

Heathcote Public School Annual Report



2016

HEATHCOTE
PUBLIC SCHOOL



SUCCESS
FOLLOWS EFFORT

2149

Introduction

The Annual Report for **2016** is provided to the community of **Heathcote Public 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.

Damien Field

Principal

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Message from the Principal

Heathcote Public School is proud to provide quality educational programs for our students in a happy and supportive environment. This is demonstrated by our culture of continuous improvement to maximise student outcomes across academic, sporting, cultural, technological and leadership arenas.

2016 was the second year of the three year plan collaboratively developed under Mrs Chad's leadership. With the ongoing support of a hard working executive and the dedication of a dynamic and cohesive staff this plan is achieving milestones. Teachers and support staff model the school motto 'Success Follows Effort' on a daily basis as they endeavour to provide opportunities for our students that will equip them to be life-long learners in the 21st Century. I publicly acknowledge and applaud their dedication and commitment.

The old saying T-E-A-M – Together Everyone Achieves More – is certainly true at Heathcote Public School. Together with the support of our school community we have achieved great things. The P&C has donated over \$35 000 to the school in 2016. This money has been utilised to assist with the cost of the refurbishment of the school library, the cost of air-conditioning of classrooms and the purchase of a set of mini iPads. Another successful initiative that has been led by parents in 2016 was the introduction of The Happy Heathcote Kids Playgroup. This fun-loving group meets every Friday and offers pre-schoolers and their families a diverse range of activities. Each term our Kindergarten teachers lead a session to assist with students' transition to school. I would like offer a sincere thanks to the school community for their ongoing support throughout 2016.

I would also like to recognise the efforts of our students. The children have worked hard throughout the year under the guidance of their teachers and with the support of their families. Students have been encouraged to continue to strive for their personal best – remembering our school motto 'Success Follows Effort'. Individual successes are valued and promoted.

In 2016 the students have had extensive opportunities in academic, sporting and cultural pursuits. Their achievements are outlined throughout this report.

We look forward to another productive year in 2017.

Susan Stolk

Relieving Principal

Message from the school community

Thank you to all of you who have offered me support this year and for helping me through what has been a year of learning. 2016 was a huge year for the P&C and I was afforded lots of wonderful opportunities to be with the children as president and represent the parents of this school.

I would like to thank the P&C executive team, who have worked very hard to keep our P&C as successful as it is. Our P&C volunteers oversee the day to day running of HOOSH, the canteen and our uniform shop. A huge undertaking for everyone involved. It has been my pleasure to work alongside everyone.

The canteen committee have really been working hard as we tried to sort through many changes. Our HOOSH runs very successfully under the guidance of some very dedicated volunteers and employees. Our P&C has a wonderful band of volunteers who give up so much of their time, we couldn't run without them.

No matter whether it is a big or small job, our community continues to put their hand up to help. I am proud to be president and proud of our community. You should be proud of your achievements this year. Through hard work and being led by a very able team of fundraising coordinators, we have been able to give back to the school in 2016.

Our focus was to improve and upgrade the library. We painted the library this year and all over one weekend. Our school is special and I know this because we continue to have the help and support from past parents who still come and give up their time, even though their children are no longer at the school.

We funded new books and furniture for the library, helping to turn it into a fabulous 21st Century learning space. We introduced a play group that meets every Friday in KA's classroom. A wonderful way to introduce children and families to our school. We ran two election BBQs, pie drives, discos, the Easter hat parade, hot cross bun drive, cake stalls, an Olympathon and last but not least our fete. The fete was a real credit to the dedicated P&C volunteers, teachers & school community. They all came together to deliver an amazingly well run and financially successful event.

We also donated money to help install five more air conditioners in the classrooms. Our Gardening Gurus continue to help make the school look so beautiful. They spent many hours weeding and trimming the gardens, including upgrading the sensory garden.

I am looking forward to 2017 being just as wonderful. Thank you again!

Tracey Bollard

Heathcote Public School P&C President

School background

School vision statement

At Heathcote Public School (HPS) we are committed to the pursuit of excellence. Our major purpose is to provide dynamic quality teaching and learning opportunities for the students in our care. In doing this we continuously aim to:

- provide a safe, supportive and well-resourced learning environment;
- develop the whole child;
- foster a lifelong love of learning;
- maximise student outcomes across academic, sporting, cultural, technological and leadership arenas;
- develop 21st century critical thinkers who aspire to take their places as responsible global citizens; and
- work in partnership with families and the local community to meet the diverse needs and abilities of all our students.

School context

Heathcote Public School is located in southern Sydney, neighbouring the Royal National Park. It is a member of the Community of Schools on the Park (COSOTP) and belongs to the Woronora River Network. The school is well-resourced with spacious classrooms, a library that incorporates an information technology centre, two covered outdoor learning areas (COLAs), a purpose-built fitness circuit, a hall, a student-maintained vegetable and chicken compound, and a modern canteen that promotes healthy eating habits. Enrolments at HPS have trended upwards in recent years with the school being reclassified as a P2 school at the end of 2016.

We have a vibrant blend of experienced and early career teachers who collaborate to provide a dynamic, safe and caring environment in which each student feels valued, nurtured and challenged to achieve individual excellence within a balanced curriculum framework and to develop the values that form the basis of a democratic, equitable society. The school promotes quality welfare practices and enjoys strong partnerships with parents and the wider community. The school's motto "Success follows effort" and our core values, CARE, underpin all interactions and achievements.

At Heathcote Public School we:

Cooperate

Are responsible

Respect

Excel

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

This section of the Annual Report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework. The framework 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.

In the domain of **Learning** our efforts have been primarily focused on curriculum delivery and well being as it impacts on student learning. Our delivery of Australian curriculum learning areas has been embraced by all stakeholders. Our explicit teaching of the Rock and Water program : an evidence based welfare program has provided students with strategies and resilience to better manage the daily challenges they face. Promoting positive respectful relationships amongst students and staff are paramount in this initiative.

Our focus in the area of **Teaching** has been to equip staff with increasingly high quality pedagogical practices and familiarity with professional standards for teachers. Teachers have been supported through the process of familiarisation

with the many Department of Education (DoE) reforms. All staff developed professional learning goals based on the professional standards and completed their Performance and Development Plans (PDP) in consultation with their supervisor. A set of protocols were developed for peer observation to improve the quality of teaching practice. Staff were able to reflect on lessons and provided feedback to each other in a supportive environment. A beginning teachers' mentor group was also established in 2016. The diversity of expertise amongst our teachers was utilised to support early carer teachers.

In the domain of **Leading**, our priority has been to build leadership capacity and School Planning, Implementation and Reporting. The school is committed to providing both staff and students with opportunities to develop their leadership skills and our achievements in this area are widely celebrated. At Heathcote Public School leadership development is central to capacity building. All staff have purposeful leadership roles based on their professional expertise. Leaders in specific areas mentor other staff to build capacity and aid succession planning. Heathcote Public School fosters positive relationships with all stakeholders and welcomes active participation from parents and community members in a variety of ways including but not limited to parent forums, P&C, Grandfriends Day and a successful biannual school fete. In 2016 a joint initiative between the school and P&C was the formation of the Happy Heathcote Kids Playgroup. This has nurtured relationships with more families in our area and assisted with children's transition to Kindergarten. The P & C strongly supported the school through the provision of additional air conditioning units for classrooms, purchase of mini iPads and generous donations to assist with the school library refurbishment.

Our self-assessment process will assist the school to refine the strategic priorities in our School Plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<http://www.dec.nsw.gov.au/about-the-department/our-reforms/school-excellence-framework>

Strategic Direction 1

Learning Success

Purpose

The purpose of facilitating student learning success is to:

- build our students' academic, social, emotional, physical and leadership capacity; and
- continuously improve literacy and numeracy skills.

We will facilitate successful 21st century learning by developing our students' problem-solving skills and their abilities to think creatively and critically. Our purpose is to provide rich, differentiated learning opportunities through the delivery of the Australian curriculum and a stimulating array of extra-curricular experiences. In striving for personal improvement, upholding school values and embracing leadership opportunities, students will embody our school motto 'Success follows effort'.

Overall summary of progress

Rock and Water

Staff continued to consolidate the Rock and Water strategies implemented in 2015 with students K–6. The Rock and Water pledge and language was used on a daily basis. This year saw a decrease of negative incidents entered on Sentral and an increased number of positive entries. There was a reduced incidence of aggression in Year 3–6 of 73% from 2015 to 2016. The formal teaching of Rock and Water and the increased use of Rock and Water language resulted in student improvement as seen in the data. This whole school focus on building self-control, self-reflection and self-confidence through this program has resulted in students being able to use language that expresses how they feel and behave in a variety of situations. It covers all aspects of their schooling, teaching communication skills and interpretation of body language cues. Lunchtime restorative sessions were conducted to assist students experiencing difficulty using their newly acquired skills during play sessions and class time.

Australian Curriculum

All students have completed geography and history units that align with the Australian Curriculum. Students were involved in Inquiry Based Learning and Stage 3 developed their own research questions based on Bloom's taxonomy. All students were engaged in an Olympic Games unit incorporating the NSW K–6 Geography syllabus outcomes. Three teachers were involved in professional learning on Introducing the K–6 Geography Syllabus. These staff members presented their new insights back at a whole staff professional learning session.

Literacy and Numeracy

We have used the literacy and numeracy continuum to inform our teaching and learning programs. As children enter Kindergarten we are informed of individual student's strengths and needs so that we can plan accordingly. Time restraints make this process difficult and software was problematic this year. The Cogmed training program was delivered to twelve students. The program has assisted students to develop skills in the area of working memory.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Average scaled NAPLAN growth for Years 3 and 5, and Years 5 and 7 to exceed state growth by a minimum of thirty (30) points in all strands (Years 3 and 5 reading and Year 5 spelling growth did not exceed state growth in 2014).	<p>In 2016, average scaled NAPLAN growth for Year 3 to Year 5 was 15 points below state growth in Reading; 8 pts below state growth in Spelling; 1 pt above state growth in Grammar and Punctuation; 3 pts below state growth in Numeracy.</p> <p>Average scaled NAPLAN growth for Year 5 to Year 7 was level with state growth in Reading; 12 points below state growth in Spelling; 24 points below state growth in Grammar and Punctuation; 8 points below state growth in Numeracy.</p>	Professional Learning \$14,751

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Increased percentage of students performing in top 3 bands for literacy (90%) and numeracy (85%).	<p>In 2016 NAPLAN for Year 3 there were 60% of student in the top 3 bands in Reading, 76% in Writing, 67% in Spelling, 71% in Grammar and Punctuation and 52% in Numeracy.</p> <p>In 2016 NAPLAN for Year 5 there were 58% of student in the top 3 bands in Reading, 44% in Writing, 57% in Spelling, 73% in Grammar and Punctuation and 56% in Numeracy.</p>	See above
95% of students achieving expected growth as revealed by PLAN software.	This data is not available.	See above
Increased number of positive incident entries and decreased number of negative incident entries on SENTRAL.	There was a 2.5% decrease in negative incidents entered on Sentral from 2015 to 2016	Nil
WMT results: no students in bottom 2 bands for literacy or numeracy.	<p>In 2016 NAPLAN for Year 3 there were 9 students in the bottom two bands in Reading, 5 students in Writing, 7 students in Spelling, 4 students in Grammar and Punctuation and 8 students in Numeracy.</p> <p>In 2016 NAPLAN for Year 5 there were 11 students in the bottom two bands in Reading, 2 students in Writing, 4 students in Spelling, 6 students in Grammar and Punctuation and 4 students in Numeracy.</p>	Cogmed \$2000

Next Steps

Rock and Water strategies will continue to be implemented in 2017 with students K–6. The Rock and Water pledge and language will be used on a weekly basis. The focus will be on building self–control, self–reflection and self–confidence so that students can use language that expresses how they feel and behave in a variety of situations.

Teachers will be developing and implementing units of work to teach the content and skills from the new Geography syllabus. A whole school scope and sequence will be developed for all KLAs based on an even year and odd year cycle.

In literacy, a rubric of grade expectations for reading and writing will be developed so that data can be collected each term on the number of students below, at or above the grade expectation. From this data, a set of targets will be set for the percentage of students at or above the grade expectation by the end of each term. Collaboration will take place within stage teams to ensure consistency in planning, teaching and assessing literacy and numeracy. This will be facilitated by having stage planning days each term and organising RFF so that stage teams are off together.

In numeracy, a topic based approach will be adopted so that one topic is covered each week with an assessment completed weekly.

The Cogmed program will run for approximately ten students each term to help students develop their working memory.

Strategic Direction 2

High Quality Teaching and Strategic Leadership

Purpose

The purpose of equipping all staff members with excellent pedagogical skills is to: (a) optimise our students' learning outcomes; and (b) support teachers to achieve personal and team success.

A culture of teaching excellence will flourish in an environment where teachers display professionalism; passion for the pursuit of knowledge; willingness to work within effective teams; and commitment to cement 21st century, evidence-based teaching strategies into their daily teaching.

In promoting structured performance development and leading by example, our school leaders will motivate aspiring leaders. Quality teaching and leadership sustainability are symbiotic.

Overall summary of progress

In 2016, teaching staff became familiar with the Australian Professional Standards for Teachers and the new Performance and Development Framework (PDF). Teachers actively engaged with the PDF including goal setting, participation in lesson observations, peer feedback and reflections.

This year has seen a focus on staff development in ICT. Regular timetabling of ES1–S3 iPad lessons has resulted in the use of technology being embedded into regular teaching and classroom practices. QTSS funds were dedicated to staff PL and technology lessons for students led by Miss Anderson. The BYOD program for Stage 3 has been met with enthusiasm and parent support. Collaborative learning experiences promoted IT skills and engagement.

WiFi has been installed in another six classrooms allowing for a wider range of activities to be completed using devices. The whole school is now WiFi enabled. 21st Century Learners Elective Groups focused on collaboration and communication due to a determined effort by staff to integrate these elements into their electives.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
100% of teachers develop PDPs, and engage in professional dialog related to the achievement of goals.	Staff collaborated to formulate the whole school goal. Stage teams worked together to design a team goal Personal goals were written and negotiated with supervisors Executive staff attended PL sessions "Professional Growth Through Classroom Observation" and "Professional Growth Through Reflective Feedback" Teaching observations scheduled and reflective feedback was given Staff were supported through professional learning on giving feedback	Professional Learning funds \$4190
All staff members are familiar with all DEC reforms.	PL sessions were scheduled related to DoE reforms. Teachers added to their quick reference folders of DoE reforms. School Plan was regularly revisited and milestones monitored Teams evaluated evidence.	Nil

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Increased numbers of staff, including experienced teachers, working towards accreditation at various levels.	<p>Beginning teachers mentoring group set up in the school. One beginning teacher completed accreditation.</p> <p>Two early career teachers are working towards completing accreditation in 2017.</p> <p>Two members of the executive team attended professional learning to learn about achieving Highly Accomplished accreditation. These staff members will begin this accreditation in the near future.</p>	Professional Learning \$1364
Regular timetabling of iPad lessons; student portfolios collected by S2–3 students: demonstrate deep knowledge of IT skills.	<p>BYOD successfully implemented in Stage 3 for one day each week, increasing to two days each week by the end of 2016</p> <p>Regular timetabling of ES1–S3 iPad lessons has resulted in the use of technology being embedded into regular teaching and classroom practice.</p> <p>At the conclusion of 2016 we purchased 30 new iPad minis and another iPad syncing cart. This now brings our total number of iPads to 61, with 6 of these being used for library use and one as a part of the Learning and Support program.</p> <p>WiFi has been installed in another six classrooms. The whole school is now WiFi accessible.</p>	<p>QTSS Allocation (0.23 FTE)</p> <p>P & C donation \$4,000</p> <p>Community Grant</p> <p>T4L allocation</p> <p>School funds \$7,000</p>
All teachers make adjustments to learning programs to meet student needs.	<p>Teaching staff completed Autism Online professional learning.</p> <p>Teachers set, taught and evaluated learning goals for students as a part of the Autism Online course</p>	Nil

Next Steps

Through PL sessions staff will develop a deeper understanding of School Excellence Framework. Teachers will be involved in self-evaluating the school practices. Teams will provide evidence to support their evaluations.

Continued refinement of classroom observation protocols and reflection tools to improve teaching practice.

In 2017 all classes from K–2 will have an allocation of 6 iPads per class which will allow multiple classes to simultaneously access mobile technology.

Technology authentically embedded into lessons in ES1 and S1.

BYOD will be implemented in Stage 2 and Stage 3 in 2017.

All teaching programs will reflect learning adjustments made for special needs students.

Strategic Direction 3

Engagement via Learning Connections

Purpose

The purpose of promoting and sustaining learning connections is to:

- deliver curriculum that consistently features high levels of intellectual rigour; and
- engage students with experiences that make explicit to them the significance of their learning.

Strong parent and community school connections positively support student learning outcomes. Our purpose is to maintain the support of a well-informed parent body that is motivated to work with the school for the benefit of all students. Expanding our horizons by working with our COSOTP schools, critical friends and community groups strengthens a 'TEAM' (Together Everyone Achieves More) philosophy.

Overall summary of progress

School / P&C Library Project

The library has gone through significant change this year physically through refurbishment, the use of 21st Century inquiry based learning and a new administration system (Oliver) which successfully occurred over a 12 week period. We had an out-dated library with minimal investment in the physical environment and children were unable to efficiently use the online catalogue system. Our most significant changes have been the purchase of new shelves, extensive culling of books, implementing Oliver, a school based user friendly system of purchasing, accessioning to the shelf and the organisation of teacher resources. We also had a community weekend with volunteers who painted the library.

Athletics Project

We successfully ran a whole school athletics carnival modelled on the structure from Inaburra School. The level of participation was significantly increased, particularly in field events. There was an improved skill level and results in times and distances with some records being broken. We are now able to run a more complete Athletics Carnival using all the facilities available at The Ridge and enlisting our local high school to assist with the running of events.

CARE Project

Students, staff and parents continue to work together reflecting core values of cooperation, respect, responsibility and excellence. School values are reflected through our merit system and our Aussie Spirit Core Value Award.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Equitable distribution of CARE awards K–6.	We have received positive feedback about the CARE system. Our new system ensured that every child received at least one award and there was opportunity for students to achieve more than one award for consistent effort.	Awards \$1000
Increased number of positive incident entries and decreased numbers of negative incident entries on SENTRAL.	There was a 73% reduction in the incidence of aggression in Years 3–6 from 2015 to 2016.	Nil
OASIS records reveal increased library usage and identify borrowing trends.	We were unable to report on usage trends as the Oasis system was replaced by Oliver half way through the year and 90% of books were taken out of circulation.	Professional Learning \$1855
Increased usage of library resources that support inquiry-based learning.	We were unable to report on usage trends as the Oasis system was replaced by Oliver in 2016 and 90% of books were taken out of circulation.	P&C Donation \$29,000 School funds \$2000

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Increased participation in track and field events at zone and regional level.	Due to increased participation in track and field events, we were able to send a larger squad to the Engadine Zone Athletics Carnival.	Nil

Next Steps

Continuation of the CARE merit system. Ongoing evaluations will occur during 2017.

Continuation of Rock and Water explicit lessons and the Rock and Water pledge in 2017. Training of a staff member to facilitate the Rock and Water program.

Data will be collected and analysed during 2017 in an effort to create more specific library targets in relation to borrowing and interests of the children.

Further focus on the development of skills in athletics with focus on the fundamental movement skills. Building on the skills in students in Stage 1 in preparation for their progression to primary athletics in 2018.

Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	All Aboriginal students have PLPs which were implemented and evaluated. There was a specific focus on ensuring that programs were culturally specific and relevant for students. Students attended Koori Kids on the Park and one student received a Deadly Kids Doing Well Award.	Aboriginal Background Equity Loading \$1851
English language proficiency	Literacy support was provided through targeted programs catering to the short term needs of students identified by their parents.	English Language Proficiency Equity Loading \$4790
Low level adjustment for disability	Students requiring low level adjustment were identified and monitored by our Learning Support Team. Our Occupational Therapist also visited classrooms and provided insights and advice into ways that adjustments can be made to the physical environment. The OT and teachers identified students to participate in the Cogmed working memory training program.	Low Level Adjustment for Disability Loading \$19,081
Quality Teaching, Successful Students (QTSS)	These funds were used to release a teacher to enhance the use of technology in the classroom. Team teaching and professional learning for teachers around embedding 21st Century learning in classroom practice has been a priority.	QTSS staffing allocation 0.230
Socio-economic background	Literacy and numeracy support was provided through targeted programs.	Socio-economic Background Loading \$12,422
Support for beginning teachers	A support group for beginning teachers was established by newly accredited teachers. The group was run successfully with one new teacher accredited and two others very close to finishing. Beginning teachers participated in a range of professional learning events.	Nil

Student information

Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	148	142	134	147
Girls	161	163	157	154

Student attendance profile

School				
Year	2013	2014	2015	2016
K	96.7	96.7	97.2	96.8
1	97	95.1	95.2	94.4
2	97.1	94.9	95	94.3
3	93.3	96.8	94.6	94.4
4	95.8	95.9	96.9	94.7
5	96.6	94.3	95.2	96.4
6	95.2	96	94.5	95.1
All Years	96.1	95.7	95.6	95.2
State DoE				
Year	2013	2014	2015	2016
K	95	95.2	94.4	94.4
1	94.5	94.7	93.8	93.9
2	94.7	94.9	94	94.1
3	94.8	95	94.1	94.2
4	94.7	94.9	94	93.9
5	94.5	94.8	94	93.9
6	94.1	94.2	93.5	93.4
All Years	94.7	94.8	94	94

Workforce information

Workforce composition

Position	FTE*
Principal	1
Assistant Principal(s)	3
Classroom Teacher(s)	11.05
Learning and Support Teacher(s)	0.6
Teacher Librarian	0.8
School Administration & Support Staff	2.82
Other Positions	0.11

*Full Time Equivalent

The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce. In 2016 there were no indigenous staff members employed at the school.

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	17

Professional learning and teacher accreditation

Professional learning opportunities were provided to all staff through a range of initiatives, including weekly whole-staff professional learning meetings and school development days. Staff members also attended workshops, professional learning network meetings and conferences outside school hours. A total of \$14,751 was spent on professional learning. This amounted to an average expenditure of \$868 per teacher. Professional learning programs supported both individual goals and the 2016 school priorities.

Staff members participated in professional learning courses to:

- develop their understanding of Department of Education reforms eg. School Excellence Framework; Goal Setting using the Performance and Development Framework; the Code of Conduct; Great Teaching Inspired Learning; Local Schools, Local Decisions; Accreditation for Beginning Teachers and Executive

Teachers; strategic planning including ASR writing, plotting milestones, analysing student growth using PLAN data.

– further develop their skills in implementing the Australian curriculum in the learning areas of literacy; numeracy; history; geography; technology (including BYOD); choir training; and supporting students with challenging behaviours including autism.

All teachers undertook training in supporting students with autism spectrum disorder. All staff members were trained in Child Protection procedures, asthma and anaphylaxis awareness. Professional learning was incorporated in the Performance and Development Framework process, giving teachers the opportunity to identify and work towards individual goals with the support of their supervisor and mentor colleagues.

Four beginning teachers were supported through regular meetings with our beginning teacher mentors. One teacher was accredited at proficient teacher level, while the other beginning teachers undertook professional learning to begin working on their accreditation.

Financial information (for schools using both OASIS and SAP/SALM)

Financial information

The three financial summary tables cover 13 months (from 1 December 2015 to 31 December 2016).

The financial summary consists of school income broken down by funding source and is derived from the school Annual Financial Statement.

The information provided in the financial summary includes reporting from 1 December 2015 to 31 December 2016.

	2016 Actual (\$)
Opening Balance	0.00
Revenue	148 707.23
(2a) Appropriation	117 184.22
(2b) Sale of Goods and Services	26.00
(2c) Grants and Contributions	31 429.50
(2e) Gain and Loss	0.00
(2f) Other Revenue	0.00
(2d) Investment Income	67.51
Expenses	-108 713.30
Recurrent Expenses	-108 713.30
(3a) Employee Related	-58 137.42
(3b) Operating Expenses	-50 575.88
Capital Expenses	0.00
(3c) Employee Related	0.00
(3d) Operating Expenses	0.00
SURPLUS / DEFICIT FOR THE YEAR	39 993.93
Balance Carried Forward	39 993.93

There is no opening balance recorded in the SAP finance table. The opening balance for the school for this reporting period is recorded as the Balance Brought Forward in the OASIS table.

The OASIS Balance carried forward amount (ie, funds on date of migration) is included in the (2a) Appropriation amount in the SAP table.

Any differences between the OASIS Balance carried forward and (2a) Appropriation amount is the result of other accounts and transactions being included in the (2a) Appropriation amount.

Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

	2016 Actual (\$)
Base Total	2 124 030.46
Base Per Capita	15 786.60
Base Location	0.00
Other Base	2 108 243.87
Equity Total	99 357.01
Equity Aboriginal	1 851.44
Equity Socio economic	12 421.74
Equity Language	4 790.31
Equity Disability	80 293.53
Targeted Total	64 099.99
Other Total	14 010.30
Grand Total	2 301 497.77

A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

School performance

NAPLAN

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

The My School website provides detailed information and data for national literacy and numeracy testing. Click on the link <http://www.myschool.edu.au> and insert the school name in the Find a school and select GO to access the school data.

Policy requirements

Aboriginal education

Heathcote Public School expands our students' knowledge and understanding about indigenous Australia in a variety of ways. Teachers of Aboriginal

students at HPS write personalised learning plans for their students each term. Aboriginal perspectives continue to be embedded in the school's scope and sequence plans across all curriculum areas. We have worked closely with our Aboriginal families and communities to ensure these perspectives are culturally specific and authentic in delivery.

We ensure that K–6 are provided with educational programs incorporating respect for traditional and contemporary Aboriginal history and its rich culture. Stage 1 students studied the HSIE unit "Past and Present" in which they learnt about the history of Australia's oldest culture. The Stage 1 students attended an excursion to the Royal National Park at Jibbon Beach, where they participated in Aboriginal dancing, gunyah building and face painting.

At weekly assemblies we pay our respect to the traditional owners of this land, both past and present, and we sing the National Anthem in English and in the Dharawal language.

In Term 1 on March 16, the staff participated in National Close the Gap Day. Staff were encouraged to support achieving Indigenous health equality by 2030.

During Term 2, a teacher, a P&C representative and the four student leaders were invited to the Anzac War Memorial, along with other NSW public schools, to acknowledge the Aboriginal men and women who fought for Australia in the wars.

When celebrating NAIDOC Week and Reconciliation Week, all classes participated in a range of Aboriginal Education lessons and activities. Students produced collaborative artworks, participated in traditional Aboriginal games, and heard Dreaming stories that were collated by our Aboriginal Education contact teacher. We also celebrated NAIDOC Week 2016 by inviting an Aboriginal entertainer to educate the students about Aboriginal culture through speaking, song and dance in a whole-school incursion.

As part of our 21st Century electives program, a group of students participated in the elective called "Nuwulgang Kids" (word meaning "magpie" in Dharawal). In this elective students studied Dreaming stories and made collaborative artworks in response to the stories. Students also participated in traditional indigenous games.

Our Aboriginal students attended two "Koori Kids on the Park" events in the Royal National Park this year, which was organised by a COSOTP principal. Together with the Aboriginal Education and Engagement Team, indigenous students from our COSOTP schools combined to celebrate their Aboriginal heritage. They went bushwalking and made Johnny Cakes. The second event of the year allowed our students to bring a friend along to share in their culture. The children took part in a Zoo Mobile and Dreaming Animal Stories show. It was a meaningful experience that the children, both indigenous and non-indigenous, will remember for years to come.

The school continued to participate in the Sutherland

Local Aboriginal Education Consultative Group (AECG). The group provides advice on matters relevant to education and training with the mandate that this advice represents the Aboriginal community viewpoint. It promotes active participation by Aboriginal people in the community in education related matters.

Our Aboriginal Education Coordinator attended professional learning courses to further her understanding and implementation of Aboriginal education at HPS. She attended the teacher's day for Koori Art held at the National Art Museum and is now trained in the Aboriginal eight ways of learning

A Deadly Kids Doing Well Award was presented to one of our Aboriginal students in a ceremony at UTS in recognition of her continued participation and promotion of Aboriginal culture within the school, and her improvement in literacy and numeracy.

Multicultural and anti-racism education

At the beginning of 2016, Heathcote PS teachers chose cities around the world as their class names. Some of the names included Kinder Athens, Kinder Vancouver, 3/4 London, and 3 Sydney. These were chosen to coincide with the Olympic year. Each class studied their city and country in detail in relation to Australia, comparing and contrasting populations, food, traditions, cultures and interesting facts. When the Olympics were being held in August, Heathcote PS and the P&C ran a whole school Olympathon Day to increase awareness of countries around the world coming together in the name of sport. Year 6 students led their peer support groups in many sporting activities on the day. Students also recorded the medal tally for their class's country whilst the Olympics were being held.

As part of our 21st Century Learners groups, we incorporated some electives with a multicultural perspective to allow students the opportunity to gain a deeper understanding of how people around the world live, read and play. One group learnt Chinese, admiring the art form in calligraphy, representing their name in Chinese and learning to say numbers in the language.

Heathcote PS rejects all forms of racism and is committed to the elimination of racial discrimination. A teacher was recently trained as an Anti-Racism Contact Officer (ARCO) and has taken the responsibility to resolve issues with staff, students, parents and community members at Heathcote Public School who feel they have been prejudiced due to their race, religion, gender, disability, age, culture or language. She is available at any time to speak with anyone on these issues.

In Term 1 our students celebrated cultural diversity on Harmony Day. The central theme for 2016 was 'our diversity is our strength'. Students and staff engaged in activities centred on the valuable contributions each individual has to offer to their community. It was also a day when the school reflected on inclusiveness, respect and a sense of belonging for everyone.

Under the banner of the SRC, our students continued

to support Tacdugan School in the Philippines by donating books and school packs for the students there. Our support efforts increased this year because of severe floods which caused significant damage to the school. The lengths locals had to go to in order to deliver the resources to the school when it was cut off by the floods, combined with the determination of students from outlying villages to make their way to school serves as fine examples of bravery and resilience for our students. Our students learnt via video links, the high value students and their families place on attending school so they can be educated.

In Term 4, Stage 1 held a "Celebrations Day". The students in Year 1 and 2 were studying "Celebrations" as part of their HSIE unit. Each student learnt about traditions and festivals that are entrenched in cultures around the world. Diwali was celebrated by creating coloured sand patterns (rangoli) around the library, children learnt the story of Diwali and why there are coloured lights during the festival. For Chinese New Year, students made dragons and lanterns and were told the traditional story of the festival. The teachers ensured that students understand and show respect for the many different cultures living in Australia and around the world.