

# Lucas Gardens School

## 2019 Annual Report



5713

## Introduction

The Annual Report for 2019 is provided to the community of Lucas Gardens School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school 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.

### School contact details

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### Message from the principal

Leading a team of outstanding teachers and support staff at Lucas Gardens School is a privilege. Our teachers deliver quality teaching and learning experiences to all our students supported by an extensive team who work in areas such as administration, school learning support, school counselling and school based therapy. All students are provided with a Personalised Learning and Support Plan which is collaboratively designed by various stakeholders. Our personal commitment sees every student learning successfully and working towards their potential.

I thank each and every person who contributed to making 2019 another successful and productive year.

Key highlights of 2019 included:

- outstanding results in the school's External Validation process
- installation of fixed climbing equipment in 'Margaret's Playground'
- successful robotics program, including new resources
- the introduction of 'Zones of Regulation' which was embedded in our PBL program
- all classes displaying literacy walls, identifying students goals and processes
- the establishment of an energetic and productive P&C
- ongoing requests from schools to visit our school and classrooms to witness evidence of best practice.

Jenny Zagas

Principal

### Message from the school community

Achievements – P&C Report for 2019

- set up a garden program that received donations from Bunnings and other businesses
- conducted an Easter raffle that raised around \$900
- invited Costa Georgiadis, the garden presenter from the ABC, to visit our school to provide expert advice around establishing a garden
- donated \$3000 towards the bush tucker project –Yarning Circle
- successfully applied for a state government grant of \$43,000 for a sun shade cover for the playground
- raised \$70,000 at a dinner dance
- contributed towards the graduation dinner for the Year 12 leavers, purchasing a cake and decorations.

Regina Ashdown

President P&C



## School background

### School vision statement

At Lucas Gardens School we have high expectations and a shared commitment with our parents/carers to provide quality teaching and authentic learning. We aim to nurture, guide, inspire and challenge students, promoting individual wellbeing and future success.

### School context

Lucas Gardens School provides educational programs for students with severe and moderate intellectual disabilities. Students range from 4 to 18 years of age. Our school has an exceptional staff with a wealth of knowledge and skills in special education, to support and enhance student learning outcomes. The school currently operates 8 classes with the potential to expand to 12 classes.

Lucas Gardens School has a diverse student population from a range of socio economic backgrounds with 61% being from language backgrounds other than English. The educational programs are delivered within the Department of Education guidelines.

The school also offers unique learning opportunities through programs including, water familiarisation/swimming in our hydro centre and school based physiotherapy, speech therapy and occupational therapy. Lucas Gardens School enjoys strong support from service organisations and the wider community, resulting in enhanced resources. Our priorities include quality curriculum implementation, best teaching practice as well as a strong focus on wellbeing and adding value to students' learning.

## 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 school plan and annual report. Every five 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 school 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	2019 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Delivering
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Delivering
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	Sustaining and Growing
LEADING: Management practices and processes	Delivering

During the External Validation process the school and panel members revised the school assessment to reflect:

Excelling in Learning Culture, Wellbeing, Curriculum, Educational Leadership, School Planning, Implementation and Reporting and School Resources,

Sustaining and Growing in Assessment and Management Practices and Processes.

## Strategic Direction 1

### Quality Learning

#### Purpose

To develop and foster a quality learning environment that promotes high expectations in the teaching and learning experiences for both staff and students. This will be achieved through the development of scope and sequences in history, geography and science and the establishment of a whole school tracking system in English and mathematics, ensuring continuity and consistency to inform student progress.

#### Improvement Measures

By the end of the school planning cycle:

Attendance In professional Learning for >80% of teachers focussed on literacy and numeracy.

The implementation of a scope and sequence in history, geography and science

100% of students will have an individual skills and achievement tracking system in English and mathematics.

#### Overall summary of progress

All teaching staff participated in professional learning sessions in the area of literacy and numeracy . All teaching and non – teaching staff participated in professional learning for numeracy progressions. Establishment of literacy goals across the school, highlighting individual student goals in the elements of Speaking and Listening and Reading and Viewing. The establishment of pre–skills in the area of literacy and numeracy to support tracking of individual students progress.

Developed and implemented the new science scope and sequence across K–10. Developed a current list of resources to support the teaching and learning programs and staff examined the technology requirements for K–10.

Collaborated and developed the new scope and sequence for History for K–10 .

Implementation of new geography scope and sequence.

#### Progress towards achieving improvement measures

**Process 1:** A whole–school approach towards the recording and monitoring of student learning and achievements in literacy and numeracy, will be established and sustained.

Evaluation	Funds Expended (Resources)
Staff have completed end of year assessment sheets reflecting goals achieved and working towards in Speaking and Listening and Reading and Viewing. This will support handover to new teachers in 2020.  Survey e–mailed to staff for completion for evaluation of staff confidence, student gains and effectiveness and seeking feedback on additional support/resources required.	Surveys and evaluations forms  Access to PLAN 2  Literacy and numeracy progressions  Literacy pre–skills document  Assessment and tracking sheets and data

**Process 2:** Teaching and learning programs reflect teacher familiarisation across stages of the history, geography and science curriculum to ensure individual student progress.

Evaluation	Funds Expended (Resources)
Staff have begun a list of history resources required for the future (year A), however, this will be in two years now so resources will be ordered and	Resource booklet

## Progress towards achieving improvement measures

distributed within next year's plan.

New scope and sequence documents

PL sessions for science/ history were cancelled this term, therefore, the team focused on science resource development.

## Next Steps

Develop an online tracking tool for literacy and numeracy

Establish literacy and numeracy walls displaying student goals and impact of learning

Feedback from staff regarding use and effectiveness of science, geography and history scope and sequence.

Resource development to support the teaching and learning programs of science, geography and history.

## Strategic Direction 2

### Communication and Connections

#### Purpose

To engage the whole school community in a safe, respectful and enriching learning environment that promotes student wellbeing and prepares and empowers them for their future success. Through advanced modes of communication, parents and carers will be directly and regularly engaged in their child's progress and achievements.

#### Improvement Measures

To gather baseline data of the whole school community's knowledge of school's rules and expectations using Tiered Fidelity Inventory –TFI and demonstrate a minimum of 30% increase at the end of the 3 year cycle.

The behaviour management of all students will be supported through the use of a whole-school merit reward system and the consistent monitoring of student behaviour across all school settings.

By the end of the school planning cycle all parents/carers of students transitioning in and out of school will be provided with relevant information and orientation to support them in their next setting.

100% of the staff will be consistently and confidently using multi-modal forms of communication to inform parents/carers about their child's learning and wellbeing.

#### Overall summary of progress

Purchased and displayed additional signage around the school. Held a PBL launch to promote positive behaviour for learning across the school.

Developed and collated a new transition to school pack for students entering Lucas Gardens School which included school procedures, useful resources and orientation information.

Selected one parent per class to trial the Seesaw app. Parents were provided with an information pack on how to use the app. In addition teachers were provided with professional learning sessions on how to use Seesaw. Student learning was showcased to parents and positive feedback was received post trial.

#### Progress towards achieving improvement measures

**Process 1:** All members of the learning community participate in collaborative practices to ensure consistent implementation and evaluation of the school's PBL framework.

Evaluation	Funds Expended (Resources)
Feedback: The PBL behaviour notification slip was not consistently being completed by all staff members. As a result, google forums will be used to collect the PBL data in all settings.  The PBL Re-Launch was a successful event and all students enjoyed engaging in the rotational activities.	PBL signage  PBL Re-Launch resources for activities: <ul style="list-style-type: none"><li>• Sport activity – Sports equipment</li><li>• Art activity – Art tools and materials</li><li>• Music activity – Musical instruments</li></ul> Behaviour Notification Slip

**Process 2:** Establishment of a school transition coordinator to develop and implement a transition tool-kit and facilitate and make connections with pre and post school settings.

Evaluation	Funds Expended (Resources)
After meeting with the executive team we have finalised the pre-transition pack and it is ready for use in 2020.	Pre-transition pack

**Process 3:** The consistent use of a high-tech form of communication with parents/carers by all teachers, in line with



## Progress towards achieving improvement measures

**Process 3:** established guidelines and through continual professional development.

Evaluation	Funds Expended (Resources)
A survey through survey monkey was sent to staff at the end of term 4. The majority of teachers said that they posted between 1–3 times a week on Seesaw; the majority of teachers said that Seesaw was easy to use and iPads were always available for posting. The majority of teachers said that parents responded to posts about their child. The majority of teachers said that they feel confident using Seesaw in 2020 with all of the students in their class, not just the one trial student. All teachers said that they would not like Seesaw to replace the daily communication books that we currently use to communicate with parents.	iPads  Seesaw applications

## Next Steps

To develop teaching and learning to promote PBL framework

To develop and collate a transition pack to support students and families with post-school transitions

Establish positive links with providers and organising and hosting an Expo on site

Invitation will be sent to all parents to extend the use of Seesaw across the school and feedback will be sought from parents on the effectiveness of Seesaw as a communication tool.

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Quality Teaching, Successful Students (QTSS)</b>	Casual teachers employed  <b>Funding Sources:</b> <ul style="list-style-type: none"> <li>Quality Teaching, Successful Students (QTSS) (\$16 007.00)</li> </ul>	Class teachers received shoulder to shoulder support in subject/KLA areas .
<b>Socio-economic background</b>	Funds were used to pay for uniforms, incursions and additional SLSOs to support students engagement in learning tasks .  <b>Funding Sources:</b> <ul style="list-style-type: none"> <li>Socio-economic background (\$7 181.00)</li> </ul>	All students attended incursions and families unable to fund these were subsidised. Uniforms were provided at no cost to families experiencing financial difficulties.
<b>LINK</b>	Employ additional teachers and SLSOs  <b>Funding Sources:</b> <ul style="list-style-type: none"> <li>LINK (\$1 220.00)</li> </ul>	Class teacher exchanged relevant information to the post school setting personnel regarding each student's needs. An SLSO attended sessions with each student at their selected new setting. This alleviated student anxiety and behaviour issues. The Assistant Principal organised a tour of various post school settings for 2020 parents/carers. This supported parents/carers in the decision they made regarding the most appropriate placement for their child
<b>SAP</b>	Additional SLSOs and teachers employed to transition students into new setting. Assistant principal visited pre schools and completed student profiles to hand over to 2020 class teachers.  <b>Funding Sources:</b> <ul style="list-style-type: none"> <li>SAP (\$2 900.00)</li> </ul>	Selected students participated in an art program at a local mainstream school. There was a smooth transition for new students beginning school in 2020. Assistant Principal organised orientation session for new students and parents.

## Student information

### Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	14	18	18	22
Girls	10	16	23	24

### 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

All students remain at school until they reach eighteen years of age. Two students received their Higher School Certificate (Life Skills) and secured places in community participation programs for 2020. Parents and students were supported by the school during the orientation phase.

### Year 12 students attaining HSC or equivalent vocational education qualification

Two students received their HSC (Life Skills) in 2019.

## Workforce information

### Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	2
Classroom Teacher(s)	6.82
Teacher Librarian	0.2
School Administration and Support Staff	10.82

\*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, scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2019, 3.9% of the Department's workforce identify as Aboriginal people.

### Workforce ATSI

Staff type	Benchmark <sup>1</sup>	2019 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
School Support	3.30%	7.20%
Teachers	3.30%	2.90%

Note 1 – The NSW Public Sector Aboriginal Employment Strategy 2014–17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

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.

In 2019 pre-service and early career teachers were supported through their accreditation by onsite mentors and the Assistant Principals.

All staff completed Performance Development Plans. All plans were aligned to the School Plan and the teaching standards.

Our strategic directions have formed the focus of professional learning for all staff. This has supported the key priorities within the school plan being achieved. Additional professional learning included all staff attending the SEPLA conference, supporting students with vision impairments, autism and behaviour management. Coaching sessions for aspiring leaders and executive were attended. Whole school professional learning included mandatory courses such as

child protection, code of conduct, CPR and STRETCH training.

Professional learning for SASS staff included Health care procedures, administration of medication, attendance at SASS conference and WHS emergency management planning.

## Financial information

### Financial summary

The information provided in the financial summary includes reporting from 1 January 2019 to 31 December 2019. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2019 Actual (\$)
<b>Opening Balance</b>	705,547
<b>Revenue</b>	2,747,574
Appropriation	2,464,261
Sale of Goods and Services	674
Grants and contributions	274,219
Investment income	8,420
<b>Expenses</b>	-2,550,328
Employee related	-2,247,237
Operating expenses	-303,092
<b>Surplus / deficit for the year</b>	197,246

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.

	2019 <b>Approved SBA</b> (\$)
<b>Targeted Total</b>	1,505,418
<b>Equity Total</b>	21,529
Equity - Aboriginal	0
Equity - Socio-economic	7,181
Equity - Language	14,348
Equity - Disability	0
<b>Base Total</b>	562,401
Base - Per Capita	25,116
Base - Location	0
Base - Other	537,285
<b>Other Total</b>	107,543
<b>Grand Total</b>	2,196,891

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

## Parent/caregiver, student, teacher satisfaction

In 2019, the school sought the opinions of parents/carers and staff as part of our continuous improvement process. All parents/carers were given the opportunity to comment on aspects of technology as well as areas they considered we could improve. Additionally, they completed surveys to assist the school with future planning. Their responses are summarised below:

Parents/carers unanimously agreed that their child's education is enhanced through the use of technology and would appreciate more information in this area.

The Seesaw initiative was rolled out to one parent/carer per class and received positive feedback. Additionally, other parents/carers flagged an interest in this software.

Staff also agreed that technology was valuable for students and that students actively engaged in the lessons.

50% of staff indicated they would welcome more professional learning sessions on technology.

Parents/carers indicated the following aspects of school life that they considered strengths of Lucas Gardens School: safety, respect towards students and their families, organisation of school schedules, student wellbeing and providing quality teaching and learning activities.

Ideas for the future included: a greater focus on life skills activities, physical education/exercise and more sensory activities.



# 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.

Students from Kindergarten to Year 12 participated in learning about Aboriginal culture and heritage through programs and learning activities in the key learning areas of art, history, geography and English. The school celebrated NAIDOC week with a special assembly and students engaged in a special performance by talented Aboriginal performer Ryka Ali from P.I.E. productions. Lucas Gardens School continued to demonstrate respect for Aboriginal elders and the custodianship of the land, through the reciting of the 'Acknowledgment of Country' at all assemblies, school events and gatherings. A copy of this Acknowledgement is on permanent display in the Multi Purpose Space.

## Anti-Racism Policy

All teachers are responsible for supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. Principals are responsible for examining school practices and procedures to ensure they are consistent with the policy. All schools have an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

## Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are 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.

At Lucas Gardens School, 61% of students have a language background other than English. Multicultural themed books were purchased for classroom teachers to use during teaching and learning sessions, to support these students. We celebrated Harmony Day as a whole school event which included music, art and craft and sports. Students were encouraged to wear orange or national dress to promote awareness and inclusiveness.