

Heathcote East Public School Annual Report



2016



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Introduction

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

Katherine Hartigan

Principal

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Message from the Principal

2016 was a wonderful year of learning for Heathcote East Public School students. Many and varied teaching, learning and extra-curricula opportunities were offered, building on new initiatives that had been implemented the year before. Even though Heathcote East is a small school, students are offered the same, if not more, educational opportunities than are offered at larger schools in a safe, nurturing environment.

These learning opportunities are made possible through the hard work, dedication and collaboration of our teachers, who go above and beyond to ensure students receive a differentiated program that caters for their individual needs and talents. Working collaboratively with teachers is our support staff, including School Learning Support officers and our School Chaplain. As a strong cohesive team, teachers and support staff deliver highly engaging teaching and learning activities to allow each student at Heathcote East to flourish and progress at their own individual level. At HEPS we continue each day to encourage our students to do their best and work hard in all aspects of school as we strive for excellence. Our students achieve great results in Literacy and Numeracy and other curriculum areas thanks to the excellent teaching and learning programs being delivered into our classrooms on a daily basis.

Year 5 results in NAPLAN in 2016 were outstanding. Year 5 growth from Year 3 to Year 5 was very strong. In Year 5 Spelling, 85.7% of students made equal to or greater than expected growth. 58% of students performed in the 75th percentile or above. In Year 5 Grammar and Punctuation, 71.4% of students made equal to or greater than expected growth. 42.9% of students performed in the 75th percentile or above. In Year 5 Numeracy, 84.6% of students made equal to or greater than expected growth. 46.2% of students performed in the 75th percentile or above. In Year 5 Reading, 50% of students made greater than or equal to expected growth. 35.7% of students performed in the 75th percentile or above. These results are outstanding and are a result of quality, explicit teaching.

Student leadership took on a very different format in 2016 to raise the profile of our student leaders. We are in a unique position at Heathcote East, where every student in Year 6 has a leadership role. School Captains, Vice Captains and Prefects lead the school at ANZAC Day services, Kindergarten Transition sessions, Education Week activities, welcomed special guests to our school and lead formal assemblies. House captains lead their sporting house at swimming, cross country and athletics carnivals. Student Representative Council was introduced in 2016, with representatives from every class across the school.

Our talented Creative and performing Arts students were offered opportunities through Create South and performances at the Sutherland Shire Schools Music Festival and the Sydney Region Strings Festival. Our Junior dance group performed at Westfield Miranda as part of Education Week and both our Senior and Junior dance groups performed at the Engadine Street Festival and at Kindergarten Transition, delighting the crowds on both occasions.

Student Wellbeing underpins everything we do and, this year, we have worked hard to evaluate the current CARE Wellbeing Program as we move to full implementation of the revised program, reflective of 'Positive Behaviour for

Learning' principles in 2017. We applied for and were successful in receiving funding for a School Chaplain two days a week for three years through the Department of Education, Employment and Workplace Relations. Our School Chaplain provides social and emotional support for students and families. Small group social skills programs were run for students experiencing difficulty making and maintaining friendships and in class support was also provided.

Our Indigenous students attended Koori Kids on the Park, a fabulous day of learning about Aboriginal culture. What was also extremely pleasing was the number of parents from Heathcote East who volunteered to assist on the day. One of our Aboriginal students received a "Deadly Kids Doing Well" award at The University of Technology, Sydney. To raise the profile of Aboriginal and Torres Strait Islander culture even further, a day of aboriginal cultural experiences was organised with 'Goanna Hut'. Students participated in a smoking ceremony, watched and participated in Aboriginal dance, painted boomerangs, listened to Dreamtime stories and watched didgeridoo performances. Students were engaged and thoroughly enjoyed the event, while learning important lessons about respect and tolerance. These messages were also reinforced in activities undertaken on Harmony Day and Bullying No Way! Day.

In the community, our school continued its strong association with John Paul Village, Heathcote High School and the Creative Gardens Early Learning Centre. Relationships were also forged with other local Early Learning Centres including Heathdene, KU Heathcote and Discover My World at Engadine with presentations about school readiness. Our Transition to School program for Kindergarten was very successful with positive feedback from parents and children in attendance. Heathcote East is also part of 'Community of Schools on the Park', a strong community of schools that meet throughout the year sharing ideas, resources and effective teaching strategies.

A school is the sum of the students, teachers and parents. Our P&C is full of hardworking, committed parents who organised the most amazing fundraising activities this year, the most successful being the inaugural 'Colour Dash', raising money specifically for airconditioning. After many months of hard work organising the event, the amount of money raised (\$18500) exceeded everybody's expectations. The day itself was outstanding. The numbers of local community members in attendance was quite simply, amazing, and a fantastic way of showcasing our school to the wider community. The numbers of parent volunteers was a credit to this community. The number of happy faces and positive comments reflected what an amazing community event this was. It's no surprise that the Colour Dash is now an annual event on the Heathcote East calendar.

In an Olympic year, the school held a very successful Olympathon. The weather was definitely not kind, but that didn't dampen the spirits of the students or the family members who turned up to cheer on their children. The school raised an amazing \$8500. A big thank you to Jenny Green for all her hard work organising this event.

We bid farewell to Mr Buchan in 2016, in his last year of teaching. He leaves behind a legacy of exceptional service to Public Education. He was a passionate, dedicated educator who will be sorely missed. Always the organiser of sporting events, it was a fitting farewell to him on the last day of Term 4 when the Year 6 students played a game of volleyball against the teachers, with many parents in attendance to watch.

I would like to take this opportunity to thank all the teaching staff for their hard work and commitment, our office staff forgoing above and beyond and our hard working parents who are often here working quietly in many areas of school life and sometimes may go unnoticed.

Kathy Hartigan

Principal

Message from the school community

A huge **thank you** to everyone on the P&C throughout 2016 for all the time and effort that was put in. Our hard work positively contributes to our great school and makes a difference for our children. Hopefully, sooner rather than later, they'll be learning in air conditioned comfort and when that happens, we can all give ourselves a little clap! Thanks

2016 in review:

We certainly had another **fantastic fundraising** year, with numerous events, including:

Easter raffle, raising \$724; "Design your own plate" initiative, making \$438; Sale of Cook Community Classic Tickets \$746, Mother's Day Stall and Raffle, earning \$1152; Father's Day Stall and Raffle making \$795; Bunnings Cake Stall, raising \$1235; Bunnings BBQ \$1322; OSHC BBQ at "Carols at Cooper Street" making \$800 and the inaugural HEPS Colour Dash was an amazing success, with the school raising \$18,551.

All of this effort, totalled over \$25,000– what an amazing achievement! Well done everyone!

P&C Contributions to HEPS:

- \$5000 Grant from the State Government (combined with \$5000 contribution from P&C) for the upgrade and refurbishment of the Kindy verandah into a beautiful play space;

\$2000 Grant from Teachers Mutual Bank for the construction of our very own HEPS Veggie Garden;

Supporting the "Welcome Back" BBQ and Disco;

In combination with the departing Year 6 of 2016, the purchase of two new HEPS tear drop flags to proudly display who we are when out in the wider community;

Our OSHC continues to go from strength to strength and received new carpet, fresh paint and lots of new equipment this year. With Ashley Stephenson as Director, we are in good hands to remain a wonderful asset to the school; and

As mentioned earlier, air conditioning will be installed throughout the school in the near future.

In 2016, we also **bid farewell to Mr Buchan** after many, many years of fantastic service to our school and we wish him all the best in the future.

Huge **thank you also to our wonderful HEPS staff**, whom play such an integral role in our children's lives and are so dedicated to supporting the students every inch of the way. Your support of our children is very much appreciated, as is your enthusiasm and help with P&C fundraising activities. It is a great example to the children to see you all so actively involved and the staff and P&C all working as one team.

A big **thank you also to the parents of HEPS** who continually support our fundraising activities and/or provide ideas or feedback to the P&C. It all counts and contributes to us working together and improving our great school.

Finally, a massive thanks to our departing P&C members, in particular Amanda Griffiths, Alicia Noakes, Leanne Lambert, Rachael Roberts and Liz Sherwood who have all served for the past 3 years or more. These ladies have been amazing in their roles and contributed enormously to the P&C and HEPS. They will certainly be hard acts to follow!

Kylie Stewart

P&C President

School background

School vision statement

As a strong school community we will inspire learners to strive for personal success to grow and become caring, responsible and engaged citizens. This will be achieved by:

- Promoting and maintaining high standards and expectations across the learning community.
- Engaging learners in relevant learning framed from modern quality pedagogy.
- Developing a culture where learners encourage and support each other in a broad range of academic, sporting and creative pursuits.
- Engaging in a learning community where collaboration between school and home maintain a focus on excellence in all areas.

School context

Heathcote East Public School is a strong community school situated in the Southern Suburbs of Sydney bordering the Royal National Park. Featuring wide open playgrounds, students play together and develop confidence and friendship. Students encouraging and supporting each other in a nurturing environment can be seen in all that we do, encompassing our school motto of Care and Share. An active P and C support the school in a wide range of ways throughout the school year. Our school may be small in numbers, but mighty in all that we do.

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 school focussed on the elements of *Learning Culture, Wellbeing and Curriculum and Learning*. The school continued to implement the whole-school CARE program, a value based behaviour system, which was further built upon in 2016 after initial implementation in 2015. Ongoing evaluation of the program identified the need for changes to ensure increased engagement of students. The tightening of processes and procedures has resulted in the creation of a more positive and productive learning culture amongst staff and students. Following the principles of Restorative Practice, guided self-reflection is used by students to take responsibility for their own behaviours. The values of Co-operate, Achieve, Respect and Encourage underpin all learning at Heathcote East, with students systematically taught positive behaviours related to CARE. In 2016, Year 6 students introduced the 'Rule of the Week' at morning assemblies each Monday followed with explicit teaching in classrooms that week. Improved data collection, monitoring and analysis of behaviours resulted in improvements in student behaviour. The CARE program was outlined to parents at the beginning of the year at Parent/Teacher nights to ensure a whole school understanding of the school's wellbeing system and its impact on student engagement and learning. In 2016, the Student Representative Council (SRC) was established with representatives from every class in the school enabling a greater student voice across the school. Initiatives undertaken by the SRC in their inaugural year were fundraising for 'Day for Daniel' and 'Beanies for Brain Cancer' Day and the development of HEPS Handball Rules to alleviate any issues in the playground.

To build on the learning culture at HEPS, more consistent language and behaviour expectations from all staff with more frequent acknowledgement of students displaying positive behaviours has resulted in the increased engagement of students in their learning. In 2016 at HEPS, we focused on the teaching of Literacy and Numeracy across all learning areas. Teachers developed engaging, challenging teaching and learning programs reflective of Focus on Reading strategies. Attention to the needs of all student groups was a significant achievement in 2016. Individual learning plans were developed with parent consultation and implemented for all students with high learning needs. Indigenous students were provided with an increasing number of opportunities to participate and contribute to the HEPS learning environment. Positive, respectful relationships are evident amongst students and staff.

To provide for students across all curriculum areas, HEPS provides a significant range of extra-curricula opportunities to support student development. A high percentage of the school population participates in the Sutherland Shire Schools Music Festival. There is strong student participation in chess, public speaking, Premier's Spelling Bee, Create South and a student led art club was established at lunchtimes.

In the Teaching domain, our school focussed on the elements of *effective classroom practice, collaborative practice and learning and development*. 2016 saw the initial implementation of Formative Assessment strategies to guide teaching and learning programs. Bump it up walls, student learning goals and WALT and WILF were introduced into classrooms. Staff embraced trialling and embedding these changes in teaching practice and are building their capacity to trial new techniques and understand the research underpinning the strategies. Teachers are understanding the importance of providing explicit, specific and timely feedback to students on how to improve, evidenced through professional dialogue and the sharing of effective practices. Formative assessment will continue to be an area of further development in 2017.

All teachers are familiar with and have completed their performance and development plans. The teaching staff agreed to focus on building their knowledge around and embedding Focus on Reading strategies and to develop and implement a variety of formative assessment activities. Classroom observations by peers and school leaders were successful and allowed for teachers to self-reflect on and improve their teaching practices. Staff collaborated across stages to ensure consistency of curriculum delivery and consistency of judgement during Teacher Professional Learning sessions. The teachers extracted particular standard descriptors that aligned with our school plan and developed these into their personal PDP goals. Each teacher met with either the Principal or Assistant Principal throughout the year. These meetings were used to set further development goals for the next Performance and Development cycle.

At HEPS, data informs our planning and practice. At the end of each year, teachers pass-on information to the next year's teacher. This gives teachers' extensive data on each individual child in their new class. This information is used when forming classes and is the basis for teaching and learning programs at the start of each year. In 2016, the school utilised PLAN data (Planning Literacy and Numeracy) to track students learning growth across the Literacy and Numeracy continuums. The data is used to monitor students learning progress and to identify skill gaps for improvement.

In the domain of **Leading** the school focussed on the elements of *Leadership, School Resources and School Planning, Implementing and Reporting*. Distributed leadership is evident at Heathcote East with all staff having purposeful leadership roles based on professional expertise. The school has productive relationships with external agencies and community organisations. To ensure continuity of learning and support the successful transition of students from one educational setting to another, active partnerships have been established with local Early Learning Centres, Community of Schools on the Park network of schools and Heathcote High School. There have been many opportunities in which our school has combined with local schools in order to share expertise and resources that help benefit all students. The school community is committed to the school's strategic directions and practices to achieve educational priorities. This is evidenced in the positive Tell Them from Me Survey feedback from parents. Staff expertise is recognised and shared across the school. All staff have clear roles and responsibilities that are carried out effectively and professionally.

There was an outstanding level of support from our school community during special events in 2016, none more so than when the Heathcote East community worked collaboratively for the extremely successful inaugural Colour Run.

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

Students will become successful, responsible, self motivated learners who are able to think imaginatively and who critically resolve problems with a global outlook

Purpose

At Heathcote East, our purpose is for all students to be confident and engaged in their own learning, to develop a love of learning and to utilise skills and experience to be resilient when facing problems or difficulties. We want our students to be able to adapt to new and challenging situations. We are developing students who are in charge of their own destiny, and who consider local, national and global perspectives.

Overall summary of progress

In 2016 the school focused on three projects to develop the whole child: the CARE (Co-operate, Achieve, Respect, Encourage) Wellbeing Project, the Assessment for Learning Project and Focus on Reading Project.

After initial implementation of the CARE program in 2015, Heathcote East further implemented and modified the CARE Wellbeing Project after feedback from staff indicated there were still some inconsistencies in implementation of the program. The principles underpinning CARE were revisited and clarified for all staff and students and explained to parents at 'Meet the Teacher' Night early in the year. 'Rule of the Week' was introduced at morning assembly each week, with explicit teaching around that rule. 'Bullying No Way' Day was acknowledged with a permanent sign in the Hall made by all students in the school. 2016 also saw the implementation of the Student Representative Council with representation from all classes across the school; the introduction of social skills programs at lunchtimes run by the School Chaplain and the introduction of additional lunchtime activities including art and chess activities.

The school completed the project milestones for the Assessment for Learning Project for 2016. PLAN data using the Literacy and Numeracy continuums was updated and analysed each term to guide the planning and implementation of teaching programs. School, group and individual NAPLAN data was analysed to identify strengths, trends and areas for improvement with particular attention paid to the analysis of questions involving problemsolving. Teachers participated in Professional Learning on Assessment for Learning/ Success Criteria practices and began to implement Assessment for Learning strategies in classrooms. Classrooms display WALT and WILF signs and student work reflective of WALT and WILF.

Lesson studies emphasising collaborative practice targeted the delivery of 'Focus On Reading' lessons to embed 'Focus on Reading' strategies in reading lessons across the school. The school focused heavily on engaging students explicitly in developing their understanding of the 'Super Six' comprehension strategies and vocabulary development. NAPLAN results in Reading were above state average in both Year 3 and Year 5.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
80% of students demonstrating or exceeding expected growth along the Literacy and Numeracy continuums through tracking students along PLAN, in-school assessment data.	75% of students are achieving at or above in PLAN data for Literacy. 82% of students are achieving at or above in PLAN data in Numeracy. 75% of students were at the expected level in Kindergarten at the end of 2016.	Literacy and Numeracy resources purchased: \$1000 TPL: 2 days \$1000 Teacher release: \$1300
Increased number of students achieving or exceeding expected growth from Year 3 to year 5 in NAPLAN. 2015 expected growth R – 66%, W – 60%, M – 47%. 2017: 70% in all areas.	Year 5 students showed significant growth in NAPLAN results. Year 5 NAPLAN growth data shows: Numeracy: 84.6% of students showed greater than or equal to expected growth Reading: 50% of students showed greater than or equal to expected growth Spelling: 85.7% of students showed greater than or	Per capita allocation: \$6804: Teacher release

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Increased number of students achieving or exceeding expected growth from Year 3 to year 5 in NAPLAN. 2015 expected growth R – 66%, W – 60%, M – 47%. 2017: 70% in all areas.	<p>expected growth</p> <p>Grammar and Punctuation: 71.4% of students showed greater than or equal to expected growth.</p> <p>While Year 5 growth is excellent the Writing and Spelling across the school is still an area for further development.</p>	
Increasing level of reporting grades for all year groups. As per ESR reports.	<p>95% of students are achieving at or above in reporting grades for English as per ESR reports.</p> <p>94% of students are achieving at or above in reporting grades for Mathematics as per ESR reports.</p>	\$700 Momentum Reports
100% of students reaching Personalised Learning Plan goals	Personalised Learning Plans are developed, reviewed and updated in conjunction with parents at last twice a year.	\$2000 teacher relief for development of PLPs and review meetings with parents.
Fewer negative behaviours as evidenced by reduced number of pink slips.	<p>School data confirms less negative incidents in the playground and in classrooms.</p> <p>Positive Tell Them From Me surveys– staff , students and community around student behaviour.</p>	

Next Steps

CARE Wellbeing Project:

CARE program extended into playground with signage purchased to remind students of expected behaviours. Matrix of behaviours to be developed.

Student Wellbeing and Effective Learning Policy updated

Positive Behaviour for Learning to be implemented. Teacher Professional Learning to be undertaken

GOT IT! Mental Health and Social Skills Program to be implemented.

Improved data collection, monitoring and analysis of behaviours through documentation through LMBR system

SRC to have an increased presence and voice in the school.

Assessment For Learning Project:

Continued Assessment for Learning project implementation focused on Writing– teaching practice and feedback to students focus.

Ongoing TPL sessions on Assessment for Learning/Success Criteria practices with a Writing focus.

Embed formative assessment practices within writing sessions K–6.

PLAN data updated and analysed each term with a focus on analysis of data using Data Wall.

Focus on Reading: Continue to grow and sustain implementation

Numeracy: Teacher Professional Learning: Mathematics Building Blocks in Numeracy

Teacher Professional Learning: Consistency of Judgement

Environmental Education Project:
Establishment of Heathcote East Vegetable Garden

Sustainability initiatives to raise the awareness of 'Looking after our Planet': Nude Food days, Clean Up Australia Day, Watch our Watts, Earth Hour

Establishment of a Bush Tucker Garden



Strategic Direction 2

Staff will be professional, enthusiastic, innovative educators who critically reflect on their pedagogy.

Purpose

At Heathcote East, our purpose is to build engaging, innovative learning in all classrooms to improve student outcomes for all. To achieve this, teachers are provided with opportunities to develop their teaching capacity and consistently improve through ongoing professional learning based on a strong research base, professional collaboration and the sharing of expertise. Challenging teaching programs are developed to meet the needs of all students.

Overall summary of progress

2016 saw the continued implementation of the Performance and Development Process. All teachers are more familiar with the process and have completed their performance and development plans. Meaningful goals were set derived from the Australian Professional Standards for Teachers and the Australian Teacher Performance and Development Framework based on reflection of teachers' own teaching practice, informed by evidence and feedback and aligned with the strategic directions of the school plan. All staff set three personal learning goals, with one common goal linked to Focus On Reading. Teachers negotiated class visits to observe each other's practice, with one lesson observation based on observing a Focus on Reading lesson, offering constructive feedback and enabling professional dialogue.

Staff participated in weekly Professional Learning sessions, in addition to Professional Learning sessions on School Development Day and courses selected specifically for individual teachers. Professional learning was mainly focused on embedding Focus On Reading strategies in reading lessons, Formative Assessment/ Learning Intentions, CARE Wellbeing implementation, Evidence Collection and the School Excellence Framework. Assessment and reporting procedures were revisited and a new report format was successfully implemented, with positive feedback from parents.

After initial implementation in 2015, the Heathcote East Programming Policy K–6 was reviewed and updated in 2016. Teaching programs were regularly reviewed against the policy, with constructive feedback for improvement given. Collegial meetings regarding planning, programming and assessment were undertaken by all staff with effective programming formats being shared. Evidence of Focus on Reading strategies was required in programs. Teachers have concise guidelines to follow which has led to the development of improved lessons and programs of work for students. Through collegial discussion, a K–6 History/ Science/ Geography Scope and Sequence was developed.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Increasing number of students at Sound or above in all learning areas.	95% of students are achieving at or above in reporting grades for English as per ESR reports. 94% of students are achieving at or above in reporting grades for Mathematics as per ESR reports.	RAM allocation: Literacy and Numeracy: \$3812
Assessment results demonstrate unified teacher judgements (in class assessments, PLAN and NAPLAN)	PLAN data using the Literacy and Numeracy continuums was updated and analysed each term to guide the planning and implementation of teaching programs. School, group and individual NAPLAN data was analysed to identify strengths, trends and areas for improvement which will guide 2017 Literacy and Numeracy programs. Teachers participated in Professional Learning around Consistency of judgement in plotting students on PLAN and the allocation of A–E grades on student reports, with a particular focus on writing. Teachers began preliminary discussions around reporting to parent procedures with a view to revisiting in more depth in 2017.	

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
100% of teachers will articulate and frequently review agreed professional learning goals which meet Australian Professional Standards for teachers in the Performance and Development Framework.	<p>All staff completed their own Performance and Development Plan (PDP), identifying at least three personal goals to build their teaching capacity with one goal linked to Focus on Reading.</p> <p>All staff have participated in classroom observations, and completed at least one written peer observation feedback. They met regularly with the Assistant Principal or Principal to discuss progress made on their goals throughout the year and participated in relevant Professional Learning to assist them to achieve their goals.</p>	QTSS funds: \$4000
All teachers engage in data analysis to inform teaching and learning programs	<p>PLAN data analysed each term to guide the development of differentiated teaching and learning programs.</p> <p>Visible learning goals have been implemented in classrooms using Literacy and Numeracy continuum markers to ensure teaching is differentiated and enhances student engagement.</p>	

Next Steps

Performance and Development Project

PDPs to be further embedded into everyday practice with staff collecting verifiable evidence of progress towards goals.

Lesson observations to continue. Classroom walkthroughs and lesson studies to be implemented.

Writing/ Spelling Project

All classroom teachers will complete professional learning in Writing (Seven Steps), Spelling and Numeracy as based on NAPLAN 2016 data.

Instructional Leader program: Kindergarten and Year 1 teachers to participate in professional learning around the implementation of a reading and writing program based on L3 strategies.

Future Focused Learning Project

Flexible learning space to be developed with agile furniture to allow for student centred learning, collaboration between students, critical and creative thinking, enhanced communication and project based learning.

Teacher Professional Learning on STEM based learning programs.

Focus on development of teacher ICT skills. BYOD investigated.



Strategic Direction 3

The school community will build a shared identity and vision focused on excellence, inclusivity and increased community engagement.

Purpose

At Heathcote East, our purpose is to develop close home/school partnerships, with all families engaged in school and student learning to strengthen academic and well-being outcomes for students. Our purpose is for families to have high expectations in all Learning Areas, value student learning and encourage self directed learning and resilience.

Overall summary of progress

Heathcote East continued its strong links with other schools, communities of schools, businesses and alliances with other learning organisations in the local community. Positive connections were established and maintained between Heathcote East and local Early Learning Centres. 'Readiness for School' Parent Information sessions were delivered and pre-school students were invited to participate in school events. Students from 'Creative Gardens Early Learning Centre' visited Heathcote East for a series of Transition to Kindergarten sessions to strengthen relationships between the school and prior to school settings. Senior students participated in a fortnightly peer-tutor reading program with pre-school students to build their confidence and self-esteem, connect with their community and develop a sense of responsible citizenship maximising their engagement and achievement.

Positive connections between Heathcote East and local high schools were maintained, with students participating in 'Transition to High School' programs and the Student Leadership in Primary Schools leadership program in conjunction with Heathcote High School. Students also participated in events across communities of schools including Koori Kids on the Park and Sustainability Camp.

The profile of Aboriginal Education was raised with NAIDOC Week celebrations that introduced students to Aboriginal culture through traditional dance and a smoking ceremony, listening to Dreaming stories and painting boomerangs. A mural was painted on a wall in the school playground and students' handprints now welcome visitors to Heathcote East.

An active and involved P&C committee supports the school in a wide range of ways throughout the school year. The attendance rates at P & C meetings and whole school assemblies remained high throughout 2016. There is an outstanding level of support from the Heathcote East school community during special events, particularly evidenced when the Heathcote East community worked collaboratively for the extremely successful Colour Run in 2016. The large number of local community members participating showcased the community nature of Heathcote East. Special events such as Sporting Carnivals, Grandparents Day/ Book Week and Education Week celebrations attracted a large number of parents and extended family. The End of Year School Concert was a wonderful showcase of our talented students to the wider community and was extremely well attended.

Significant improvements have been established to promote school initiatives and successes across the wider community. The creation of a new Facebook page has resulted in real time updates of student and teacher activities to keep parents well informed and has allowed for the acknowledgement and celebration of student, staff and whole school achievements.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Increased attendance at parent and citizens' meetings, parent teacher meetings, meet the teacher sessions.	All new 2017 Kindergarten parents met with the Principal to allow for meaningful exchange of information to ensure a smooth transition to school in 2017 for new students. Positive relationships developed with new families for 2017. 90% of parents in attendance at parent/teacher interviews. Strong attendance by parents at P&C meetings and school assemblies. Strong support for fundraising initiatives: Bunnings Barbecues and cake stalls.	

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Increased positive feedback from school surveys and TTFM surveys	<p>Improved parent communication as indicated by TTFM survey analysis.</p> <p>In TTFM surveys, parents identified strengths of the school as supporting positive behaviour, safety at school, supporting learning and making parents feel welcome.</p>	
Increased parent engagement through access to digital communication.	<p>Improved communication with parents through creation of School Facebook page which is regularly updated.</p> <p>Website and Facebook page regularly updated with news/ information/photos.</p> <p>Reports completed using new report format and online parent/teacher interview booking system.</p> <p>Extremely successful 'Olympathon' fundraising event with large numbers of parents in attendance, even though it was raining heavily.</p>	<p>Social Media masterclass for Principal and AP \$500</p> <p>SchoolReports online purchased: \$200</p>
<ul style="list-style-type: none"> Development of wider community relationships. 	<p>Strengthening of community partnerships evident with visits from Early Learning Centres and school presentations at Early Learning Centres.</p> <p>Heathcote East 'Little Heroes Playgroup' established to allow for networking for local parents and children.</p> <p>Successful Open Day for prospective 2017 parents as measured by positive parent feedback/evaluation.</p> <p>Successful Transition to High School Program with HHS.</p> <p>Exceptional numbers of wider community members in attendance at the Heathcote East inaugural Colour Run. Colour Run to be an annual event .</p>	<p>Playgroup establishment \$300</p> <p>Open Day expenses: \$500</p>

Next Steps

- Continue to implement 'Tell Them from Me' surveys to students, staff and parents.
- Update and improve School website
- Continue use of surveys and data to indicate connecting with community.
- Offer increased number of parent information sessions on curriculum areas and around the CARE wellbeing program and NAPLAN analysis. Interrelate Parent Information evenings to be organised.
- Provide increased opportunities for parents to be involved in learning experiences at the school: BEAR Parent Tutor program.



Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	<p>Respect, tolerance and increased understanding of Aboriginal culture amongst whole school as a result of NAIDOC Week incursion.</p> <p>All Aboriginal students have a Personal Learning Plan (PLP) and are making progress across the Literacy and Numeracy continuums as indicated by the school's PLAN data.</p> <p>Aboriginal students are gaining a rich understanding of their culture and heritage through attendance at the community COSOTP 'Koori Kids on The Park' activities.</p> <p>One student received a Deadly Kids Doing Well Award.</p> <p>Attendance reviewed & monitored.</p> <p>SLSO support for students built into SLSO timetable</p>	<p>RAM Aboriginal Funding Support: \$1454</p> <p>Funding: Naidoc Week: \$400</p> <p>Teacher release for parent meetings: \$400</p> <p>SLSO/LaST support: \$654</p>
Low level adjustment for disability	<p>Completion of Nationally Consistent Collection of Data (NCCD data).</p> <p>School Learning Support Officers employed to support students with additional needs who do not have targeted funding to improve student learning outcomes.</p> <p>All students requiring adjustments catered for through classroom adjustments.</p> <p>Reporting, NAPLAN and PLAN results reviewed for identified students showing students are accessing the curriculum and showing individual growth along the Literacy and Numeracy continuums and improved engagement.</p> <p>All students requiring adjustments and learning support are catered for within class programs and whole school strategies.</p> <p>Identified students received ILPs or specific learning adjustments. ILPs reviewed written and reviewed with parent consultation.</p>	<p>RAM allocation: \$7386</p> <p>SLSO time purchased to support students: \$4986</p> <p>Teacher release for ILPs \$2400</p>
Quality Teaching, Successful Students (QTSS)	<p>Assistant Principal released to observe teaching practice and provide feedback as part of the PDP process.</p>	<p>QTSS funds: \$4000</p>
Socio-economic background	<p>Financial assistance of students.</p> <p>Writing, implementation and reviews and adjustments of Individual Learning Plans (ILPs) to enhance student learning outcomes.</p> <p>CARE program resources implemented.</p>	<p>Resources</p> <p>\$5718 (RAM funding)</p> <p>CARE resources: \$300</p> <p>\$200 student assistance</p> <p>SLSOs \$4018</p> <p>Teacher release for</p>

Socio-economic background

Financial assistance of students.

ILPs \$400

Writing, implementation and reviews and adjustments of Individual Learning Plans (ILPs) to enhance student learning outcomes.

Teacher release for parent meetings: \$800

CARE program resources implemented.



Student information

Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	66	69	75	82
Girls	56	47	51	45

Student attendance profile

School				
Year	2013	2014	2015	2016
K	93.5	97.1	97.4	96.3
1	93.9	94.2	97.3	97.7
2	94.9	96	93.7	97.4
3	89.6	95.5	94.6	95.9
4	96.3	94.1	95.1	96.3
5	96.3	96.9	92.4	95.5
6	91	97	94.3	92.9
All Years	93.6	95.9	95	96.1
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

Management of non-attendance

Student attendance remains high at Heathcote East Public School. Attendance is monitored closely by all staff. The school community are clearly communicated the importance of daily attendance. Letters are issued to families who have unexplained absences.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Assistant Principal(s)	1
Classroom Teacher(s)	3.41
Learning and Support Teacher(s)	0.2
Teacher Librarian	0.2
School Administration & Support Staff	1.71
Other Positions	0.04

*Full Time Equivalent

No member of staff at Heathcote East identifies as Aboriginal.

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	

Professional learning and teacher accreditation

Staff at Heathcote East Public School completed extensive professional learning during 2016. Weekly PL meetings, Staff PL days and evenings, external courses, guest speakers, conferences and mandatory training all contributed to improved teaching /learning outcomes for teachers and students. Our PL included; PLAN/NAPLAN analysis, classroom observations, CARE Wellbeing Project, programming, consistency of teacher judgement in Writing, Geography, History, Science Scope and Sequence development, student goal setting, technology–googleapps, understanding our school plan and strategic directions, School Excellence Framework and evidence collection, Tell Them From Me Analysis. Mandatory training for all staff included: Anaphylaxis, WHS inductions, CPR, code of conduct for teachers and child protection.

School Development Days

Term 1: 2016 Planning, Code of Conduct, Child Protection, Assessment for Learning

Term 2: CPR and Anaphylaxis; Assessment for Learning

Term 3: Bruce Sullivan: Growth Mindset

Term 4: PLAN/NAPLAN Analysis, Tell Them From Me Analysis, Formative Assessment, Writing, Spelling, Scope and Sequence: History/Geography/Science

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.

Income	\$
Balance brought forward	47 357.44
Global funds	116 722.99
Tied funds	148 824.73
School & community sources	84 879.51
Interest	1 681.30
Trust receipts	680.60
Canteen	0.00
Total income	400 146.57
Expenditure	
Teaching & learning	
Key learning areas	2 104.18
Excursions	7 055.19
Extracurricular dissections	38 966.06
Library	1 278.56
Training & development	856.05
Tied funds	115 380.10
Short term relief	10 658.87
Administration & office	41 994.35
School-operated canteen	0.00
Utilities	15 747.54
Maintenance	2 030.62
Trust accounts	738.60
Capital programs	0.00
Total expenditure	236 810.12
Balance carried forward	163 336.45

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

	2016 Actual (\$)
Opening Balance	0.00
Revenue	171 809.94
(2a) Appropriation	164 236.45
(2b) Sale of Goods and Services	0.00
(2c) Grants and Contributions	7 451.12
(2e) Gain and Loss	0.00
(2f) Other Revenue	0.00
(2d) Investment Income	122.37
Expenses	-76 055.45
Recurrent Expenses	-76 055.45
(3a) Employee Related	-52 154.32
(3b) Operating Expenses	-23 901.13
Capital Expenses	0.00
(3c) Employee Related	0.00
(3d) Operating Expenses	0.00
SURPLUS / DEFICIT FOR THE YEAR	95 754.49
Balance Carried Forward	95 754.49

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	866 673.52
Base Per Capita	6 803.83
Base Location	0.00
Other Base	859 869.69
Equity Total	34 962.08
Equity Aboriginal	1 453.96
Equity Socio economic	5 717.94
Equity Language	0.00
Equity Disability	27 790.18
Targeted Total	76 920.00
Other Total	5 417.84
Grand Total	983 973.43

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.

2016 NAPLAN Analysis– Year 3

Year 3 students achieved above state average in the areas of reading and numeracy.

In Reading, 56% of Year 3 students were placed in the top 3 bands compared to 50% in the state. In Writing, 81.4% of students were placed in the top 3 bands compared with 80.8% in the state. In Spelling, 75.1% of students were placed in the top 3 bands compared to 76.1% in the state. In Grammar and Punctuation, 68.8 % students were placed in the top 3 bands compared to 71.9% of the state. In Numeracy, 68.8% of students were placed in the top 3 bands compared to 61% of the state.

Areas to focus on in future are writing, including grammar and punctuation, and spelling with a focus on moving students from the middle bands towards the top two bands.

2016 NAPLAN Analysis– Year 5

Year 5 students achieved above state average for reading, writing, spelling, grammar and punctuation and numeracy.

In Reading, 53% of Year 5 students were placed in the top 2 bands compared to 39% in the state. In Writing, 20% of students were placed in the top 2 bands compared with 19% in the state. In Spelling, 47% of students were placed in the top 2 bands compared to 33% in the state. In Grammar and Punctuation, 60 % students were placed in the top 2 bands compared to 41% of the state. In Numeracy, 71% of students were placed in the top 2 bands compared to 31% of the state.

Year 5 growth from Year 3 to Year 5 was very strong. In Year 5 Spelling, 85.7% of students made equal to or greater than expected growth. 58% of students performed in the 75th percentile or above. In Year 5 Grammar and Punctuation, 71.4% of students made equal to or greater than expected growth. 42.9% of students performed in the 75th percentile or above. In Year 5 Numeracy, 84.6% of students made equal to or greater than expected growth. 46.2% of students performed in the 75th percentile or above. In Year 5 Reading, 50% of students made greater than or equal to expected growth. 35.7% of students performed in the 75th percentile or above. These results are outstanding and are a result of quality, explicit teaching.

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.

Premier's Priorities

In Year 3 Reading, 56% of our students scored in the top two bands.

In Year 5 Reading, 53% of our students in the top two bands.

In Year 3 Numeracy, 38% of our students scored in the top two bands.

In Year 5 Numeracy, 71% of our students scored in the top two bands.



Parent/caregiver, student, teacher satisfaction

Students, teachers and parents were invited to participate in the Tell Them From Me (TTFM) survey at the beginning and end of 2016.

The TTFM Student survey was completed by 100% of students in Years 4, 5 and 6. The survey showed that 91% of students at Heathcote East Public School identified as having positive relationships with their peers compared to 85% across the state. Heathcote East students continue to have higher rates of participation in school sports with 95% of students participating in sports as opposed to 83% across the state.

100% of students at Heathcote East valued School Outcomes compared to the NSW Government norm of 96%. 89% of students had positive behaviour compared to the state average of 83%. 93% of students tried hard to succeed as opposed to the NSW Govt norm of 88%.

66% of students indicated they feel challenged in their English and Maths classes and feel confident of their skills in these subjects compared to 53% across the state.

Data collected through the survey indicated that the number of students subjected to physical, social or verbal bullying, or bullied over the Internet was significantly lower than the state average.

The TTFM Teacher survey highlighted the strengths of our school as identified by 100% of staff as Leadership, Learning Culture, Inclusivity and Teaching Strategies.

Three key aspects identified within Learning Culture were teachers had high expectations for student learning, monitored the progress of individual students and discussed learning goals with students.

In Teaching Strategies, staff highlighted their abilities to link learning with prior student knowledge and provide feedback to students on their work.

In Inclusivity, staff identified strengths in establishing clear behaviour expectations, including and being available to help students with learning needs, and striving to understand students with learning needs.

31 parents responded to the **Parent Tell Them From Me survey**. Of the responses collected, parents identified strengths of the school as supporting positive behaviour, safety at school, supporting learning and making parents feel welcome.



Policy requirements

Aboriginal education

Staff and students at Heathcote East Public School had many opportunities to develop a greater understanding of Aboriginal Australia through the incorporation of Aboriginal perspectives into all key learning areas. Important historical and contemporary issues were discussed during quality teaching lessons during ReconciliationWeek and NAIDOC Week. To acknowledge NAIDOC Week, students participated in Aboriginal cultural activities with a visit from the Goanna Hut troupe. Students watched a smoking ceremony, participated in traditional Aboriginal dance, painted a boomerang and listened to Dreamtime stories.

Aboriginal students' learning needs are successfully catered for. Academic progress is monitored with relevant and effective targeted support offered to improve educational outcomes. Attendance, engagement and literacy and numeracy progress for Indigenous students is regularly monitored, promoting high expectations for their educational performance. The school received Aboriginal Education funding for Indigenous students through the Resource Allocation Model (RAM). This was used to support their engagement and community connections and literacy and numeracy.

Indigenous families were encouraged to be involved in all school events. Acknowledgement of Country was delivered at all formal events and assemblies and the National Anthem, which includes the Dharawal verse, was sung at all school assemblies. Three Aboriginal students participated in the 'Koori Kids on the Park' event with the aim to provide a network for Aboriginal families in the school community. Each Aboriginal student invited a non-indigenous friend to accompany them, to share in the Aboriginal activities and ceremonies. The event took place at Waterfall Public School and the Royal National Park. Activities included a Smoking Ceremony, a bush walk, the making and eating of 'Johnny Cakes' and traditional games. Family members were invited and each Heathcote East student had a family member in attendance who assisted with the activities and organisation of the day.

Another highlight of the year was the awarding of a 'Deadly Kid Doing Well Award' to a Year 5 student. She

was presented with her award at the University of Technology, in front of her very proud family.



Multicultural and anti-racism education

Multicultural Education and Anti-racism

Heathcote East Public School promotes an inclusive learning environment. Multicultural education continues to be promoted and integrated into many aspects of our school curriculum.

During 2016 students explored multiculturalism through lessons in English. Units of work were created and taught around texts with a focus on the Cross-Curricula priorities of Aboriginal and Torres Strait Islander histories and cultures and Asia and Australia's Engagement with Asia and the General Capability of Intercultural Understanding.

Within our HSIE program we have incorporated a multicultural perspective across the school, promoting an awareness and appreciation of the diversity within Australia.

The school continued its annual recognition of Harmony Day promoting the values of harmony and friendship throughout the world. This year Harmony Day was combined with 'Bullying No Way Day' as the message of tolerance and respect is delivered through both initiatives. All students participated in class activities focused on developing respect and tolerance for others and ended the day by completing a visual arts activity to make a 'Bullying No Way' school sign, which is proudly displayed in the school hall for the community to view and appreciate.

There is a staff member appointed as the school's Anti-Racism Contact Officer to help manage and support any issues regarding racism within the school community.

Other school programs

Sport

Opportunities for participation in a wide variety of sports

and activities were offered to the students throughout 2016.

School Sport

Stage 2 and 3

Students who did not participate in PSSA sports worked on a variety of skills across a number of sports in 2016. Touch football skills were a focus in Semester 1 with all students participating in a touch football Gala Day in Term 2.

In Semester 2 students, through a range of drills and games, developed their throwing, catching and hitting skills applying these in cricket, softball and t-ball. The increase in confidence in their skills and increased understanding of these sports will build their capacity for increased participation in PSSA competition by these students in coming years.

Early Stage 1 and Stage 2

Students in these stages spent the first term focusing on Fundamental Sports Skills of throwing, catching, kicking, striking, jumping, hopping, dodging. During the year the students participated in a three-week Rugby League program provided by NSW Rugby League.

Engadine Zone PSSA

2016 saw a successful continuation of PSSA sport on Friday mornings for Stages 2 and 3 with Heathcote East fielding teams in both Summer and Winter PSSA competitions. We participated in the Engadine Zone PSSA competition, competing in the summer sports of boys cricket, girls and boys T-ball and girls softball. Although all teams in the summer competition played valiantly we were unsuccessful in making the playoffs. Our senior netballers were grand finalists and won the competition supported by their parents, grandparents and peers. The junior netballers tried hard and improved their skills every week. Both boys' soccer teams missed the semis by one spot finishing 5th while playing in the division 1 competition.

The school also entered very competitive teams in the AFL Paul Kelly Cup and the Rugby League ET Shield gala day events.

Our students displayed a great sense of enjoyment and gained valuable skills and life lessons throughout their competitions.

Swimming Carnival

Students from Years 1 to 6 competed in the annual school swimming carnival at Sans Souci pool. Children competed for places in the Engadine Zone Carnival. As well as the competitive events, children participated in 25m races and the younger, less confident swimmers had supervised events in the smaller pool. All children had a great day and were cheered on by a large number of attending parents. This was Mr Buchan's last swimming carnival at Heathcote East and we thank him for his many years of swimming carnival organisation for our school.

Cross Country Carnival

Heathcote East's Cross–Country course took runners through the school grounds and out along the fringe of the Royal National Park. It was a great day with all students from Kindergarten to Year 6 participating. Parents also enjoyed the 'Country School' atmosphere watching the runners and enjoying a picnic lunch with their children at the completion of the event. Eligible runners from 8yrs to 12yrs went on to compete at the Engadine Zone Cross–Country Carnival.

Athletics Carnival

The Heathcote East Athletics Carnival was held at Waratah Oval Sutherland and involved all students from Kindergarten to Year 6. While the older students raced in the 100, 200 and 800m events, the younger students from Kindergarten to Year 2 were busily competing in novelty events, tabloid activities and running races. All field events were run in the school grounds prior to the day.

A BBQ lunch was provided by the P & C and the children had a picnic lunch with parents, grandparents and extended family during the lunch break. At the end of competitive events all children were enthusiastically involved in a 'Tug–o–War' competition. All had a great day. Competitors who placed high enough went on to represent the school at the Engadine Zone Athletics Carnival.

Learn to Swim

Students in K–2 all completed a ten week learn to swim program at Sutherland Swimming Centre in 2016. This intensive program catered for students learning to swim for the first time to students who worked on their technique and ability to swim up to 25m. Many of the students who were nervous and reluctant participants completed the program with vastly improved skills and ability and a more confident and positive approach to water based activities. Students who entered the program with stronger swimming skills worked on specific improvements to their techniques, building their confidence and swimming ability in preparation for future participation at our school swimming carnival. This program is important for the safety and swimming ability of our students due to the closeness of beaches and the number of backyard swimming pools in the Heathcote East community.

Premier's Sporting Challenge

All classes took part in this program where students measured the time spent on physical activity over a ten week period. The aim of the challenge is to increase students' physical activity levels. Opportunities to be physically active included playground games, organised sport and incidental activities such as walking to school. Students recorded their results in a log book each day. These results were registered online and students received an achievement award based on the average amount of time spent on physical activity and sport. Encouragement and achievement certificates were given to class representatives and the Premier's

Sporting Challenge medal was awarded to one student at the end of the year.

Premiers Spelling Bee

All students in Stages 2 and 3 completed in class spelling bee heats in 2016. 8 students then competed in the Stage finals at school where, after an exciting and tense spell off, the top two students in each stage went on to represent the school at the District Finals of the Premier's Spelling Bee. Students in Stage 1 participated in a class spelling bee competition to introduce them to the concept and format of a spelling competition in preparation for future participation in the Premier's Spelling Bee.

Public Speaking

Public Speaking is an integral facet of the English curriculum. Confidence and the ability to speak to an audience is a skill that will empower students throughout their lives. The Annual Public Speaking Competition was conducted in Term 3 as a part of the Region Public Speaking Competition. This year, for the first time, all students from Years K–6 presented speeches to their class with the best speakers participating in Stage finals where they were required to give a prepared and an impromptu speech. After a series of well–written and presented speeches, one student from each stage went on to represent Heathcote East at the heats of the District Finals. After winning his heat, one student from Kindergarten delivered his speech at the Network Finals.

Creative and Performing Arts

Films by the Sea

In 2016 our school entered a short film called 'The Lost Hat' in the Films by the Sea competition. This short film was made by the 23 students in 1G.

Dance

30 students from Years 1 to 3 participated in the Junior Dance group which performed at the Sutherland Shire Schools Music Festival. Their dance 'Home' was lively and colourful. Our Senior Dance Group also performed at the Sutherland Shire Schools Music Festival. Both dance groups were also given the opportunity to perform at Education Week Open Day at school, Engadine Street Festival and Kindergarten Transition sessions.

Choir

Heathcote East had two choirs in 2016. Our Junior Choir was made up of 30 students from Years 2 and 3 and our Senior Choir was comprised of 33 students from Years 4, 5 and 6. Both of the choirs enthusiastically learned the songs that they were to sing as part of the combined schools choir at the Sutherland Shire Schools Music Festival (SSSMF) senior and junior concerts. Our choirs also performed at various times throughout the year including assemblies,

Education Week Open Day and the Engadine Street Festival.

Band

2016 saw the return of the Heathcote East School Band. A Junior and Senior Band was established with many students who were beginners and had never played before. Each group had a lesson one morning a week, led by a student from the Conservatorium of Music.

Create South

Create South is an initiative that aims to extend gifted and talented performing artists. Heathcote East Public School had two students selected after a competitive audition process: one student for Dance and one for Band. These talented students attended a two-day workshop that culminated with a production at Sutherland Entertainment Centre embedding all elements of creative arts.

Premier's Reading Challenge

In 2016, 100% of students from K-2 completed the Premier's Reading Challenge. 56% of students in Years 3-6 successfully completed the required challenge. In Years 3-6, whilst it is not compulsory, we had 100% at least attempt the challenge. Many of the students in Years 3-6 who were unable to complete the challenge still read over 75% of the required books which is an improvement on previous years. All children who completed the challenge received a "Certificate of Participation". We are now in our fourth year of the PRC and the library has purchased many new books to complement the program. Students are now very familiar with the logo and stickers used to identify the PRC books and regularly use this in discussions about books in the library. This program will continue again next year with hopefully even more students participating.

Book Week/Grandparents Day

This year we again postponed our book week celebrations to coincide with Grandparents Day in Term 4. The event was a huge success from a community point of view with large numbers of grandparents, parents, family and friends attending our book celebrations.

Open classrooms were a favourite amongst grandparents, as was our annual book character parade. Students and staff went to great lengths to showcase children's literature through their costumes. Following the parade students were able to choose a book to read to their family and friends. It was a delight to see the involvement across generations.

The day was completed with a shared morning tea and visit to our book fair which successfully sold over \$3500 in books to our community raising \$900 for the school library.

Kindergarten Transition

Heathcote East's transition to school program was extremely well received in 2016. The program began with a 'Kindergarten Open Day', where prospective parents and their children were invited to visit our school and discover the exciting learning programs and extra-curricula activities that Heathcote East offered. This was followed later in the year by an 'Interactive School Tour' led by our school captains where children collected tokens and stickers for their 'Heathcote East Explorer's Passport' at each stop around the school.

Two further Kindergarten transition sessions were held on two mornings from 9.30-11.00am in Term 4. While students were experiencing a Kindergarten classroom for the first time, parents were invited to participate in a Parent Information Session about Heathcote East. Parents were given tips for starting school, information about Student Wellbeing programs, Out of School Hours Care, extra-curricula activities and uniform requirements.

On the second visit Kindergarten students met their buddies for next year, visited the canteen and learnt a song that they performed for their parents at a special assembly where they were presented with a graduation certificate. Parents were given an overview of the Kindergarten program, Literacy and Numeracy teaching in Kindergarten and the Best Start Assessment. Informative booklets on Literacy, Numeracy and Best Start Assessment were given out to parents.

These transition sessions offered parents the opportunity to develop connections with Heathcote East and to discuss the specific learning, physical or behavioural needs of their child, ensuring a smooth transition to school for all students and the strengthening of a positive learning community. Attendance at these sessions by both parents and students was high, reflecting how important parents consider these 'Transition to School' sessions to be for their child.

During the year, the Principal also visited local Early Learning Centres to deliver 'Readiness for School' sessions for parents which were extremely well received. Children from Creative Gardens Early Learning Centre also attended special events and a separate transition program over 4 days at Heathcote East to strengthen relationships between our school and prior to school settings.

Before students started school, parents were offered individual meetings with the Principal to discuss their child's particular needs, ask questions about the school and begin to build a close home/school relationship.

The 'Heathcote East Little Heroes' Playgroup was established in 2016 to provide networking opportunities for local families and build community links. The Heathcote East 'Little Heroes' Playgroup is a lightly structured, informal gathering where parents, carers, grandparents, babies and children up to school age come together in a relaxed and friendly environment to connect, play and learn. Playgroups are a wonderful way to bring children, families and communities together and are a key social support network for families. They are one of the first, and most important,

social networks for children and families.

Student Wellbeing

Student wellbeing is a priority at Heathcote East. We pride ourselves on our inclusive school culture and offer support to meet the learning and social needs of all students. Financial support was used to assist students with additional learning needs to achieve in their learning and develop their social skills in the playground. Individual learning programs were developed by class teachers with the assistance of the Learning Support Team (LST) and in consultation with parents to help these students access the curriculum, develop their skills and reach their potential. Parents and teachers work together on these plans throughout the year to ensure they continue to be effective.

The school has a strong Learning Support Team that meet regularly to monitor the support provided to students including those with special needs. The Learning Support teacher advised and supported teachers, liaised with parents and external agencies and prepared documentation for local student services so that the school could maximise learning opportunities for all students.

Resource Allocation Funding money was used to employ three School Learning Support Officers (SLSOs) who assisted students with their learning.

Our school counsellor also supported students academically, socially or behaviourally, provided counselling support to referred students and assisted families to link to other support agencies and personnel in the community.

In 2016, Heathcote East was successful in receiving funding for a School Chaplain through the Department of Education, Employment and Workplace Relations. Our School Chaplain provided further social and emotional support for students and families. Small group social skills programs were run for students experiencing difficulty making and maintaining friendships and in class support was also provided.

Buddy Program

At Heathcote East all students have a buddy. Students meet their buddies every 3 weeks for activities that relate to a curriculum area. The buddy program helps the younger students feel more comfortable in the playground and provides older students with the opportunity to act responsibly towards their buddy. Nurturing friendships are developed. In 2016, Year 6 helped their buddies many times throughout the year, including making their Easter 'Eggs on Legs' together.