

2022 Annual Report

Lucas Heights Community School



8271

Introduction

The Annual Report for 2022 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.

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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 831 students, including K-6 population of 280 students and a secondary enrolment of 511 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>

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: \$302,161.00

Socio-economic background: \$92,501.55

Aboriginal background: \$33,033.59

English language proficiency: \$11,462.62

Low level adjustment for disability: \$214,551.20

Professional learning: \$40,000.00

Summary of progress

In 2022 the school strengthened programs in the Support Unit K-12 and supported more students individually with their learning through exceptional work in Learning Support and through the COVID Intensive Learning Support Program (ILSP). There was a strong focus on data skills and use in Reading K-9 with K-12 Professional Learning in reading comprehension occurring during 2022.

In Primary, Soundwaves was able to continue for a full year in all classrooms and assessment in spelling will be a focus for 2023. In class instructional leadership for Mathematics was a focal point in classrooms in 2022.

In Secondary, reading strategies were implemented to support students in improving their knowledge and skills.

A barrier we overcame was the sourcing of relief teachers due to ongoing COVID 19 absence. An enabler proved to be the strength of professional learning, led through instructional leadership and the faculty expertise.

Impact

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

In K-6, data clearly demonstrates a strength in student growth in reading and numeracy. Internal data collection indicates that literacy is a strength, particularly, writing. Growth and attainment in Mathematics is and remains a priority for 2023.

In Secondary reading, NAPLAN Reading data demonstrates student growth in the top 2 bands, and 2022 saw the initiation of a targeted literacy program with a focus on the Super Six comprehension strategies implicitly embedded in programs, as well as a targeted focus on writing. Student growth was also evident in both reading and writing, evidenced through the collation of Waddington test data (pre and post tests completed) in Stages 4 and 5, teacher observation and formative assessment.

In Secondary numeracy, statistically over time, we have more students performing in the upper two bands and fewer students performing in the bottom two bands in Numeracy in both Years 7 and Year 9.

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 using pre assessment data in English classes to make modifications to programs focused on reading and writing. The data is used to differentiate teaching and learning in each class. Formative data is collated and feedback is provided to students through their completion and refinement of literary tasks, monitored in the classroom by teachers.

In Secondary numeracy, there has been a positive shift in the way in which staff identify and differentiate material for students. This was attained by scheduled stage meetings where the focus was on assessment for, as and of, learning. This will continue to be a focus for 2023.

In the Tell Them From Me teacher survey, school strengths were : *My assessments help me understand where students are having difficulty* (8.4); *When students' formal assessment tasks or daily classroom tasks fail to meet expectations I give them an opportunity to improve* (8.1); *I give students feedback on how to improve their performance on formal assessment tasks* (8.1).

Where to next? Main projects in 2023

In 2023, we will be focused on further extending our support of students reading targets and writing capabilities by implementing targeted withdrawal support to increase student performance further in the top 2 bands for Reading. Additionally, we will support students identified with further needs from reading and writing pre-tests conducted in K-12 English classroom and provide targeted programs and track progress.

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
<p>Primary - Reading - Top 2 Bands</p> <p>Improvement in the percentage of students achieving in the top two bands in NAPLAN Reading from 2019 to be above the school's lower bound system-negotiated target - an uplift of 3.9%.</p>	<ul style="list-style-type: none"> • 2022 NAPLAN data indicates 46.67% of students are in the top two skill bands for reading indicating the school did not achieve the system negotiated target. This is a decrease of 0.047% from 2021.
<p>Primary - Numeracy - Top 2 Bands</p> <p>Improvement in the percentage of students achieving in the top two bands in NAPLAN Numeracy from 2019 to be above the school's lower bound system-negotiated target - an uplift of 14.9%.</p>	<ul style="list-style-type: none"> • 2022 NAPLAN data indicates 34.88% of students are in the top two skill bands for numeracy indicating the school did not achieve the system negotiated target. This is a decrease of 2.8% from 2021.
<p>Primary - Reading - Growth</p> <p>Improvement in the percentage of students achieving in expected growth in NAPLAN Reading from 63.625% in 2021 to be above the school's lower bound system-negotiated target of 64.072% an uplift of 0.447%.</p>	<ul style="list-style-type: none"> • Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN. However, reading data collected indicates an increase of 6.5% of K-6 students at or above expected targets in reading from 2021-2022.
<p>Primary - Numeracy - Growth</p> <p>Improvement in the percentage of students achieving in expected growth in NAPLAN Numeracy from 57.9% in 2021 to be above the school's lower bound system-negotiated target of 62.5% an uplift of 4.8%.</p>	<ul style="list-style-type: none"> • Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN. However, Numeracy Progression levels collected indicates an increase of 37% of K-6 students at or above expected targets from Term 1 to Term 4.
<p>Secondary - Reading - Top 2 Bands</p> <p>Improvement in the percentage of students achieving in the top two bands in NAPLAN Yr 9 Reading from 2019 to be above the school's lower bound system-negotiated target - an uplift of</p>	<ul style="list-style-type: none"> • 2022 NAPLAN data indicates 12.39% of students are in the top two skill bands for reading indicating the school did not achieve the system negotiated target. This was an increase of 6.39% from 2021.

4.9%.	
<p>Secondary - Numeracy - Top 2 Bands</p> <p>Improvement in the percentage of students achieving in the top two bands in NAPLAN Yr 9 Numeracy from 2019 to be above the school's lower bound system-negotiated target - an uplift of 20.9%.</p>	<ul style="list-style-type: none"> • 2022 NAPLAN data indicates 14.68% of students are in the top two skill bands for numeracy indicating the school did not achieve the system negotiated target. This was an increase of 5.68% from 2021.
<p>Secondary - Reading - Growth</p> <p>Improvement in the percentage of students achieving in expected growth in NAPLAN Reading from 60.24% in 2021 to move towards the school's lower bound system-negotiated target of 72.4% an uplift of 6%to 66.24%.</p>	<ul style="list-style-type: none"> • Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN. However, Waddington Reading Assessment indicates a increase of 7% of students above expected growth from Term 1 to Term 4 in 2022.
<p>Secondary - Numeracy - Growth</p> <p>Improvement in the percentage of students achieving in expected growth in NAPLAN Numeracy from 50% in 2021 to be towards the school's lower bound system-negotiated target of 71.9% an uplift of 7.3%. to 57.3%.</p>	<ul style="list-style-type: none"> • Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN. However, Check In Assessment data indicates a 5.5% growth in achievement from Year 8 between Term 1 and Term 4 2022.
<p>Secondary</p> <p>To increase % of students in the top two bands in HSC from 2019 towards our target, requiring uplift of 14%.</p>	<ul style="list-style-type: none"> • 29.83% of students attained results in the top two bands demonstrating progress toward the lower bound target as in 2021, our results were almost at our upper bound target.
<p>To increase the % of students who are meeting their individual learning goals to 2022 measure + 2%.</p>	<p>This measure was achieved in 2022.</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.</p>	<p>Self-assessment against the School Excellence Framework shows the school currently performing at excelling in the theme of data use in teaching in the element of data use and skills.</p> <p>Teachers clearly understand, develop and apply a full range of assessment strategies- assessment for learning, assessment as learning and assessment of learning - in determining teaching directions, monitoring and assessing student progress and achievement, and reflecting on teaching effectiveness. Data skills and use - data use in teaching - excelling</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

QTSS release: \$58,609.71

Literacy and numeracy intervention: \$36,200.12

Literacy and numeracy: \$6,009.92

Professional learning: \$30,000.00

Summary of progress

In 2022, K-6 were involved in a writing assessment project where 95% of student K-6 achieved internal targets - increase of 24% from 2021. Professional learning in Mathematics was a key driver of effective teaching and student achievement in Mathematics. Teachers were engaged in professional learning throughout 2022 and all classes and teachers viewed demonstration lessons taught by the Instructional Leader.

In the High School, the focus was on explicit teaching, providing feedback, consistency in programming and assessment, project-based learning, BYOD and instructional leadership in the teaching of Mathematics.

A barrier we overcame was the sourcing of relief teachers due to ongoing COVID 19 absence. An enabler proved to be the quality of the shoulder to shoulder support provided in classrooms.

Impact

Have we improved effective classroom practice?

In Primary, observations of practice and reviews of teaching and learning programs indicated significant improvement - with 100% of teachers implementing Number Talks and Low-Floor-High Ceiling Tasks to engage all learners

In Secondary, the explicit teaching of key concepts and skills is commonplace across the school. Lesson observations are a part of the PDP process and reviews of teaching and learning programs indicate significant improvement across all key learning areas.

In the Tell Them From Me teacher survey, staff rated teaching strategies at 8.2 which is above the NSW Government norm (7.9). School strengths were: *When I present a new concept I try to link it to previously mastered skills and knowledge. 9.0; I can easily identify unproductive learning strategies. 8.5; My students are very clear about what they are expected to learn. 8.3; I use two or more teaching strategies in most class periods. 9.2; Students receive feedback on their work that brings them closer to achieving their goals. 8.1; I discuss with students ways of seeking help that will increase learning. 8.8.*

What is the impact of explicit teaching and feedback?

Explicit teaching and feedback indicate an improvement in student growth and attainment. Moving more students into the top two bands will be a priority for 2023. Internal data collected indicated pleasing growth from across the school in the 3 areas of focus from the Numeracy Progressions. Number and Place Value will replace Quantifying Numbers from 2023 as we move towards utilizing Version 3 of the progressions from 2023.

In the student Tell Them From Me survey, the school strengths were: *teachers set clear goals for learning, establish expectations, check for understanding and provide feedback (7.4 - primary); students feel classroom instruction is well-organised, with a clear purpose, and with immediate feedback that helps them learn (6.2 - secondary).*

Where to next?

In 2023, we will continue to drive explicit teaching across the school with a focus on the teaching of numeracy, writing and High Performing and Gifted Education.

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
<p>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.</p>	<p>Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the theme of explicit teaching, in the element of effective classroom practice.</p> <p>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.</p> <p>Effective classroom practice - explicit teaching - sustaining and growing.</p>
<p>Teachers provide explicit, specific and timely formative feedback related to defined success criteria. Teachers' feedback supports improved student learning.</p>	<p>Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the theme of feedback in the element of effective classroom practice.</p> <p>Teachers provide explicit, specific and timely formative feedback related to defined success criteria. Teachers' feedback supports improved student learning.</p> <p>Effective classroom practice - feedback - sustaining and growing</p>
<p>Professional learning in the school emphasises developing effective instructional leadership.</p>	<p>Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the theme of instructional leadership in the element of effective classroom practice.</p> <p>Professional learning in the school emphasises developing effective instructional leadership.</p> <p>Educational leadership - instructional leadership - sustaining and growing</p>
<p>Teachers are proficient in their teaching of literacy and numeracy, meeting the needs of students in their subject/stage.</p>	<p>Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the theme of literacy/numeracy focus, in the element of professional standards.</p> <p>Teachers are proficient in their teaching of literacy and numeracy, meeting the needs of students in their subject/stage.</p> <p>Professional standards - literacy and numeracy focus - sustaining and growing</p>
<p>75% of students K-6 will be achieving:</p> <ul style="list-style-type: none"> - at or above grade expectation in reading - at or above stage expectations in writing (as measured by the literacy progressions) - at or above stage expectations in quantifying numbers, additive strategies and multiplicative strategies (as measured by the numeracy progressions) 	<p>Through our analysis of our primary reading data, including, Waddingtons, progressions and Reading Ages;</p> <p>77.5% of students at or above grade expectations in reading (Years K-6).</p> <p>95% of students at or above grade expectations in writing (Years 1-6).</p> <p>89% of students at or above grade expectations in quantifying numbers (Number & Place Value 2023 onwards).</p> <p>92% of students at or above grade expectations in additive strategies.</p> <p>97% of students at or above grade expectations in multiplicative strategies.</p> <p>This data shows that we have met this improvement measure in the primary school.</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

Professional learning: \$10,600.17

Summary of progress

In 2022 our focus was on collaboration K-12, high expectations and staff and student wellbeing.

A barrier we overcame was the sourcing of relief teachers due to ongoing COVID 19 absence. An enabler proved to be use of the unique K-12 environment and subject expertise in the high school, that was utilised in the primary school. A school strength has been the K-12 wellbeing focus with two separate teams working in alignment to achieve school targets.

What has been the impact of our collaborative practices?

Across K-12 we implement in excess of 20 projects that were cross-stage or cross faculty. Staff expertise in specialist subjects in the high school worked alongside primary teachers building their subject knowledge and skills.

In the Tell Them From Me teacher survey, teachers rated collaboration to be equal to the NSW Government norm. School strengths are: *I talk with other teachers about strategies that increase student engagement. 7.9; Teachers in our school share their lesson plans and other materials with me. 8.0; I discuss my assessment strategies with other teachers. 8.3; I discuss learning problems of particular students with other teachers. 8.6; I discuss my learning goals with other teachers. 7.9.*

Tell Them From Me teacher survey trend data shows that collaboration has increased from 2021, 7.5 to 7.7 and leadership has similarly increased.

How has student and staff wellbeing improved ?

In the Tell Them From Me student survey trend data, positive relationships at school has increased for both primary (79%) and secondary (86%) while valuing school outcomes is at 92% for both settings. Pleasingly, positive behaviour at school has increased to 89% primary and 90% secondary. It is noted that in primary, interest and motivation and effort are increasing.

Where to next?

Collaboration will continue to be a focus K-12. Staff wellbeing will also be a priority and systems and processes for student wellbeing will continue to be evaluated and improved with a strong K-12 team focus.

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	78% of students reporting positive wellbeing outcomes has decreased by

positive sense of wellbeing from 2019 to our lower bound target - uplift required primary 3.49%.	17.27% across the positive wellbeing measures. This measure has been impacted by COVID 19 restrictions.
To increase the % of students with positive sense of wellbeing from 2019 to our lower bound target. Uplift required secondary 5%.	Tell Them From Me collation data for secondary, not yet available. In Secondary 56% of students expressed a positive sense of belonging, while advocacy at school and expectations for success were at the NSW Government norms.
To increase the % of students attending more than 90% of the time from 2019 Primary towards our lower bound target with an uplift required 9.26	In Primary, the number of students attending greater than 90% of the time or more has decreased by 18.9%. Attendance has been severely affected by public health orders, due to COVID 19 measures.
To increase the % of students attending more than 90% of the time from 2019 Secondary to lower bound target with an uplift required 5.30%	In Secondary, the number of students attending greater than 90% of the time or more has decreased by 26.5%. Attendance has been severely affected by public health orders, due to COVID 19 measures.
Teachers engage in professional discussion and collaborate to improve teaching and learning in their classes, year groups, stages, faculties, or for particular student groups. This includes negotiated observations of classroom teaching practice, with feedback, to improve professional knowledge and practice.	Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the theme of collaborative practice and feedback, in the element of learning and development. Teachers engage in professional discussion and collaborate to improve teaching and learning in their classes, year groups, stages, faculties, or for particular student groups. This includes negotiated observations of classroom teaching practice, with feedback. Learning and development - collaborative practice and feedback - sustaining and growing
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.	Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the theme of high expectations, in the element of learning culture. There is demonstrated commitment within the school community that all students make learning progress. with parents and students support clear improvement aims and planning for learning. Learning culture - high expectations - sustaining and growing
The school collects, analyses and uses data including valid and reliable student, parent and staff surveys/feedback to monitor and refine a whole school approach to wellbeing and engagement, to improve learning.	Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the theme of a planned approach to wellbeing, in the element of wellbeing. The school collects, analyses and uses data including valid and reliable student, parent and staff surveys/feedback to monitor and refine a whole school approach to wellbeing and engagement, to improve learning. Wellbeing - a planned approach to wellbeing - sustaining and growing

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$302,161.00</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>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"> • Improving Reading & Numeracy <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing to assist students with additional learning needs • employment of staff to provide additional support for students who have high-level learning needs • intensive learning and behaviour support for funded students <p>The allocation of this funding has resulted in the following impact: Identified students have demonstrated growth in their individual learning plan and monitored through PLaSP meetings. Observations of teacher practice and progress shows improved differentiation practice in the classroom, based on student need.</p> <p>After evaluation, the next steps to support our students will be: used to fund an additional Head Teacher Learning and Support and an additional 0.4 LST teacher.</p>
<p>Socio-economic background</p> <p>\$92,501.55</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>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"> • Improving Reading & Numeracy <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • providing students without economic support for educational materials, uniform, equipment and other items • resourcing to increase equitability of resources and services • employment of additional staff to support Teaching and Learning implementation. <p>The allocation of this funding has resulted in the following impact: All students in 2022 are known, valued and cared for through strong relationships with staff and a planned approach to wellbeing. Tell The From Me data indicates increasing positive relationships.</p> <p>After evaluation, the next steps to support our students will be: continuing to fund our additional positions to support student learning and wellbeing and ensuring all students can access programs and initiatives across the school.</p>
<p>Aboriginal background</p> <p>\$33,033.59</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 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"> • Improving Reading & Numeracy

<p>Aboriginal background</p> <p>\$33,033.59</p>	<p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of specialist additional staff (SLSO) to support Aboriginal students. <p>The allocation of this funding has resulted in the following impact: The Aboriginal Student Learning Support Officer has developed strong relationships with all identified students K-12, resulting in individualised support in literacy and numeracy through targeted program implementation.</p> <p>After evaluation, the next steps to support our students will be: to utilise the finding to employ and Aboriginal Education Officer to further our student support and community connections.</p>
<p>English language proficiency</p> <p>\$11,462.62</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>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"> • Improving Reading & Numeracy <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 support delivery of targeted initiatives • additional teacher time to provide targeted support for EAL/D students and for development of programs <p>The allocation of this funding has resulted in the following impact: This funding has been integrated into Learning and Support to ensure that all EALD students are supported through LST staff.</p> <p>After evaluation, the next steps to support our students will be: To continue to support our LST program.</p>
<p>Low level adjustment for disability</p> <p>\$214,551.20</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>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"> • Improving Reading & Numeracy <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • targeted students are provided with an evidence-based interventions to increase learning outcomes • providing support for targeted students within the classroom through the employment of School Learning Support Officers <p>The allocation of this funding has resulted in the following impact: Students with diagnosed disabilities are supported to access the curriculum in all settings, by a team of SLSOs.</p> <p>After evaluation, the next steps to support our students will be: to continue into 2023 with the employment of additional staff.</p>
<p>Professional learning</p> <p>\$80,600.17</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 Heights Community School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan</p>

<p>Professional learning</p> <p>\$80,600.17</p>	<p>including:</p> <ul style="list-style-type: none"> • Improving Reading & Numeracy • Improving HSC results • Improve effective teaching and classroom practice • Positive and collaborative practices. • Student and staff wellbeing <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Staff Release - HSC strategy • Staff Release - planning days and collaboration activities • Staff Release - new syllabus training • Staff Release - conference attendance • Professional Learning Course Fees - accredited training <p>The allocation of this funding has resulted in the following impact: Increased collaboration across the school with a focus on effective teaching and literacy and numeracy. Observations, demonstration lessons and program feedback have resulted in improvements in classroom practice.</p> <p>After evaluation, the next steps to support our students will be: directed towards increasing collaborative practices with a focus on new syllabus implementation.</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>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"> • Improve effective teaching and classroom practice <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • staff training and support in literacy and numeracy • targeted professional learning to improve literacy and numeracy • teacher release to engage staff in instructional leadership <p>The allocation of this funding has resulted in the following impact: Teachers and students have demonstrated growth across the year with a focus on effective differentiation and support in literacy and numeracy K-6.</p> <p>After evaluation, the next steps to support our students will be: this funding will be used to fund our new Assistant Principal Curriculum and Instruction.</p>
<p>QTSS release</p> <p>\$58,609.71</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>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"> • Improve effective teaching and classroom practice <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • additional staffing to support staff collaboration in the implementation of high-quality curriculum • implementation of instructional rounds to strengthen quality teaching practices • staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff

<p>QTSS release</p> <p>\$58,609.71</p>	<p>The allocation of this funding has resulted in the following impact: All stages have demonstrated strong growth across the semester. Growth has been stronger in Persuasive writing in comparison to Imaginative writing during the semester.</p> <p>After evaluation, the next steps to support our students will be: This funding will continue to be used to fund an above establishment Instructional Leader.</p>
<p>Literacy and numeracy intervention</p> <p>\$36,200.12</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>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"> • Improve effective teaching and classroom practice <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • employment of classroom teachers to provide intensive learning support for students requiring additional support, focusing on literacy and numeracy • employment of an Instructional Leader to address literacy and numeracy learning needs and implement differentiated and personalised intervention for students. <p>The allocation of this funding has resulted in the following impact: All stages have demonstrated strong growth across the semester. Growth has been stronger in Persuasive writing in comparison to Imaginative writing during the semester. 90% of students in all stages are at or above end of year targets. This is the first time our school has achieved this in writing.</p> <p>After evaluation, the next steps to support our students will be: used to fund our new Assistant Principal Curriculum and Instruction.</p>
<p>COVID ILSP</p> <p>\$158,120.00</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 <p>The allocation of this funding has resulted in the following impact:</p> <p>Year 1: 5 students 100% of students showed improvement with retell, with 50% of these students able to do this with greater detail (text-specific vocabulary). 75% of students made significant progress relating to phonological awareness indicators. 75% demonstrated some improvement with text forms and features, able to write some appropriate letter combinations to represent words without teacher assistance. 50% of students needing significant teacher assistance and direction regarding creating texts and phonological awareness.</p> <p>Year 2: 6 students 100% of students made progress across progressions relating to phonological awareness, phonic knowledge & word recognition and understanding texts. 80% of students improved significantly in areas relating to understanding</p>

<p>COVID ILSP \$158,120.00</p>	<p>texts (retell) and word recognition (high-frequency). 50% of students showed significant improvement with phonic and phonological awareness knowledge. 50% of students made some improvement with phonic and phonological awareness knowledge - requiring prompting and repeating of digraphs and consonant blends.</p> <p>After evaluation, the next steps to support our students will be: Intervention should continue to focus on phonological and phonic awareness and skills, as data is showing that there is still room for growth across these areas/progressions. Delivery methods for next year should also consider a combination of both in-class and withdrawal support, as it provides a well-rounded picture on student progress across different settings and contexts.</p>
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Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	413	459	470	469
Girls	329	346	349	362

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 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.

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.

Student attendance profile

School				
Year	2019	2020	2021	2022
K	95.3	96.1	94.5	88.4
1	93.1	94.2	93.8	90.0
2	93.2	95.1	92.4	91.4
3	93.2	95.2	92.7	90.3
4	94.8	95.3	93.1	85.6
5	93.0	96.0	93.0	89.1
6	92.3	94.4	93.5	87.3
7	93.3	95.2	91.8	87.3
8	91.6	92.2	89.7	85.4
9	88.2	93.4	88.9	86.2
10	90.1	92.1	91.2	83.9
11	91.0	93.7	88.5	85.2
12	92.1	94.1	91.4	88.6
All Years	92.1	94.1	91.3	87.0
State DoE				
Year	2019	2020	2021	2022
K	93.1	92.4	92.8	87.9
1	92.7	91.7	92.7	87.4
2	93.0	92.0	92.6	87.8
3	93.0	92.1	92.7	87.6
4	92.9	92.0	92.5	87.4
5	92.8	92.0	92.1	87.2
6	92.1	91.8	91.5	86.3
7	91.2	92.1	89.7	85.5
8	88.6	90.1	86.7	82.1
9	87.2	89.0	84.9	80.5
10	85.5	87.7	83.3	78.9
11	86.6	88.2	83.6	80.0
12	88.6	90.4	87.0	83.9
All Years	91.0	91.1	89.8	85.1

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	1	0
Employment	5	3	13
TAFE entry	0	5	12
University Entry	0	0	48
Other	7	11	22
Unknown	0	0	5

Year 12 students undertaking vocational or trade training

51.52% of Year 12 students at Lucas Heights Community School undertook vocational education and training in 2022.

Year 12 students attaining HSC or equivalent vocational education qualification

95.1% of all Year 12 students at Lucas Heights Community School expected to complete Year 12 in 2022 received a Higher School Certificate or equivalent vocational education and training qualification.

13 Year 12 students chose to do an external vocational education course at TAFE as part of their HSC and 4 Year 11 students chose to do an external vocational education course at TAFE.

Externally delivered vocational courses included Early Childhood Studies, Animal Studies, Beauty Services, Music Industry, Electro-technology, Tourism and Travel, Human Services (Nursing), Information and Digital Technology, Engineering Studies, Baking and Retail Services (Social Media).

There were 64 students that commenced Year 12 at the start of 2022 with 60 successfully completing Year 12 and receiving their HSC. Of the 60 students, 29 received an offer to enter a university course in 2023, which is approximately 48 %

Overwhelmingly, the most popular university of choice was the University of Wollongong with 14 students accepting a placement in a course for 2023. This represents 48% of university placements. In addition, we have had two students accept places at UTS, one student at University of NSW, two students at Macquarie, six students at Western Sydney, one student has accepted a place at University of New England, one at Queensland University, one at the Australian Institute of Music and one at Torrens University.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Assistant Principal(s)	4
Head Teacher(s)	7
Classroom Teacher(s)	49.87
Literacy and Numeracy Intervent	0.32
Learning and Support Teacher(s)	1.2
Teacher Librarian	1.6
School Counsellor	1
School Administration and Support Staff	20.1
Other Positions	1

*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	914,477
Revenue	13,003,181
Appropriation	12,357,591
Sale of Goods and Services	26,617
Grants and contributions	609,495
Investment income	8,741
Other revenue	738
Expenses	-12,627,823
Employee related	-11,562,972
Operating expenses	-1,064,851
Surplus / deficit for the year	375,359
Closing Balance	1,289,836

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	302,161
Equity Total	351,550
Equity - Aboriginal	33,034
Equity - Socio-economic	92,502
Equity - Language	11,463
Equity - Disability	214,552
Base Total	10,435,737
Base - Per Capita	215,148
Base - Location	0
Base - Other	10,220,589
Other Total	603,012
Grand Total	11,692,459

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

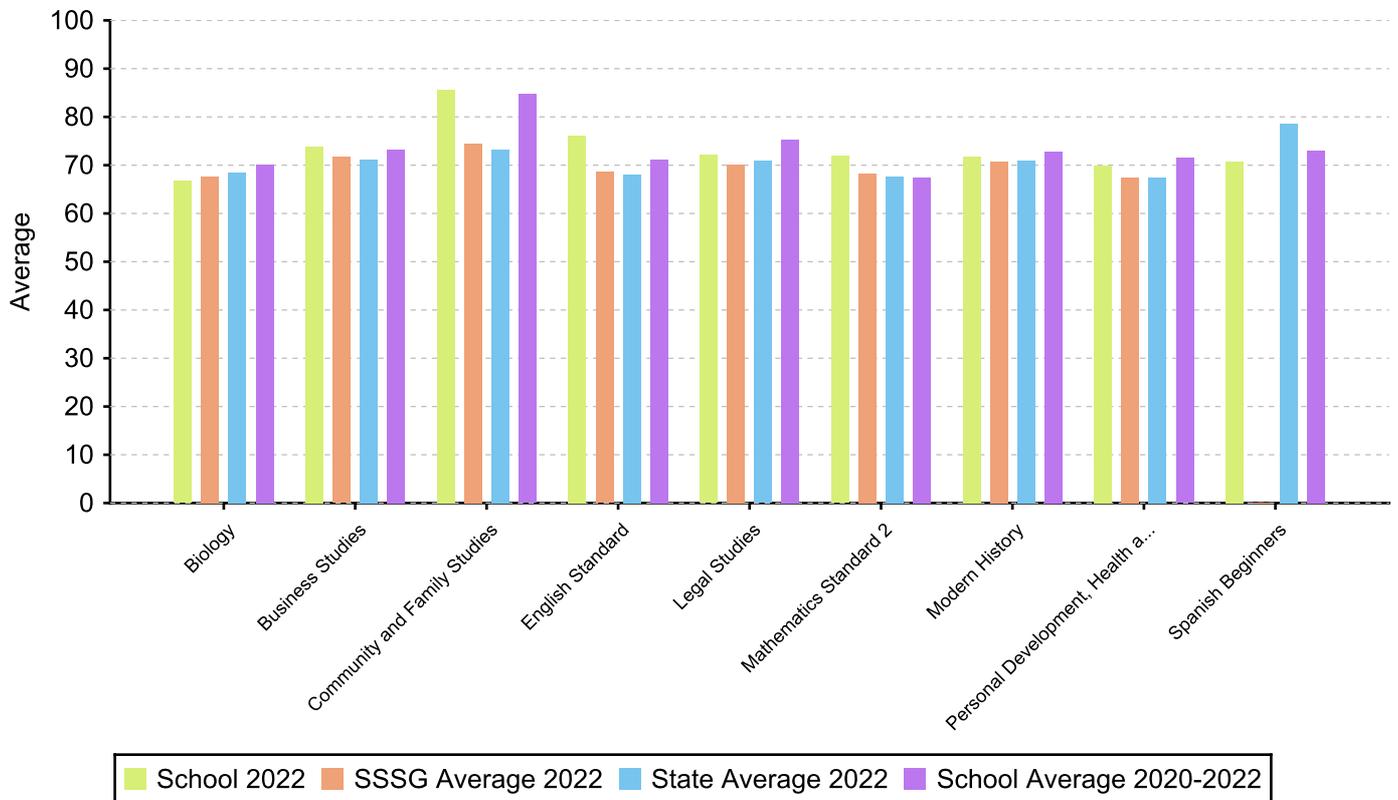
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au 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 2022	SSSG	State	School Average 2020-2022
Biology	66.7	67.7	68.5	70.1
Business Studies	73.9	71.7	71.2	73.2
Community and Family Studies	85.6	74.5	73.2	84.7
English Standard	76.1	68.6	68.1	71.1
Legal Studies	72.1	70.2	70.8	75.2
Mathematics Standard 2	71.9	68.2	67.6	67.4
Modern History	71.8	70.7	70.9	72.8
Personal Development, Health and Physical Education	70.0	67.5	67.5	71.5
Spanish Beginners	70.7	0.0	78.6	73.0

Parent/caregiver, student, teacher satisfaction

Teacher survey

In 2022, we surveyed teachers through the Tell Them From Me - Focus on Learning survey.

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

Teachers identified that school leaders have helped create new learning opportunities for students, have provided guidance for monitoring student progress and that they work with leaders to create a safe and orderly learning environment. Another key strength is that teachers have felt supported by school leaders during stressful times. An area of development is for school leaders to provide more feedback about their teaching.

Teachers noted that they share strategies, lesson plans and materials with other teachers. They identified that they discuss assessment strategies with other teachers and share learning goals with their colleagues.

Teaching staff monitor individual student progress and are effective in working with students who experience behavioral difficulties. They also stated that they find lessons relevant to their own experiences. Teachers feel that an area of growth is for students to become fully engaged in their own learning.

Teachers use assessments to understand where difficulties lie, to inform lesson planning and give students feedback on how to improve their performance on formal assessment tasks. Teachers identified that they introduce new concepts by linking these to previously mastered skills and knowledge. Students are also informed of ways to seek help to increase their learning. An area for growth is for students to receive written feedback about their learning once a week.

Teachers stated their school and classrooms are inclusive places for students with additional needs and that they have clear and high expectations for student behaviour. They mentioned that they are working towards assisting low performing students plan their assignments but always strive to understand the learning needs of all students.

Teachers identified that they work with parents to solve issues that are impacting their child's learning. They share progress on learning goals with parents regularly. Teachers stated that parents understand expectations they have for their children.

Parent survey

The TTFM survey was conducted and 70 responses were collected. Areas of strength identified were: reports are written in language that is easily understood; parents encourage their child to do well at school; parents feel that teachers expect their child to pay attention in class; their child understands the rules for school behaviour and children feel safe going to and from school. The vast majority of parents feel their child with disabilities feels welcome at school.

88% of parents have spoken with their child's teacher at least once regarding learning and behaviour with 82% attending at least one meeting during the school year. Formal interviews were identified by parents as the most useful method of communication. 76% of parents stated that emails are the most useful way for finding out news about the school with P&C being the least.

59% of respondents are satisfied with communication from the high school and 97% of parents would support their child's decision to seek a TAFE or other vocational training qualification.

Interestingly, the majority of parents identified completing Year 12 as an expectation when compared to their expectations for their child to attend TAFE or University. 85% of respondents identified that their child's performance in mathematics is important.

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, particularly in Year 6, more than 80% of students value schooling outcomes. The majority of students indicated they do not get into trouble for disruptive or inappropriate behaviours and the highest amount of students are in Year 4. An area of focus is in developing interest and motivation among students in Stage 3.

In regard to drivers of student outcomes, students effectively use learning time, with Year 6 being rated highly. Students state that teachers establish clear goals for learning, check for understanding and provide feedback. Teacher-student relations are high, however, an area for growth is clear rules and expectations for classroom behaviour. The majority of students feel proud of their school and in the future, 50% of primary students expect to go to University.

Student Survey - Secondary

Of note, the Tell Them From Me Survey indicated that in regards to Social Emotional outcomes students have a higher rate of participation in sporting activities than average. Most felt that they have positive relationships with their peers, although this is not as evident in Year 10. 86% of students felt they display positive behaviours at school, in line with the NSW Government norm. 66% of students rated their current, overall mark in science as positive. Effective learning time is positive with students feeling that concepts are well taught and class time is used effectively, with Year 11 being well above the NSW Government norm.

In regard to drivers of student outcomes, positive teacher-student relations was rated highly with students feeling that teachers are responsive to their needs and encourage independence with a democratic approach. Students identify that there is someone at home or in the community who consistently provides encouragement and can be turned to for advice. This is above the NSW Government norm for every year group. Students also know and understand that there are clear rules and expectations for behaviour.

Areas for future development include having a more positive attitude to their homework. Similarly to the primary school, intellectual engagement is lower than expected. Students need to learn to find their learning interesting, enjoyable and relevant.

Policy requirements

Aboriginal Education Policy

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

Evidence of effective implementation of the policy included:

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

Anti-Racism Policy

All teachers are responsible for 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

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.