

# Strategic Improvement Plan 2024-2027

## Lucas Heights Community School 8271



# School vision and context

## School vision statement

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At Lucas Heights Community School, we strive to create a learning community where educational excellence, inclusivity, and compassion intersect, empowering every individual to become confident, compassionate, and contributing members of society.

Our vision is one of holistic development, where academic, sporting, and creative endeavors are equally valued and supported. We are dedicated to providing a well-rounded education that not only prepares students for academic success but also instills the values of teamwork, resilience, and leadership through sporting, creative and community pursuits.

## School context

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LHCS is in the Sutherland Shire suburb of Barden Ridge. Current enrolment K-12 is 800 students, including K-6 population of 240 students and a secondary enrolment of 560 students. The school has a K-12 support unit with 8 classes and an enrolment of 48 students. There are 40 First Nations students.

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 personalised learning and support plans.

The school prides itself on exceptional transition to high school programs and future focused 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.

# Strategic Direction 1: Student growth and attainment

## Purpose

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For all students to achieve success in Literacy and Numeracy through ambitious learning goals.

For all staff to deepen their understanding and use of quality assessment practices including formative assessment and teachers to be using the data to make informed decisions about teaching.

## Improvement measures

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### Improved reading outcomes

There is a whole school focus on demonstrating growth in reading to improve the achievement levels of all students.

Achieve by year: 2024

An increase in Check-in Assessment mean scaled score for reading in Year 3 and 5 / Year 7 and 9 for 2024 compared with Year 3 and 5 / Year 7 and 9 in 2023.

### Improved numeracy outcomes

There is a whole school focus on demonstrating growth in numeracy to improve the achievement levels of all students.

Achieve by year: 2024

An increase in Check-in Assessment mean scaled score for numeracy in Year 3 and 5 / Year 7 and 9 for 2024 compared with Year 3 and 5 / Year 7 and 9 in 2023.

### Pathways

There is a focus on positive transitions into meaningful post school pathways.

Achieve by year: 2027

An increase in the proportion of students' HSC results in the top two achievement bands in 2027 compared to 2026.

## Initiatives

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### Monitoring for student growth

Teachers use data to check and understand where their students are in their learning and to plan what to do next.

Teachers evaluate, measure, and document the academic readiness, learning progress, skill acquisition, or educational needs of students. These include formal examinations, standardised tests, class tests, work samples and analysis of student work, as well as the informal questions, teacher judgements, and observations that occur in classrooms.

- formative assessment strategies
- data monitoring for growth through the Literacy and Numeracy Progressions
- regular data conversations in stage meetings and teams
- high potential and gifted student initiatives

## Success criteria for this strategic direction

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### Data Skill & Use:

Student data is regularly used school-wide to identify student achievements, progress and wellbeing needs, in order to reflect on teaching effectiveness and inform future school directions.

### Assessment:

Consistent school-wide practices for assessment are used to monitor, plan and report on student learning across the curriculum. Formative assessment is integrated into teaching practice in every classroom.

### Student Performance Measures:

Students consistently show growth and perform at high levels on external and internal school performance measures, while closing equity gaps.

## Evaluation plan for this strategic direction

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### Question

What have been the impacts of our strategies to improve student growth and attainment?

### Data:

Check in assessment

PAT testing

NAPLAN

HSC Minimum Standard

Literacy and Numeracy Progressions

Essential Assessment

### Analysis:

# Strategic Direction 1: Student growth and attainment

## Evaluation plan for this strategic direction

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Through a culture of evaluative practice, data is analysed and triangulated regularly to determine the extent to which the purpose and improvement measures have been achieved.

### **Implication:**

Rigorous analysis of the data to determine impact will guide ongoing implementation as well as future school planning to provide continuous improvement, ensuring student growth.

# Strategic Direction 2: Explicit Teaching for Student Success

## Purpose

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Consistency of effective teaching across K-12 through the use of explicit teaching and feedback.

Embed teacher confidence in the new curriculum.

## Improvement measures

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### Explicit Teaching

Achieve by year: 2027

To move the school mean in TTFM Teaching Strategies to greater than 8.4.

TTFM student survey primary explicit teaching practices and feedback greater than 7.0 towards the NSW government norm of 7.5.

TTFM Secondary - greater than 5.9 towards the NSW government norm of 7.4.

### Growth in Literacy and Numeracy

Achieve by year: 2027

Increasing student growth in writing, reading and numeracy as measured by the progressions.

All primary students demonstrate growth and achievement in Understanding Texts, Number & Place Value, Additive Strategies and Multiplicative Strategies over the year, using the Literacy and Numeracy Progressions.

### NAPLAN Writing

Achieve by year: 2027

To increase the percentage of students achieving strong or exceeding towards the SSSG norm.

## Initiatives

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### Literacy Growth

Explicit teaching- teachers clearly explain to students why they are learning something, how it connects to what they already know, what they are expected to do, how to do it and what it looks like when they have succeeded.

Students are given opportunities and time to check their understanding, ask questions and receive clear, effective feedback about aspects of performance.

- instructional leadership
- writing K-12 project - explicit teaching of writing
- reading - implementation of new curriculum
- high expectations

### Numeracy Growth

Implementation of the new curriculum with a focus on the 'Launch, Explore, Summarise' framework and effective teaching strategies.

- instructional leadership
- data conversations
- quality teaching rounds
- cognitive load theory

## Success criteria for this strategic direction

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### Effective Classroom Practice

All teachers are committed to identifying, understanding, and implementing the most effective explicit teaching methods, with the highest priority given to evidence-informed inclusive teaching strategies.

### Curriculum

An evidence-informed approach to quality teaching, curriculum planning, implementation and assessment promotes learning excellence. Teaching and learning programming are responsive to the learning needs of students and syllabus requirements.

## Evaluation plan for this strategic direction

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### Question:

What has been the impact of explicit teaching in Literacy and Numeracy for students and staff?

### Data:

Teacher programs

Classroom observations

Tell Them From Me - Explicit Teaching

Literacy and Numeracy Progressions (PLAN2)

### Analysis:

Through a culture of evaluative practice data is analysed and triangulated regularly to determine the extent to which the purpose and improvement measures have been achieved.

### Implication:

Rigorous analysis of the data to determine impact will guide ongoing implementation as well as future school

## Strategic Direction 2: Explicit Teaching for Student Success

### **Evaluation plan for this strategic direction**

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planning to provide continuous improvement to ensure students grow in their learning.

# Strategic Direction 3: A Connected and Flourishing School Community

## Purpose

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Further improve student sense of belonging and resilience while also focusing on Aboriginal Education. A focus on staff wellbeing to strengthen trust and respect for the teaching profession and school support staff.

## Improvement measures

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### Attendance

There is a whole school focus on improving attendance to strengthen student sense of belonging, engagement and outcomes.

Achieve by year: 2027

Achieve an increase of 1.1% in the attendance rate, from 89.79% in 2023 to 90.89% in 2027

### Student Wellbeing

Achieve by year: 2027

To increase in positive sense of belonging and advocacy at school to at or above SSSG and NSW Govt norm.

### Staff Wellbeing

Achieve by year: 2027

To increase staff wellbeing indicators as measured through the TTFM staff survey (leadership, collaboration) to at or above NSW Govt norm.

## Initiatives

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### Student wellbeing

Student wellbeing practices promote social, emotional, behavioural and intellectual engagement, and by fostering positive relationships across the school community.

- sense of belonging/resilience
- Reconciliation Action Plan
- K-12 All Shades of Deadly initiatives
- attendance strategy

### Staff wellbeing

Staff wellbeing is improved through communities of practice or as part of a school culture that promotes and values the sharing of ideas and advice in non-threatening, encouraging ways.

- psychological wellbeing (trust, relationships, safe supporting environments, respect and inclusion, sustainable workload)
- physical wellbeing (acknowledgement of success, resources, safety, improved communication)

## Success criteria for this strategic direction

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### Student and Staff Wellbeing

There is a strategic and planned approach to develop whole school wellbeing processes that support the wellbeing of all students and staff so they can connect, succeed, thrive and learn.

Our teachers and staff feel valued, included and supported to perform at their best.

## Evaluation plan for this strategic direction

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### Question:

What has been the impact of our student and staff wellbeing strategies?

### Data:

TTFM Student Survey

TTFM Staff Survey

Student Voice

Staff Feedback

### Analysis:

Through a culture of evaluative practice data is analysed and triangulated regularly to determine the extent to which the purpose and improvement measures have been achieved.

### Implication:

Rigorous analysis of the data to determine impact will guide ongoing implementation as well as future school planning to provide continuous improvement to ensure students grow in their learning.