

# 2021 Annual Report

Lucas Heights Community School



8271

# Introduction

The Annual Report for 2021 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 Strategic Improvement 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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Lucas Heights Community School

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## School vision

Lucas Heights Community School provides educational excellence in an inspirational, caring, inclusive and innovative environment. We aim for students to achieve personal best in their academic, sporting and creative endeavours. A K-12 Support Unit caters for the needs of students with additional learning, health and wellbeing needs. The foundation of this vision stems from our three strategic directions.

### 1. Student Growth and Attainment

We strive to improve student growth and attainment through the effective use of data and assessment so that every student, every teacher, every leader demonstrates growth every year.

### 2. Effective Teaching

We aim to enhance classroom practice through instructional leadership that develops explicit teaching and feedback through a focus on exemplary pedagogies across the whole school.

### 3. Build Upon Positive School Culture

Our purpose is to further build on collaborative professionalism so that professional learning is team-based within a culture of high expectations. Through collaboration, we will continually build student well-being with a focus on a sense of belonging and advocacy at school.

Students attending LHCS will become active, curious, resilient and informed citizens of a dynamic and constantly changing society.

## School context

LHCS is in the Sutherland Shire suburb of Barden Ridge. Current enrolment K-12 is 832 students, including K-6 population of 280 students and a secondary enrolment of 512 students. The school has a K-12 support unit with 8 classes and an enrolment of 40 students. There are 35 students enrolled from an Aboriginal background.

Our teaching staff are dedicated to the delivery of learning programs designed to cater for the diverse range of student learning needs. We further support students with specific learning needs in both mainstream and in our support unit through the implementation of individual education plans.

The school prides itself in exceptional transition to high school programs and 21st century learning. Staff professional learning, quality teaching, collaboration and growth and attainment in literacy and numeracy are major focuses and areas for further development K-12. These focuses have been informed through our extensive situational analysis processes, including community consultation.

The school has an active P&C and parents share our aspirations for students in their academic, sporting and creative pursuits.

Our school strives for excellence in HSC and NAPLAN achievement. LHCS has been recognised by ACARA for demonstrating substantially above average gain in Reading and 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 Strategic Improvement Plan and annual report.

Our self-assessment process will assist the school to refine our Strategic Improvement 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>

### Self-assessment using the School Excellence Framework

Elements	2021 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Excelling
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 growth and attainment

### Purpose

Our purpose is to improve student growth and attainment through the effective use of data and assessment so that every student, every teacher, every leader demonstrates growth every year. This will be measured through reading and numeracy measures.

### Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Improving Reading & Numeracy
- Improving HSC results

### Resources allocated to this strategic direction

**Integration funding support:** \$435,689.00  
**Low level adjustment for disability:** \$208,326.00  
**Aboriginal background:** \$26,413.27  
**English language proficiency:** \$6,923.00  
**Literacy and numeracy intervention:** \$35,317.17  
**QTSS release:** \$56,395.00  
**Socio-economic background:** \$87,394.00

### Summary of progress

In 2021 the school strengthened programs in the Support Unit and supported more students individually with their learning. There was a strong reading focus K-12. In K-6 the quality of this can be proved through observation, data collections and The Sound Waves program. Select teachers K-6 were involved in Multiplicative Strategies professional learning and this will be embedded in classrooms in 2022. Stage 4 Mathematics programs were modified and improved, while Stage 4 teachers took part in collaborative planning in numeracy teaching and learning. Aboriginal pathways documents were supported from scholarships regional awards.

#### Are students growing in their learning and achieving higher levels of attainment in reading and numeracy?

In K-6, data clearly shows significant improvement with strong growth and the trend is towards meeting our targets and the progress is yet to be evident in Year 9 NAPLAN. In Primary, the internal data collection indicated movement towards our targets moving into secondary. This remains a priority for 2022.

#### How effectively are teachers using assessment and data to differentiate learning?

In K-6, teachers are using pre assessment data to make modifications to whole school programs in Writing and Mathematics. This data is used to differentiate teaching and learning in each class. In Secondary, teachers are focusing on formative assessment data to track progress. This remains a priority for 2022.

### Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
<b>Primary - Reading - Top 2 Bands</b> Improvement in the percentage of students achieving in the top two bands in NAPLAN Reading from 43.8% in 2019 towards the school's lower bound system-negotiated target of 47.7% an uplift of 2% (45.8%).	In 2021 47.14% of students achieved in the top two bands. This is an uplift of 4% from 2019. We are almost at our system lower bound target.
<b>Primary - Numeracy - Top 2 Bands</b>	In 2021 37.68% of students achieved in the top 2 bands in numeracy. This is a significant growth of 8% from 2019, towards the lower bound target.

Improvement in the percentage of students achieving in the top two bands in NAPLAN Numeracy from 30.7% in 2019 towards the school's lower bound system-negotiated target of 45.6% an uplift of 7% (37.7%).	
<p><b>Primary - Reading - Growth</b></p> <p>Improvement in the percentage of students achieving in expected growth in NAPLAN Reading from 63.16% in 2019 to be above the school's lower bound system-negotiated target of 63.625% an uplift of 0.447%.</p>	In 2021 67.74% of students achieved expected growth which is at our upper bound target. The uplift was 4% from 2019.
<p><b>Secondary - Reading - Top 2 Bands</b></p> <p>Improvement in the percentage of students achieving in the top two bands in NAPLAN Yr 9 Reading from 20.5% in 2019 to move towards the school's lower bound system-negotiated target of 26.4% with an uplift of 2% to 22.5%</p>	In 2021 6% of students achieved in the top two bands in Year 9 NAPLAN. This was a decrease of 7% from 2019. Progress yet to be seen towards our lower bound target.
<p><b>Secondary - Reading - Growth</b></p> <p>Improvement in the percentage of students achieving in expected growth in NAPLAN Reading from 54.24% in 2019 to move towards the school's lower bound system-negotiated target of 72.4% an uplift of 6%.</p>	In 2021 27.2% of Year 9 students achieved expected growth in reading. This was a decrease of 27% from 2019. Progress yet to be seen towards our lower bound target.
<p><b>Secondary - Numeracy - Growth</b></p> <p>Improvement in the percentage of students achieving in expected growth in NAPLAN Numeracy from 50% in 2019 to be towards the school's lower bound system-negotiated target of 71.9% an uplift of 7.3%.</p>	In 2021 37.18% of students in Year 9 achieved expected growth. This was a decrease of 13% from 2019. Progress yet to be seen towards our lower bound target.
<p><b>Primary - Numeracy - Growth</b></p> <p>Improvement in the percentage of students achieving in expected growth in NAPLAN Numeracy from 54.05% in 2019 to be above the school's lower bound system-negotiated target of 57.9% an uplift of 4.8%.</p>	In 2021 74.19% of students achieved expected growth. This was an increase of 2% from 2019 and above the upper bound target.
<p><b>Secondary - Numeracy - Top 2 Bands</b></p> <p>Improvement in the percentage of students achieving in the top two bands in NAPLAN Yr 9 Numeracy from 10.1% in 2019 to move towards the school's lower bound system-negotiated target of 31% with an uplift of 7%.</p>	In 2021 9% of students achieved in the top two bands in Year 9 Naplan. This was a decrease of 1% from 2019. Progress yet to be seen towards our lower bound target.
To increase % of students in the top two bands in HSC from 23% in 2019 towards our target of 37.7%, requiring an uplift of 14% (5% for this year).	42.24% of students attained results in the top two bands demonstrating achievement of the lower bound target and almost at the upper bound target. Uplift of 19% from 2019.
Develop a baseline for numbers of students who are achieving their	In 2021 the primary school supported supported 52 mainstream and 16 Support Unit students K-6 students through COVID ILSP, Support Unit and

<p>individual learning goals.</p>	<p>LaST programs. Of these students, 75% achieved their individual learning goals.</p> <p>In 2021 the secondary school supported supported 43 mainstream and 24 Support Unit students students through COVID ILSP, Support Unit and LaST programs. Of these students, 95% achieved their individual learning goals.</p>
<p>Teachers access and engage in professional learning that builds skills in the analysis, interpretation and use of student progress and achievement data.</p> <p>Teachers review student assessment data and compare results from external assessments (e.g. NAPLAN, ICAS, PAT, HSC) with internal measures to build consistent and comparable judgement of student learning.</p>	<p>Assessments are developed/sourced and used regularly across stages/year levels/ subject areas or the whole school to help promote consistent and comparable judgement of student learning, monitor student learning progress, and identify skill gaps for improvement and areas for extension. School self assessment processes rate the school at - <b>Data skills and use</b></p> <p><b>- Data Use in Teaching - sustaining and growing</b></p>

## Strategic Direction 2: Effective Teaching

### Purpose

Our purpose is to improve classroom practice through instructional leadership that develops explicit teaching and feedback through a focus on exemplary pedagogies across the whole school.

### Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Improve effective teaching and classroom practice

### Resources allocated to this strategic direction

**Professional learning:** \$77,509.10

**Literacy and numeracy:** \$6,009.92

### Summary of progress

In 2021, K-12 were involved in a writing project (71% of student K-6 achieved internal targets). Year 6-7 were involved in a transition to high school program. Numeracy Leaders K-6 took part in numeracy PL and there was a stronger use of student data and a survey of student voice. The IFSR (Interview for Student Reasoning) was conducted on K-6 200 students. This data revealed student's developing problem solving skills and highlighted a need to strengthen reasoning. All K-12 programs and scope and sequences are NESAs compliant with new curriculum and programs written. VET programs were reviewed for compliance.

### Have we improved effective classroom practice?

Observations of practice and reviews of teaching and learning programs indicated significant improvement - with a focus on literacy and numeracy and explicit teaching. Learning Intentions and Success Criteria will become a focus in classrooms.

### What is the impact of explicit teaching and feedback?

Explicit teaching and feedback indicate an improvement in student growth and attainment in K-6. This is yet to be seen in secondary.

### Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
Explicit teaching is the main practice used in the school, reflecting the current evidence base.	Teachers are skilled at explicit teaching techniques such as questioning and assessing to identify students' learning needs, and use a range of explicit strategies to explain and break down knowledge. School self assessment processes rate the school at - <b>Effective Classroom Practice - Explicit Teaching - sustaining and growing</b>
Teachers respond promptly to student work. They check that students understand the feedback received and the expectations for how to improve.	Teachers provide explicit, specific and timely formative feedback related to defined success criteria. Teachers' feedback supports improved student learning. School self assessment processes rate the school at - <b>Effective Classroom Practice - Feedback - sustaining and growing</b>
The leadership team ensures that implementation of syllabuses and associated assessment and reporting processes meet NESAs and Department of Education requirements, forming a sound basis for student learning.	Professional learning in the school emphasises developing effective instructional leadership, management skills and leadership attributes to facilitate whole school improvement and build a strong pipeline of leaders. School self assessment processes rate the school at - <b>Educational Leadership - Instructional leadership - Sustaining and Growing</b>



<p>The school provides/facilitates professional learning that builds teachers' understanding of effective strategies in teaching literacy and numeracy skills and knowledge.</p>	<p>Teachers are proficient in their teaching of literacy and numeracy, meeting the needs of students in their subject/stage. School self assessment processes rate the school at - <b>Professional Standards - Literacy and Numeracy Focus - Sustaining and Growing.</b></p>
<p>70% of students K-6 will be achieving:</p> <ul style="list-style-type: none"> <li>- at or above grade expectation in reading</li> <li>- at or above stage expectations in writing (as measured by the literacy progressions)</li> <li>- at or above stage expectations in quantifying numbers, additive strategies and multiplicative strategies (as measured by the numeracy progressions)</li> </ul>	<p>71% of students achieved or exceeded expectations in reading.</p> <p>More than 80% of students achieved or exceeded expectations in writing.</p> <p>Numeracy data was to commence in Term 3 2021 - will be delayed to 2022.</p>

## Strategic Direction 3: Build upon positive school culture

### Purpose

Our purpose is to further build on collaborative professionalism so that professional learning is team-based with a high-expectations culture.

Through collaboration, we will build student well-being with a focus on sense of belonging and advocacy at school.

### Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Positive and collaborative practices.
- Student and staff wellbeing

### Resources allocated to this strategic direction

### Summary of progress

In 2021 we initiated our Collaboration Project with a simultaneous project on staff well being. In student well being, a selection of projects include, Prism, Peer Mediation, the playground tokens initiative, Dance Fever, Termly Zoom discos, Deadly Readers, All Shades of Deadly.

### What has been the impact of our collaborative practices?

Collaboration has increased from 7.2 to 7.5 (7.8 NSW Govt Norm).

### How has student and staff wellbeing improved ?

There has been a fall of 8% in the Sense of belonging according to the TTFM survey for Years 4-6 and there is a significant gap between girls and boys. For example, Positive Sense of Belonging- Girls 49 (NSW Govt Norms 81) and Boys 73 (NSW Govt Norms 81).

The TTFM staff survey results to the question 'Morale amongst staff at my school is good' indicated that only 41% agreed or strongly agreed with this statement (27% neither agreed or disagreed).

### Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
To increase the % of students with positive sense of wellbeing from 83.71% (primary) and 61.74% (secondary) towards our lower bound target of 90.2% (primary) with a 3% increase.	In 2021 primary wellbeing Term 1 as measured in Tell Them From Me was 86%.  In 2021 secondary wellbeing Term 1 as measured in Tell Them From Me was 63%. Both Primary and Secondary showed an increase in positive sense of wellbeing from 2019.
To increase the % of students attending more than 90% of the time from 79.34% (primary) towards our lower bound target of 88.6%. Uplift of 9.26% required by 2022. Secondary, from 69.8% towards our lower bound of 75.3%. Uplift required by 2022, 5%	In 2021, with the impact of COVID-19 on school attendance, the primary was 75.81% which was a decrease from 2019. In secondary the attendance was 65.92% which is also a decrease from 2019.
Executive, staff, faculty/stage, team and other meetings are used to review the	Teachers engage in professional discussion and collaborate to improve teaching and learning in their classes, year groups, stages, faculties, or for

<p>curriculum and to revise teaching practices and learning programs to meet the needs of learners, based on evidence of student progress and achievement.</p>	<p>particular student groups. This includes negotiated observations of classroom teaching practice, with feedback, to improve professional knowledge and practice. School self assessment processes rate the school at-<b>Learning and Development - Collaborative Practice and Feedback - Sustaining and Growing</b></p> <p>The Wellbeing Planning Day, Wellbeing Meetings for Primary and Secondary and the K-12 Wellbeing Framework PL are initiatives to assist in the planning for and monitoring of whole school approach to student wellbeing and engagement.</p>
<p>Progress in learning and achievement is identified and acknowledged. The aspirations and expectations of students and parents are known and inform planning for learning.</p>	<p>There is demonstrated commitment within the school community that all students make learning progress. Partnerships with parents and students support clear improvement aims and planning for learning. School self assessment processes rate the school at- <b>Learning Culture - High Expectations - Sustaining and Growing</b></p> <p>K-6 Learning Support Meetings offer support to teachers when planning goals for students with diverse learning needs. IEP and adjustment sheets were created with consultation with parents and the Learning Support team. Progress in learning is acknowledged with merit awards, tokens, school reports and LHCS Facebook and See Saw posts.</p>
<p>Students, staff and the community recognise that student wellbeing and engagement are important conditions for learning.</p> <p>The school plans for and monitors a whole school approach to student wellbeing and engagement.</p>	<p>The school has implemented evidence based change to whole school practices, resulting in measurable improvements in wellbeing and engagement to support learning. School self assessment processes rate the school at- <b>Wellbeing - A planned Approach to Wellbeing - Excelling</b></p> <p>According to the Lucas Heights Community School Wellbeing Survey Years 3-6 a high percentage of students (98%) agreed or strongly agreed that they aimed to achieve school values which support wellbeing. 68 parents completed the K-6 Parent Survey Student Wellbeing during Home Learning indicating that some parents recognise the importance of wellbeing for learning. High attendance of staff at the K-6 Wellbeing Committee Meetings indicates that teachers strongly value student wellbeing.</p>

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$435,689.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Lucas Heights Community School in mainstream classes who require moderate to high levels of adjustment.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Improving Reading &amp; Numeracy</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to implement support unit and LaST to support identified students with additional needs</li> <li>• employment of additional staff to support MiniLit and MUtilit program implementation.</li> <li>• staffing release to support development and implementation of Personalised Learning Plans</li> <li>• employment of additional staff to support teachers to differentiate the curriculum and develop resources and classroom activities resulting in improvement for students with additional learning needs</li> <li>• employment of LaST and interventionist teacher</li> <li>• implementation of literacy and numeracy strategies to support targeted intervention for students at point of need, in line with identified targets outlined in the School Improvement Plan</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Individualised support for students at point of need through LaST and inclass student support.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> to continue individualised support and SLSO support in classrooms.</p>
<p>Socio-economic background</p> <p>\$87,394.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Lucas Heights Community School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Improving Reading &amp; Numeracy</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• implementation of targeted programs to differentiate teaching and learning programs</li> <li>• additional staffing to support staff collaboration in the implementation of high-quality curriculum</li> <li>• staff training and support in literacy and numeracy</li> <li>• employment of Instructional Leader to support literacy and numeracy programs</li> </ul> <p><b>The allocation of this funding has resulted in:</b> High growth from 2019 especially for K-6. Implementation of quality curriculum and adjustments including differentiation.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> To continue and embed the Instructional leader program for staff professional learning and in class support.</p>
<p>Aboriginal background</p> <p>\$26,413.27</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Lucas Heights Community School. Funds under this equity loading have been targeted to ensure that the performance</p>

<p>Aboriginal background</p> <p>\$26,413.27</p>	<p>of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Improving Reading &amp; Numeracy</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• staffing release to support development and implementation of Personalised Learning Plans</li> <li>• providing students without economic support for educational materials, uniform, equipment and other items</li> <li>• supplementation of extra-curricular activities</li> <li>• engage with external providers to support student engagement and retention</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Aboriginal student progress is monitored and supported. Impact is proven in students winning scholarships and awards.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Continue close support through pathways and communication. Funding in 2022 to be used for an SLSO to support our Aboriginal students K-12.</p>
<p>English language proficiency</p> <p>\$6,923.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Lucas Heights Community School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Improving Reading &amp; Numeracy</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to implement [program/initiative] to support identified students with additional needs.</li> <li>• provision of additional EAL/D support in the classroom and as part of differentiation initiatives.</li> </ul> <p><b>The allocation of this funding has resulted in:</b> EALD students supported with their English- especially through the writing project or LaST support.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> EALD continues to be covered as a part of the LaST program.</p>
<p>Low level adjustment for disability</p> <p>\$208,326.00</p>	<p>Low level adjustment for disability equity loading provides support for students at Lucas Heights Community School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Improving Reading &amp; Numeracy</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting.</li> <li>• providing support for targeted students within the classroom through the employment of School Learning and Support Officers.</li> </ul>

<p>Low level adjustment for disability</p> <p>\$208,326.00</p>	<p><b>The allocation of this funding has resulted in:</b> Implementation of individual learning plans for identified students supported by an SLSO so that these students successfully engage with curriculum.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> This funding will continue to be used to support identified students through the implementation of the IEP.</p>
<p>Literacy and numeracy</p> <p>\$6,009.92</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Lucas Heights Community School from Kindergarten to Year 6.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Improve effective teaching and classroom practice</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of an instructional leader to address literacy and numeracy learning needs and implement differentiated and personalised intervention for students</li> </ul> <p><b>The allocation of this funding has resulted in:</b> In class support provided by the instructional leader - improved levels of growth in literacy and numeracy K-6.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> To be continued in 2022.</p>
<p>QTSS release</p> <p>\$56,395.00</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Lucas Heights Community School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Improving Reading &amp; Numeracy</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of an instructional leader to address literacy and numeracy learning needs and implement differentiated and personalised intervention for students</li> </ul> <p><b>The allocation of this funding has resulted in:</b> In class support and provision of professional learning in literacy and numeracy.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> To be continued in 2022</p>
<p>Literacy and numeracy intervention</p> <p>\$35,317.17</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Lucas Heights Community School who may be at risk of not meeting minimum standards.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Improving Reading &amp; Numeracy</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p>

<p>Literacy and numeracy intervention</p> <p>\$35,317.17</p>	<ul style="list-style-type: none"> <li>• additional staffing to implement LaST to support identified students with additional needs</li> <li>• resourcing to increase equitability of resources and services</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Withdrawal and support of students with additional needs.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> to be continued in 2022</p>
<p>COVID ILSP</p> <p>\$197,649.61</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2021.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to implement COVID ILSP tutoring to support identified students with additional needs</li> <li>• professional development of staff through [program] to support student learning</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Students were supported from K-12 - identified through Waddington reading levels for Year 3-9, IFSR, the Check In Assessments and teacher identification for support.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> to be continued in 2022. There have been some staffing movements due to changes in funding. The focus K-6 will continue to be Literacy and Numeracy and Numeracy for 7-12.</p>

# Student information

## Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	396	413	459	470
Girls	311	329	346	349

## Attendance

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NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May 2020. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

Attendance figures in 2021 were calculated differently to align with the third edition of ACARA's National Standards for Student Attendance Data and Reporting. Changes include treating partial absences over 120 minutes as a half day absence (instead of their actual value, calculated as a proportion of a nominal 6-hour day) and covers all weeks during Semester 1. Prior to 2021, the final week of Term 2 was excluded.

Furthermore, the Department implemented an automated attendance feed (AAF) system in Semester 1 2021. AAF transfers data automatically from third-party attendance management systems to the Department's centralised data warehouse every night. The AAF has significantly improved data quality in 2021, which has affected data comparability with previous years.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2021, COVID-19 continued to affect student attendance. Analysis of attendance codes showed a change in the structure of absence reasons in 2021.



## Student attendance profile

School				
Year	2018	2019	2020	2021
K	94.5	95.3	96.1	94.5
1	94.9	93.1	94.2	93.8
2	94.8	93.2	95.1	92.4
3	95.5	93.2	95.2	92.7
4	94.6	94.8	95.3	93.1
5	95.3	93	96	93
6	94.3	92.3	94.4	93.5
7	94.6	93.3	95.2	91.8
8	89.7	91.6	92.2	89.7
9	88.5	88.2	93.4	88.9
10	91.3	90.1	92.1	91.2
11	86.7	91	93.7	88.5
12	91.5	92.1	94.1	91.4
All Years	92.4	92.1	94.1	91.3
State DoE				
Year	2018	2019	2020	2021
K	93.8	93.1	92.4	92.8
1	93.4	92.7	91.7	92.7
2	93.5	93	92	92.6
3	93.6	93	92.1	92.7
4	93.4	92.9	92	92.5
5	93.2	92.8	92	92.1
6	92.5	92.1	91.8	91.5
7	91.8	91.2	92.1	89.7
8	89.3	88.6	90.1	86.7
9	87.7	87.2	89	84.9
10	86.1	85.5	87.7	83.3
11	86.6	86.6	88.2	83.6
12	89	88.6	90.4	87
All Years	91.5	91	91.1	89.8

## 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	0	0	0
Employment	8	2	18
TAFE entry	2	0	32
University Entry	0	0	48
Other	0	0	3
Unknown	0	0	0

### Post School Destinations

There were 61 students that commenced Year 12 at the start of 2021 with 58 successfully completing Year 12 and receiving their HSC. Of the 58 students, 28 received an offer to enter a university course in 2022, which is approximately 48 %.

Overwhelmingly the most popular university of choice was the University of Wollongong with 16 students accepting a placement in a course for 2022. This represents 57% of university placements. In addition, we have had 2 students accept places at UTS, 2 students at Sydney University, 3 students at Macquarie University, 3 students at Western Sydney, 1 student at UNSW and 1 at Charles Sturt University.

### Senior students undertaking Vocational Education Courses Externally (EVET)

In 2021, 7 Year 12 students chose to do a vocational education course externally at TAFE as part of their HSC. 13 Year 11 students chose to do a vocational education course externally at TAFE.

Externally delivered vocational courses included Automotive, Animal Studies, Beauty Services, Music Industry, Electro-technology, Tourism and Travel and Human Services (Nursing).

### School Based Apprenticeships and Traineeships (SBATs)

In 2021, the school supported 1 Year 12 School Based Trainee in Business Services. The student was employed and trained by The Department of Education.

In addition to the Traineeship we had 2 students undertake School Based Apprenticeships, both of which were Construction Apprenticeships.

### Year 12 students undertaking vocational or trade training

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41.27% of Year 12 students at Lucas Heights Community School undertook vocational education and training in 2021.

### Year 12 students attaining HSC or equivalent vocational education qualification

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98.2% of all Year 12 students at Lucas Heights Community School expected to complete Year 12 in 2021 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)	4
Head Teacher(s)	7
Classroom Teacher(s)	47.76
Literacy and Numeracy Intervention	0.32
Learning and Support Teacher(s)	1.2
Teacher Librarian	1.6
School Counsellor	1
School Administration and Support Staff	19.7
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, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2021, 4.3% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

## Workforce ATSI

Staff type	Benchmark <sup>1</sup>	2021 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
School Support	3.30%	4.40%
Teachers	3.30%	3.20%

Note 1 - The NSW Public Sector Aboriginal Employment Strategy 2019-2025 takes a career pathway approach in that it sets an ambitious target of 3% Aboriginal employment at each non-executive grade of the public sector by 2025.

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 2021 to 31 December 2021. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2021 Actual (\$)
<b>Opening Balance</b>	1,002,476
<b>Revenue</b>	12,155,486
Appropriation	11,767,905
Sale of Goods and Services	14,836
Grants and contributions	371,425
Investment income	1,021
Other revenue	300
<b>Expenses</b>	-12,243,485
Employee related	-11,089,027
Operating expenses	-1,154,459
<b>Surplus / deficit for the year</b>	-87,999
<b>Closing Balance</b>	914,477

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

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

	2021 <b>SBAR Adjustments</b> (\$)
<b>Targeted Total</b>	435,689
<b>Equity Total</b>	328,985
Equity - Aboriginal	26,413
Equity - Socio-economic	87,324
Equity - Language	6,923
Equity - Disability	208,325
<b>Base Total</b>	9,777,699
Base - Per Capita	206,404
Base - Location	0
Base - Other	9,571,296
<b>Other Total</b>	558,192
<b>Grand Total</b>	11,100,565

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

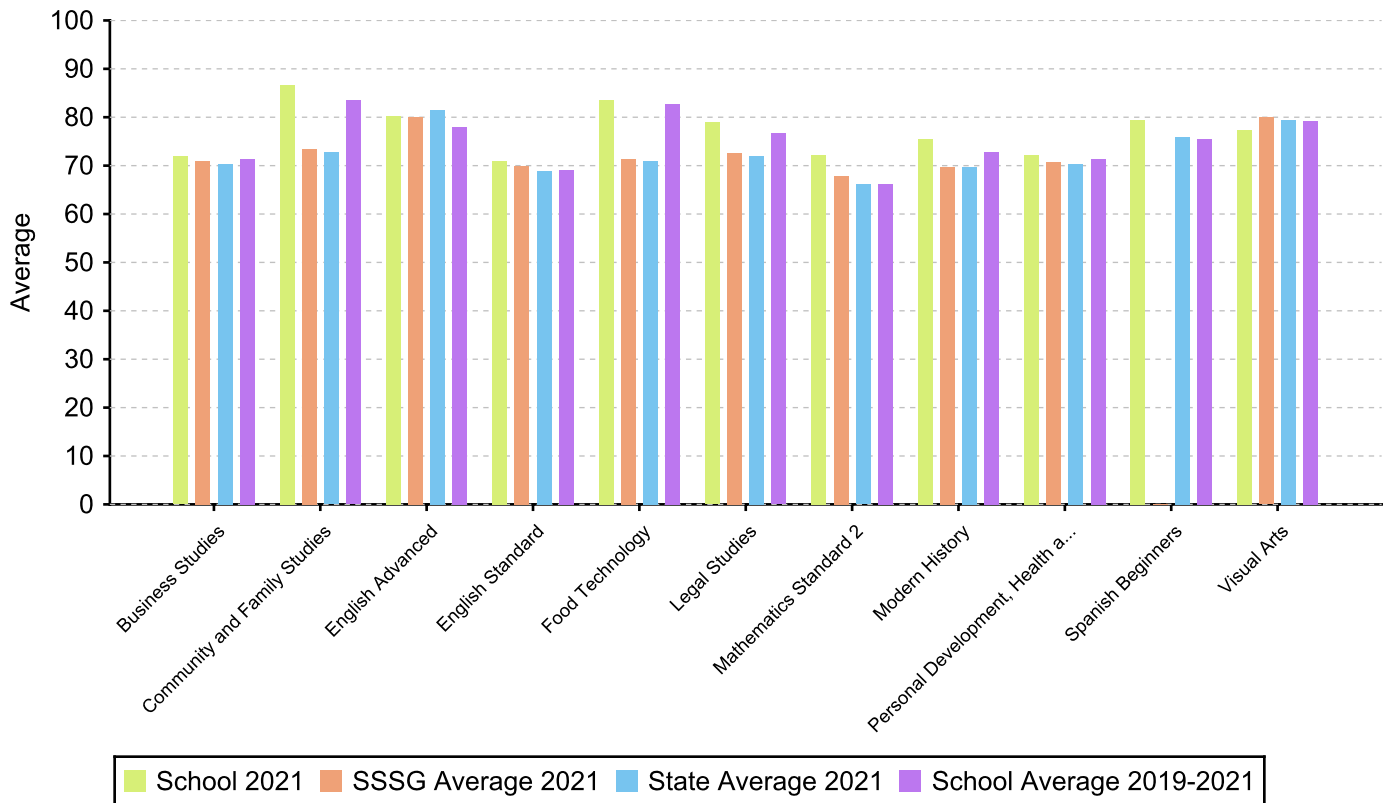
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to [myschool.edu.au](https://myschool.edu.au) to access the school data.

## 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 2021	SSSG	State	School Average 2019-2021
Business Studies	71.9	70.9	70.4	71.3
Community and Family Studies	86.6	73.4	72.7	83.4
English Advanced	80.2	80.0	81.4	78.0
English Standard	71.0	70.0	68.8	69.2
Food Technology	83.6	71.4	71.0	82.8
Legal Studies	78.9	72.6	72.0	76.6
Mathematics Standard 2	72.2	67.8	66.1	66.3
Modern History	75.5	69.7	69.7	72.8
Personal Development, Health and Physical Education	72.2	70.8	70.3	71.3
Spanish Beginners	79.4	0.0	75.9	75.6
Visual Arts	77.4	80.0	79.4	79.2



# Parent/caregiver, student, teacher satisfaction

## Teacher survey

In 2021 we surveyed teachers through the Tell Them From Me - Focus on Learning survey.

The survey looks at the 8 drivers of student learning and teachers identified that the school is inclusive, teachers use effective teaching strategies and the learning culture are school strengths. Technology use was rated above state norms.

Teachers identified that the school has a leadership team that promotes a safe and orderly school environment and that leadership supports teachers during stressful times. Teachers noted that they share strategies that increase student engagement and that they discuss student learning with other teachers to build collaborative support. Teachers have high expectations for student learning and identify that assessments help them understand where students are having difficulty. An area for development was using formal assessment tasks to plan to teach a concept a different way. Teachers strive to understand special learning needs and have clear expectations for classroom behaviour. A further area for focus is around sharing student learning goals with parents. Teachers identify that a school strength is helping students overcome obstacles to learning. An area for focus is building challenging and visible goals for all students.

Through COVID remote learning 85% of teachers felt they were prepared and supported by the school. It was noted it was difficult to stay connected and to ensure students were learning. Teachers overwhelmingly felt the school is a welcoming and safe place for all students.

## Parent survey

The survey was conducted during online learning with 92 responses collected. Parents indicated that staff were responsive with their communication, lesson preparation was adequate and resource packs helpful. Parents were overwhelmingly positive in their support of Zoom lessons and felt that Google Classroom and Education Perfect were great platforms to support student learning. Daily story time with the principal was very well received with parents commenting how the initiative ensured connection with the school. Some 7-12 parents were concerned about lack of break times and that the amount of work was overwhelming and recommended less work.

## Student Survey - Primary

Of note, the Tell Them From Me Survey indicated that in regards to Social Emotional outcomes students have a high rate of participation in sporting activities, a high amount of students do not get into trouble for disruptive behaviour and a high amount of students try hard in their learning. An area of focus in developing positive attitudes towards homework and developing a sense of belonging.

In regard to drivers of student outcomes, students effectively use learning time, state that teachers establish expectations, check for understanding and provide feedback, identify that teachers are responsive to their needs and students understand the clear rules and expectations for their behaviour.

## Student Survey - Secondary

Of note, the Tell Them From Me Survey indicated that in regards to Social Emotional outcomes students have a high rate of participation in sporting activities, felt that have positive relationships with their peers. 89% of students felt they display positive behaviours at school. Areas for focus include developing a sense of belonging. This statistical could be due to COVID learning from home.

In regard to drivers of student outcomes, students felt they had positive teacher-student relations where they teachers were responsive and supportive. Students indicated that positive learning climates exist and that there are clear rules and expectations for student behaviour. Another strength was advocacy outside of school with students indicating they have someone at home or in the community who supportive and provides advice.

# Policy requirements

## Aboriginal Education Policy

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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

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

## Multicultural Education Policy

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Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is 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.