

2023 Annual Report

Lucas Heights Community School



8271

Introduction

The Annual Report for 2023 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 and participated in an external validation. 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. Every four years, our school undergoes an external validation process.

During the external validation process, an independent panel consisting of a Principal, School Leadership and a peer principal considered our evidence and assessment of our school's progress against the School Excellence Framework.

Our self-assessment and the external validation 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/school-excellence>

Self-assessment using the School Excellence Framework

Elements	2023 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Excelling
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1: Student growth and attainment

Purpose

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

Initiatives

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

- Improving Reading & Numeracy
- Improving HSC results

Resources allocated to this strategic direction

QTSS release

Professional learning

AP Curriculum & Instruction

Integration funding support

Socio-economic background

Aboriginal background

English language proficiency

Low level adjustment for disability

Summary of progress

In 2023 the school strengthened programs in the Support Unit K-12 and supported 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 2023.

In Primary, Soundwaves was able to continue for another full year in all classrooms and assessment was a focus. The APCI continued to build upon the work undertaken in writing from years previous. Instructional leadership in writing and mathematics was a focal point in classrooms in 2023 and reading will again be a focus for our new school plan.

In Secondary, reading strategies were implemented to support students in improving their knowledge and skills. 'Literacy Legends' was established, with a focus on Super 6 comprehension strategies. The "Radical Reading" program was implemented by the HT LST in consultation with the HT English to provide additional targeted support.

In K-12 work commenced on our long term HPGE (High Potential & Gifted Education) project. Whole school professional learning had a strategic focus on HPGE policy implementation. A HPGE Steering Committee was formed and identification methodologies determined, informed by and inclusive of student, parent and teacher voice, and school/system data.

Impact

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

In K-6, data clearly demonstrates student growth in reading and numeracy as measured by the progressions documents. Internal data collection indicates that literacy continues to be a strength, particularly in writing. Growth and attainment in reading and mathematics is and remains a priority moving forward into 2024. NAPLAN results also verify our internal data regarding our judgement about literacy as a strength over numeracy. More than 75% of students are strong or exceeding in writing.

In Secondary reading, NAPLAN Reading data indicates reading as the strength, compared with writing and numeracy. There are 10% and 13% of Year 7 and 9 students respectively, who require additional support in writing compared with 4% and 7% in numeracy. Student growth was also evident in reading, evidenced through the collation of Waddington test data (pre and post tests completed) in Stages 4 and 5, teacher observation and formative assessment.

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

In K-6, teachers continue to use 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. The introduction of Essential Assessment will continue to improve our work in this area moving forward into 2024.

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. Formative data is collated and feedback is provided to students through their completion and refinement of literary tasks, monitored in the classroom by teachers. A focus on data use and skills is a focus for the new school plan.

In Secondary numeracy, the focus was the way in which staff identify and differentiate material for students. This was attained by holding scheduled stage meetings where the focus was on assessment for, as and of, learning. A focus on data use and skills is a focus for the new school plan.

In the Tell Them From Me teacher survey, school strengths were:

- *My assessments help me understand where students are having difficulty (8.6)*
- *When students' formal assessment tasks or daily classroom tasks fail to meet expectations, I give them an opportunity to improve (8.5)*
- *I give students feedback on how to improve their performance on formal assessment tasks (8.9)*
- *I use results from formal assessment tasks to inform my lesson planning (8.7)*

Where to next? Main projects in 2024

In 2024, we will be embarking on a K-12 writing project that will build upon the work currently undertaken in primary. All staff K-12 will participate in professional learning about the Literacy Progressions, with a focus on Creating Texts (CrT). Teachers will explore how the literacy progressions allow for consistent teacher judgement in writing on a national level, regardless of student age or subject taught. Targeted teachers will participate in additional sessions to enhance their understanding of the teaching of writing as a general capability and will unpack the methods of explicit teaching in writing down to sentence level.

In primary school, teachers will continue to use decodable readers and the science of reading to underpin their daily practice. There will be a strong learning support focus on phonics and phonemic awareness across the school. This will enhance our work in reading. Teachers will also participate in professional learning about the explicit teaching of reading comprehension strategies for students who have progressed from decodables (learning to read) to wide reading (reading to learn). Reading data harvested from PLAN2 (Understanding Texts- UnT) will be used to assist teachers in making evidence informed decisions about teaching and learning.

Effective teaching strategies will be the focus of Mathematics professional learning in K-6 and teachers will participate in demonstration lessons, team teaching with the Instructional Leader as well as instructional rounds to share practice with colleagues. Data harvested from PLAN2 will be used to assist teachers in making evidence informed decisions about teaching and learning.

Our work will also continue in strengthening systems and processes established surrounding our HPGE 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
Primary - Reading - Growth An increase in Check-in Assessment mean scaled score for reading in Year 4 and 6 for 2023 compared with Year 3 and 5 in 2022.	The Check-in Assessment mean scale score indicates the percentage of students achieving growth in reading has increased by 1.7% for Year 4 and 4.4% for Year 6.
Primary - Numeracy - Growth An increase in Check-in Assessment mean scaled score for numeracy in Year 4 and 6 for 2023 compared with Year 3 and 5 in 2022.	The Check-in Assessment mean scale score indicates the percentage of students achieving growth in numeracy has increased by 7.8% in Year 4 and 6.3% in Year 6.

<p>Secondary - Reading - Growth</p> <p>An increase in Check-in Assessment mean scaled score for reading in Year 7 and 9 for 2023 compared with Year 6 and 8 in 2022.</p>	<p>The Check-in Assessment mean scale score indicates the percentage of students achieving growth in reading has increased by 1.6% in Year 7 however, has declined 1.9% in Year 9</p>
<p>Secondary - Numeracy - Growth</p> <p>An increase in Check-in Assessment mean scaled score for numeracy in Year 7 and 9 for 2023 compared with Year 6 and 8 in 2022.</p>	<p>The Check-in Assessment mean scale score indicates the percentage of students achieving growth in numeracy has increased by 2.4% in Year 7 and 3.7% in Year 9.</p>
<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>	<p>24.91% of students attained results in the top two bands demonstrating progress yet to be seen toward the lower bound target.</p>
<p>To increase the % of students who are meeting their individual learning goals to 2022 measure + 2%.</p>	<p>This measure was achieved in 2023.</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>External Validation against the School Excellence Framework shows the school currently performing at delivering in the element of Data use in Skills.</p> <p>Teacher TTFM survey rates the school at Data informs Practice at 8.4 greater than the NSW Gov norm at. 7.6.</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

AP Curriculum & Instruction QTSS release

Summary of progress

In Primary, professional learning in Mathematics was a key driver of effective teaching and student achievement in Mathematics in 2023. Teachers were engaged in professional learning throughout 2023 and all classes and teachers viewed/participated demonstration lessons taught by the Instructional Leader. These focused on the use of number talks as well as the modelling of explicit teaching in key numeracy skills as well as low floor, high ceiling tasks.

In Secondary, the focus was on explicit teaching, providing feedback, consistency in programming and assessment, project-based learning, in the teaching of Mathematics.

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 writing the APCI supported teachers in the explicit instruction of writing, focusing on the three areas of writing to entertain, writing to inform, writing to persuade.

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. SCOUT was a focus area for a professional learning session, identifying students who require additional support in classrooms and areas for future development.

In the Tell Them From Me teacher survey, staff rated teaching strategies at 8.4 which is above the NSW Government norm of 7.9. School strengths were:

- *When I present a new concept I try to link it to previously mastered skills and knowledge (9.2)*
- *I can easily identify unproductive learning strategies. (8.6)*
- *My students are very clear about what they are expected to learn. (8.4)*
- *I use two or more teaching strategies in most class periods. (8.8)*
- *Students receive feedback on their work that brings them closer to achieving their goals. (8.5)*
- *I discuss with students ways of seeking help that will increase learning. (8.9).*

Interestingly, almost all of the above all of these scores have improved from 2022, except for "I use two or more teaching strategies". Students receiving feedback increased the most with +0.4

What is the impact of explicit teaching and feedback?

Use of explicit teaching and feedback indicate an improvement in student growth and attainment across the school, particularly in literacy. In K-6 writing 86% of students demonstrated skills and understanding at or above expectations as measured by the CrT section of the Literacy Progressions. Moving more students into strong and exceeding areas in NAPLAN will be a priority for 2024. Internal data collected indicated pleasing growth from across the school in the 3 areas of focus from the Numeracy Progressions

Where to next?

In 2024, we will continue to drive explicit teaching across the school with a focus on the teaching of numeracy and writing. We will also continue to support teachers in their use of PLAN2 and progressions data to inform teaching and learning practices.

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>External Validation against the School Excellence Framework shows the school currently performing at <i>Sustaining and Growing</i> in the element of Effective Classroom Practice.</p> <p>Teacher TTFM survey rates the school in Teaching Strategies at 8.4 greater than the NSW Gov norm at 7.9.</p>
<p>Teachers provide explicit, specific and timely formative feedback related to defined success criteria. Teachers' feedback supports improved student learning.</p>	<p>External Validation against the School Excellence Framework shows the school currently performing at <i>sustaining and growing</i> in the element of Effective Classroom Practice.</p> <p>Student TTFM primary rates "Teachers set clear goals for learning, establish expectations, check for understanding and provide feedback" at 7.0 < 7.4 State norm . Student TTFM secondary rates "Explicit Teaching Practices and Feedback", "Students feel classroom instruction is well-organised, with a clear purpose, and with immediate feedback that helps them learnt" at 5.9 < 7.4 state norm.</p> <p>Quality feedback in TTFM is rated at 7.8 > 7.3 state norm.</p>
<p>Professional learning in the school emphasises developing effective instructional leadership.</p>	<p>External Validation against the School Excellence Framework shows the school currently performing at <i>sustaining and growing</i> in the element of Educational Leadership.</p> <p>62% of teachers rated "I believe that my school does a good job of implementing curriculum change.</p>
<p>Teachers are proficient in their teaching of literacy and numeracy, meeting the needs of students in their subject/stage.</p>	<p>External Validation against the School Excellence Framework shows the school currently performing at <i>sustaining and growing</i> in the element of Professional Standards.</p>
<p>80% 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) 	<ul style="list-style-type: none"> - Target not achieved in 2023 (70.6% actual). 2023 was also a period of transition between using PM levels and Decodables. This will be a focus for 2024. - Target exceeded in 2023 by 6% across the school. Stage 2 standout with >90% of students achieving stage targets or above. - Target exceeded in 2023 by 8% across the school. Stage 2 standout with >90% of students achieving stage targets or above. Multiplicative Strategies will be a focus for 2024.

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 Student Support Officer

Summary of progress

In 2023 our focus was on collaboration K-12, high expectations and staff and student wellbeing. Several School Development Days had a staff wellbeing focus. Feedback from these days was overwhelmingly positive.

Student wellbeing initiatives continued to strengthen across the school. These have been implemented as points of need and as a result of student observation and survey data. An SSO (Student Support Officer) works with secondary students who require additional wellbeing support and in consultation with out HT Wellbeing, organises a range of external services to provide wellbeing initiatives for all.

A K-12 cultural wellbeing program continues to be effective in building upon the positive wellbeing of our First Nations students. A First Nations Wellbeing Hub was established to provide the community with a focal point for First Nations initiatives and it is hoped that our students will be able to access health care services from this hub in the near future.

Collaboration continued across the school in new and more dynamic ways. A few specific examples include the use of our TVET Stage 6 Sports Coaching students to assist at the primary swimming and athletics carnivals as well as TVET Hospitality and Stage 4/5 Child Studies students assisting at Kindergarten open day, orientation and transition sessions.

What has been the impact of our collaborative practices?

Across K-12 we implemented in excess of 20 initiatives/projects that were cross-stage, cross faculty and across primary and secondary. 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. (8.6)*
- *Teachers in our school share their lesson plans and other materials with me. (7.9)*
- *I discuss my assessment strategies with other teachers. (8.3)*
- *I discuss learning problems of particular students with other teachers. (8.8)*
- *I discuss my learning goals with other teachers. (7.9)*

Tell Them From Me teacher survey trend data shows that collaboration continues to increase from 7.7 to 7.8.

How has student and staff wellbeing improved ?

In the Tell Them From Me student survey trend data, positive relationships at school has increased in primary (0.49%) but decreased in secondary (2.31%).

It is interesting to note that teachers identify that reduced work load, more time to do their work, less administrative tasks and more work life balance would increase their wellbeing. Despite this, 64% of staff agree or strongly agree that their morale at school is good.

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 positive sense of wellbeing from 2019 to our lower bound target - uplift required primary 3.49%. Uplift required secondary 5%.	78.4% of students reporting positive wellbeing outcomes has decreased by 5.22% across the positive wellbeing measures.
To increase the % of students with positive sense of wellbeing from 2019 to our lower bound target - uplift required primary 3.49%. Uplift required secondary 5%.	58.71 % of students reporting positive wellbeing outcomes has decreased by 3.03% across the positive wellbeing measures.
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%	The number of students attending greater than 90% of the time or more has increased by 14.92%
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%	The number of students attending greater than 90% of the time or more has increased by 20.6%
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.	<ul style="list-style-type: none"> External Validation against the School Excellence Framework shows the school currently performing at <i>sustaining and growing</i> in the element of Learning and Development Teacher TTFM rates collaboration at 7.8 at the State norm.
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.	<ul style="list-style-type: none"> External Validation against the School Excellence Framework shows the school currently performing at <i>sustaining and growing</i> in the element of Educational Leadership.
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.	<ul style="list-style-type: none"> External Validation against the School Excellence Framework shows the school currently performing at <i>Delivering</i> in the element of Data Skills and Use. TTFM teacher survey rates Data informed practice at 8.4 > 7.8 state norm.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$347,832.00</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: Funding support meetings, PLaSPs and feedback from teachers show that students supported through this funding were successful in meeting their learning goals. Funded students were successful in engaging in mainstream curriculum with the support of Student Learning Support Officers.</p> <p>After evaluation, the next steps to support our students will be: This funding will continue to be used to fund SLSO and will be monitored through the Learning and Support Team.</p>
<p>Socio-economic background</p> <p>\$101,949.53</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"> • professional development of staff to support student learning • resourcing to increase equitability of resources and services • providing students without economic support for educational materials, uniform, equipment and other items <p>The allocation of this funding has resulted in the following impact: Identified students were successful in engaging with the full curriculum, enabled by the support of the Learning and Support Team and Head Teacher Wellbeing.</p> <p>After evaluation, the next steps to support our students will be: This funding will continue to support our students through initiatives supported by out HT Learning and Support and HT Wellbeing.</p>
<p>Aboriginal background</p> <p>\$34,995.62</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>Overview of activities partially or fully funded with this equity loading</p>

<p>Aboriginal background</p> <p>\$34,995.62</p>	<p>include:</p> <ul style="list-style-type: none"> • employment of additional staff to deliver personalised support for Aboriginal students • engaging an Aboriginal Education Officer (AEO) to facilitate improved community engagement, including the engagement of students and their families with the personalised learning pathway (PLP) process <p>The allocation of this funding has resulted in the following impact: 58% of our Aboriginal students have either achieved or are working towards achieving their identified goals on their PLPs.</p> <p>After evaluation, the next steps to support our students will be: to continue to prioritise support for our Aboriginal students to achieve or exceed their individual goals in consultation with our learning support team.</p>
<p>English language proficiency</p> <p>\$15,629.82</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 <p>The allocation of this funding has resulted in the following impact: 100% of our EAL/D students are working towards or have achieved their learning goals.</p> <p>After evaluation, the next steps to support our students will be: to continue to support our EAL/D students in improving educational outcomes.</p>
<p>Low level adjustment for disability</p> <p>\$369,692.68</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"> • engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students • engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting • targeted students are provided with an evidence-based intervention MacqLit to increase learning outcomes • employment of additional staff to support teachers to differentiate the curriculum and develop resources and classroom activities resulting in improvement for students with additional learning needs <p>The allocation of this funding has resulted in the following impact: Our targeted students are receiving significant support from additional human resources i.e. student learning and support officers as well as LST teachers.</p> <p>After evaluation, the next steps to support our students will be: Our funds will continue to be used to implement effective targeted initiatives to support students with additional learning needs.</p>
<p>Professional learning</p>	<p>Professional learning funding is provided to enable all staff to engage in a</p>

<p>\$89,849.48</p>	<p>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 including:</p> <ul style="list-style-type: none"> • Improving Reading & Numeracy • Improving HSC results • Positive and collaborative practices. <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • engaging a specialist teacher to unpack evidence-based approaches to teaching writing and explore modelled, interactive, guided and independent writing • teacher relief for staff engaging in professional learning • course costs for staff undertaking recognised courses • presentations by suitable and qualified facilitators, for example diabetes or first aid workshops <p>The allocation of this funding has resulted in the following impact: In primary, the vast majority of students have either achieved or exceeded expectations in reading, writing and numeracy as measured by the Literacy and Numeracy progressions. Literacy Legends was launched in secondary and is continuing to be reviewed. 20 HSC teachers participated in rigorous HSC professional learning and the associated pre/post tasks. Professional learning has resulted in pleasing growth from from our internal data and well as from Check in Assessments.</p> <p>After evaluation, the next steps to support our students will be: Professional learning funding will be used to support teachers in achieving their PDP goals as well as their contributions towards our whole school targets i.e. reading, writing, numeracy and HSC.</p>
<p>QTSS release</p> <p>\$64,747.30</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"> • Improving Reading & Numeracy • 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 • staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff <p>The allocation of this funding has resulted in the following impact: In primary, students have demonstrated growth across our 4 target areas in the progressions (Literacy - Creating Texts, Numeracy - Number and Place Value, Additive Strategies and Multiplicative Strategies). 90% of students have achieved or exceeded expectations in writing.</p> <p>After evaluation, the next steps to support our students will be: Our QTSS funds will continue to enable teachers to implement high quality teaching and learning strategies to ensure improvements in student learning outcomes. In 2024, this funding will also support 7-12 staff in implementing effective strategies to support student growth in writing.</p>
<p>COVID ILSP</p> <p>\$99,500.63</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 2023.</p>

<p>COVID ILSP</p> <p>\$99,500.63</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 • employing/releasing staff to coordinate the program • employing/releasing teaching staff to support the administration of the program • development of resources and planning of small group tuition • employment of additional staff to support the monitoring of COVID ILSP funding <p>The allocation of this funding has resulted in the following impact:</p> <p>Regarding targeted students:</p> <p>Kindergarten: 75% of students reached NPA2.4 determines a missing element within a pattern involving shapes or objects and 75% of students achieved CPr5.1 uses knowledge of the counting sequence to determine the next number or previous number from any starting point within the range 1-100.</p> <p>Year One: 36% of students reached. AdS6.3 uses knowledge of part-part-whole number construction to partition a whole number into parts to solve addition problems.</p> <p>Year Two: 38% of students reached AdS7.2 -identifies that the same combinations and partitions to ten are repeated within each decade</p> <p>Year Three: 100% of students achieved MuS6.6 explains the idea of a remainder as what is 'left over' from the division</p> <p>Year Four: 67% of students achieved MuS7.1-uses multiplication and division as inverse operations to solve problems or to justify a solution.</p> <p>Year Five: 100% of students reached MuS6.6 explains the idea of a remainder as what is 'left over' from the division.</p> <p>Year Six: 100% of students reached MuS6.6 explains the idea of a remainder as what is 'left over' from the division.</p> <p>After evaluation, the next steps to support our students will be:</p> <p>Additional funding for small group tuitions will be used for:</p> <ul style="list-style-type: none"> -Intervention to target students needing further support. -Explicit teaching of concepts and revision. -Data entry for assessments to provide teachers with information for individual student progression.
<p>Student Support Officer</p> <p>\$99,516.00</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students 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"> • Student and staff wellbeing <p>Overview of activities partially or fully funded with this Staffing - Other include:</p> <ul style="list-style-type: none"> • Improve the wellbeing, resilience, and pro-social behaviours of students by working in partnership with the wellbeing team and the school

<p>Student Support Officer</p> <p>\$99,516.00</p>	<p>counselling service to prioritise and deliver individual, small group and whole-school evidence-based programs and strategies.</p> <ul style="list-style-type: none"> • SSOs contribute to the implementation of the whole-of school approach to wellbeing with a focus on early intervention. • Establish referral pathways to appropriate local services through community partnerships. <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> - There was an increase in sense of belonging by 10% comparison since October 2022 (NSW Government Norm 81%) - Positive relationships has increased by 9% which is above the NSW Government Norm 85% - Embedding of enhanced targeted individual interventions. - More than 150 students have benefitted the support of the SSO. <p>After evaluation, the next steps to support our students will be:</p> <p>We will continue with our current trajectory and additional therapeutic services will be introduced in consultation with the HT Wellbeing and The Wellbeing team.</p>
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Student information

Student enrolment profile

Students	Enrolments			
	2020	2021	2022	2023
Boys	459	470	469	467
Girls	346	349	362	362

Attendance

NSW student attendance data in 2020 is not comparable to other 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.

While there were no lockdowns or learning from home periods in Semester 1 2023, there was still a high prevalence of sick attendance codes as students were encouraged to stay home if they were even slightly unwell. Advice for families were still in place, recommending students and staff to stay home when sick and only returning to school when they were symptom free. (See <https://education.nsw.gov.au/schooling/covid-19/advice-for-families> for advice).

Student attendance profile

School				
Year	2020	2021	2022	2023
K	96.1	94.5	88.4	93.1
1	94.2	93.8	90.0	90.1
2	95.1	92.4	91.4	91.3
3	95.2	92.7	90.3	92.5
4	95.3	93.1	85.6	90.8
5	96.0	93.0	89.1	92.5
6	94.4	93.5	87.3	90.4
7	95.2	91.8	87.3	91.4
8	92.2	89.7	85.4	87.7
9	93.4	88.9	86.2	87.6
10	92.1	91.2	83.9	89.8
11	93.7	88.5	85.2	87.7
12	94.1	91.4	88.6	90.5
All Years	94.1	91.3	87.0	89.8
State DoE				
Year	2020	2021	2022	2023
K	92.4	92.8	87.9	91.1
1	91.7	92.7	87.4	90.5
2	92.0	92.6	87.8	90.8
3	92.1	92.7	87.6	90.9
4	92.0	92.5	87.4	90.6
5	92.0	92.1	87.2	90.3
6	91.8	91.5	86.3	89.8
7	92.1	89.7	85.5	87.9
8	90.1	86.7	82.1	84.6
9	89.0	84.9	80.5	82.8
10	87.7	83.3	78.9	81.1
11	88.2	83.6	80.0	81.7
12	90.4	87.0	83.9	86.0
All Years	91.1	89.8	85.1	87.9

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	1	1	1
Employment	0	0	8
TAFE entry	0	3	11
University Entry	0	0	43
Other	2	6	32
Unknown	0	2	5

There were 62 students that commenced Year 12 at the start of 2023 with 60 successfully completing Year 12 and receiving their HSC. Of the 60 students, 26 received an offer to enter a university course in 2023, which is approx. 43 %

The two most popular universities of choice were the University of Wollongong and the University of Technology Sydney both with 6 students accepting places in courses for 2024. This represents 46% of LHCS university placements. In addition to the universities above we had 1 student accept a place at Charles Sturt University, 1 student at University of NSW, 3 students at Macquarie University, 3 students at Western Sydney University, 1 student has accepted a place at the Australian National University in Canberra, 1 student at the Australian College of Physical Education, and 1 at the Australian Institute of Music.

Senior students undertaking Vocational Education Courses Externally (EVET)

In 2023, 4 Year 12 and 12 Year 11 students chose to do an externally delivered vocational education course at TAFE as part of their HSC studies. The courses undertaken included Early Childhood Studies, Animal Studies, Beauty Services, Electro-technology, Human Services (Nursing), Information and Digital Technology, Baking, Engineering Studies and Retail Services(Social Media).

School Based Apprenticeships and Traineeships (SBATs)

In 2023, the school supported 2 year 12 School Based Apprentices, one student completed their SBAT in Plumbing and the other in Hairdressing.

In Year 11 we had 3 students commence School Based Apprenticeships in Carpentry and we had 2 School Based Traineeships, 1 in Health Services Assistance (Nursing Pathways) and 1 in Retail Operations.

Yr 10 and 11 School Leavers

There were 103 students that commenced Year 10 at the start of 2023 with 100 successfully completing Year 10 and receiving their ROSA

There were 70 students that commenced Year 11 at the start of 2023 with 15 students leaving to pursue alternate pathways throughout the 2023 school year.

Year 12 students undertaking vocational or trade training

12.33% of Year 12 students at Lucas Heights Community School undertook vocational education and training in 2023.

Year 12 students attaining HSC or equivalent vocational education qualification

98.3% of all Year 12 students at Lucas Heights Community School expected to complete Year 12 in 2023 received a Higher School Certificate or equivalent vocational education and training qualification.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	3
Assistant Principal(s)	4.8
Head Teacher(s)	7
Classroom Teacher(s)	49.9
Learning and Support Teacher(s)	2.2
Teacher Librarian	1.6
School Counsellor	1
School Administration and Support Staff	20.1
Other Positions	1

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2023, 2.5% 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	2023 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.00%	3.60%
Teachers	3.00%	3.40%

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 2023 to 31 December 2023. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2023 Actual (\$)
Opening Balance	896,021.39
Revenue	13,999,383.66
Appropriation	13,296,228.87
Sale of Goods and Services	19,648.54
Grants and contributions	647,532.98
Investment income	33,744.86
Other revenue	2,228.41
Expenses	-13,645,555.84
Employee related	-12,308,317.41
Operating expenses	-1,337,238.43
Surplus / deficit for the year	353,827.82
Closing Balance	1,249,849.21

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.

	2023 SBAR Adjustments (\$)
Targeted Total	360,168
Equity Total	522,268
Equity - Aboriginal	34,996
Equity - Socio-economic	101,950
Equity - Language	15,630
Equity - Disability	369,693
Base Total	10,705,557
Base - Per Capita	225,684
Base - Location	0
Base - Other	10,479,873
Other Total	814,241
Grand Total	12,402,233

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

The National Assessment Program - Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9.

From 2023, student achievement in NAPLAN is reported against 4 levels of proficiency (<https://www.nap.edu.au/naplan/results-and-reports/proficiency-level-descriptions>). These measure student progress against challenging yet reasonable expectations based on the Australian curriculum. They replace the previous numerical NAPLAN bands and national minimum standards.

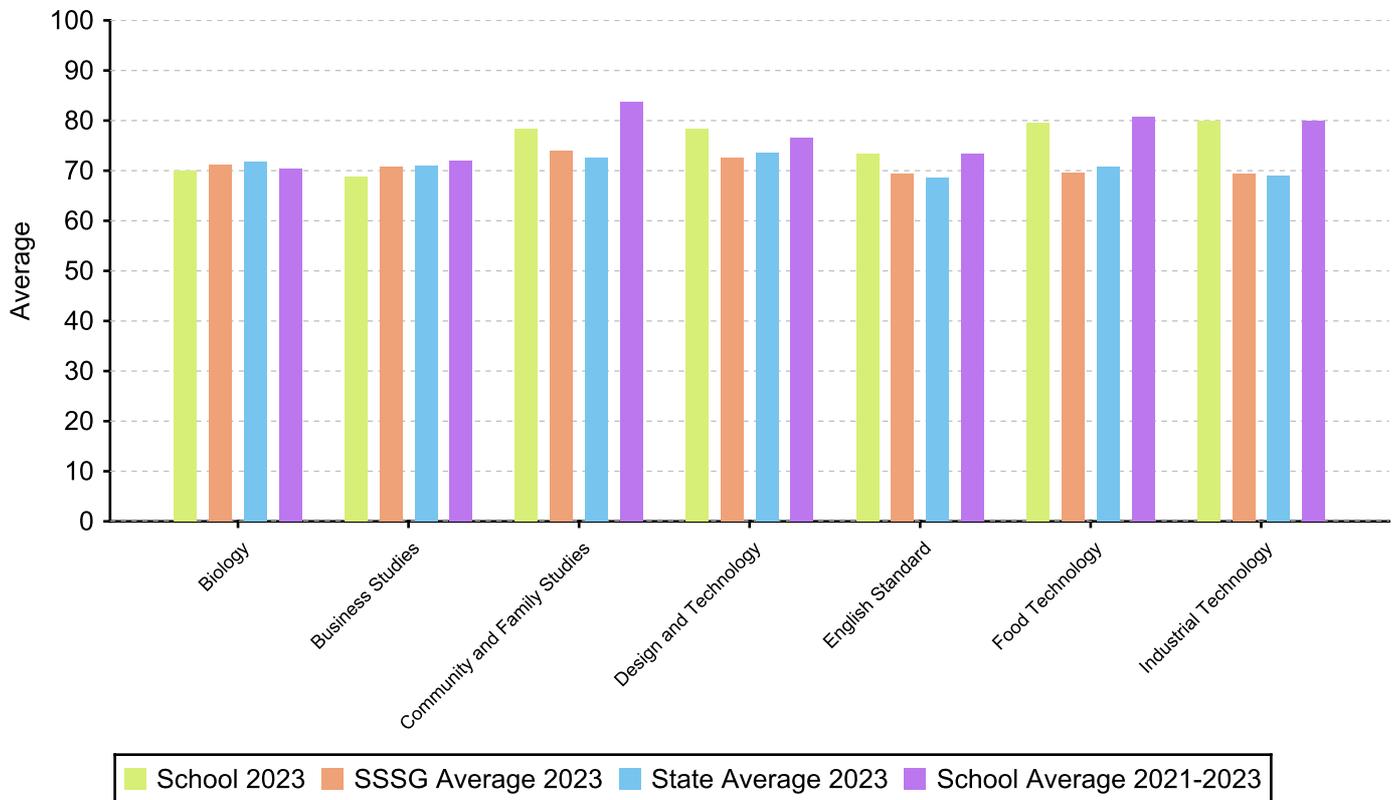
In addition to the shift to proficiency standards, the NAPLAN testing window moved up from May to March and the scale was reset. As such, NAPLAN scaled scores from 2023 and onwards cannot be compared to NAPLAN results prior to 2023.

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 2023	SSSG	State	School Average 2021-2023
Biology	69.9	71.1	71.8	70.3
Business Studies	68.7	70.8	70.9	71.9
Community and Family Studies	78.3	73.9	72.7	83.7
Design and Technology	78.3	72.7	73.6	76.5
English Standard	73.3	69.4	68.5	73.3
Food Technology	79.5	69.7	70.8	80.6
Industrial Technology	79.9	69.4	69.1	79.9
Investigating Science	72.9	75.0	73.4	73.4
Mathematics Advanced	71.5	71.0	77.0	73.4
Mathematics Standard 2	66.2	69.8	68.7	69.8
Modern History	72.9	70.3	69.6	73.1
Personal Development, Health and Physical Education	77.2	71.4	71.0	73.3
Society and Culture	74.4	75.1	76.3	76.9

Parent/caregiver, student, teacher satisfaction

Teacher Survey

In 2023 we surveyed teachers through the Tell Them From Me - Focus on Learning survey.

The survey looks at the 8 drivers of student learning and 44 teachers responded to the survey.

Teachers identified that the school is inclusive, teachers use effective teaching strategies and technology with data informing practice and the learning culture are school strengths. Technology use was rated above state norms.

In terms of Leadership, 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. The latter being rated the highest among this driver of school learning. 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 teacher's classroom practice and help to improve 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. Teachers also talk with other teachers about strategies that increase student engagement. An area for improvement in the Collaboration domain is for teachers to work with other teachers in developing cross-curricular or common learning opportunities.

They noted that teachers give students written feedback on their work and are effective in working with students who experience behavioral difficulties. Teachers also set high expectations for student learning. An area for growth within the Learning Culture domain is to find lessons relevant to students' own experiences and for students to become fully engaged in their own learning.

In regards to Data Informs Practice, teachers use assessments to understand where difficulties lie, to inform lesson planning and to give students feedback on how to improve their performance. Teachers identified that they use formal assessment tasks to discuss with students where common mistakes are made. They also provide examples of work that would receive an "A", a "B", or a "C" (or their equivalent).

A standout response from the Teaching Strategies domain is that they introduce new concepts by linking these to previously mastered skills and knowledge (9.2). Students are also informed of ways to seek help to increase their learning. Teachers identify that they use two or more teaching strategies in most class periods and that students receive feedback on their work that brings them closer to achieving their goals. An area for future development is for students to receive written feedback about their work once a week.

In terms of Technology, strengths include that students have opportunities to use computers or other interactive technology for describing relationships among ideas or concepts and students have opportunities to use computers or other interactive technology for describing relationships among ideas or concepts. Other strengths include that teachers use computers or other interactive technology to give students immediate feedback on their learning and teachers help students to overcome personal barriers to using interactive technology.

Teacher scored the school as inclusive and this rated higher than the state norm. Teachers stated their school and classrooms are inclusive places for students with additional needs, they strive to understand the learning needs of students with special learning needs and they have clear and high expectations for student behaviour (9.4). Moving forward, an area for growth could be the use individual education plans to set goals for students with special learning needs.

Parent involvement scored equal to the state norm. Teachers stated that they work with parents to help solve problems interfering with their child's progress. Teachers feel that parents understand the expectations for students in their class and that they use strategies to engage parents in their child's learning. Teachers stated that parents understand expectations they have for their children. An area for development would be asking parents to review and comment on students' work.

Parent Survey

The 'Partners in Learning' Parent Survey is based on a comprehensive questionnaire covering several aspects of parents' perceptions of their children's experiences at home and school.

The TTFM survey was conducted and 42 responses were collected. Areas of strength include that parents feel welcome when they visit the school. Written information from the school is in clear, plain language. They are informed about my child's behaviour at school, whether positive or negative and if there were concerns with their child's behaviour at school, the teachers would inform them immediately. Parents identify that they encourage their children to do well at school and

praise their children for doing well at school. Parents feel that their child is clear about the rules for school behaviour and their children feel safe going to and from school.

65% of respondents agree or strongly agree that they would recommend the high school to parents of primary school students. 74% of respondents identified that subjects their child wants to study are available at the school. 50% of respondent strongly agree that the high school has a good reputation. 88% of parents believe a TAFE or vocational education or training qualification will provide their child with good employment and career opportunities. 66% agree that the school is a culturally safe place for all students.

83% of parents have spoken with their child's teacher at least once regarding learning and behaviour with 85% 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 and our social media platform are the most useful way for finding out news about the school with P&C being the least.

70% of respondents are satisfied with communication from the high school (a 11% increase from 2022) and 93% 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, exceeding the NSW norm and more than 90% of students value schooling outcomes. The majority of students do not get into trouble for disruptive or inappropriate behaviour. An area of focus is in developing interest and motivation among students in Year 5. Students reporting positive sense of wellbeing is below the NSW norm for Year 4, 5 and 6, however for these same groups, participation in extracurricular groups far exceeds the NSW norm.

In regard to drivers of student outcomes, 73% of students state that my teacher takes time in class to ask us to remember and explain things we have been taught before. Students who are victims of bullying is far below the NSW norm. Future goals include that students effectively use learning time, teachers establishing clear goals for learning and check for understanding and provide feedback. Students also feel that an area for growth is clear rules and expectations for classroom behaviour, however that majority of students feel proud of their school. In the future, 59% 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, with all grades exceeding NSW norms. Most felt that they have positive relationships with their peers, exceeding NSW norms for Stage 4 and 5, although this is not as evident in Year 11 and 12. Truancy rates are below NSW norms.

88% of students felt they display positive behaviours at school, exceeding NSW norms. 66% of students rated their current, overall mark in science as positive. Regarding students being intellectually engaged and find learning interesting, enjoyable, and relevant, every grade is below NSW norms, except for Year 12. Effective learning time is positive with students feeling that concepts are well taught and class time is used effectively, with Year 7, 9, 10 and 12 being meeting or exceeding NSW norms. The majority of students in Year 9 and 12 feel they have someone at school who consistently provides encouragement and can be turned to for advice.

Positive teacher-student relations was rated highly in Yr 7, 9, 10, 11 and 12 with students feeling that teachers are responsive to their needs and encourage independence with a democratic approach. Students' understanding that there are clear rules and expectations for classroom behaviour meets or exceeds NSW norms in Years 10-12 and is below in Years 7-9.

Pleasingly, the vast majority of 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. Areas for future development include having a more positive attitude towards finishing year 12 and the pursuing an apprenticeship, TAFE or University qualification. 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.