

# Heathcote Public School Annual Report



2017

HEATHCOTE  
PUBLIC SCHOOL



SUCCESS  
FOLLOWS EFFORT

2149

## Introduction

The Annual Report for **2017** 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.

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Principal

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## School background

### School vision statement

At Heathcote Public School we are committed to the pursuit of excellence. Our major purpose is to provide dynamic quality teaching and learning opportunities for our students in a positive learning environment.

### School context

Heathcote Public School is located in southern Sydney, neighbouring the Royal National Park. It has a close relationship with neighbouring schools through the Community of Schools on the Park (COSOTP). Enrolments have trended upwards in recent years and there are currently 330 students (11% LBOTE). 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. A range of well-developed performing arts and sporting opportunities are on offer including an extensive extra-curricular program. The school promotes quality welfare practices and enjoys strong partnerships with parents and the wider community. The school's motto "Success follows effort" underpins all interactions and achievements.

## 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 version 2. 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.

#### Learning

Progress in learning and achievement is identified and acknowledged. Whole school reading and writing data is collected and analysed every term to inform the allocation of resources for students who need extra support or extension. This data also informs planning for learning in the classroom and helps track student achievement compared to the identified expectations for learning at the end of each term.

The school collects and analyses information to inform and support students' successful transitions. Heathcote PS has strong links with the local preschools and childcare centres, with regular visits scheduled throughout the year. The school also runs a weekly Playgroup to help young children with their transition to school. A close relationship is in place with Heathcote High School with our students regularly visiting the school for various events such as science days, extension activities and performing arts events. Heathcote HS are also regularly involved with our school through participating in shared literacy activities, our athletics carnival and the National Simultaneous Storytime. In depth meetings are held with teachers from the local high schools each year to discuss our students who are heading to their schools and hand over valuable information about the students' learning and welfare needs.

The school seeks to collaborate with parents of students whose continuity of learning is at risk by establishing extra transition visits for any at risk students and ensuring a thorough handover of information about any at risk students, including their personalised learning plans when appropriate.

Staff regularly and accurately monitor attendance and take prompt action to address issues with individual students. Heathcote Public School maintains accurate records of the attendance of students in Sentral and this data is transferred into EBS4 every week. Staff are informed of their responsibilities related to student attendance and know the expectations and responsibilities of every classroom teacher with regards to monitoring and following up of absences. Teachers send a letter home to any parents who have not provided the school with an explanation for an absence. Heathcote Public School has provided clear information to parents regarding attendance requirements and the consequences of unsatisfactory attendance. Records of contact with parents where an absence is unexplained are maintained with copies of letters sent to parents and carers kept on file. Students with attendance patterns of concern are supported locally at the school in consultation with parents e.g. through the Learning and Support Team and with the support of the Home School Liaison Officer.

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.

The needs of all students are explicitly addressed in teaching and learning programs with differentiated activities provided to students to meet their specific learning needs. We also do this through the provision of an Occupational Therapist and Speech Therapist that support the wellbeing of our students and assist them to access all parts of the curriculum. We recognise that student wellbeing and engagement are important conditions for learning and adjustments are made for students as necessary.

The school offers a curriculum that meets requirements of the Department of Education and the NSW Education Standards Authority and provides equitable academic opportunities for all students. Teaching and learning programs describe expected student progression in knowledge, understanding and skill and the assessments that measure them. Differentiation of curriculum delivery within classrooms happens for some students with particular identified needs. The parents of affected students are advised about adjustments made. These adjustments are made in consultation with the Learning and Support Team, speech therapist, occupational therapist and parents and are reviewed regularly in a structured review meeting.

Teachers collect and use assessment data that monitors achievements and identifies gaps in learning to inform planning for particular student groups and individual students. Assessment is a tool that supports learning across the school. Teachers use reliable assessments to capture information about student learning. Assessment data is reviewed and analysed regularly in stage team meetings to ensure consistent teacher judgement across classes and the school. Assessments are closely linked to the NSW Syllabus for the Australian Curriculum and the Literacy and Numeracy Continuums to ensure they are consistent with state-wide expectations.

The school has explicit processes to collect, analyse and report specific internal and external student and school performance data, on a regular basis. Individual student reports meet Department of Education requirements and include personalised descriptions of the student's strengths and growth. Heathcote Public School provides parents/carers with information on the learning progress of their children, including reports and parent/teacher interviews.

Heathcote Public School's NAPLAN value-add measure is similar to the value added by the average school. At least 90% of students achieve at or above national minimum standards on NAPLAN reading, writing and numeracy. The school uses internal as well as external assessments (such as NAPLAN) to assess student progress and achievement against syllabus outcomes.

## **Teaching**

Teachers collaborate across stages to share curriculum knowledge, data, feedback and other information about student progress and achievement, to inform the development of evidence-based programs and lessons, which meet the needs of all students. The classes were formed to create four specific stage teams, being Early Stage 1, Stage 1, Stage 2 and Stage 3. RFF has been organised to allow stages to be released together and this has facilitated collaboration and professional development.

Teachers are skilled at explicit teaching techniques such as questioning and assessing to identify students' learning needs, and use a range of explicit strategies to explain and break down knowledge. Teachers respond promptly to student work. They check that students understand the feedback received and the expectations for how to improve. Feedback is an area that we would like to develop further in the school and this will be a focus in the 2018 – 2020 school plan.

A school-wide approach to effective and positive classroom management is evident. Support is provided to teachers where needed, ensuring optimum learning. This is also an area that we would like to develop further and will become a focus in the 2018 – 2020 school plan with the implementation of Positive Behaviour for Learning.

Teachers access and engage in professional learning that builds skills in the analysis, interpretation and use of student progress and achievement data. Professional learning has specifically focused on analysing NAPLAN data and school-based literacy data which is used to identify focus students and ensure that learning support is targeted where it is most needed. The leadership team comprehensively analyses student progress and achievement data for insights into student learning and discusses results with the whole staff. All teachers contribute to gathering and analysing data.

Assessments are developed/sourced and used regularly across stages/year levels/subject areas or the whole school to help promote consistent and comparable judgement of student learning, monitor student learning progress, and identify skill gaps for improvement and areas for extension.

Teachers use the Australian Professional Standards to measure themselves, reflect on their practice and plan for and monitor their own professional development to improve their performance. Structured lesson observations occur each semester with a focus on incorporating the Australian Professional Standards into lesson planning and delivery. Staff were able to reflect on lessons and provided feedback to each other in a supportive environment.

The school monitors the accreditation status of all staff and encourages the pursuit of higher levels of accreditation. All teachers use professional standards and PDPs to identify and monitor specific areas for development or continual improvement. All teachers developed professional learning goals based on the professional standards and completed their Performance and Development Plans in consultation with their supervisor. Teachers are proficient in their teaching of literacy and numeracy, meeting the needs of students in their class.

The school's structure and organisation ensure that direct support is available to new staff members from experienced teachers, and beginning teachers are mentored. Teachers engage in professional learning targeted to school priorities, the needs of their students, and the achievement of their professional goals. A beginning teachers' mentor group was also implemented in 2017. The diversity of expertise amongst our teachers was utilised to support early carer teachers.

The school identifies expertise within its staff and draws on this to further develop its professional learning community. Areas for development in teacher expertise are identified and addressed. Teachers are supported to trial innovation or evidence based, future focused practices. Use of QTSS Funds have enabled staff to refine their skills in teaching with technology. Explicit teaching and sharing through team teach situations has empowered all staff to engage in shifts of pedagogy towards future focused learning. Effective classroom practice has been achieved through the development of evidence-based programs and lessons which meet the needs of all students in this area.

## **Leading**

The leadership team ensures that implementation of syllabuses and associated assessment and reporting processes meet NESA and Department of Education requirements, forming a sound basis for student learning. All stage teams have a planning day each term with a focus on collaboratively developing high quality teaching and learning programs that meet the outcomes of the syllabus. Teachers' programs are monitored by supervisors each term to ensure they meet NESA and DoE requirements and teachers receive written feedback on their program.

The leadership team ensures that the teacher performance and development policy is implemented in a culture of high expectations for every staff member. Teaching and non-teaching staff proactively seek to improve their performance. The school supports collaborative performance development and efforts to continuously monitor improvement. The school regularly solicits and addresses feedback on school performance from students, staff, parents and the broader school community. Feedback has been sought through the Tell Them From Me surveys, focus groups, interviews, SWOT analysis, school-based surveys and informal conversations. This feedback has been addressed through meetings, assemblies, newsletters, letters and electronic communication.

The leadership team actively supports change that leads to improvement, creating opportunities where feedback about the impact of change can be shared and monitored. We accessed an Instructional Leader for a short project where Stage 1 teachers were mentored in the area of explicit instruction in reading using L3 principles. Part of this project was to visit Canley Heights Public School to observe best practice in this area. This gave teachers the opportunity to network with professionals outside our local context.

The school plan aligns to student and system priorities and ensures responsiveness to emerging needs. Staff, students, parents and the broader school community are welcomed and engaged, where possible, in the development of the vision, values and priorities of the school. In the annual report, the school reports on the alignment of resource allocation, professional learning, and the monitoring of student data with the plan's strategic priorities.

The leadership team allocates non-educational administrative tasks to appropriate non-teaching staff. All staff use technology available to streamline the administrative practices of the school. Physical learning spaces are used flexibly to meet a broad range of student learning interests and needs. Technology that supports learning is available and expertly integrated into lessons by teachers. Administrative staff are expert users of available technology and systems.

The school collaborates with the local community where appropriate on decisions about and access to school assets and resources, delivering benefit to both the school and the community. Longer-term financial planning is integrated with school planning and implementation processes to address school strategic priorities and meet identified improvement goals.

The school makes informed choices about administrative practices and systems in place, based on cost effectiveness, evidence, and in response to local context and need. Streamlined, flexible processes exist to deliver services and information and to support parental engagement and satisfaction. The leadership team analyses responses to school community satisfaction measures through the Tell Them From Me survey.

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 parent forums, P&C, Grandfriends Day and a successful

biannual school fete. In 2017 the joint initiative between the school and P&C run Happy Heathcote Kids Playgroup continued. 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 purchase of iPads, laptops, library furniture and literacy resources.

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

For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/self-evidence-guide>

## Strategic Direction 1

### Learning Success

#### Purpose

The purpose of facilitating student learning success is to (a) build our students' academic, social, emotional, physical and leadership capacity; and (b) 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 2016 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. The formal teaching of Rock and Water and the increased use of Rock and Water language resulted in student improvement. Funds were used to enable two staff members to attend the original intensive training program. This saw an improvement in our whole school focus with weekly lessons taught to all students in K–6. 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. All staff were involved in developing our school scope and sequence based on an even year and odd year cycle. The scope and sequences for each stage have been placed on display in our administration block for teachers to refer to on planning days to ensure all content is covered and to achieve consistency across the stages. Students were involved in Inquiry Based Learning during their library lessons.

##### 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. Reading and writing data was collected at the end of each term and this data was analysed to track student progress, identify target students and inform teaching practices. Staff collaboratively planned their mathematics program focusing on a topic per week with an assessment at the end of each week to collect student data. The Cogmed training program was delivered to twenty 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)	Funds Expended (Resources)	Progress achieved this year
Average scaled NAPLAN growth for Year 3 to Year 5 to exceed state growth in reading.	Professional learning \$18 314	In 2017, average scaled NAPLAN growth for <b>Year 3 to Year 5</b> was 10 points above state growth in Reading with our school achieving 88.6 compared to state growth of 78.2
70% of Year 3 and Year 5 students in the top 3 bands in NAPLAN reading and numeracy.	See above	In 2017 NAPLAN for Year 3 there were 79% of students in the top 3 bands in Reading and 63% in Numeracy.  In 2017 NAPLAN for Year 5 there were 72% of students in the top 3 bands in Reading and 63% in Numeracy.



## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
70% of Year 3 and Year 5 students in the top 3 bands in NAPLAN reading and numeracy.		The target was achieved in Reading, but not in Numeracy.
85% of students achieving grade expectations in reading and writing.	See above	In writing 81% of students were at or above grade expectations.  In reading 84% of students were at or above grade expectations.
Decreased number of negative incidents.	Rock and Water training for two staff members \$2300	There was a 7.3% decrease in negative incidents entered on Sentral from 2016 to 2017.
WMT results: less than 10% of Year 3 students and 15% of Year 5 students in the bottom 2 bands for reading and numeracy.	Cogmed \$2727.27	In 2017 NAPLAN for Year 3 there were 7% of students in Reading and 12% of students in Numeracy in the bottom two bands.  In 2017 NAPLAN for Year 5 there were 13% of students and 9% of students in Numeracy in the bottom two bands.  The target was achieved in Year 3 Reading, Year 5 Reading and Year 5 Numeracy.  The target was not achieved in Year 3 Numeracy.

## Next Steps

Rock and Water strategies will continue to be implemented in 2018 with students K–6. All students will participate in Rock and Water lessons to focus 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. The Rock and Water pledge and language will be used on a weekly basis. School leaders will continue to discuss elements of Rock and Water at Monday morning assemblies and posters will be placed around the school to remind students of the language and behaviours.

The Cogmed program will run for approximately ten students each term to help students develop their working memory. Teaching and support staff will continue training and delivery of the program under the guidance of the OT.





## 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 2017, teachers actively engaged with the PDF including goal setting, participation in lesson observations, peer feedback and reflections.

The beginning teachers mentoring group held regular meetings to assist beginning teachers through the accreditation process. Through the guidance of their mentors, two beginning teachers achieved their accreditation and a third member is on track to completing the process at the beginning of 2018. Beginning teacher funds were used to release teachers and their supervisors each week to assist with mentoring and professional development.

This year has seen a continued focus on staff development in ICT. In 2017 all classes from K–2 received an allocation of 6 iPads per class which allowed multiple classes to simultaneously access mobile technology. iPads were also purchased for use in the library for students to access their Orbit page and for research purposes. iPads were integrated into teaching and learning programs to engage students and enhance learning. QTSS funds were dedicated to staff PL and technology lessons for students led by Miss Anderson. Lessons focused on coding, improving typing skills, basic word processing skills and introducing students to the features of G–Suite and Office 365.

The BYOD program was expanded to Stage 2 one day per week and Stage 3 two days per week. This has been met with enthusiasm and parent support with collaborative learning experiences enhancing IT skills and engagement. 8 laptops were purchased using discretionary funds, 10 laptops were purchased through the T4L program and the P&C purchased 31 new desktop computers to refurbish our computer lab. Through the use of QTSS funds staff have engaged in long term sustainable professional development in implementing devices within the classroom context on a BYOD program using an embedded approach.

A range of extra-curricular opportunities were provided for a number of students. Seven students from Year 6 participated in the Enrichment Program at Heathcote High School for one day per week in Term 2. Seven students in Year 4 attended the COSOTP Sustainability Camp and students in the band attended Band Fest and Band Camp. All students from K–6 participated in the Science Day run by Heathcote High School.

All office staff have been trained in LMBR and the implementation of LMBR procedures has been successful. Staff are continually updating their knowledge and understanding through further training.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
100% of staff develop PDPs and engage in professional dialogue related to the achievement of goals.	Professional Learning funds \$18 314	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 Teaching observations were scheduled and

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
100% of staff develop PDPs and engage in professional dialogue related to the achievement of goals.		reflective feedback was given
All staff members are familiar with all DEC reforms.	Nil	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.
Increased numbers of staff, including experienced teachers, working towards accreditation at various levels.	Beginning Teachers \$20 811	Beginning teachers mentoring group continued supporting a number of teachers through the accreditation process. Two beginning teachers completed accreditation.  One early career teacher is working towards completing accreditation in 2018.
Deep and broad knowledge of ICT skills being regularly demonstrated by students.	QTSS Allocation (0.23 FTE) P & C donation \$15,000 T4L allocation School funds \$4893.76	BYOD successfully implemented in Stage 3 for two days each week and Stage 2 for one day each week.  K–2 classes had an allocation of six iPads per room which resulted in the use of technology being embedded into regular teaching and classroom practice.  18 laptops were purchased for use in classrooms and 31 desktop computers were purchased to refurbish our computer lab.
All teachers make adjustments to learning programs to meet student needs.	Nil	All teaching programs included learning adjustments for students with additional needs.

## Next Steps

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 2018 all classes from K–6 will have an allocation of 3 laptops which will allow multiple classes to simultaneously access mobile technology and ensure technology is authentically embedded into lessons. Classes in K–2 will also have an allocation of 6 iPads per room.

BYOD will continue in Stage 2 and Stage 3 in 2018.

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

The school merit system has been implemented and remained unchanged for the duration of the year. Staff, children and parents have been involved in reflection of this system as we consider the introduction of the Positive Behaviour for Learning (PBL) in the future. The core values of cooperation, respect, responsibility and excellence continue to be promoted across the school.

Heathcote High School was involved in our athletics carnival. The high level of participation in the athletics carnival has been sustained. This resulted in our school coming first on handicap at the Engadine Zone Athletics Carnival.

This year the Oliver System has been in a period of renewal and consolidation. The purchase of a new circulation desk and systems to support Oliver have been established and are working well. Rates of borrowing have increased, children have been taught how to access Oliver through their portal and use it to locate books within the library. Students have been involved in inquiry based learning using a multi-modal framework.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Equitable distribution of CARE awards K–6.	\$1000	Each child received at least one award this year, with opportunity to achieve more than one for consistent effort.  Staff, children and parents have had the opportunity to give feedback in regard to the rewards system.  Core Values continue to be promoted across the school.
Library records reveal increased library usage and the use of inquiry-based learning.	Circulation desk \$2088 New furniture \$7797	Increase in borrowing from 6601 books in 2016 to 8880 in 2017. Systems established to support the increased volume of borrowing and returning.  Students and staff are able to use Oliver.  Flexible seating to support students in the delivery of inquiry based learning.
Increased participation in track and field events at zone and regional level.	\$398 to hire athletics carnival facilities and equipment	All students participating in programs addressing the Fundamental Movement skills in Physical Education.  A sustained high participation rate at the Athletics Carnival.  Authentic partnerships with the local high school in

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increased participation in track and field events at zone and regional level.		the delivery of the athletics carnival.  47 students attended the Engadine Zone Athletics Carnival and 12 students went on to the regional carnival.  Heathcote PS came first on handicap at the Engadine Zone Athletics Carnival.

## Next Steps

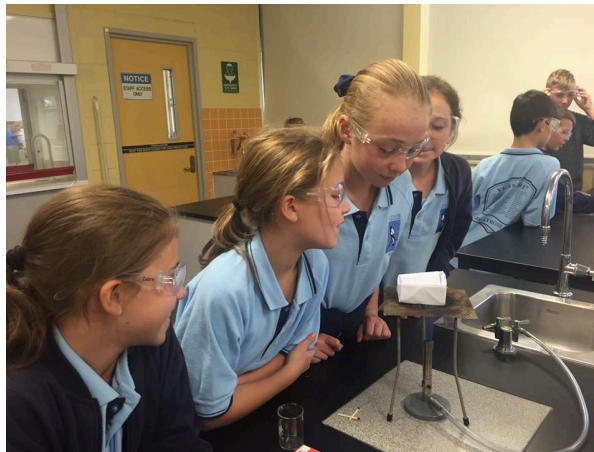
To continue with the positive aspects of the Reward System.

To maintain and improve on standards and participation in track and field events at the athletics carnival.

Refine teaching methods around inquiry based learning.

To maintain and continue to refine systems for borrowing, returning, care and management of books whilst protecting time for quality teaching within library sessions.

To encourage the increased rates of borrowing by matching books to lexile reading levels, participation in the Premier's Reading Challenge and including library participation in our reward system.



Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	\$2661 <ul style="list-style-type: none"> <li>Aboriginal background loading (\$2 661.00)</li> </ul>	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. An Aboriginal artist visited to teach all students about Aboriginal culture and worked with our Aboriginal students to paint an Aboriginal mural.
<b>English language proficiency</b>	\$10,325 <ul style="list-style-type: none"> <li>English language proficiency (\$0.00)</li> </ul>	English language support was provided through employing an EALD teacher one day a week for 23 weeks to implement a targeted program catering for the literacy needs of EALD students.
<b>Low level adjustment for disability</b>	\$86,755 including 0.6 Equity staffing allocation <ul style="list-style-type: none"> <li>Low level adjustment for disability (\$0.00)</li> </ul>	Students requiring low level adjustment were identified and monitored by our Learning Support Team. A Learning and Support Teacher was employed for three days a week for the whole year to support students' literacy needs with a withdrawal based program focusing on reading texts, phonics, sight word recognition and comprehension. Our Occupational Therapist also worked with small groups and visited classrooms to provide insights and advice into ways that adjustments can be made in the classroom setting. The OT and teachers identified students to participate in the Cogmed working memory training program. Funding was also used to employ SLSOs to support students with disabilities at PSSA sport and on excursions.
<b>Quality Teaching, Successful Students (QTSS)</b>	QTSS staffing allocation 0.230 <ul style="list-style-type: none"> <li>Quality Teaching, Successful Students (QTSS) (\$0.00)</li> </ul>	These funds were used to release a teacher one day a week 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. The allocation was also used to allow stage teams to have a planning day each term and engage in professional learning activities such as Lesson Study, classroom observations and visits to other schools to learn about L3 pedagogy.
<b>Socio-economic background</b>	\$18,172 <ul style="list-style-type: none"> <li>Socio-economic background (\$0.00)</li> </ul>	A speech therapist was employed one day a week in Terms 2, 3 and 4 to support the language development of students requiring adjustments. Our speech therapist worked with small groups and visited classrooms to provide insights and advice into ways that adjustments can be made in the classroom setting.
<b>Support for beginning teachers</b>	\$26,900 <ul style="list-style-type: none"> <li>Support for beginning teachers (\$0.00)</li> </ul>	A support group for beginning teachers was run by newly accredited teachers. The group supported two teachers to gain accreditation at proficient level. Beginning teachers participated in a range of professional learning events. Extra release time was provided to two beginning teachers and their supervisors to facilitate mentoring, team-

**Support for beginning teachers**

\$26,900  
• Support for beginning teachers (\$0.00)

teaching, observation, collaborative planning, professional conversations and reflection.





## Student information

### Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	142	134	147	154
Girls	163	157	154	163

### Student attendance profile

School				
Year	2014	2015	2016	2017
K	96.7	97.2	96.8	95.3
1	95.1	95.2	94.4	94.4
2	94.9	95	94.3	95.2
3	96.8	94.6	94.4	94.1
4	95.9	96.9	94.7	92.4
5	94.3	95.2	96.4	93.8
6	96	94.5	95.1	95.5
All Years	95.7	95.6	95.2	94.4
State DoE				
Year	2014	2015	2016	2017
K	95.2	94.4	94.4	94.4
1	94.7	93.8	93.9	93.8
2	94.9	94	94.1	94
3	95	94.1	94.2	94.1
4	94.9	94	93.9	93.9
5	94.8	94	93.9	93.8
6	94.2	93.5	93.4	93.3
All Years	94.8	94	94	93.9

### Management of non-attendance

Heathcote Public School maintains accurate records of the attendance of students in Sentral and this data is transferred into EBS4 every week. Staff are informed of their responsibilities related to student attendance and know the expectations and responsibilities of every classroom teacher with regards to monitoring and following up of absences. Teachers send a letter home to any parents who have not provided the school with an explanation for an absence.

Heathcote Public School has provided clear information to parents regarding attendance requirements and the consequences of unsatisfactory attendance.

Records of contact with parents where an absence is

unexplained are maintained with copies of letters sent to parents and carers kept on file.

Students with attendance patterns of concern are supported locally at the school in consultation with parents e.g. through the Learning & Support Team and with the support of the Home School Liaison Officer.

## Workforce information

### Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	3
Head Teacher(s)	0
Classroom Teacher(s)	11.28
Teacher of Reading Recovery	0
Learning & Support Teacher(s)	0.6
Teacher Librarian	0.8
Teacher of ESL	0
School Counsellor	0
School Administration & Support Staff	2.82
Other Positions	0

\*Full Time Equivalent

The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce. In 2017 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 \$18,314 was spent on professional learning. This amounted to an average expenditure of \$1017 per teacher. Professional learning programs supported both individual goals and the 2017 school priorities. Staff members participated in professional learning courses to develop their understanding of Department of Education priorities eg. School Excellence Framework, Goal Setting using the Performance and Development Framework, the Code of Conduct and Child Protection.

All teachers undertook online NESA training in marking NAPLAN writing assessments. 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.

Stage 1 teachers had a particular focus on professional learning around L3 pedagogy and an Instructional Leader from Canley Heights PS led the team through the implementation of more focused guided reading instruction. This included a visit to Canley Heights PS to see L3 in action, followed by time to reflect on the teaching practices observed and plan the implementation of new strategies in classrooms.

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

## Financial information (for schools fully deployed to SAP/SALM)

### Financial summary

The information provided in the financial summary includes reporting from 1 January 2017 to 31 December 2017.

	2017 Actual (\$)
<b>Opening Balance</b>	39,994
<b>Revenue</b>	2,582,906
Appropriation	2,403,557
Sale of Goods and Services	9,150
Grants and Contributions	168,945
Gain and Loss	0
Other Revenue	0
Investment Income	1,254
<b>Expenses</b>	-2,532,128
Recurrent Expenses	-2,532,128
Employee Related	-2,209,387
Operating Expenses	-322,740
Capital Expenses	0
Employee Related	0
Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	50,778
<b>Balance Carried Forward</b>	90,772

Our school has embraced the new financial management program LMBR. The School Administration Support personnel have completed training and have integrated the system into our school. The School Administration Manager manages the school's finances via SAP by assisting the principal with the budget which includes monitoring and analysing procedures to ensure correct and accurate accounting processes are in place.

The intended use of funds available is to install a new PA system, install three interactive whiteboards, upgrade the electrical distribution board and install air conditioning in two classrooms and the library.

### Financial summary equity funding

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

	2017 Actual (\$)
<b>Base Total</b>	2,184,281
Base Per Capita	46,001
Base Location	0
Other Base	2,138,280
<b>Equity Total</b>	117,912
Equity Aboriginal	2,661
Equity Socio economic	18,172
Equity Language	10,325
Equity Disability	86,755
<b>Targeted Total</b>	42,829
<b>Other Total</b>	25,830
<b>Grand Total</b>	2,370,851

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

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.

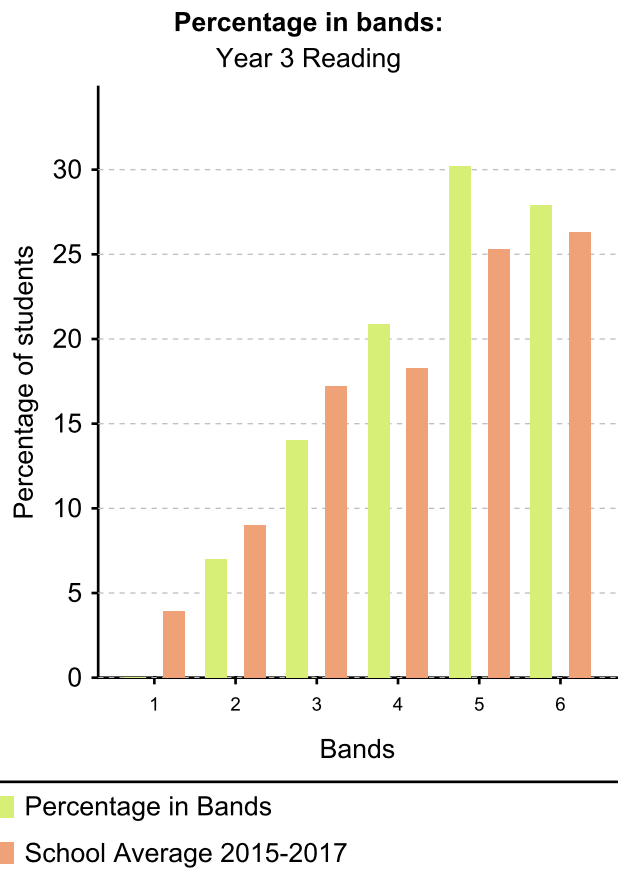
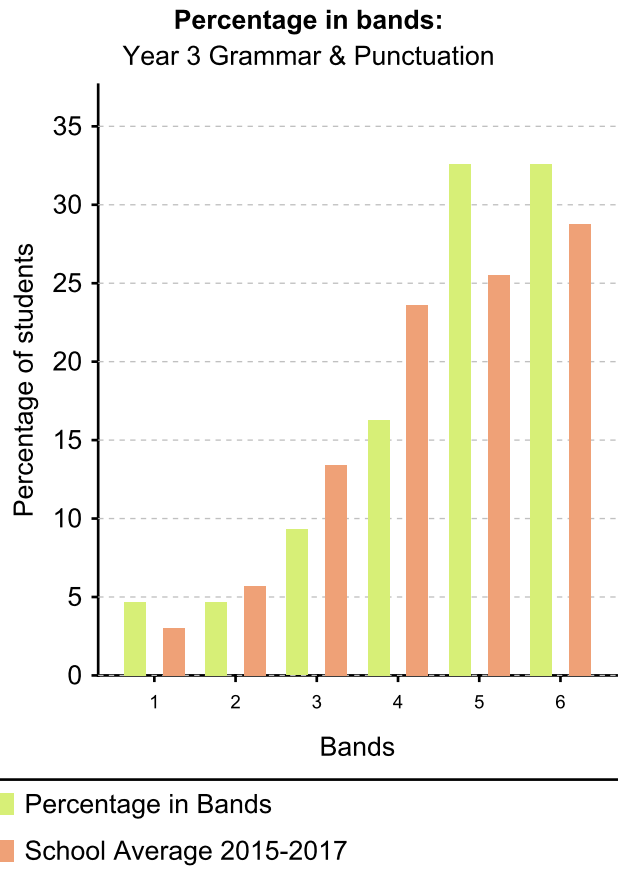
## School performance

### NAPLAN

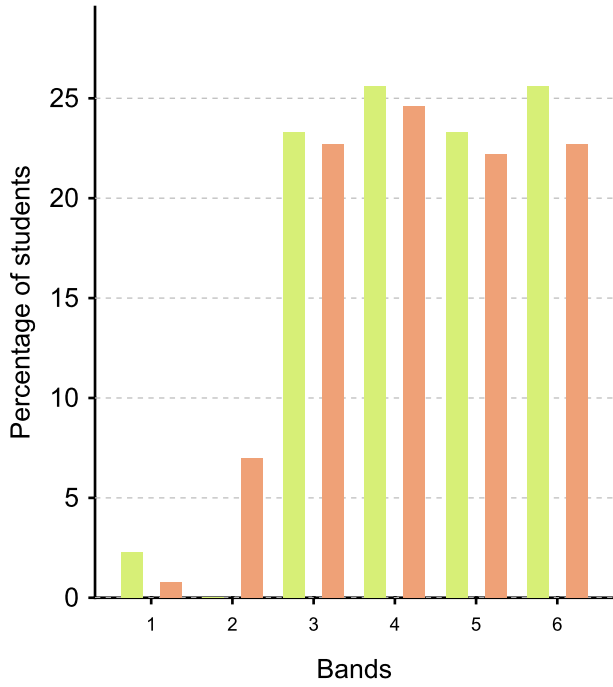
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

The school's NAPLAN Literacy results showed improvement in 7 out of 8 assessments compared to last year. We had no students in the bottom band in Year 3 for Reading and Writing and no Year 5 students in the bottom band for Reading and Grammar and Punctuation. We were above NSW DoE average in all 8 Literacy assessments.

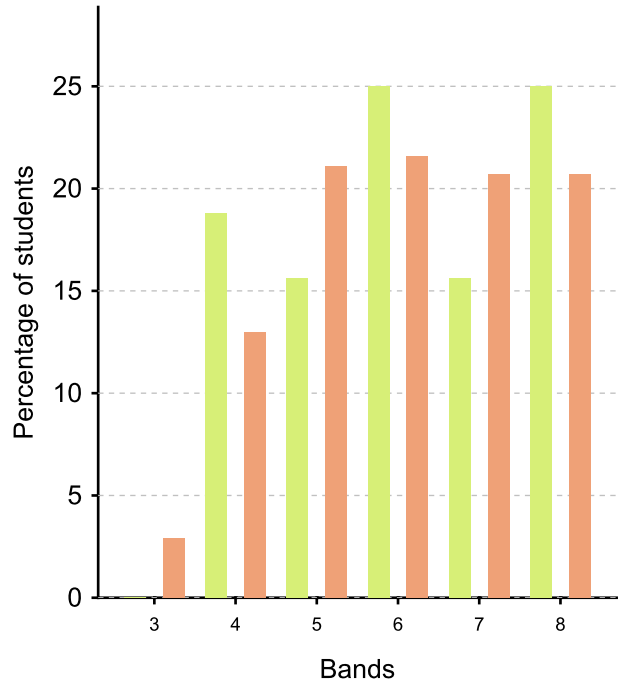
We achieved our best ever result (since 2008) in Year 3 Reading, Year 3 Writing and Year 5 Writing. We achieved our best result for seven years in Year 5 Reading. We had a higher percentage of students at proficiency compared to the state average in Year 3 and Year 5 Reading, Writing and Grammar and Punctuation. Our amount of growth from Year 3 to Year 5 was above state average in Reading, Writing and Grammar and Punctuation.



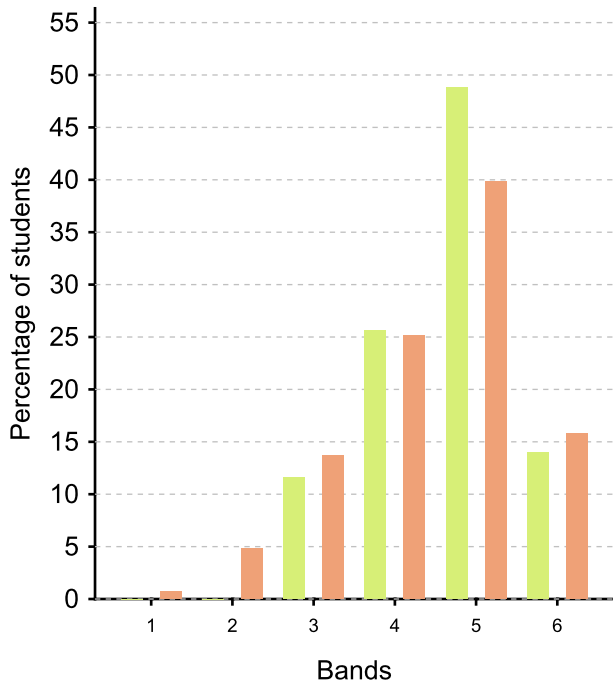
**Percentage in bands:**  
Year 3 Spelling



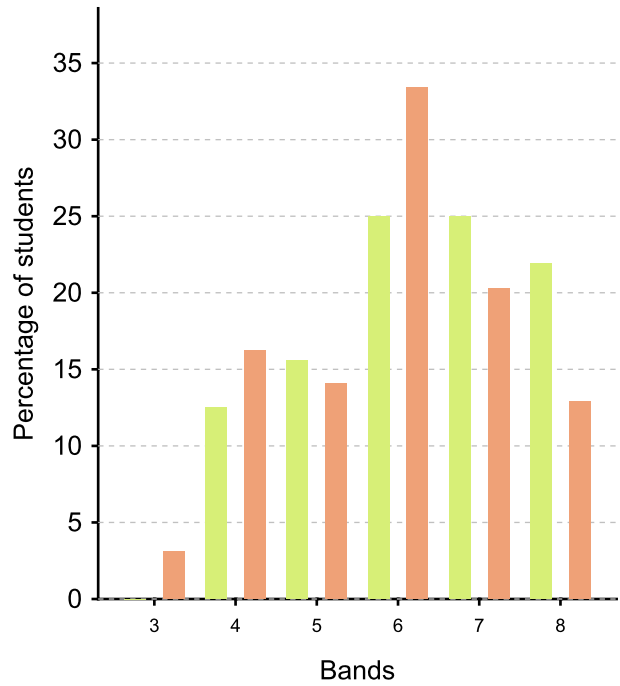
**Percentage in bands:**  
Year 5 Grammar & Punctuation



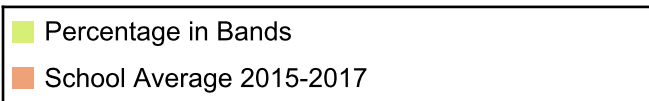
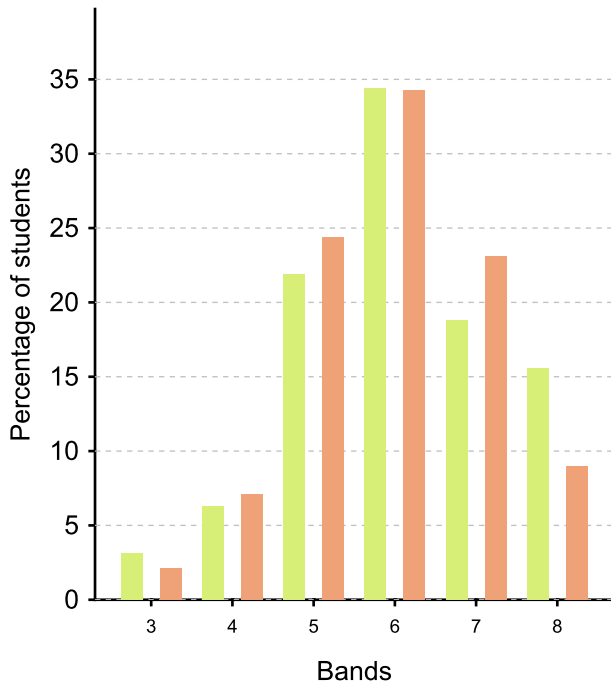
**Percentage in bands:**  
Year 3 Writing



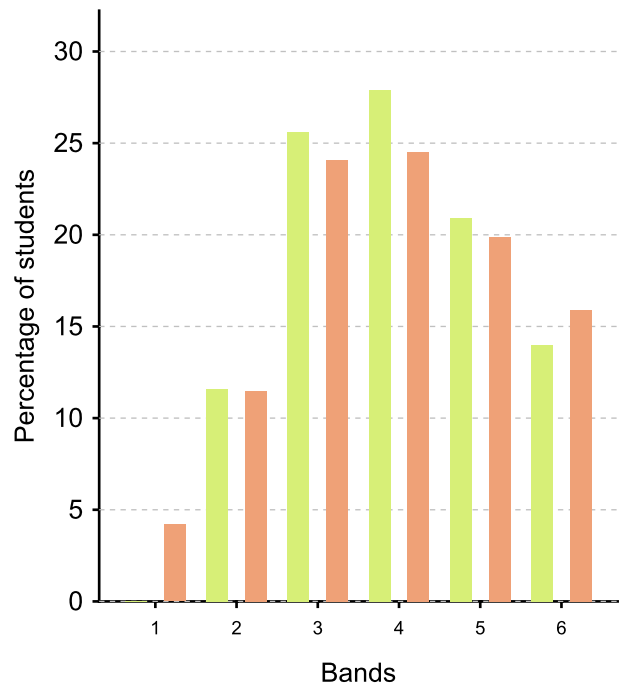
**Percentage in bands:**  
Year 5 Reading



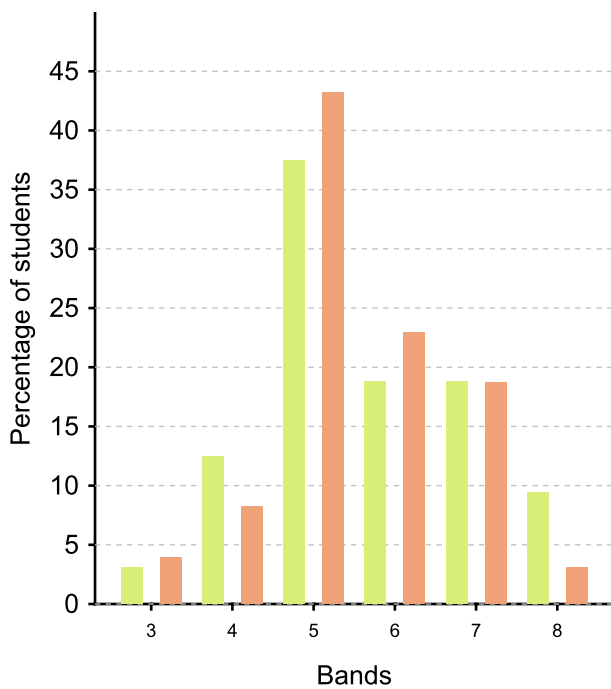
**Percentage in bands:**  
Year 5 Spelling



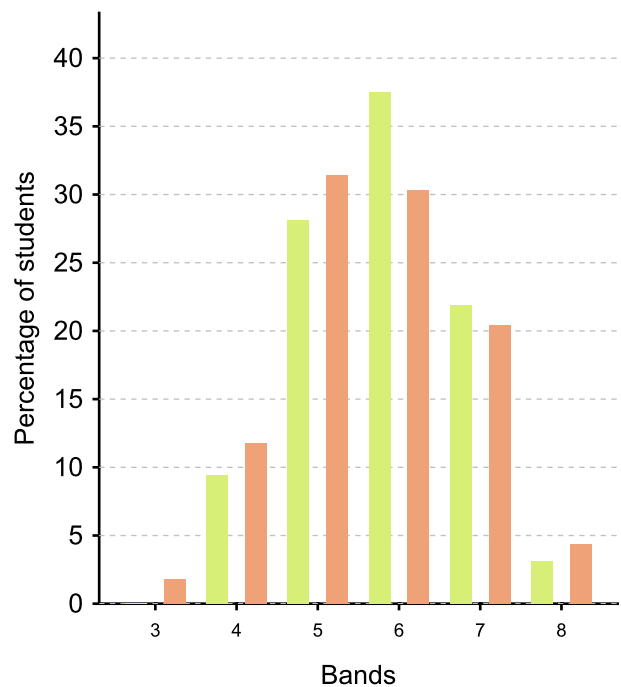
**Percentage in bands:**  
Year 3 Numeracy



**Percentage in bands:**  
Year 5 Writing



**Percentage in bands:**  
Year 5 Numeracy



The school's NAPLAN Numeracy results showed improvement in Year 3 and Year 5 compared to last year. We had no students in the bottom band in Year 3 or Year 5 Numeracy. We were above NSW DoE average in the Year 5 assessment. 75% of Year 5 students had greater than or equal to expected growth in Numeracy.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to <http://www.myschool.edu.au> to access the school data.

The 'Premier's Priorities: Improving Education Results' is to increase the proportion of NSW students in the top

two NAPLAN bands in Reading and Numeracy by eight per cent by 2019. The baseline for this improvement is the average of the 2013 and 2014 results.

In Year 3 Reading, our students have gone from 42% proficient in 2013/14 to 58% proficient in 2017. In Year 3 Numeracy, our students have gone from 36% proficient in 2013/14 to 35% proficient in 2017.

In Year 5 Reading, our students have gone from 31% proficient in 2013/14 to 47% proficient in 2017. In Year 5 Numeracy, our students have gone from 25% proficient in 2013/14 to 25% proficient in 2017.

The 2017 NAPLAN results show that we are exceeding the target in Reading and not meeting the target in Numeracy.

The 'State Priorities: Better services – Improving Aboriginal education outcomes' is to increase the proportion of Aboriginal and Torres Strait Islander students in the top two NAPLAN bands for reading and numeracy by 30%. In 2017 at Heathcote PS, there were no Aboriginal students who sat the NAPLAN assessments.

## Parent/caregiver, student, teacher satisfaction

### Parent/Caregiver Satisfaction

The 2017 Tell Them From Me 'Partners in Learning Parent Survey' provided results based on data from 36 parents in the school. The results showed:

- \* Parents feel they can easily speak with their child's teacher and are well informed about school activities.
- \* 95% of parents said they had attended a meeting or social function at the school since the beginning of the year.
- \* Parents feel that their children are encouraged to do their best work.
- \* Parents feel that their children are clear about the rules for school behaviour.
- \* 80% of parents were satisfied or very satisfied with the level of communication they receive from the school.

Some comments from parents about Heathcote PS include:

"I think there are a lot of activities and events that are put on that keep the kids interested and enthusiastic. I feel the school keeps the kids very involved in the running of the school."

"Teachers are excellent. Really take the time to understand individual students and try and help / extend them. Excellent inclusion / anti-bullying / respect program. Really supports special needs and diversity which is fantastic. Very community feel and

lots of communication and plenty of opportunities and varied fun activities for the kids."

"Communication is fantastic. Teachers are fantastic. The feeling at the school is great!"

### Student Satisfaction

The 2017 Tell Them From Me student survey provided data based on the results from 108 students in Year 4 to 6. The results showed:

- \* 92% of students had a high rate of participation in sports. (NSW Govt norm is 83%.)
- \* 61% of students had a high rate of participation in extracurricular activities. (NSW Govt norm is 55%.)
- \* 91% of students had positive relationships. (NSW Govt norm is 85%.)
- \* 94% of students had positive behaviour. (NSW Govt norm is 83%.)
- \* 82% of students were interested and motivated. (NSW Govt norm is 78%.)

### Teacher Satisfaction

The 2017 Tell Them From Me 'Focus on Learning Teacher Survey' provided results based on data from 17 teachers in the school. The results showed that overall, teachers feel that:

- \* they work with school leaders to create a safe and orderly school environment
- \* lesson plans and other materials are shared with them
- \* they monitor the progress of individual students
- \* their assessments help them to understand where students are having difficulty
- \* they establish clear expectations for classroom behaviour
- \* they set high expectations for student learning
- \* learning problems of particular students are discussed with other teachers.

Some comments from teachers about Heathcote PS include:

"Heathcote has created an environment that takes into account the whole child."

"The school provides students with a range of opportunities in both academic and extra-curricular areas and we have good relationships with parents and the wider community."

"Teachers share their knowledge and teaching strategies within stage groups."

"HPS is a really good place to work and learn. I think

there is a staff culture of teamwork and camaraderie, with a delightful mix of ages, experience and varied talents. Teachers and leaders are genuinely caring and willing to share/mentor. Our students can only benefit from this. I am usually inspired and energised by my colleagues' dedication – and we need to keep nurturing our positive workplace."

## Policy requirements

### Aboriginal education

Teachers of Aboriginal students at Heathcote PS write personalised learning plans for their students each term. Aboriginal perspectives continue to be embedded in the school's scope and sequence across all curriculum areas. We ensure that K–6 are provided with educational programs incorporating respect for traditional and contemporary Aboriginal history and its rich culture.

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 2017 by inviting an Aboriginal artist to paint a mural within our school environment.

We had a proud student who was a worthy recipient of an award at the Deadly Kid's Doing Well ceremony which was held at Sydney University.

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. This event 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 view point. Our Aboriginal Education Coordinator attended professional learning courses to further her understanding and implementation of Aboriginal education at Heathcote PS.



### Multicultural and anti-racism education

Heathcote PS rejects all forms of racism and is committed to the elimination of racial discrimination. A teacher is 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 are prejudiced due to their race, religion, gender, disability, age, culture or language. They are available to speak with anyone on these issues.

In Term 1 we celebrated cultural diversity on Harmony Day. Students and staff engaged in activities centred on the valuable contributions each individual has to offer to their community. It was also a day where the school reflected on inclusiveness, respect and a sense of belonging for everyone.

Our SRC continue to promote global awareness by supporting Tacdugan School in the Philippines by donating books and school packs for the students there.