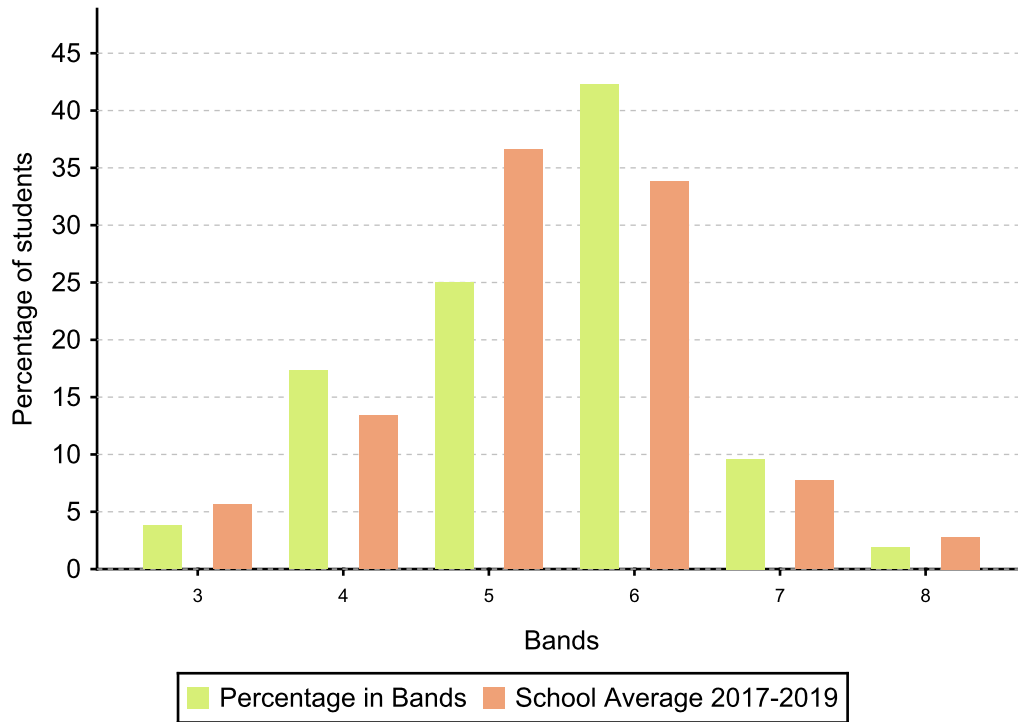
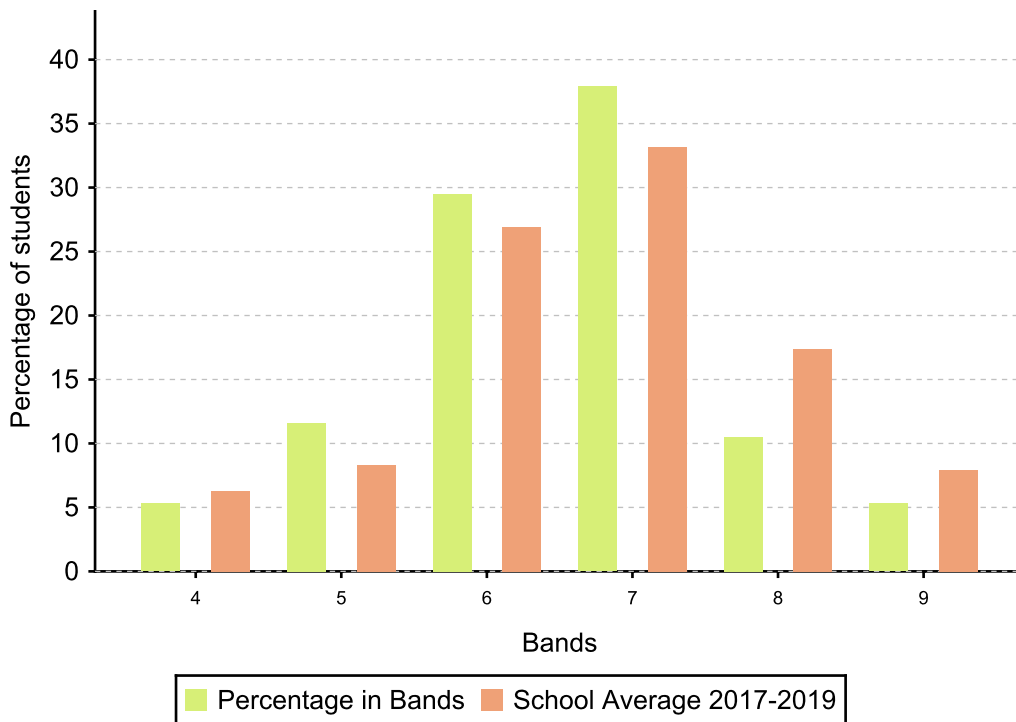| Band	3	4	5	6	7	8
Percentage of students	3.8	17.3	25.0	42.3	9.6	1.9
School avg 2017-2019	5.6	13.4	36.6	33.8	7.7	2.8

Percentage in bands:
Year 7 Grammar & Punctuation

Band	4	5	6	7	8	9
Percentage of students	6.3	22.1	20.0	30.5	13.7	7.4
School avg 2017-2019	6.7	15.8	22.9	32	14.6	7.9

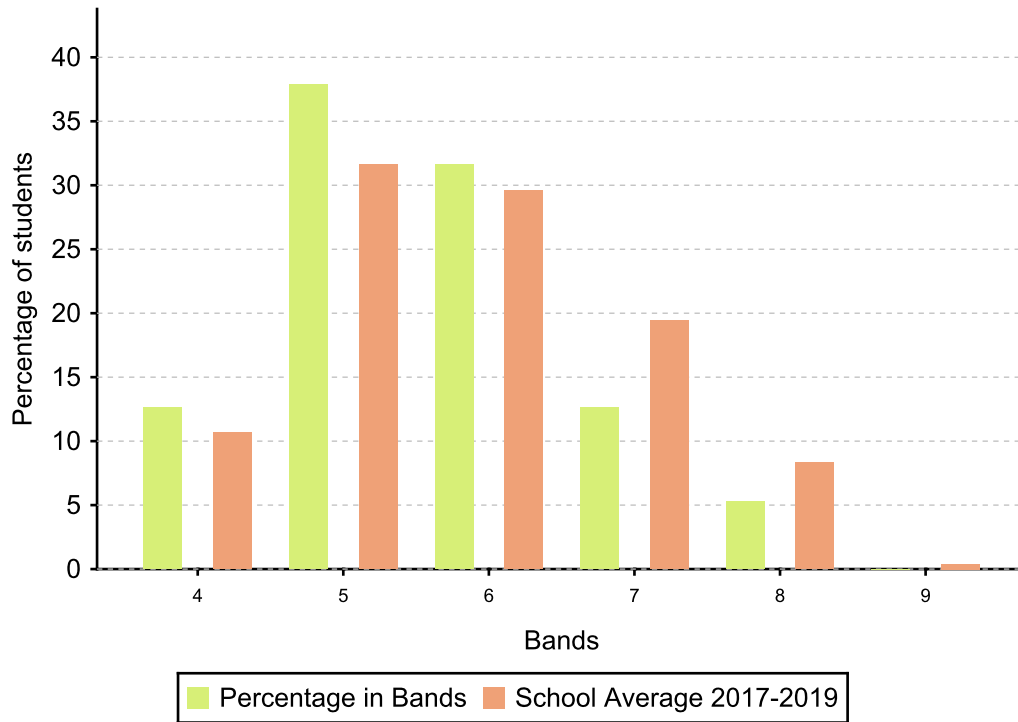## Percentage in bands:
Year 7 Reading
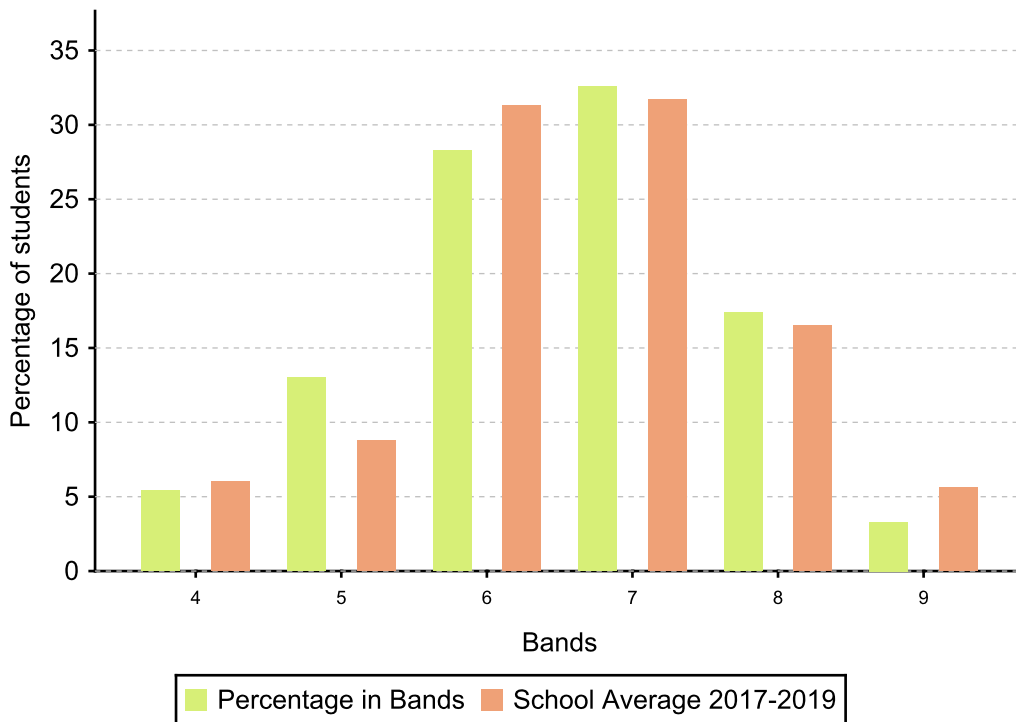
| Band	4	5	6	7	8	9
Percentage of students	5.4	13.0	28.3	32.6	17.4	3.3
School avg 2017-2019	6	8.8	31.3	31.7	16.5	5.6

Percentage in bands:
Year 7 Spelling

| Band	4	5	6	7	8	9
Percentage of students	5.3	11.6	29.5	37.9	10.5	5.3
School avg 2017-2019	6.3	8.3	26.9	33.2	17.4	7.9

Percentage in bands:
Year 7 Writing

Band	4	5	6	7	8	9
Percentage of students	12.6	37.9	31.6	12.6	5.3	0.0
School avg 2017-2019	10.7	31.6	29.6	19.4	8.3	0.4

Percentage in bands:
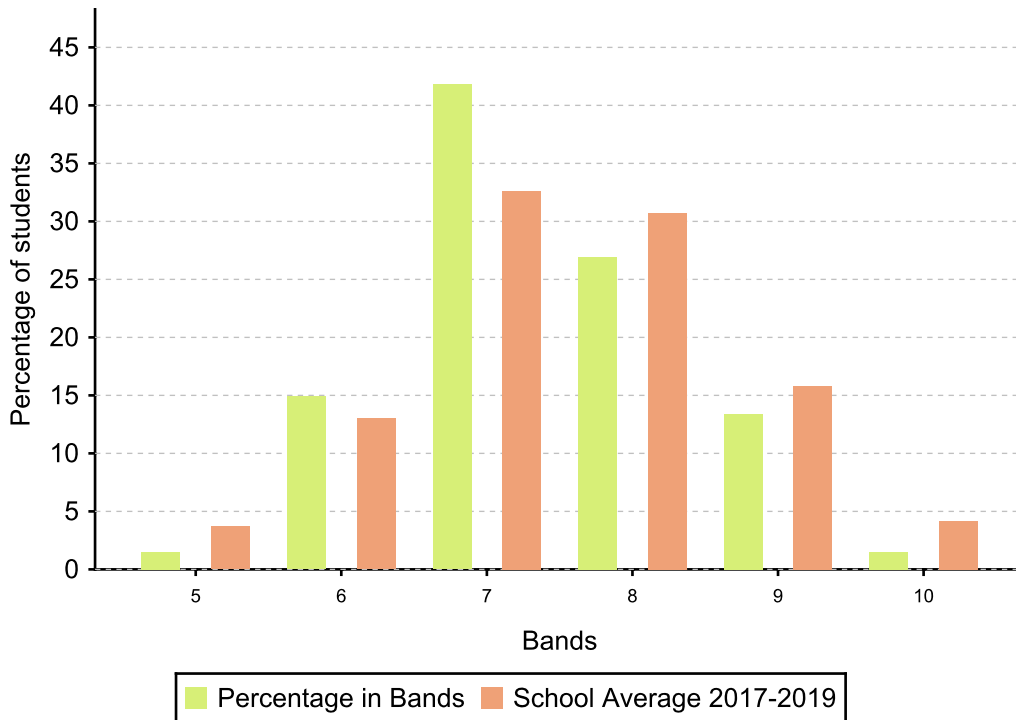### Year 9 Grammar & Punctuation
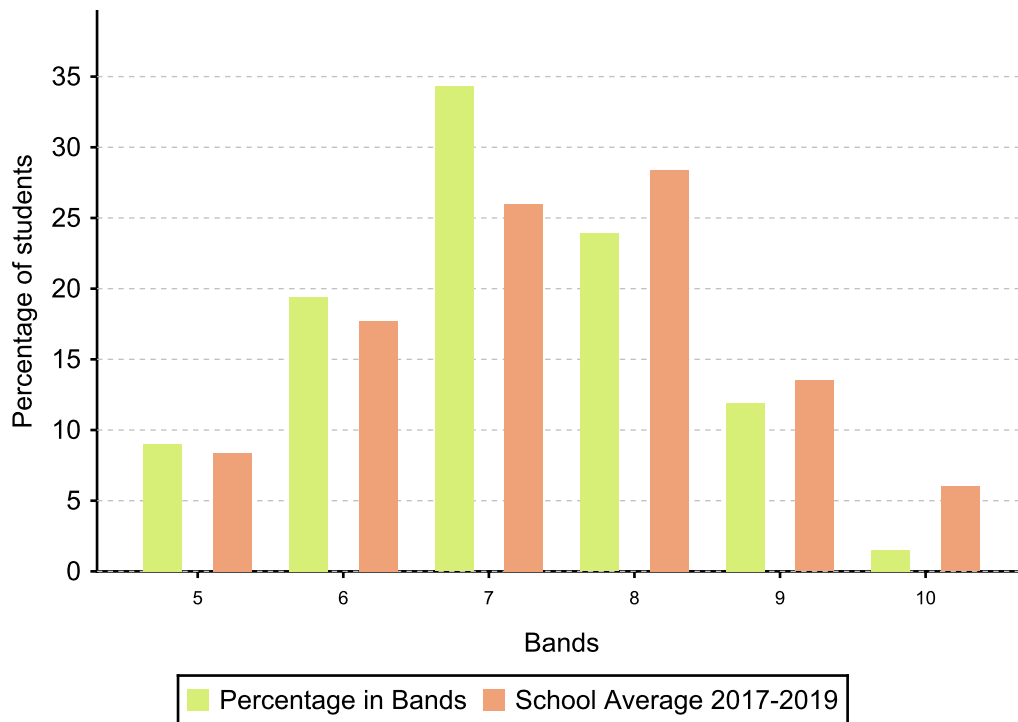
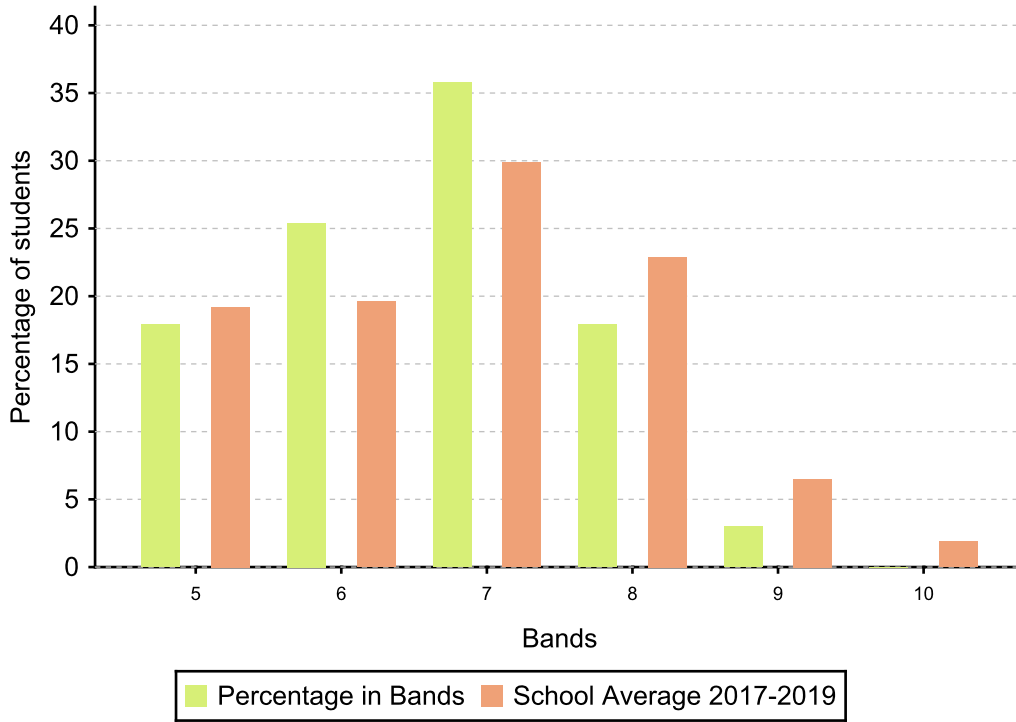| Band	5	6	7	8	9	10
Percentage of students	9.0	19.4	34.3	23.9	11.9	1.5
School avg 2017-2019	8.4	17.7	26	28.4	13.5	6

Percentage in bands:
Year 9 Reading
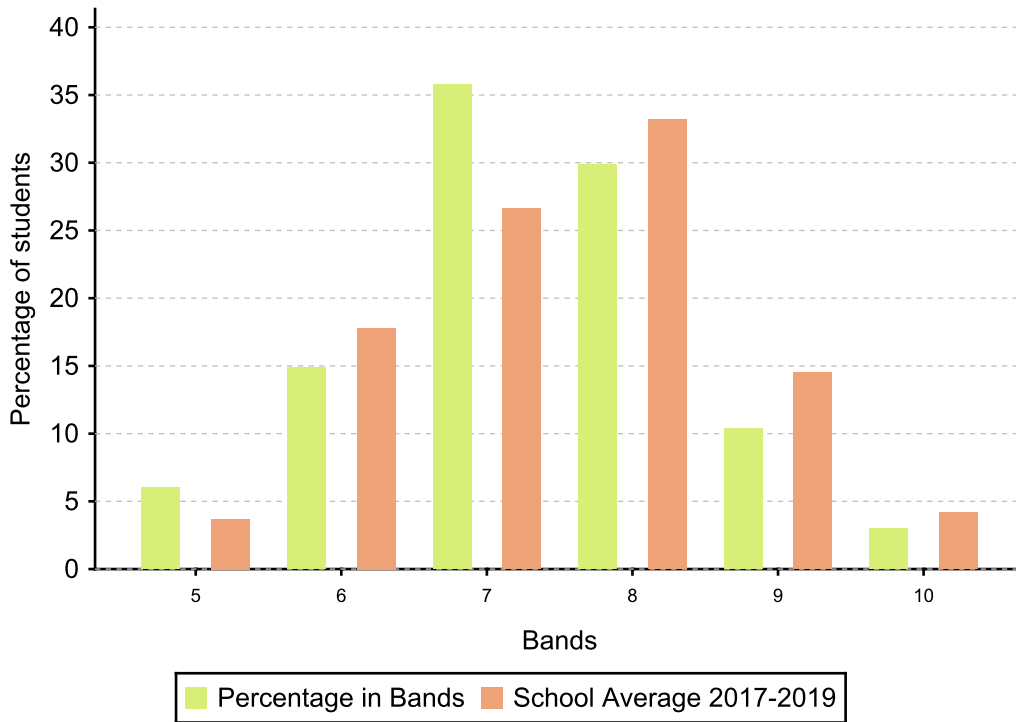
Band	5	6	7	8	9	10
Percentage of students	6.0	14.9	35.8	29.9	10.4	3.0
School avg 2017-2019	3.7	17.8	26.6	33.2	14.5	4.2

Percentage in bands:
Year 9 Spelling

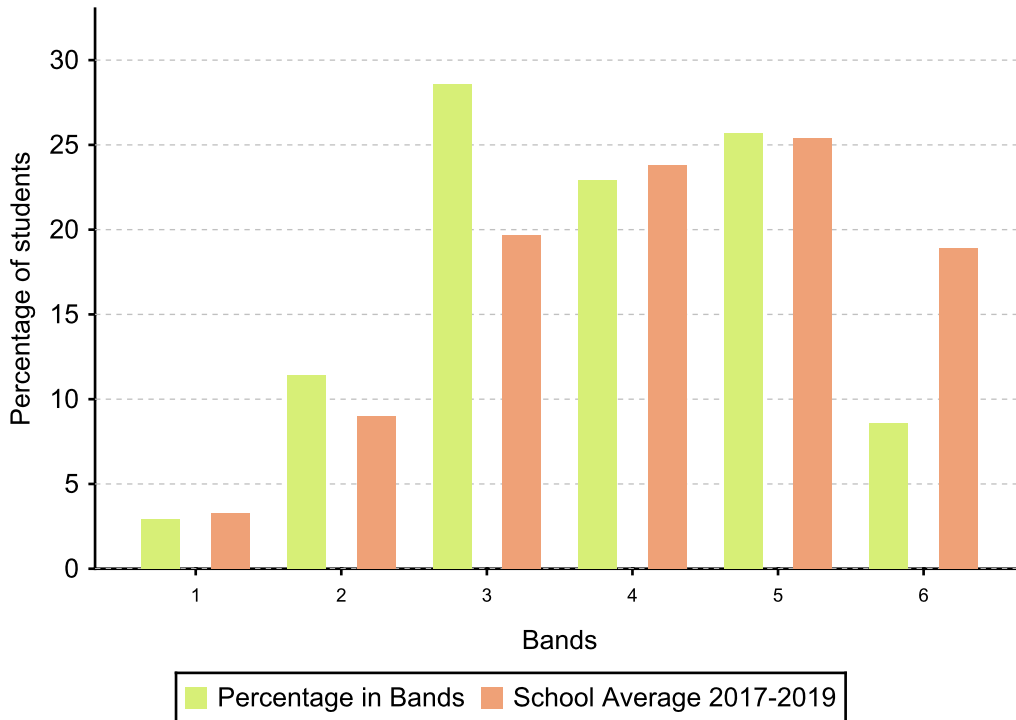| Band	5	6	7	8	9	10
Percentage of students	1.5	14.9	41.8	26.9	13.4	1.5
School avg 2017-2019	3.7	13	32.6	30.7	15.8	4.2

Lucas Heights Community School 8271 (2019)

Printed on: 1 June, 2020

Percentage in bands:
Year 9 Writing

Band	5	6	7	8	9	10
Percentage of students	17.9	25.4	35.8	17.9	3.0	0.0
School avg 2017-2019	19.2	19.6	29.9	22.9	6.5	1.9

Percentage in bands:
Year 3 Numeracy

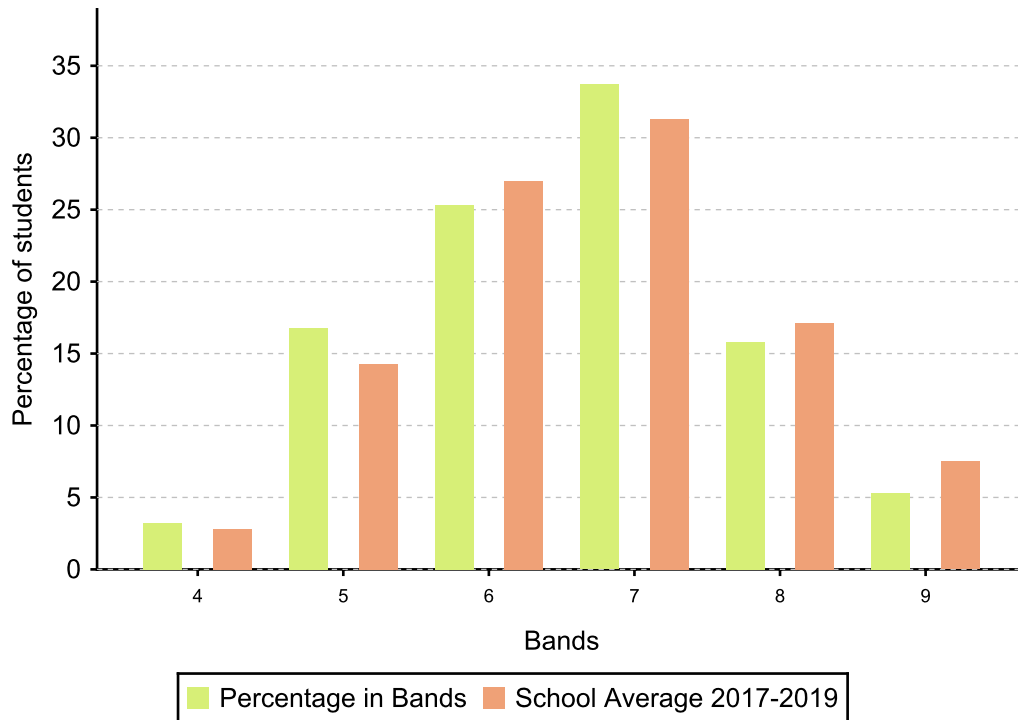| Band	1	2	3	4	5	6
Percentage of students	2.9	11.4	28.6	22.9	25.7	8.6
School avg 2017-2019	3.3	9	19.7	23.8	25.4	18.9

Lucas Heights Community School 8271 (2019)

Printed on: 1 June, 2020

Percentage in bands:

Year 5 Numeracy
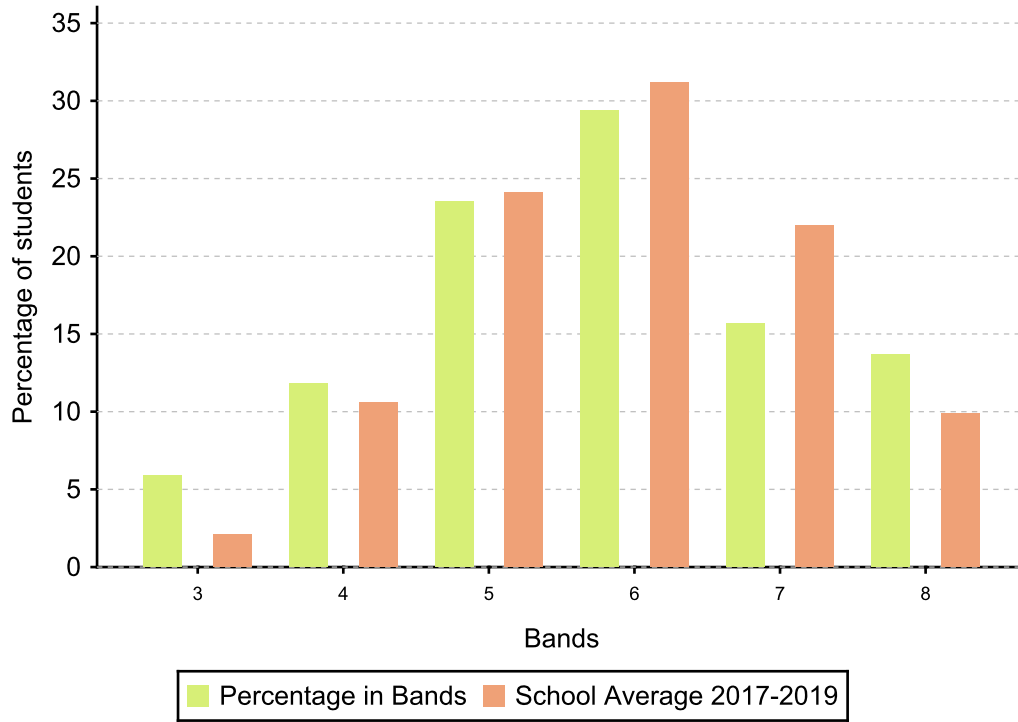
Band	3	4	5	6	7	8
Percentage of students	5.9	11.8	23.5	29.4	15.7	13.7
School avg 2017-2019	2.1	10.6	24.1	31.2	22	9.9

Percentage in bands:

Year 7 Numeracy

| Band	4	5	6	7	8	9
Percentage of students	3.2	16.8	25.3	33.7	15.8	5.3
School avg 2017-2019	2.8	14.3	27	31.3	17.1	7.5

Percentage in bands:
Year 9 Numeracy
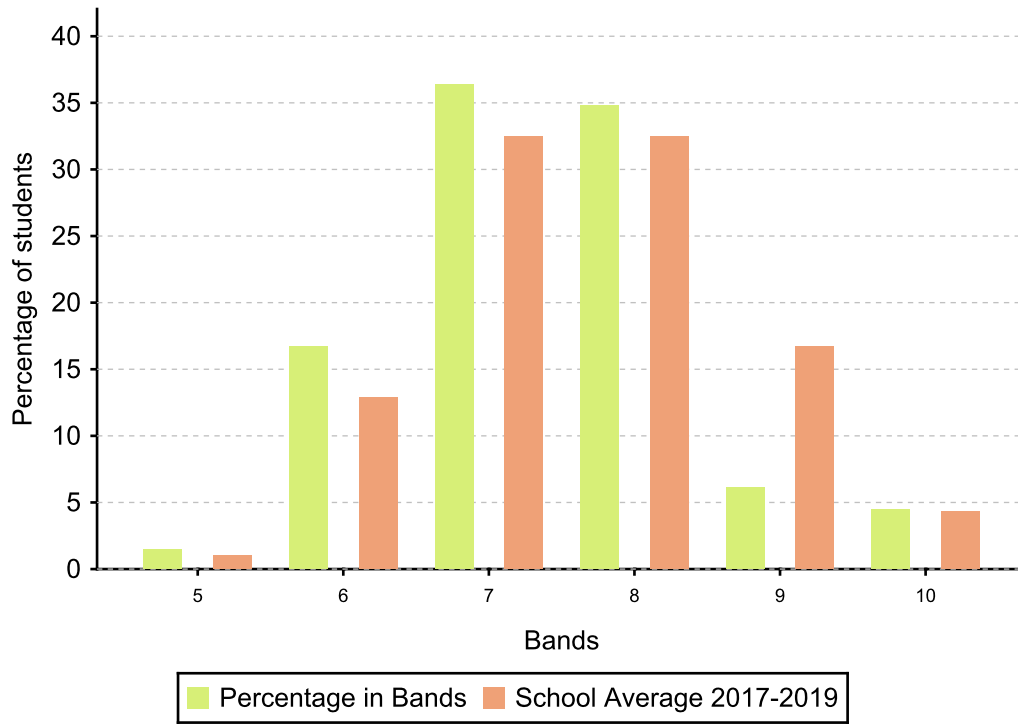
Band	5	6	7	8	9	10
Percentage of students	1.5	16.7	36.4	34.8	6.1	4.5
School avg 2017-2019	1	12.9	32.5	32.5	16.7	4.3

School performance - HSC

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

The information in this report must be consistent with privacy and personal information policies. Where there are fewer than 10 students in a course or subject, summary statistics or graphical representation of student performance is not available.
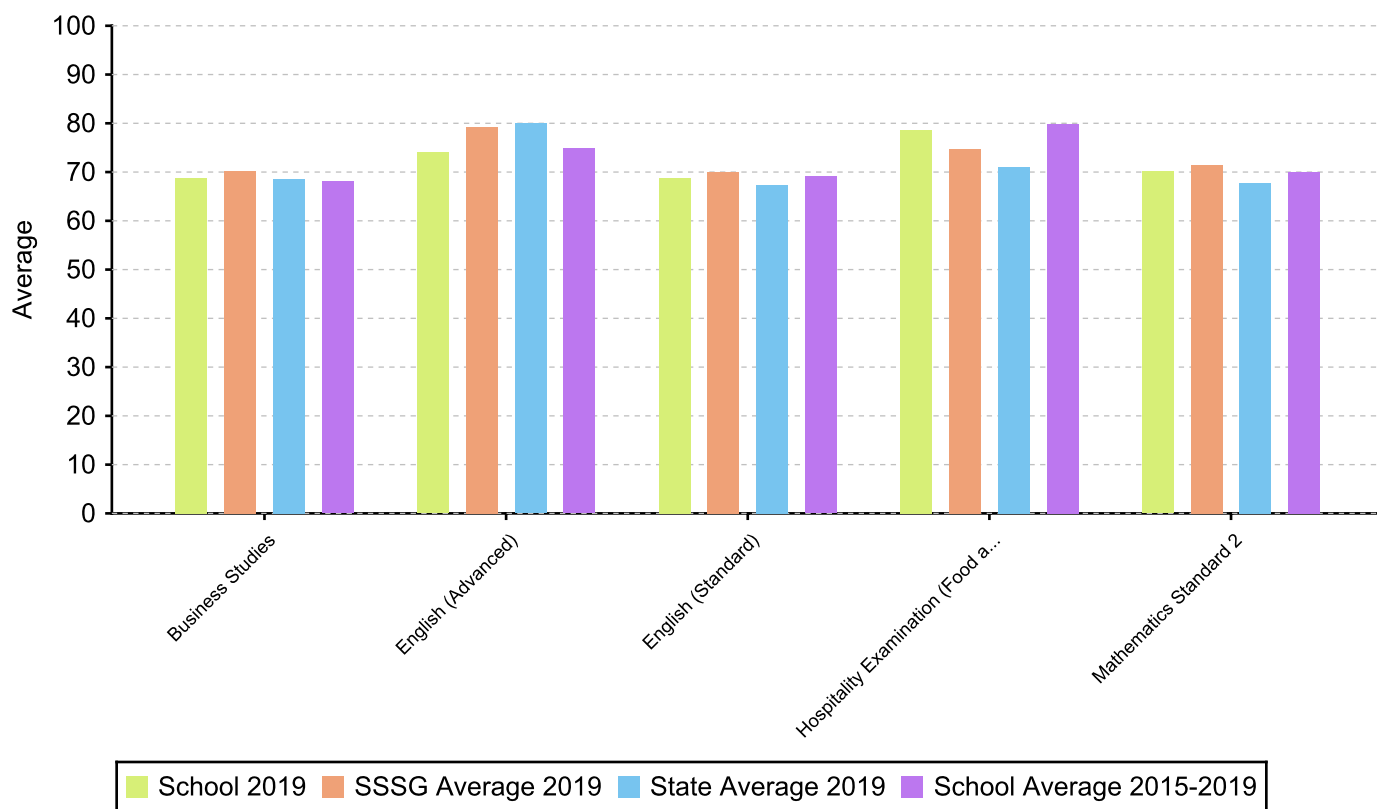
Subject	School 2019	SSSG	State	School Average 2015-2019
Business Studies	68.8	70.3	68.6	68.1
English (Advanced)	74.0	79.2	80.0	74.8
English (Standard)	68.8	69.9	67.3	69.1
Hospitality Examination (Food and Beverage)	78.7	74.7	71.1	79.9
Mathematics Standard 2	70.1	71.4	67.7	70.1

Lucas Heights Community School 8271 (2019)

Parent/caregiver, student, teacher satisfaction

Through the Tell The From Me (TTFM) 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 community and to the P&C for consultation and feedback.

In 2019, 314 participants completed the TTFM survey. One area of high satisfaction was 'Advocacy at School' with 64% of students rating this area positively above like school groups in our area. Areas for further development are 'Expectations for Success' and 'Belonging' with ratings below that of our like school group. These areas will be further evaluated through the work of the Wellbeing Teams K–12.

Areas of high satisfaction or improvement trends across the 2019 school year in student data were: participation in extra–curricular activity; positive relationships; value schooling outcomes; positive behaviour at school; and effort. Areas requiring attention are: positive homework behaviours; and interest and motivation.

Positive trends in staff data indicate a high level of satisfaction in the following areas: leadership; collaboration; learning culture; data informed practice; quality feedback; and overcoming obstacles to learning. Areas requiring attention are: use of technology; and parental involvement.

Parent feedback from 53 participants identifies that a positive trend exists in the area of 'parents supporting learning at home'. Areas requiring attention include: parents feeling welcome and informed; and the school supporting positive behaviour.

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

Policy requirements

Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

Anti-Racism Policy

All teachers are responsible for supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. Principals are responsible for examining school practices and procedures to ensure they are consistent with the policy. All schools have an Anti–Racism Contact Officer who is trained to respond to concerns in relation to racism.

Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.