Our school at a glance

Lucas Heights Community School achieves outstanding student learning outcomes in a friendly and safe environment. We have a strong academic focus with programs that provide challenge from Kindergarten through to Year 12. The school is a holder of multiple Director General’s Awards for excellence in education.

To ensure the development of individual talents, our school provides diverse opportunities for all students. At Lucas Heights Community School students achieve success through quality programs including performance and sport.

The school implements effective welfare programs which build confidence and self-esteem. Our students develop values based on respect and responsibility. These values are the cornerstone of the positive culture throughout our school.

In partnership with our parents, our dedicated staff is committed to academic achievement. At Lucas Heights Community School, we are proud of the students we educate.

Principal’s message

The last year has seen significant change at Lucas Heights. In high school we participated in our first two terms of winter grade sport in terms 2 and 3 and also moved into our first term of summer grade sport in term 4. Joining the Port Hacking Sports Zone for grade sport was a popular initiative and also produced a premiership win for one of our soccer teams.

Our revised merit/learning-passport system has been highly enthusiastically adopted in the junior school and well received in high school. The learning passport folder’s value, in terms of the third party endorsements it contains, is persistently promoted to high school students and they appear to accept that achievement levels within the system structure are worth striving for. Awarding bronze certificates for perfect attendance during a term has also supplemented the merit system’s perceived value amongst students.

School uniform items in both the junior and senior schools have continued to be revised or introduced, with student compliance with the wearing of full school uniform running at a very high rate. Community feedback regarding how students look has been consistently supportive.

Improvement works to school grounds were completed and further works are scheduled over the next few years. Demountable classrooms were removed from the north western grounds and this area is marked to become a new playground area for the junior school once further improvement works are completed in 2013. More student seating has been installed in high school with additional grounds works including bitumen paving two areas to improve their amenity.

Improvements to curriculum delivery include developing standardised assessment guides for all courses in years 7 and 8 to supplement existing assessment guides for Years 9 and 10 and also Years 11 and 12. These guides were implemented at the beginning of 2013.

Significant improvements have been achieved in the areas of student welfare, with additional tools being introduced to supplement the existing levels system. There are observable improvements in student behaviour and engagement and these are attributable to consistency of practice amongst teaching staff. Deputy Principals and Welfare Teams have promoted structure and consistency of practice and this appears to be a successful strategy. Further improvements and refinements to student welfare are scheduled for 2013.

I certify that the information in this report is the result of a rigorous school self-evaluation process and is a balanced and genuine account of the school’s achievements and areas for development.

Kevin Haydon - Principal

P & C message

The Parents’ and Citizens’ Association (P&C) meets on the first Wednesday of each month. The P&C has worked closely with the principal, executive and teachers to actively promote the excellent opportunities and outstanding achievements of the students at Lucas Heights to the wider community.

We continue to achieve success across our various activities. Fundraising ventures for the year included a Cancer Council Sunscreen, Ladies Shopping Trip, Mother’s and Father’s Day stall,
Education week BBQ and the Artwork Cards & Calendars. School Banking continues to grow.

The P&C has donated over $21,000 to provide a range of resources, software for the music department, STAR reading program, Inspirational- Kidspirational software and end of year student achievement awards.

Many parent volunteers work in classrooms assisting with reading and writing programs. Further parent support is evident with involvement on excursions, sport carnivals, PSSA sport, canteen, uniform shop, Mother’s and Father’s day stalls.

As part of the School’s Annual Presentation Evening, the P&C awarded the Annual P&C Dux Awards and Awards for Outstanding School Representation across the curriculum.

I would like to thank the school community, P&C members, P&C Committee and all other parent volunteers for their enthusiasm and dedication throughout the year.

Susan Ring - President

SRC

K-6 SRC

Our K-6 Student Representative Council has had a productive and rewarding 2012. At weekly meetings the SRC has discussed ideas to benefit our students and then actively put these ideas into practice. Listening to others and raising ideas and issues of concern at our meetings is an important part of being an SRC representative. Some of the tasks undertaken during the year were:

- National Young Leaders Day at Sydney Entertainment Centre.
- Organisation of the Easter Hat Parade, Easter models and Easter cards competition.
- Maintaining and continuing our liaison with the Illawong Nursing Home.
- Raising money for more games for the playground and putting a roof over the sandpit.
- Organising discos and special theme days.
- Guided tours around the school to prospective Kindergarten students and their families.
- Leading, speaking and presenting awards at K-2 and 3-6 assemblies, hosting morning assemblies and hosting Education Week activities by the Leadership Team.
- Lucas Heights Community School values the important work and input from such a dedicated student body. These students are to be congratulated for their leadership skills and their service to the school. Thanks also to our parents who support our SRC activities.

7-12 SRC

The Senior SRC had a busy and productive year with students in various grades being given opportunities to participate in and attend leadership development events.

Students from Lucas Heights Community School SRC attended:

- Young Women’s Leadership Seminar at Parliament House (Year 11)
- National Young Leaders Day at Darling Harbour (Year 9)
- Elevate Leadership Program at Wollongong University (Year 11)
- Impact Student Leadership Conference (Year 10)
- Finalist in Zonta Young Women in Public Affairs Competition (Year 12)
- Lions Club Youth of the Year. (Year 12)
- Global Leadership Conference (Year 11)
- Sutherland Shire Mayoral Ball (Year 12)
• Expensive leadership day and conference tickets were subsidised from money raised through the sale of Entertainment Books and SRC fundraising events such as sausage sizzles and cake stalls.

The Senior Leadership Team are excellent role models for the younger SRC members. They showed commitment and enthusiasm by running the SRC meetings every Tuesday at lunch time, listening to all members’ ideas and encouraging participation. Every morning they host the assembly, including flag raising and anthem on Monday morning, reading out messages, organizing office duty and prompting out of uniform students to report to the appropriate teacher.

In 2012 the school captains wrote a new SRC Constitution, an unfulfilled goal of 2011. The Constitution outlines the rules and regulations of the LHCS SRC and is published on the school e-learning SRC link.

The SRC continued its involvement in zone and regional SRC meetings with Year 9 and 10 members attending, allowing them to meet SRC members from other local schools to discuss and share ideas and decide on the year’s initiatives.

In every instance their behaviour, participation and enthusiasm were exemplary. The students invariably returned to the SRC meetings full of energy and new ideas.

Through the year the SRC involved themselves in a variety of charities and causes including Shave 4 a Cure, 40 Hour Famine, Bandana Day, R U OK day and Movember.

The SRC was involved in hosting formal assemblies and special occasions such as ANZAC Day and Remembrance Day Services. On Open Night, they guided parents and visitors around the school. SRC members provided barbecues for Year 7 Transition Day and other occasions. Year 7 members helped promote the Coles shopping reward stickers which resulted in the school acquiring new sporting equipment.

In their weekly meetings, they represent their peers by bringing up matters of concern and discussing ways to address them. They are encouraged to then request a meeting with the relevant staff member or write a formal letter of request or proposals.

### School context

**Student information**

**Student enrolment profile**

**K-6**

<table>
<thead>
<tr>
<th>Gender</th>
<th>2007</th>
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**7-12**

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**Student attendance profile**

**K-6**

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Management of non-attendance

Student non-attendance is managed by clear communication with parents, beginning with daily SMS contact.

Student lateness to school is managed by staff and persistent offenders given after school detention. This management process has improved student accountability for their lateness.

Post-school destinations

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Staff information

It is a requirement that the reporting of information for all staff must be consistent with privacy and personal information policies.

Staff establishment

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<th>Position</th>
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<tr>
<td>Principal</td>
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<tr>
<td>Deputy Principal(s)</td>
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</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>3</td>
</tr>
<tr>
<td>Head Teachers</td>
<td>7</td>
</tr>
<tr>
<td>Classroom Teachers</td>
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<tr>
<td>Teacher of Emotional Disabilities</td>
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</tr>
<tr>
<td>Teacher of Mild Intellectual Disabilities</td>
<td>0</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
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</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
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<tr>
<td>Teacher Librarian</td>
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</tr>
<tr>
<td>Teacher of ESL</td>
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</tr>
<tr>
<td>Counsellor</td>
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</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
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<td>Total</td>
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Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools.

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<tr>
<th>Qualifications</th>
<th>% of staff</th>
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<td>Degree or Diploma</td>
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<tr>
<td>Postgraduate</td>
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Financial summary

This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.

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<th>Date of financial summary</th>
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<td><strong>Income</strong></td>
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<tr>
<td>Balance brought forward</td>
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<tr>
<td>Global funds</td>
<td>488 006.97</td>
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<tr>
<td>Tied funds</td>
<td>378 089.44</td>
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<tr>
<td>School &amp; community sources</td>
<td>424 293.45</td>
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<tr>
<td>Interest</td>
<td>22 172.34</td>
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<tr>
<td>Trust receipts</td>
<td>121 720.75</td>
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<tr>
<td>Canteen</td>
<td>162 217.34</td>
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<tr>
<td><strong>Total income</strong></td>
<td>2 043 591.93</td>
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**Expenditure**

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<th>Teaching &amp; learning</th>
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<tr>
<td>Excursions</td>
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<td>Extracurricular dissections</td>
<td>165 586.96</td>
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<td>Library</td>
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<td>Training &amp; development</td>
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<td>Tied funds</td>
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<td>Casual relief teachers</td>
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<tr>
<td>Administration &amp; office</td>
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<tr>
<td>School-operated canteen</td>
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<td>Utilities</td>
<td>119 698.00</td>
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<td>Maintenance</td>
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<td>Trust accounts</td>
<td>114 188.28</td>
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<td>Capital programs</td>
<td>50 789.77</td>
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<td><strong>Total expenditure</strong></td>
<td>1 623 565.49</td>
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<tr>
<td><strong>Balance carried forward</strong></td>
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A full copy of the school’s 2012 financial statement is tabled at the Annual General Meeting of the parent body. Further details concerning the statement can be obtained by contacting the school.

School performance 2012

Achievements

Arts

K-6 Dance

2012 saw the formation of our first K-2 Dance Ensemble. This group worked very hard and joined the Primary Dance Ensemble in performing at the Regional Dance Festival, Sutherland Shire Music Festival, Menai Marketplace for Education Week and at Presentation Night. The Primary dancers were also chosen to dance at the official opening of Education Week at Cronulla Mall. These groups are giving our students the opportunity to display the many talents that they have in dance.

7-12 Dance

An enthusiastic troupe participated in a variety of events in 2012. Events included Education Week at Cronulla Mall, Senior Dance Ensemble and School Spectacular. All performers represented their parents and school with pride and passion.

Junior Choir

The Junior Choir performed at the Sutherland Shire Music Festival 2012. They were accompanied by the Junior Dance Ensemble. During Education Week the choir showcased some of their repertoire at Menai Marketplace. The choir also performed at our school Presentation Night at the Sutherland Shire Entertainment Centre, entertaining parents and students with Christmas carols as well as performing on stage.

Sport

K-6

At Lucas Heights Community School we believe in providing opportunities for students to develop the values, skills and attitude of sportsmanship and participation in all sporting activities. Our 2012 results highlight another successful year in sport for us.

Some of our achievements include:

- Student representation at Zone, Regional and State level in Swimming, Cross Country and Athletics,
- Our Kindergarten and Year 1 students participation in the Learn to Swim program showing consistent improvement,
- Our students in Years 2 and 3 participated again in the Department endorsed school Swimming Scheme, demonstrating marked improvement over the two week period.
- Students in Stage 2 and 3 were also able to do Swimming as a sport option in Term 4.
- Our involvement with Engadine Zone PSSA continued with our participation in Soccer, Netball, OzTag, Cricket, Softball and T Ball.
Our Junior Soccer team were the winners of Green Division.

- We participated as a whole school in the Got Game program which developed Athletics skills with the 3-6 children and fundamental skills with the K-2 children.
- We held an Olympathon in Term 3 to coincide with the Olympic Games and to raise funds for various items throughout the school.
- K-6 students completed the Premier’s Sporting Challenge with, once again, all students achieving at gold or diamond level.
- Stage 2 and 3 students participated in the Milo Heroes Cricket program.
- Once again, some of our Stage 3 students participated in the Sydney East Water Polo Gala Day in Term 4 at Sutherland Pool.

We are all extremely proud of our students’ achievements.

**Sport 7-12**

2012 saw LHCS participate in the Port Hacking Zone Grade Sport Competition. Grade sport was certainly well embraced by the student body seeing over 14 teams entered winter sport. Sports engaged in were basketball, soccer, super 8’s cricket, touch football, oztag, and netball.

LHCS won the Junior Boys Soccer Divison 1 competition.

A big thank you to parents for their support and encouragement and staff who co-ordinated grade teams.

**CHS Knockout Sport**

Once again LHCS provided students the opportunity to be involved in CHS knockout sport. Sports included soccer, cricket, netball, rugby league basketball and tennis.

There were 25 individual regional representatives. Zachary Akkawy receiving LHCS first Regional Sports Blue for his efforts in Basketball.

**Swimming**

Forty five students represented LHCS at the zone swimming carnival with a number of students progressing to the CHS carnival.

**Cross Country**

Fifty seven students represented LHCS at the Zone Cross Country carnival at Heathcote, five students competed at the CHS carnival.

**Athletics**

LHCS has again achieved success at all levels of athletics with several students competing at CHS.

Finally a big thank you to all staff and parents involved in the sporting program at LHCS.

**Academic**

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.

Yr 3: from Band 1 (lowest) to Band 6 (highest for Year 3)

Yr 5: from Band 3 (lowest) to Band 8 (highest for Year 5)

Yr 7: from Band 4 (lowest) to Band 9 (highest for Year 7)

Yr 9: from Band 5 (lowest) to Band 10 (highest for Year 9)

and/or

In the Higher School Certificate the performance of students is reported in performance bands ranging from Performance Band 1 (lowest) to Performance Band 6 (highest).
Year 3 Literacy – Naplan

In all areas of Reading, Writing, Spelling, Grammar and Punctuation the school achieved a minimum of 2 marks above the local school group and a minimum of 8 marks above the State Average. Commendable results were achieved in Writing.

Year 3 Writing

89% of students achieved a result of a Band 3 or higher. Results were on par with the LSG and the State Average.

Year 3 Grammar & Punctuation

Percentage in bands:

- Percentage in Bands
- School Average 2008-2012
- SSG % in Bands 2012
- State DEC % in Bands 2012

Year 3 Numeracy - Naplan

89% of students achieved a result of a Band 3 or higher. Results were on par with the LSG and the State Average.
Year 5 Literacy
LHCS achieved above the LSG and State Average in Reading, Writing, Grammar and Punctuation with 86% of students achieving a Band 4 or higher.

Year 5 Numeracy
87% of students achieved results in Band 5 or above.

Year 7 NAPLAN RESULTS 2012
The Trend data for Reading indicates a decline from last years’ cohort but the school is performing above the NSW DEC and below the State. The Growth data places the school in the middle of the other schools on the charts and slightly below the performance of the State and SEG.

In Spelling, the Trend data places the school’s performance below the State and slightly below the DEC. The Band 6 result was on par with the State but there was a decrease in the number of students achieving a Band 5 result; however, there was an increase in the number compared to the State result. The Growth data places the school just below the middle compared to other schools on the charts. The school’s results match the State, DEC and SEG schools.
The Grammar and Punctuation Trend data shows a significant increase in the school’s performance compared to the DEC and a slight increase compared to the State. There was a significant increase in the number of students who achieved a Band 9 result compared to the State and previous years.

In Writing, there was an increased number who achieved a Band 6 compared to Bands 7 to 9 and the State results and a marked increase in the number who achieved in Bands 5 and 4 compared to the state, the other bands and on the 2011 numbers.

Numeracy – NAPLAN Year 7

LHCS achieved outstanding results in the 2012 NAPLAN Numeracy test. 98% of the cohort achieved a result that placed them in bands above the national minimum standard compared to 88% state wide. 13% of our students scored a Band 9 (highest possible band for Year 7) and 30% were in Bands 8 and 9. The results in the strands of Number Patterns and Algebra and in Measurement were particularly pleasing.
Year 9 NAPLAN RESULTS 2012

The Trend data showed an increasing in Reading above the State and NSW DEC. Fewer students however performed above State and DEC in Band 10. Lucas Heights performed above the State in Bands 0, 8 and 7 in Reading. In Spelling, the school performed lower than the State and NSW DEC in Bands 9 and 10 and on par with the State and NSW DEC in Band 8. It performed above in Band 7. There was a noticeable tapering of in Bands 5 and 6. The Trend data for Grammar and Punctuation results showed a substantial increase in Grammar and Punctuation compared to the State and NSW DEC and the 2011 result. The School Growth was well above the State, SEG and NSW DEC. There is no Trend or Growth data for Writing; however, the school performed above the State in Band 10 but below in Band 9 in Writing. The Band 10 and 9 result was an improvement on the 2011 result. More girls scored in the top and bottom Bands than boys.

Numeracy – NAPLAN Year 9

The Year 9 students at LHCS performed well in the 2012 NAPLAN Numeracy test. 81 % of candidates achieved a result that placed them in bands above the minimum standard. 50% achieved a result in bands 8,9 or 10 ( the 3 highest bands).
The My School website provides detailed information and data for national literacy and numeracy testing (NAPLAN).

Click on the link http://www.myschool.edu.au and enter the school name in the Find a school and select GO.

Higher School Certificate

Courses with fewer than 6 candidates are not shown

**English**

The results for the Advanced and Extension courses in English were encouraging with the candidature achieving sound results. In the Extension courses, the results were particularly commendable. In Extension 2, 100% of the candidates achieved a result in the top Bands (E3 and E4). 50% of students achieved a Band 6 result compared to 22% for the State. Of particular note was the score of 49/50 achieved by Kiri Farmer for her project.

In Extension 1, the 3 candidates achieved an E3 result. Our students’ scores for Extension 2 and Extension 1 were excellent and demonstrate the strong commitment from both staff and students.

In the English Advanced and Standard courses, 88% of the candidates achieved a score that placed them in the top 3 bands (Bands 4, 5 and 6) compared to 87% for the State. 17% of students achieved a score in the lower bands Band 2. The majority of students who undertook Standard English achieved a result that placed them in Bands 3 to 6. The results obtained in 2012 show our continuing trend for adding value to our students’ scores in external examinations.

**Drama**

In Drama, all candidates achieved results above the State average in the top 3 bands. Of the 5
candidates, 2 achieved a Band 6, 2 obtained a Band 5 and one a Band 4 result. No student achieved a score in the lower bands. This is an excellent result for Drama and demonstrates the growth in achievement for the course.

Ancient History
75% of Ancient History students achieved a Band 4 or above, continuing the sound results of previous years.

Business Studies
Business Studies results were reflective of personal achievement with the majority of students achieving their best HSC mark in Business Studies. This shows a trend of continual improvement in Business Studies with cohorts who are skill focused.

Extension History
Extension History results were reflective of personal achievement and demonstrated sound progress throughout the year.

Legal Studies
Legal Studies results reflected the steady progress of students throughout the year. They were a developing cohort who achieved their personal best in the final exams.

Modern History
Modern History students performed particularly well with 55% of them scoring a Band 5 or above continuing the success of previous years.

Society and Culture
Society and Culture again excelled with outstanding results. 100% of student received a mark in the top 3 Bands including one student with a Band 6.

Design and Technology
Design and Technology students continued to achieve excellent results. One student achieved a Band 6. 70% of students achieved a Band 4 or above. These results were approximately equal to the State average. Students completed a range of major design projects which were well executed and documented in their folios.

VET Courses
Lucas Heights Community School continues to prepare students for the workforce by providing Vocational Education and Training (VET) subjects. VET subjects students completed in 2012 at Lucas Heights Community School were:

- Construction Pathways Statement of Attainment Certificate II
- Hospitality Kitchen Operations Statement of Attainment Certificate II
- Business Services Statement of Attainment Certificate II

As part of these industry based courses students completed 70 hours of work placement with many students gaining part time employment opportunities. Students also assisted with a range of functions across the school to assist them gain industry experience.

Hospitality
Results were above State mean for the group. 30% of the candidature scored Band 5 or above. 100% of students scored Band 4 or above. For the majority of the candidature Hospitality was their best examination result. All students in the Hospitality group also achieved their Certificate 11 in Hospitality (Kitchen Operations).

Construction Pathways
Results were commendable. One student achieved a Band 5 whilst the majority scored a Band 3 or above. 100% of students attained their Certificate II in Construction Pathways.

HSC Science
38 students out of a cohort of 52 undertook science in four subject areas in 2012, which equates to two thirds of the year group doing a science. This follows the trend of last year.

Biology
Biology results were again above NSW DEC average. 70% of LHCS candidates performed a Band 4/5 compared to 55.9% of the state in the same bands. An average 71.9% for the group was slightly lower than last year’s average which coincided with the groups best result being in Band 5 rather than Band 6.

Chemistry
Chemistry results were on par with the NSW DEC mean with the groups’ average results at 75.2%. A smaller cohort again in 2012 reflects the difficulty many students have with the content
and rigors of Chemistry. Special note should be made of the excellent achievements of the 16.7% of the candidature achieving a Band 6 compared to only 13.6% of the state.

**Physics**

Physics students performed on par with their predecessors but continue to be just below State average. 100% of the group was in the mid band range with all students gaining a Band 3 or 4 with an average exam mark for the group of 71.8%. Physics continues to be an area of improvement in the faculty and new study on programs and e learning systems have been implemented to continue to develop student results.

**Senior Science**

Senior Science students’ results were above those of all NSW DEC students with an average of 74.6% sitting above State average. 100% of candidates were placed in the top 3 Bands compared to 63.5% for the state. No student received below a Band 3 and reflected the ethos of HSC revision currently used in all HSC science courses to ensure candidates use correct scientific terminology when answering examination style questions.

**Community and Family Studies**

Community and Family Studies results were above state average for the group and 72% of students achieved Band 4 or above.

**PDHPE**

PDHPE results continue to be above state average. 45% of students achieved a Band 5 or above. This reinforces the improvements made in teaching and learning in this subject.

**HCS Mathematics**

The 2011 results indicated the students’ achievement in Mathematics met the State’s targets for the subject. The results for male and female students meet current trends with boys slightly outperforming in both the Mathematics and General Mathematics courses. The mathematics results were particularly pleasing with no student achieving a result that placed them in one of the lowest three bands.

**ESSA 2012 (Essential Secondary Science Assessment)**

ESSA tests students on their stage 4 knowledge and application in five areas at the end of year 8. Below is the percentage of LHCS students who achieved at Level 6 (the highest level):

- Science (overall) 11%
- Extended Response Tasks 16%
- Knowing & Understanding 13%
- Communicating Scientifically 18%
- Working Scientifically 13%

As can be seen LHCS students were well represented in all areas tested. They were stronger in communicating scientifically and extended response questions. This reflects/reinforces the changes made in the assessment process in Science this year.

The results below represent the percentage of students in Levels 3 and 4 and confirms the pattern of the past few years with students achieving highest in recall of overall scientific knowledge with the weakest area being in their written and longer responses. A continuation of the assessment program coupled with the year 7 and 8 scientific literacy program will occur in 2013.

- Science (overall) 86%
- Extended Response Tasks 75%
- Knowing & Understanding 82%
- Communicating Scientifically 79%
- Working Scientifically 78%
Significant programs and initiatives

Aboriginal Education

Using the incoming Australian Curriculum as a framework for Indigenous perspectives of country, an acute awareness of Aboriginal education is integrated across all KLA’s K-12, with an emphasis on developing social and cultural literacy and promoting acceptance. Advancing upon the Federal Government’s “Close the Gap” Campaign and “Apology to the Stolen Generations,” literacy initiatives were designed to ensure cultural relevance and sensitivity in the K-12 REAL program. SRC representatives addressed school assemblies on issues regarding Reconciliation and Bridging the Gap on Sorry Day and as part of the NAIDOC and NATSI week celebrations.

A reinvigorated MADD committee planned and implemented numerous whole school initiatives designed to promote cultural pride and acceptance amongst our school and wider community. This process culminated in the creation and display of a ‘Cultural Heritage School Directory’ map in the school’s foyer that visually represents the diverse nature of our school’s cultural makeup. Another directive was planning for the 2013 K-12 Multicultural Festival day. In consultation with the local indigenous community, we continued to review and refine our Acknowledgement of Country which continues to be integrated and integral to all school assemblies and is prominently displayed in the school foyer. The purchasing of two Aboriginal flags to act as visual cues has been especially valuable to students with autism. The Acknowledgement of Country is also proudly displayed in the school’s foyer.

Multicultural education

Our school continues to celebrate and promote diversity by integrating a multicultural approach within the curriculum and whole school activities. Students, through SRC initiatives, have continued to play an important role in educating their peers on issues of acceptance and displaying empathy towards others. These initiatives include:

- The construction of the world map which shows our community’s links to the rest of the world which is displayed in the foyer.
- Running of quizzes in REAL.
- All activities continue to reflect the school’s core values of care, respect, participation, achievement and responsibility.

Other programs

Welfare K-6

Student welfare is embedded in all school programs and is reviewed and modified to ensure we are meeting the needs of our students and school community. The K-6 Learning Support and Welfare Team met on a fortnightly basis.

We have several well established and other newer programs to cater for the needs of all K-6 students. Key Programs are listed below.

Kindergarten-Year Buddies Program

Our Buddies program continued to match our new Kindergarten students with our Year 5 students to help the Kindergarten students settle into school routine. They met on a regular basis to participate in activities aimed at developing positive relationships and social skills.

Peer Support Program

Our Year 6 students continued to develop their Leadership skills through our well established Peer Support program. After training opportunities, our students led small groups of Year 1-4 students in a series or structured Welfare lessons and activities. This program ran for the duration of Term 2.

Peer Mediation K-6

In 2012, we consolidated our successful Peer Mediation Program. Year 6 students nominated to be part of the program and were trained as mediators in a two day workshop by a Peer Mediation trained staff member. The program encourages students to take responsibility for their actions by working together to find solutions to minor conflicts encountered in the playground. The process involves two trained mediators (Year 6 students) leading the disputants through a structured process to resolve their dispute, encouraging students to assume greater responsibility for solving their own problems in peaceful ways and developing conflict resolution strategies. This program continues to be very effective in creating a safer,
more harmonious school environment.

REAL

In 2012 the school’s REAL program continued to demonstrate its effectiveness in promoting literacy to all students. In the first semester, Year 7 and 9 students were placed in classes of reduced size to prepare for the May NAPLAN examinations. Their skills in literacy and numeracy were revised and they were given practice examinations. During the same semester, Year 12 students were given REAL time to organise various school based activities and meet regularly with their Year Advisor. Time was also given to study and for revision. Years 8, 10 and 11 participated in the range of programs available to them. Many volunteered to work in the K-6 school in a one on one relationship with their “buddy” to enhance literacy and reading skills. Others volunteered to take part in the many activities offered such as Environment Club, Book Club and Drama REAL. During the second semester, Years 7 and 9 volunteered to help in the K-6 school whilst Year 8 prepared for the 2013 NAPLAN examinations.

REAL is an important part of the learning program, offering the students opportunities to help others in the school or contribute to many of the school’s activities. Staff in the K-6 school welcome the helpers from the 7-12 school and staff are able to offer their expertise for the non-helper REAL groups ensuring LHCS has a whole-school approach to Literacy and Numeracy and one in which everyone participates.

Programs for students with additional needs

Two students enrolled in the Support Unit completed their HSC through a Lifeskills pathway. We continued to be involved in the swimming and athletics carnivals run by the Northcott Society. Two students attended the Year 11 study skills camp at Narrabeen. The Year 7 transition camp at Stanwell Tops was attended by four students.

Progress on 2012 targets

Target 1

**Literacy – focus on writing to gain improved results in external Literacy examinations**

Our achievements include:

- Successful implementation of specific programs such as Best Start – Kindergarten, Australian Government Quality Teacher Project – Literacy (Reading), REAL (Reading for Enjoyment and Learning) and Middle school visual Literacy initiative, Years 6 and 7 (COSBTR).
- In-servicing of staff in the marking of NAPLAN.
- Enhanced discussion amongst relevant stakeholders regarding the teaching of writing K-12 through a curriculum audit process.
- An increased understanding amongst students as to how performance based outcomes and criteria are used to mark writing through the COSBTR initiative.

**Target 2**

*Staff and students effectively use interactive classroom technologies. Connected learning supports the Quality Teaching model approach to teaching and learning within the school with valid connected learning for students implemented.*

Our achievements include:

- The delivery of in-house professional development focused on staff needs including Moodle.
- Improved communication of information from external staff training.
- The incorporation of ICT in all teaching programs.
- The increase of technology installation.
- Instruction of “Breakie with a Techie.”
- Upgrading of technology.

**Target 3**

**Increased student engagement, retention and enrolment.**

Our achievements include:

- The continued evaluation of programs and incorporation of Quality Teaching.
- An increase in student engagement in classrooms.
• An increase in the attendance at Open Nights for Kindergarten and Years 6-7.
• Continued strong enrolment in both Primary and High School.

Target 4

Community of Schools Between the Rivers – to formally bring together local schools in a cooperative endeavor to enhance opportunities for students.

Our achievements include:
• A continuation of the strong bonds between principals, teachers and SAS staff.
• A culture of regular meetings to improve the links between the schools within the COSBTR group.
• All schools participating in Years 6 and 7 working with local teachers and students for the COSBTR Literacy project. A Year 6/7 literacy project.

School evaluation

NSW public schools conduct evaluation to support the effective implementation of the school plan. In 2012 our school carried out evaluation of Welfare and Discipline System

Background

Lucas Heights Community School required a uniform welfare policy from K-12. Consistency was required when students due to negative incidents are placed on levels.

Findings and conclusions

A K-12 approach to Welfare and Discipline was established with a traffic light approach to labeling levels. Welfare brochures and flowcharts of actions were designed. Students are assisted in developing strategies to identify and resolve core issues. Students at risk are closely monitored, and communication with parents is seen as a priority in the learning partnership.

Future directions

We will continue to evaluate and modify our Levels Discipline System to support students to take responsibility for their behaviour and learning.

Parent, student, and teacher satisfaction

In 2012 the school sought the opinions of parents, students and teachers about the school.

Their responses are presented below.

Year 12 Exit Survey

Year 12 students were surveyed after their HSC and information obtained about their time at LHCS.

Their responses included:
• Achievement is adequately recognized at LHCS
• Student welfare and personal development were well supported at LHCS.
• 98% agreed that LHCS was a great place to learn and grow.

K-12 Core Values Survey

Background

A Regional Project Initiatives surveyed Students, Parents and Staff on the school core values of achievement, respect, care, participation and responsibility.

Findings

A consistent approach to reinforcing the core values across all school areas was required. Classrooms to display and teachers reinforce these core values.

Future

Integration of core values throughout the school’s Welfare and Discipline policy.
Professional learning
Throughout the year, staff participated in ongoing professional development including Moodle and SENTRAL. Faculties and Stages attended external courses applicable to their teaching area which were funded by Teachers Professional Learning. The National Curriculum was and is continually being address and developed by staff.

Mandatory training of all staff in Emergency Care, Anaphylaxis, Keeping them Safe and CPR occurred annually.

School planning 2012—2014
The school planning policy provides direction for the preparation and implementation of school plans including the identification of priority areas, intended outcomes and targets that are consistent with the NSW State Plan and the Department’s planning documents.

School priority 1
Outcome for 2012–2014
Literacy – focus on writing to gain improved results in external Literacy examinations
2013 Targets to achieve this outcome include:
- Test, track and monitor reading fluency for all students,
- Assess students in Years 7 and 8,

Strategies to achieve these targets include:
- Explicit teaching of text types,
- Establish a Literacy Committee,

School priority 2
Outcome for 2012–2014
Numeracy- Increase levels of numeracy performance for all students in line with state and regional average.
2013 Targets to achieve this outcome include:
- Professional development of all staff in data analysis,
- Regional consultancy staff expertise utilised to support consistency in teacher judgement.

Strategies to achieve these targets include:
- Staff accessing and data related teaching strategies to meet student needs,
- Classroom programs reflective of identified areas of further development.

School priority 3
Outcome for 2012–2014
Engagement and Attainment- Increase participation and greater diversity of learning opportunities.
2013 Targets to achieve this outcome include:
- Raise awareness of the school achievements promoting the school profile,
- Increase student attainment through a broad and differentiated curriculum.

Strategies to achieve these targets include:
- Promotion of PSSA and CHS achievements

School priority 4
Outcome for 2012–2014
Curriculum and Assessment- Increase the capacity of the LHCS community and engage in learning through the continued integration and enhancement of ICT skills and applications
2013 Targets to achieve this outcome include:
- Improved assessment and monitoring and facilitate the implementation of the National Curriculum.

Strategies to achieve these targets include:
• Students participate in ICT projects to become more discerning users and participants,
• Best Practice Sessions.

School priority 5

Outcome for 2012–2014

Community of School Between the Rivers (COSBTR)

2013 Targets to achieve this outcome include:
• formally bring together local schools in a cooperative endeavor to enhance opportunities for students.

Strategies to achieve these targets include:
• A continuation of the strong bonds between principals, teachers and SAS staff.
• A culture of regular meetings to improve the links between the schools within the COSBTR group.

About this report

In preparing this report, the self-evaluation committee has gathered information from evaluations conducted during the year and analysed other information about the school’s practices and student learning outcomes. The self-evaluation committee and school planning committee have determined targets for the school’s future development.

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