

2022 Annual Report

Lucas Gardens School



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Introduction

The Annual Report for 2022 is provided to the community of Lucas Gardens 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.

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Message from the principal

As I reflect on student achievement in 2022, I would like to touch on a few of the many highlights.

The Wellness Hub proved to be a highlight for senior students who have benefited enormously from purpose-built gym equipment. It has been wonderful to witness students embracing the concept of wellbeing for themselves, as well as their peers.

In 2022, the Strathfield network of schools championed a strong educational focus on Aboriginal education. Acting locally, Lucas Gardens School were proud of our initiatives in this area. These included:

- * Engaged a local indigenous artist, Michael Fardon, to custom design artwork that was displayed in our foyer.
- * Used the new artwork design to refresh our school letterhead.
- * Formed an Aboriginal Education committee that included a parent representative.
- * Acknowledged all 11 significant dates, as determined by Reconciliation NSW.
- * Hosted author, Kylie Captain, to discuss her book *Dream Big and Imagine the What If*.

The school enhanced the outdoor learning spaces as a priority, including purchasing deck animals and tree monkeys, installing play panels and other equipment in the Magnolia Courtyard, developing a senior students' area and adding additional mini trampolines. All were designed to further engage students in their learning.

The school extended implementation of the *Zones of Regulation*, which reaped rewards for students who now recognise emotions and have the tools to self-regulate and deescalate.

Staff committed to further familiarisation and the implementation of curriculum reform, which will continue next year.

Staff delivered exemplary literacy and numeracy lessons to all students with strong evidence of improvement as reflected in work samples and on data walls.

The school generously shared expertise and best practice in special education with other schools and external agencies, further cementing outstanding practice in special education.

Many community connections were limited due to the pandemic, however, these recommenced in 2022.

Connections included:

- * students studying physiotherapy at Macquarie University supported the aquatics program

*a member of the leadership team presented a Disability Awareness workshop to Year 10 students at St Patrick's College

*Year 11 St Patrick's College students volunteered their time to support sports initiatives.

Community access recommenced this year and senior students went into the community to practise their social skills. Venues included the local parks, the recycling centres and cafes.

Jenny Zagas

Principal

Message from the school community

The Lucas Gardens Parents and Citizens Association (P&C) is a small group of parents and carers who volunteer their time to help support the parents and students and fulfill objectives as set by the school community.

Our primary role is to initiate fundraising projects and provide financial assistance to support and enhance the educational initiatives set by the school. This is usually achieved by running several raffles throughout the year. Our secondary objective is to facilitate and bring parents and the school closer together especially after the effects of COVID.

Fundraising

During 2022 we held two fundraisers.

Our first fundraiser was the Easter Raffle. This is usually incorporated with the Easter Hat Parade. Thanks to the generosity of our community we managed to raise over \$1000. The proceeds from the raffle were used to enhance Aboriginal Art Education and hence a beautiful art work was purchased and will be displayed in the senior playground.

Our next fundraiser was the Christmas raffle.

This year we decided to think big and outside of the box as we needed a substantial amount to be raised to help continue with the music program. We decided to hold an online raffle as this way we could reach more people. Again through the generosity of the parents and carers as well as the broader school community we managed to raise \$16000. These funds along with a contribution from the school has guaranteed the continuity of the music program. Our students will enjoy music from The Rhythm Village for another year.

Coffee Morning

During each term a coffee morning was hosted by the P&C. These meetings were small but very successful. First of all it enabled parents after a long absence due to COVID to be back at the school for a social event. Some parents were new to the school and had not had the opportunity to meet other parents or carers. This was a great opportunity to sit back enjoy a coffee and snack while chatting to other parents.

P&C Team

I would like to acknowledge the dedication and the contribution and commitment of the executive team members. This great team works tirelessly to help achieve the great results. The official executive team are Mary Mouawad, Carla Kok, Gina Abou Hamad and Bruno Brandon.

Finally the P&C could not continue without the participation and support of every parent/carers and their families, all the staff members and the wider community.

The support, generosity and contribution to our events has allowed us to prosper in the pursuit of making our children's lives a little brighter.

Mona Joseph

P&C President

School vision

Lucas Gardens School has high expectations for all students and staff and delivers quality teaching and authentic individualised learning experiences, based on evidence-based practice, ongoing assessment and feedback. Through a shared commitment and pursuit of excellence, students, staff and community work collaboratively to empower our students to build essential skills needed to thrive and prepare them for successful transition to life beyond school.

School context

Lucas Gardens School provides educational programs for students who have moderate and severe intellectual disabilities aged from 4 to 18 years. Many of our students have more than one identified disability including physical disabilities, sensory impairments, complex medical/health needs, autism and behavioural needs. Our school has an exceptional staff with a wealth of knowledge and skills in special education and strives to continue to support and empower student learning for a diverse range of learners.

Many of our families come from diverse backgrounds, approximately 60% of families having a Language Background other than English.

Our educational programs foster our students' learning, which is delivered within the guidelines of the Department of Education, implementing Key Learning Areas and Subjects from NSW syllabus documents for students from Kindergarten to Year 12. We endeavour to ensure that our students are equipped with essential skills and knowledge that will take them beyond the walls of the classroom and into their community.

Students participate in English, mathematics, history, geography, creative arts, personal development, health and physical education, technology and science lessons. Additional programs that support student learning include school funded speech pathology, occupational therapy, physiotherapy and access to the hydro centre pool.

Students are supported in their learning by committed staff which includes classroom teachers, a part-time librarian, School Learning Support Officers (SLSOs), dedicated administrative staff comprising of a Business Manager (BM) and School Administration Officers (SAOs) who manage all of our school's administrative requirements, a part-time General Assistant (GA) who looks after the general upkeep of the school grounds and buildings and a part time School Counsellor who provides support to students and their families.

The school is closely connected to the wider community and beyond and benefits from their fundraising, which has resulted in enhanced student learning opportunities and achievements.

After significant community consultation, the school completed a situational analysis that identified three areas of focus for this Strategic Improvement Plan. The school's high-level areas for improvement are; Student Attainment and Growth, Healthy Lifestyle and Wellbeing, and Inclusive Curriculum.

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	2022 School Assessment
LEARNING: Learning Culture	Excelling
LEARNING: Wellbeing	Excelling
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Excelling
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Excelling
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Excelling
LEADING: School planning, implementation and reporting	Excelling
LEADING: School resources	Excelling
LEADING: Management practices and processes	Excelling

Strategic Direction 1: Student growth and attainment

Purpose

To ensure that every student is able to demonstrate progress in communication, literacy and numeracy with appropriate individualised learning goals and adjustments to maximise learning potential and achievement.

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.

- Kicking goals in literacy
- Communication Matters
- Kicking goals in numeracy

Resources allocated to this strategic direction

Literacy and numeracy: \$3,671.00

Summary of progress

Collaboration between school staff and CESE as part of the Assessment for Complex Learners Trial (Assistant Principal working with CESE to implement the trial and class teachers entering student data into the app on ALAN) supported the implementation and tracking of individual student goals in literacy and numeracy. Teachers participated in professional learning to improve their skills in assessing and tracking student literacy and numeracy progress and implementing the new K-2 English and Mathematics syllabuses. Teachers continued to track literacy and numeracy data using PLAN2 and the Lucas Gardens Pre-skills tracking tool. The incorporation of learning intentions and success criteria into literacy and numeracy programs to support with goal setting and achievement will be a focus in 2023.

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
All teachers will implement a personalised learning and support plan goal in communication including explicit learning intention and success criteria for every student. All teachers will implement tracking and analysis of student progress in achievement of goals in communication.	In collaboration with parents/carers and school based speech therapist, teachers have implemented communication goals for all students, including explicit learning intentions and success criteria. Student progress has been closely tracked and monitored and progress towards communication goals reported to parents in end of year reports.
All teachers will implement internal school formative assessment practices to track student progress against individual goals in literacy. Students and parents will be provided with feedback on progress and achievement.	Internal school formative assessment practices were effectively implemented by all teachers in tracking student progress towards individual goals in literacy in the areas of Speaking and Listening and Reading and Viewing. This included the use of an internal tracking tool as well as the use of PLAN2 where teachers entered and analysed data about student progress towards literacy goals. Student progress was displayed on classroom walls and reported to parents in end of year reports. The school participated in the CESE Assessment for Complex Learners trial to track student achievement of literacy precursor skills.
All teachers will implement internal school formative assessment practices to track student progress against individual goals in numeracy. Students and parents will be provided with feedback on progress and	Internal school formative assessment practices were effectively implemented by all teachers in tracking student progress towards individual goals in numeracy in the areas of Number and Algebra and Measurement and Geometry. This included the use of an internal tracking tool as well as the use of PLAN2 where teachers entered and analysed data about student progress towards numeracy goals. Student progress was displayed on

achievement.	classroom walls and reported to parents in end of year reports. The school participated in the CESE Assessment for Complex Learners trial to track student achievement of numeracy precursor skills.
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Strategic Direction 2: Healthy lifestyle and wellbeing

Purpose

To embed a whole school approach towards the delivery of the Personal, Development Health and Physical Education (PDHPE) syllabus and to promote a healthy and active lifestyle supporting the social and emotional wellbeing of students.

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.

- Stay fit, safe and healthy
- Readiness to Learn

Resources allocated to this strategic direction

: \$47,215.59

Summary of progress

During 2022, Strategic Direction 2 placed a renewed focus on developing our PDHPE scope and sequence for the whole school, as well as refreshing Zones of Regulation throughout the school. We successfully developed a comprehensive PDHPE scope and sequence, including detailed implementation advice for all teachers across K-10. Stage 6 scope and sequence was held until a cross-KLA review of Stage 6 has been completed. Teachers began to write and implement teaching and learning programs based on the new scope and sequence, with completed units of work saved to the school server ready to be consolidated and reviewed for efficacy.

Classes were supported with targeted readiness-to-learn plans supported by the school-based OT, and individualised strategies were implemented for each student as support was requested. All students now have readiness to learn plans, stored in a centralised location where staff and executive can access them and review strategies to support students.

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
Teaching programs and relevant resources will have been developed for the first of the two-year scope and sequence. Staff will have collaborated in the development of pre-skills and assessment tools related to the first year of the two-year scope and sequence.	The SD2 team worked throughout the year to develop a comprehensive scope and sequence to include all stages, and teacher began to develop units of work in terms 3 & 4 which aligned with the scope and sequence. In week 9 all staff were presented with the opportunity to engage in professional learning to assist in the co-development of units of work.
All staff will implement the Zones of Regulation program to support students in their readiness to learn. All staff will use the Zones of Regulation tool so students will be able to identify and use one or more strategies to support them to regulate their own behaviour.	All staff engaged in professional learning on the topic of 'Trauma-informed practice' at the beginning of the year to work alongside the Zones of Regulation program, with the purpose to underpin regulation work with this deepened understanding. Working alongside the occupational therapist, the school has refreshed the approach to Zones of Regulation and focussed on individualized sensory profiles and menus to support with regulation and co-regulation. There has been an increase in the meta-language for sensory processing disorders and the use of the Zones of Regulation to assist dysregulated students.

Strategic Direction 3: Inclusive curriculum

Purpose

To ensure all staff have an understanding of a range of disabilities and the implications for access and participation in the curriculum. Information will be developed outlining the disabilities, strategies and supports needed to maximise student engagement in learning through the development of tool kits to support teachers and families.

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.

- Adjustment and Differentiation
- Connect for Success

Resources allocated to this strategic direction

SSP supplementary funding: \$0.00

Summary of progress

By the end of 2022 teachers had developed their knowledge around how to embed learning intentions and success criteria into their literacy and numeracy programs. They engaged in ongoing professional development and collaborative planning to support their understanding on how to use learning intentions and success criteria as a form of feedback and assessment.

By the end of 2022 all staff had engaged in a range of professional learning sessions to support their understanding on strategies and adjustments that can be used to support the teaching and learning of students with a range of disabilities. A whole school approach to professional learning ensures that all staff are able to understand and teach students across the school setting. The school used expertise within the school of teaching students with different disabilities to develop the knowledge of staff at Lucas Gardens and with other schools and agencies.

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
All teachers will be able to set specific learning intentions and success criteria in literacy and numeracy to make learning visible for students.	Staff are now more familiar with how to use learning intentions and success criteria in their literacy and numeracy programs to make learning visible for students. This has been supported by ongoing professional learning sessions, where staff worked collaboratively to develop learning intentions and success criteria for different key learning areas.
Staff will be able to implement some appropriate strategies and adjustments to support the learning of students with specific disabilities.	Staff are able to implement appropriate strategies and adjustments to support the learning of students with specific disabilities, which was supported by providing staff with ongoing professional development in this area. Professional learning was delivered in the areas of Aboriginal education, safe handling practices, sensory processing and regulation, autism and complex learners, adjustments for vision and hearing and the new Engaging and Respectful school policy. The leadership team also shared skills and knowledge to capacity build staff from schools and other agencies within the area of disability.

Funding sources	Impact achieved this year
<p>Socio-economic background</p> <p>\$6,633.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Lucas Gardens School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • resourcing to increase equitability of resources and services • employment of external providers to support students with additional learning needs <p>The allocation of this funding has resulted in the following impact: students proudly wore school uniforms with school logo. Families expressed gratitude for support during these challenging times. All students accessed the incursions further enhancing learning opportunities and engagement. Due to the allocation of funds to purchase sensory tools, students demonstrated increased engagement in learning. This was reflected in the end of year school reports.</p> <p>After evaluation, the next steps to support our students will be: continue to support students with the provision of uniforms and equipment. Funds will be allocated so that students can access extra curricula activities and incursions. An additional SLSO will be employed early term 1 to support students transitioning back to school.</p>
<p>Aboriginal background</p> <p>\$2,577.60</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Lucas Gardens School. Funds under this equity loading have been targeted to ensure that the performance 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>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to deliver personalised support for Aboriginal students • community consultation and engagement to support the development of cultural competency • employment of specialist additional staff (SLSO) to support Aboriginal students • staffing release to support development and implementation of Personalised Learning Plans <p>The allocation of this funding has resulted in the following impact: Aboriginal students were supported to increase their engagement and attendance in 2022. As a school, we have provided more cultural learning experiences for students and we have engaged in extensive consultation throughout the year.</p> <p>After evaluation, the next steps to support our students will be: the continued development of staff understanding of Aboriginal perspectives in education. We have reached out to the Aboriginal engagement teams within the Department and will be running targeted professional learning in 2023. We will continue to run cultural activities in 2023, and will increase our consultative model to include consultation with local elders.</p>

<p>English language proficiency</p> <p>\$18,690.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Lucas Gardens School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional bilingual staff to support communication • provision of additional EAL/D support in the classroom and as part of differentiation initiatives • development of resources to support EAL/D students at beginning and emerging phases <p>The allocation of this funding has resulted in the following impact: a collection of accessible bilingual resources to support students' learning and engagement, including bilingual social stories to support students at school and at home. An increase in students' comprehension and responses due to the 1:1 support provided in classes by additional staff. All bilingual students benefited from the allocation of this funding.</p> <p>After evaluation, the next steps to support our students will be: to continue to provide in class support to students from backgrounds other than English to foster increased engagement in learning activities and to continue to build core communication skills.</p>
<p>Professional learning</p> <p>\$20,470.00</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Lucas Gardens School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • employed casual teachers and SLSOs to release staff to attend professional learning, to pay for guest speakers and workshops. <p>The allocation of this funding has resulted in the following impact: staff are compliant with all necessary training. In addition, staff have developed skills and knowledge in supporting complex learners in the areas of behaviour, sensory processing and physical and emotional development. The leadership team and business manager attended professional learning supporting continuous improvement of teaching and learning and service delivery.</p> <p>After evaluation, the next steps to support our students will be: continue to build staff capacity in areas linked to the Strategic Improvement Plan and staff Performance and Development goals.</p>
<p>Literacy and numeracy</p> <p>\$3,671.00</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Lucas Gardens School from Kindergarten to Year 6.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Kicking goals in literacy • Kicking goals in numeracy <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • updating reading resources to meet the needs of students

<p>Literacy and numeracy</p> <p>\$3,671.00</p>	<ul style="list-style-type: none"> resources to support the quality teaching of literacy and numeracy <p>The allocation of this funding has resulted in the following impact: students had access to a wider range of resources to support engagement in literacy and numeracy activities. Additional resources support teachers in delivering the new English and mathematics syllabuses.</p> <p>After evaluation, the next steps to support our students will be: the employment of an Assistant Principal Curriculum and Instruction one day per week to build the capacity of teachers to ensure continuing student growth in literacy and numeracy.</p>
<p>QTSS release</p> <p>\$25,168.00</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Lucas Gardens School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> assistant principals provided with additional release time to support classroom programs additional staffing to support staff collaboration in the implementation of high-quality curriculum assistant principals supported teachers through the accreditation process. <p>The allocation of this funding has resulted in the following impact: three teachers were awarded proficient teacher status and they all provided positive feedback stating the 1:1 support and small groups on Tuesday afternoons were valuable and specific to their growth and development as educators. In addition, they stated in an evaluation sheet that their curriculum delivery, differentiation approaches, classroom management and organisation skills greatly improved. With the support of the secondary assistant principal staff were supported in the NESA online platform for Year 10 students.</p> <p>After evaluation, the next steps to support our students will be: the aspiring leader program will continue in 2023, whereby a highly skilled aspiring leader will lead the mentoring/coaching of beginning teachers and teachers entering special schools for the first time. It will involve a thorough framework with 1:1 discussions, professional learning and off site visits to develop their skills in special education.</p>
<p>COVID ILSP</p> <p>\$17,400.00</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 2022.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> employment of teachers/educators to deliver small group tuition providing intensive small group tuition for identified students who were... employing/releasing teaching staff to support the administration of the program <p>The allocation of this funding has resulted in the following impact: students requiring additional support to develop their literacy and numeracy skills due to the impacts of COVID-19 were identified and provided with 1:1 or small group tuition. These students worked with an educator, towards achieving literacy and numeracy goals established in consultation with the</p>

<p>COVID ILSP</p> <p>\$17,400.00</p>	<p>classroom teacher. Assessment data from these sessions was recorded and entered into a school-developed tracking tool and PLAN2 to analyse whether students achieved these goals or continue to require additional support to achieve their goals.</p> <p>After evaluation, the next steps to support our students will be: the school will continue to employ an educator to work 1:1 with students or in small groups and utilise the data gathered from 2022 to ensure that support is provided to a targeted group of students who require additional support to achieve their literacy and numeracy goals and further extend their skills. This will ensure that all students have equal learning opportunities and possess the required skills to progress with their learning in the classroom.</p>
<p>SSP supplementary funding</p> <p>\$262,787.00</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students at Lucas Gardens School</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Connect for Success • Other funded activities <p>Overview of activities partially or fully funded with this site specific funding include:</p> <ul style="list-style-type: none"> • employment of additional staff to support in the creation of high-quality teaching and learning programs • employment of staff to improve the communication between the school and external stakeholders • additional staffing to improve curriculum implementation <p>The allocation of this funding has resulted in the following impact: this funding allowed the leadership team to support teachers and external stakeholders to upskill in the area of disability. This has included delivering professional learning (internal and external), shoulder-to-shoulder support in classrooms, and observational visits to other schools within the network. Whole-school implementation of literacy, numeracy and communication goals, including tracking of student growth and achievement was facilitated through using this funding to have an AP off class fulltime. Mentoring of teachers and SLSO's has resulted in the upskilling of healthcare management for students with complex medical needs, allowing these students to engage in learning in a safe and supportive environment. The school has developed efficient procedures to allow NDIS therapists to provide services to students. This exemplary system has been shared within the SSP network. By removing behaviour planning workload from teachers, they were able to remain focussed on teaching and learning. This also included the leadership team supporting staff when requested to manage challenging and escalating behaviour, and using these opportunities to mentor staff in safe and appropriate management of these behaviours.</p> <p>After evaluation, the next steps to support our students will be: in 2023, funding will support the continuation of releasing an AP to facilitate literacy, numeracy and communication. With an increase in students accessing transport, funding will also be allocated for the administrative tasks needed to ensure this operates smoothly. Data has indicated an increase in complex behaviour within the school, and as such, release for an AP to support the upskilling of staff in positive behaviour strategies has been planned. With new staff starting at the school in 2023, funding will be allocated again to develop skills in the planning and implementation of healthcare procedures. NDIS and transport remain areas of high demand and change in 2023, and leadership release to administer these programs will be supported in our planning.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	22	29	41	43
Girls	24	25	28	32

Lucas Gardens School provides education for students from Kindergarten to Year 12 who have a severe to moderate intellectual disability. Environmental, curriculum and instructional adjustments are made to support the diverse needs of students. Primary students access the NSW Education Standards Authority syllabus for key learning Areas and secondary students access the Life Skill syllabus. In 2022 the school enrolled 75 students.

Attendance

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 from 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 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.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2022, student attendance was impacted by a range of factors:

- Families evacuating and relocating due to NSW floods
- Sick students staying at home until a negative COVID-19 test was returned
- Household members testing positive to COVID-19
- The easing of COVID-19 border controls at the beginning of 2022 which allowed families to travel inter-state and overseas.

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

Lucas Gardens School had no school leavers in 2022.

Year 12 students undertaking vocational or trade training

In 2022 Lucas Gardens School had no senior students undertake vocational or trade training.

Year 12 students attaining HSC or equivalent vocational education qualification

In 2022 there were no Year 12 leavers.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	3
Classroom Teacher(s)	10.31
Teacher Librarian	0.4
School Administration and Support Staff	14.82

*Full Time Equivalent

Workforce composition statement

From 2022 onwards, the new Assistant Principal Curriculum and Instruction (APCI) roles form part of entitlement. The FTE of these roles are counted as per entitlement in line with other non-deputy principal/head teacher executive positions as there is no off-set requirement from the teaching allocation. The APCI is included under the assistant principal(s) position grouping.

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 2022, 4.6% of the department's overall workforce identify as Aboriginal and/or Torres Strait Islander Peoples.

Aboriginal and Torres Strait Islander school workforce composition

Staff type	Benchmark ¹	2022 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.00%	4.10%
Teachers	3.00%	3.30%

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 2022 to 31 December 2022. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2022 Actual (\$)
Opening Balance	812,217
Revenue	4,006,635
Appropriation	3,802,818
Sale of Goods and Services	2,540
Grants and contributions	189,855
Investment income	11,422
Expenses	-4,081,712
Employee related	-3,582,705
Operating expenses	-499,007
Surplus / deficit for the year	-75,077
Closing Balance	737,140

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.

	2022 SBAR Adjustments (\$)
Targeted Total	0
Equity Total	27,901
Equity - Aboriginal	2,578
Equity - Socio-economic	6,633
Equity - Language	18,691
Equity - Disability	0
Base Total	3,241,169
Base - Per Capita	37,189
Base - Location	0
Base - Other	3,203,979
Other Total	402,575
Grand Total	3,671,645

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.

Parent/caregiver, student, teacher satisfaction

*During 2022, we sought feedback from the school community on aspects of school life that they consider we do well at Lucas Gardens School and areas that they thought we could improve on. Parents / carers and staff responded positively and mentioned the **following as aspects that we do well:***

*the school is caring, supportive and understanding of student's needs

*everything is fantastic

*high expectations from all

*drop off and pick up process works well

*aquatics program

*engaging and safe setting

*music program

*highly qualified staff.

Staff

*team work

*work ethics

*provide learning adjustment for all students

*implementation of Positive Behaviour for Learning(PBL)

*wide variety of professional learning

*a strong focus on teaching and learning.

Focus area for 2023 included:

Parents/carers

*communication tools in the playground

*go on more excursions

*higher level of family and community involvement

*a stronger focus on life skills for senior students.

Staff

*share ready made resources in order to decrease administration tasks for teachers and support staff

*stronger debrief conversations after an incident/accident eg seizure

*more collaboration time for teachers

*teaching more life skills in secondary classes.

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.

Aboriginal Education - School statement

At Lucas Gardens School there is a strong commitment by staff to meet the educational needs of Aboriginal students through the development of Personalised Learning Pathways in consultation with families.

Our school is committed to improving the teaching of Aboriginal cultures, languages and histories through a consultative approach.

We recognise the value and expertise from our support network as we embark on a journey and strive to improve the educational experiences of our Aboriginal students.

At Lucas Gardens School we acknowledge all significant dates as determined by Reconciliation NSW.

The traditional custodians of our land are the Wangal clan of the Eora Nation.

Anti-Racism Policy

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.

Anti-Racism - School statement

Lucas Gardens School has an Anti-Racism Contact Officer who is the first point of contact to raise any issues or complaints concerning racism.

Through the implementation of the Positive Behaviour for Learning (PBL) social skills lessons, the importance of respecting and accepting diversity is addressed.

Multicultural Education Policy

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.

Multicultural and anti-racism education - School Statement

This year we celebrated Harmony Day where students and staff dressed in traditional costumes or wore orange. As part of the celebrations, students participated in learning activities exploring music, dance and visual arts from various countries.

Other School Programs (optional)

Aquatics

The aquatics program was delivered terms 1, 2 and 4. We were very fortunate to have the support of students studying physiotherapy from Macquarie University and parent/carer volunteers. The benefits of this program included:

- *loosening students' tight muscles
- *encouraging relaxation
- *building muscle and movement strength
- *relieving anxiety
- *supporting socialisation and communication
- *providing a calm and soothing environment for students who are heightened
- *developing skills in remaining safe around water environments.

Music Program

The music program was delivered by a staff member from The Rhythm Village every Friday to students from Kindergarten to Year 12. In the sessions they created music using various instruments, listened and watched as the facilitator played instruments such as gongs and didgeridoo and sang songs linked to the term theme. All sessions included lots of interactive percussion participation.

Premier's Reading Challenge

This year, all students from Kindergarten to Year 9 completed the Premier's Reading Challenge through the shared reading of a wide range of quality literature through class programs, library sessions and through partnership with parents. Students were presented with certificates for completing the challenge at a special school assembly which celebrated the importance of reading.

Community access program

Senior students participated in a weekly community access program. Activities included going to the local park, driving over bridges and through tunnels and going to cafes to practise their social and money skills.

School based therapist

The physiotherapy, occupational therapy and speech pathology programs continued to be an invaluable intervention at Lucas Gardens School. All therapists work collaboratively with families and staff, conducting formal and informal assessments, goal setting and ensuring correct practices are in place for students to achieve success. The physiotherapist trained staff in manual handling procedures, correct lifting practices and the use of specialised equipment. The speech pathologist trained staff in the use of communication systems to support students' expressive and receptive communication. The occupational therapist focused on The Zones of Regulation and understanding sensory processing difficulties in students. This professional learning was made available to the the Strathfield network of schools who welcomed and appreciated the invitation to attend and further develop skills and knowledge..

Student Representative Council (SRC)

In 2022, the newly appointed SRC received their badges from the Concord High School SRC. The SRC is comprised of one student from each class, Kindergarten to Year 12. The SRC hosted the annual Pyjama Day and tinned food drive to support the homeless. The highlight of activities was the herb planting event that promoted wellbeing. All students came dressed in leisure outfits. An ongoing event that the SRC enjoy is greeting guests and visitors to our school and always smiling during photo time.



Music program, enjoying the drumming session with Michael from Rhythm Village



Community access. Senior students enjoying going to a local cafe in Redfern.



SRC promoting wellbeing during the herb planting event.