

Heathcote Public School Annual Report



2018

HEATHCOTE
PUBLIC SCHOOL



SUCCESS
FOLLOWS EFFORT

2149

Introduction

The Annual Report for **2018** is provided to the community of Heathcote Public School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

Damien Field

Principal

School contact details

Heathcote Public School

Oliver St

Heathcote, 2233

www.heathcote-p.schools.nsw.edu.au

heathcote-p.school@det.nsw.edu.au

9520 8759

Message from the Principal

2018 was another amazing year of learning and growth for Heathcote Public School. To lead and serve such a fantastic school community is truly an honour and a privilege, and I am thankful every day for the opportunity to work in such a special place.

Last year we refined our school's vision statement which reads, "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."

Some highlights which show how we are realising this vision include:

In Term 1 we welcomed 59 Kindergarten students, our biggest grade for many years, who were big-eyed and nervous about starting big school, but settled in quickly with the help of their loving teachers and wonderful Year 6 buddies. A successful swimming carnival saw our best swimmers go on to compete at the zone carnival, where their hard work and determination saw us come third overall and first on handicap.

Year 1 visited Sutherland Hospital and our student leaders learnt about leadership, resilience and persistence at the Young Leaders Conference. The opera came to visit with a performance of the Magic Flute and our senior girls soccer team finished the season undefeated. We had an eggcellent Easter Hat Parade and for the first time we opened up our playground to the community for the school holidays. Many students attended the ANZAC Dawn Service at Heathcote RSL where our student leaders spoke with reverence and respect befitting the occasion.

In Term 2, Kindergarten had some real-life Hatchimals as they learnt about growing up quickly with their gorgeous ducklings. We excelled at the zone cross country coming 3rd overall and 2nd on handicap. Our students honed their persuasive skills in the debating competition, learnt to be safe around animals with Responsible Pet Ownership and learnt the finer points of dribbling and shooting with free basketball workshops. Stage 3 took on the mud and high ropes of the Great Aussie Bush Camp and our students lit up the stage at Create South, Primary Play Day and the In The Spotlight Dance Festival. We finished the term with some fun and fundraising at the Ninjathon.

Term 3 started with our athletics carnival and Stage 2 ventured off to Deer Park for a successful overnight camp. In Education Week we dazzled the shoppers at Westfield Miranda, hosted a high calibre Open Day and some of our student leaders went to NSW Parliament House to meet with the Honourable Rob Stokes MP, Minister for Education.

We found our treasure in books with a fun-filled Book Parade, the drama group performed superbly at NIDA and our dance groups and choirs excelled once again in the Sutherland Shire Schools Music Festival. Stage 1 learnt about the environment at Jibbon Beach and author Matt Cosgrove fired our imaginations with his stories and drawings.

PBL was launched and our mascot Milo the Magpie was born. Year 5 had the time of their lives at the DanceSport Challenge, Stage 3 went exploring at Wattamolla, we all went a bit country to raise money for the farmers, K-2 bounced, jumped, threw and ran in their athletics carnival, as well as swinging and tumbling through free gymnastics lessons, before we finished off the term with the whole community pitching in for an outstanding school fete.

Term 4 saw the P&C run another successful Book Fair and we tested the capacity of our classrooms with a very well attended Grandfriends Day. K-2 learnt skills that could save their lives at swimming scheme while Stage 2 and 3 hit the beach for their surf awareness lessons.

Year 6 ran an awesome Pedlar's Day and all of Stage 3, did some Slam Poetry. Schools Spectacular put us on the big stage again, with 15 dancers and 24 choir singers involved, as well as one student singing like a star as a featured artist. Our school band belted out some tunes at the Showcase Concert and we worked up a sweat on the dancefloor at the Christmas Disco.

One student represented New South Wales in Western Australia at the Australian Cricket Championships, a remarkable achievement. What a year it was!

Through all of this, our students have been superb. Their respect, manners, kindness and love of learning make it a pleasure to provide these opportunities for them. Our staff go above and beyond to make all this happen, and there's a lot of work behind the scenes to get these things off the ground.

Our P&C support the school every step of the way, and I'd like to say a special thank you to all parents who help with the P&C who put in many, many hours for our school.

In 2018, the P&C donated \$31,800 to the school which has been used to purchase laptops, air conditioning, outdoor furniture, new signage, reading books and synthetic turf. They have also helped secure a \$27,000 grant with the support of our local MP Lee Evans, which was used to fund the installation of synthetic turf on our southern playground in the Christmas holidays.

Our school executive team have led our school from strength to strength, with Visible Learning, Effective Feedback, PBL and a new awards system being successfully rolled out this year. Our quality teaching has resulted in NAPLAN growth being well above state in all areas. I thank them, and all our staff, for their hard work and dedication.

I would also like to thank the staff who are leaving us in 2018 for the valuable contributions they have made to Heathcote PS and wish them the best for the future.

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 345 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 for the students 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" and our school expectations underpin 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 and participated in an external validation. 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. During the external validation process, an independent panel of peer principals considered our evidence and assessment of the school's progress, aligned with the standards articulated in the School Excellence Framework.

Learning

The results of this process indicated that in the School Excellence Framework domain of Learning:

Learning Culture

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.

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. Extra transition visits for any at risk students are organised, ensuring a thorough handover of information about any students, including their personalised learning plans when appropriate.

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.

Wellbeing

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.

Well-developed and evidence-based approaches, programs and assessment processes identify, regularly monitor and review individual student 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.

Curriculum

The school's curriculum provision and evidence-based teaching practices provide a high expectations framework, within which all students effectively develop their knowledge, understanding and skills. The school monitors and reviews its curriculum provision to meet changing requirements of the students. Teaching and learning programs describe expected student progression in knowledge, understanding and skill and the assessments that measure them. Teachers differentiate curriculum delivery to meet the needs of students at different levels of achievement, including adjustments to support learning or increase challenge. 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.

Assessment

Teachers routinely use evidence of learning, including a range of formative assessments to inform their teaching, adapt their practice and meet learning needs of 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 Learning Progressions to ensure they are consistent with state-wide expectations.

Reporting

The school has explicit processes to collect, analyse and report specific internal and external student and school performance data, on a regular basis. Heathcote Public School provides parents/carers with information on the learning progress of their children, including reports sent home at the end of Term 1, Semester 1 and Semester 2. Parent/teacher interviews take place twice a year to facilitate more in depth discussion between the teacher and parent about each student's learning progress and goals.

Student Performance Measures

Heathcote Public School's NAPLAN value-add measure is positive from 2016 to 2017. An average of 42% of students were in the top two bands for NAPLAN reading and numeracy. School data shows that student progress and achievement on external measures is consistent with progress and achievement on internal assessments. In 2017, there was an upward trend in 9 out of 10 NAPLAN assessments for Year 3 and Year 5.

Teaching

The results of this process indicated that in the School Excellence Framework domain of Teaching:

Effective Classroom Practice

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 is 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 is a focus in the 2018 – 2020 school plan with the implementation of Positive Behaviour for Learning.

Data Skills and Use

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.

Professional Standards

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.

Learning and Development

The school uses embedded and explicit systems that facilitate professional dialogue, collaboration, classroom observation, the modelling of effective practice and the provision of specific and timely feedback between teachers. This drives ongoing, schoolwide improvement in teaching practice and student results. A beginning teachers' mentor group is also implemented with the diversity of expertise amongst our teachers being 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 results of this process indicated that in the School Excellence Framework domain of Leading:

Educational Leadership

Professional learning in the school emphasises developing effective instructional leadership, management skills and leadership attributes to facilitate whole school improvement and build a strong pipeline of leaders. 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 is recognised as excellent and responsive by its community because it uses best practice to embed a culture of high expectations, and effectively caters for the range of equity issues in the school. 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.

School Planning, Implementation and Reporting

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 leadership team embeds clear processes, with accompanying timelines and milestones, to direct school activity towards effective implementation of the school plan. Staff understand what they need to do to help address the school plan's strategic directions and meet the school's improvement measures. 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.

School Resources

The leadership team deploys teaching and non-teaching staff to make best use of available expertise to meet the needs of students. The leadership team uses data to evaluate the effectiveness of management processes, and creates a culture of shared accountability to achieve organisational best practice. The leadership team takes a creative approach to use of the physical environment to ensure that it optimises learning, within the constraints of the school design and setting. 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.

Management Practices and Processes

The school evaluates its administrative systems and processes, ensuring that they are delivering anticipated benefits to the school community, and makes changes when required. The leadership team collects information about the school's administrative practices in order to ensure their effectiveness. Management practices and processes are responsive to school community feedback. There is a whole school approach to improving service delivery and customer (parent and/or student) experience. The leadership team measures school community (parent and student) satisfaction and shares its analysis and actions in response to the findings with its community.

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 2018 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, air conditioning and literacy resources.

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

For more information about the School Excellence Framework:

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

Strategic Direction 1

Successful Learners

Purpose

To improve student learning and outcomes in literacy and numeracy through an integrated approach to quality teaching and assessment.

Overall summary of progress

Formative Assessment

Professional learning in creating high quality learning goals and success criteria to facilitate the students becoming self-regulated learners.

Staff were introduced to visible learning and have attended professional learning workshops throughout the year. In Term 1 2018, a staff survey was conducted to determine the level of staff knowledge on the topic of visible learning. Based on the staff survey, 7.1% of staff were implementing learning intentions and success criteria into daily classroom practices. In 2017, Early Stage 1 students were the only stage that had individual learning goals. There was limited whole school data to show growth in literacy. In 2017, whole school reading and writing data was collected at the end of each term and this has continued into 2018. Although this data was analysed to determine focus students it was not being utilised to guide future learning and short term learning goals for all students.

Visible learning has changed the way teachers plan, program and deliver lessons. Teachers have utilised aspects of visible learning including learning intentions (WALT – We Are Learning To), success criteria (WILF – What I'm Looking For) as well as providing exemplars (WAGOLL – What A Good One Looks Like). This has allowed teachers to be more explicit with learning intentions and the expectations of the students. Individualised student learning goals were introduced across the school to encourage students to be more accountable for their learning.

All students have individual learning goals for English, Mathematics as well as a personal goal. Goals are updated when they have been achieved or are reassessed and any necessary adjustments are made. All teachers have experimented with aspects of visible learning including learning intentions and success criteria. Quality Teaching and Successful Student funding has been utilised to support teachers in this project by observing and team-teaching with an executive staff member as they model visible learning pedagogy.

Data Analysis and Setting Targets

Implement systems for the regular collection of student learning data. Professional learning in analysing and using data to target specific instruction at the students' point of need.

Pre-assessments give teachers valuable information about the needs of the students and guides teaching and learning. It allows teachers to set individual learning goals for students. Post assessments are used to assess student learning on the concepts that have been taught and teachers make adjustments based on the results of the assessments. For example, teachers use pre-assessments and a marking rubric to identify an area of need. For instance, teachers identify groups of students that need assistance with areas of need. A program is created to support these students with explicit teaching, which included learning intentions and success criteria. Students have learning goals related to these concepts which were referred to regularly throughout the unit of work.

Classroom data is used to guide teaching and learning and set learning goals. It also allows teachers to use consistent teacher judgement to identify areas of need across the whole stage and program accordingly. Teachers use pre-test class analysis sheets to identify an area of need and backward map to plan units of work to strengthen these needs. After a unit of work is taught, students are reassessed to see if students have demonstrated significant growth.

Teachers have participated in professional learning on how to specifically target student needs and plan units of work through a backward mapping approach.

Data is collected throughout the term and discussed at consistent teacher judgement meetings and new targets are set for the next teaching and learning cycle.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
---	-------------------------------	-----------------------------

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increased proportion of students in the top two bands for literacy.	The school has used professional learning funds \$18,928 as well as 0.2 of QTSS funding to support these projects.	The three year average of students in the two top bands of literacy for 2015 –2017 was 41.8%. In 2018 we had 38.4% which was a decrease of 3.4%
Increased proportion of students in the top two bands for numeracy.	See above	The three year average of students in the two top bands of numeracy for 2015 –2017 was 30.2%. In 2018 we had 27.1% which was a decrease of 3.1%
Increased evidence of whole-school approach to embedding evidence based teaching practices such as learning intentions and success criteria.	See above	In Term 1 2018, a staff survey was conducted to determine the level of staff knowledge on the topic of visible learning. Based on the staff survey, 7.1% of staff were implementing learning intentions and success criteria into daily classroom practices. After a year of implementing visible learning across the school, 100% of classroom teachers are using learning goals and success criteria with lessons..
Increased proportion of students meeting their individual learning goals.	See above	Data that has been collected over a the school year and it indicates that over 78.2% of students are meeting their learning goals.
Increased student growth in value-added measures in internal and external assessment.	See above	Students have experienced growth in both internal and external measures. The school has used scout to measure Naplan growth, literacy pro lexile levels to measure growth in reading comprehension as well as classroom and stage assessments to measure writing, reading and numeracy growth in students. The three year average of value add for 2015 –2017 was 80.1. In 2018 we had 87.28 which was an increase of 7.18%

Next Steps

1. Teachers will continue to implement visible learning in the classroom and begin to embed learning intentions and success criteria in all programs across the school.
2. Bump it up walls will be introduced and will be used as teaching points in classrooms.
3. Teachers will experiment with formative assessment strategies within their lessons.
4. Acer PAT assessments will be used to assess and target students in reading, mathematics, grammar and punctuation
5. Literacy pro assessments will be used to gather data on reading comprehension.
6. Professional learning (Embedding formative Assessment by Siobhan Leahy and Dylan Wiliam) will be explored.

Strategic Direction 2

High Quality Teachers

Purpose

To nurture a stimulating and engaging professional environment supported by a collaborative and evaluative culture that develops highly skilled teachers.

Overall summary of progress

Feedback

Staff read and analysed theory on the importance of regular effective feedback within the classroom. Research was discussed and analysed both as a whole staff and within teams. Teachers have all participated in Professional Learning centred around Feedback and in Stage Teams shared and devised strategies that support learning within age appropriate contexts. In Stage Teams and through a collaborative whole school approach, staff have shared practice as learning has been delivered within the classroom.

Staff participated in four sessions focussed on feedback. Teacher surveys indicated that staff have made changes to the way in which feedback is delivered in their classrooms.

Reflective Practice

Staff were involved in Reflective Practice throughout many of our professional learning sessions this year. We have devised a proforma that staff submit with their program, sharing more focussed reflection embedding the teaching standards.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Surveys and observations show that students are receiving regular constructive feedback on their learning.	Google Forms	Stage Meetings include the sharing of feedback being used in the classroom. Students' books have specific regular feedback included.
Increased opportunities for teachers to regularly collaborate and reflect on their teaching practices resulting in ongoing school-wide improvement.	Regular PD sessions that encourage feedback and Reflective Practice amongst staff.	Program evaluations indicate that staff are engaged in Reflective Practice using the Teaching Standards as a platform for evaluation.
Teachers are increasingly engaging with the Community of Schools on the Park to collaborate across schools and evidence shows the improved quality of their practice.		A teacher from Engadine West Public School demonstrated the process of documenting Professional Learning.

Next Steps

Our primary focus for 2019 under this direction will take a shift to the Seven Steps to Writing Program. As a way of embedding and consolidating practice in Feedback and Reflective Practice these will take place within the context of writing.

The Seven Steps to writing will occur throughout the year. Professional Learning will include both a theoretical and practical approach. QTSS Funding will allow a staff member per week to plan, organise, team teach, model lessons and

participate in observations over the year.

As we have a number of beginning teachers, Reflective Practice will continue. Teachers will be supplied with a number of protocols that can be used when providing feedback to staff after lesson observations.

Using principles of Reflective Practice to shape individual teaching philosophy will allow staff to engage in their own reflective practice to refine their pedagogy. Deep understanding and authentic use of the Teaching Standards will provide a platform for Reflective Practice and meaningful management of Professional Learning Plans.

Strategic Direction 3

Positive Learning Environment

Purpose

To have a consistent evidence-based whole-school approach to a positive learning environment that enables students to connect, succeed and thrive.

Overall summary of progress

Positive Behaviour for Learning

Several teachers attended a two-day professional development course focused on implementing Tier 1 Universal Prevention School-Wide Systems. Attending this course equipped teachers with the skills, knowledge and understanding required to begin PBL implementation at Heathcote Public School. A PBL team was formed and team roles were assigned. Fortnightly meetings were scheduled and an action plan was developed in response to data collected from the TFI and SAS and in consultation with a PBL coach.

Teachers, students and parents were involved in developing three school-wide expectations. Staff and students can articulate the three expectations and are becoming increasingly aware of what they look like in different settings of the school environment. Teachers are beginning to use PBL language and provide explicit feedback for positive behaviour.

A matrix of expectations for a variety of settings across the school was developed to maintain consistency among teachers. Signs outlining the behavioural expectations for a variety of settings are placed around the school to serve as a visual reminder and reinforce positive behaviour. Data from Sentral is beginning to be analysed and is used to highlight patterns in behaviour and priority areas for PBL.

A soft launch for PBL was held. A guest speaker was invited to talk about how he incorporates the expectations of safe, respectful and learner in his life. A mascot design and name competition was held.

New Award System

Focus groups were held with members from the SRC and parents and carers to discuss the school's award system. In response to the feedback obtained during focus groups and from staff within meetings, a new award system was developed. The new award system has proven to be motivating for students, as all awards are part of a whole-school system where students can progress through achievement levels during their time at Heathcote Public School. The inclusion of a blue 'fast and frequent' token is a PBL feature which has been highly successful in promoting and reinforcing positive behaviour across all school settings. Students respond favourably to receiving tokens and the explicit feedback that is provided. A large number of students have achieved their bronze award and a small number have reached their silver award.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Students can articulate and follow the behaviour expectations and what they look like in each area of the school.		Most students can articulate the three school-wide expectations of Safe, Respectful and Learner.
Surveys show improved parental satisfaction with a consistent approach to the recognition of positive student behaviour.		Results from the Tell Them From Me Survey indicate that parents feel the school supports positive behaviour and promotes a safe learning environment for their children.
Staff deliver a consistent response to student behaviour.	Four teachers attended a two professional learning on Positive Behaviour for Learning.	Staff are implementing features of PBL and are using a more consistent language when dealing with student behaviour.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Staff deliver a consistent response to student behaviour.	Professional learning cost: \$704 Casual Relief cost: \$4000	Staff are implementing features of PBL and are using a more consistent language when dealing with student behaviour.

Next Steps

Positive Behaviour for Learning

1. Development of lessons for the explicit teaching of expectations in a variety of non–classroom settings
2. Teaching of lessons for the first five settings
3. Development of a matrix for the next five non–classroom settings
4. Continue to analyse Sentral data to inform priority areas

New Award System

1. Adjust number of blue tokens required to receive a merit card
2. Continue to monitor students' progression through the award system

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	SLSO two hours a week Four people to attend Koori Kids on the Park Two days for Indigenous Artist <ul style="list-style-type: none"> • Aboriginal background loading (\$ 400.00) • Aboriginal background loading (\$400.00) 	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 event and attended One Mob Day in December. During NAIDOC Week the whole school participated in activities and workshops wearing red, black and yellow mufti, to teach students about Aboriginal culture and history. An Indigenous artist visited over two days during the school's participation in NAIDOC Week to complete another mural. The artist worked with each stage across the school in an art workshop. SLSOs have been working with two Aboriginal students throughout the year, focusing on literacy learning goals.
English language proficiency	\$13, 163	Additional English language support was provided by employing an EALD Teacher to cater for the literacy needs of the EALD students. A program was implemented 1 day a week for 26 weeks. There were 13 targeted students who were given extra support in reading, writing, talking and listening.
Low level adjustment for disability	\$101,613 including 0.7 staffing allocation and \$28,734 flexible funding	Students requiring low level adjustment were identified and monitored by our Learning Support Team. A Learning and Support Teacher was employed for four 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. Funding was also used to employ SLSOs to support students with disabilities in the classroom and on excursions.
Quality Teaching, Successful Students (QTSS)	0.541 staffing allocation (\$56,325)	These funds were used to release two teachers for one day a week to facilitate the implementation of Visible Learning and enhance the use of technology in the classroom. Team teaching and professional learning for teachers around embedding 21st Century learning and Visible 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 and classroom observations.
Socio-economic background	\$19,856	A speech therapist was employed one day a week 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.
Support for beginning teachers	\$13,786	A support group for beginning teachers was

<p>Support for beginning teachers</p>	<p>\$13,786</p>	<p>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-teaching, observation, collaborative planning, professional conversations and</p>
<p>Targeted student support for refugees and new arrivals</p>	<p>0.2 NAP Funding</p>	<p>Additional English language support was provided by employing a teacher to cater for the literacy needs of the New Arrival student. A targeted program was implemented to develop his English proficiency, focussing on everyday communication and English vocabulary.</p>



Student information

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	134	147	154	166
Girls	157	154	163	173

Student attendance profile

School				
Year	2015	2016	2017	2018
K	97.2	96.8	95.3	95.5
1	95.2	94.4	94.4	94.5
2	95	94.3	95.2	96.4
3	94.6	94.4	94.1	94
4	96.9	94.7	92.4	93
5	95.2	96.4	93.8	94.2
6	94.5	95.1	95.5	92
All Years	95.6	95.2	94.4	94.4
State DoE				
Year	2015	2016	2017	2018
K	94.4	94.4	94.4	93.8
1	93.8	93.9	93.8	93.4
2	94	94.1	94	93.5
3	94.1	94.2	94.1	93.6
4	94	93.9	93.9	93.4
5	94	93.9	93.8	93.2
6	93.5	93.4	93.3	92.5
All Years	94	94	93.9	93.4

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(s)	1
Assistant Principal(s)	3
Classroom Teacher(s)	11.59
Learning and Support Teacher(s)	0.7
Teacher Librarian	0.8
School Administration and Support Staff	2.82

*Full Time Equivalent

The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce. In 2018 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	38

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 \$22,889 was spent on professional learning. This amounted to an average expenditure of \$1,271 per teacher. Professional learning programs supported both individual goals and the 2018 school priorities. Staff members participated in professional learning courses to develop their understanding of Department of Education priorities. Professional learning focused on the main priorities of the School Plan being Visible Learning, effective feedback and Positive Behaviour for

Learning.

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

Four beginning teachers were supported through regular meetings with our beginning teacher mentors. 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

Financial summary

The information provided in the financial summary includes reporting from 1 January 2018 to 31 December 2018.

	2018 Actual (\$)
Opening Balance	90,772
Revenue	2,991,164
Appropriation	2,800,762
Sale of Goods and Services	-610
Grants and Contributions	188,205
Gain and Loss	0
Other Revenue	100
Investment Income	2,707
Expenses	-2,879,428
Recurrent Expenses	-2,879,428
Employee Related	-2,525,482
Operating Expenses	-353,945
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	111,737
Balance Carried Forward	202,509

Our school has embraced the new financial management systems of SAP and eFPT. 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 more air conditioning, update classroom furniture, purchase more laptops, update desktop computers, update interactive whiteboards, install shade sails in the primary playground and install playground markings in the infants playground.

Financial summary equity funding

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

	2018 Actual (\$)
Base Total	2,277,318
Base Per Capita	61,298
Base Location	0
Other Base	2,216,020
Equity Total	136,628
Equity Aboriginal	1,996
Equity Socio economic	19,856
Equity Language	13,163
Equity Disability	101,613
Targeted Total	22,947
Other Total	58,716
Grand Total	2,495,610

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.

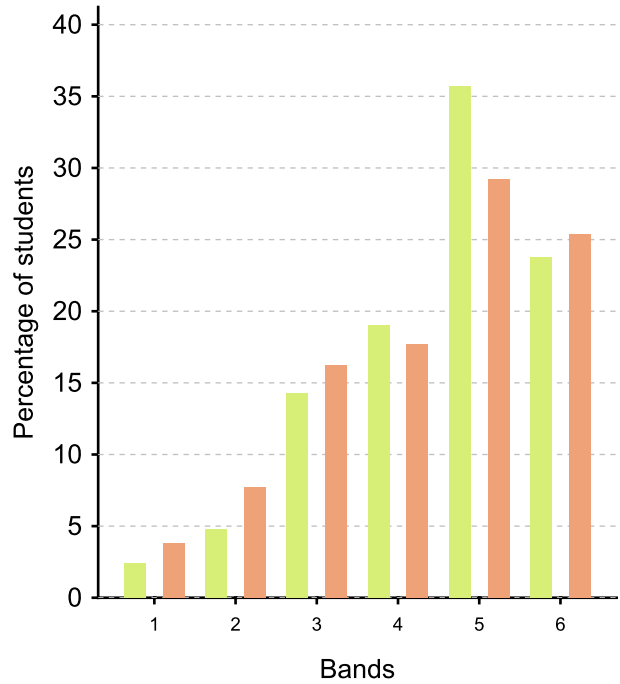
From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

Results for both online and paper formats are reported

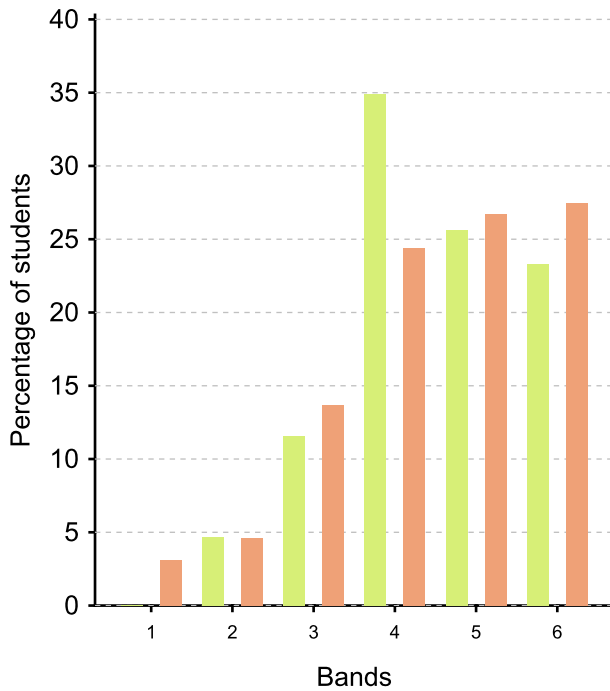
on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should take into consideration the different test formats and are discouraged during these transition years.

The school's NAPLAN Literacy results showed that Year 3 and Year 5 were above state average in Reading, Writing and Grammar and Punctuation. The average scaled growth from Year 3 to Year 5 was also above state average in all aspects of literacy. This resulted in the school's Value Add measure being above state average and classified as 'Sustaining and Growing'.

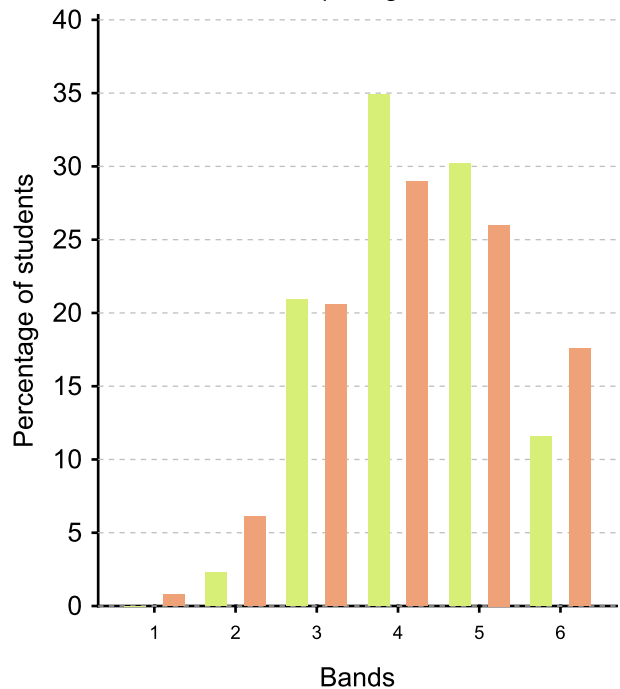
Percentage in bands:
Year 3 Reading



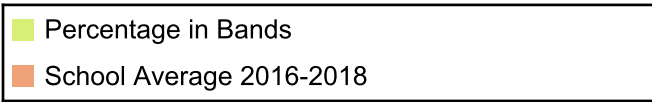
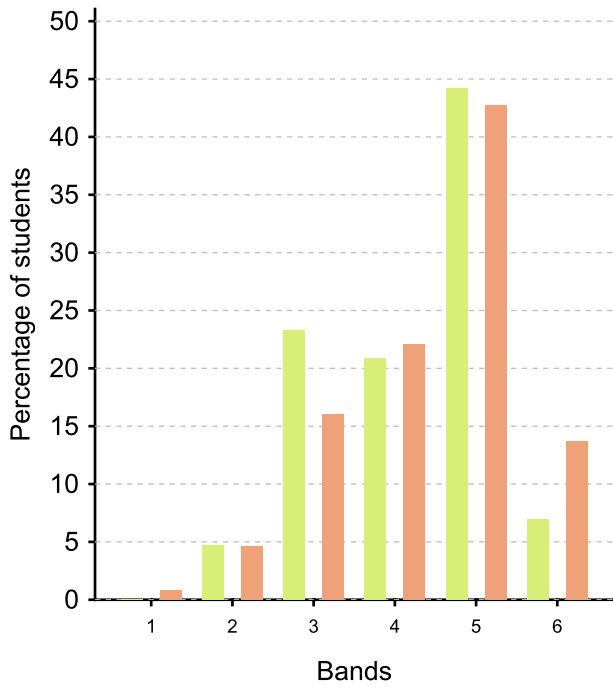
Percentage in bands:
Year 3 Grammar & Punctuation



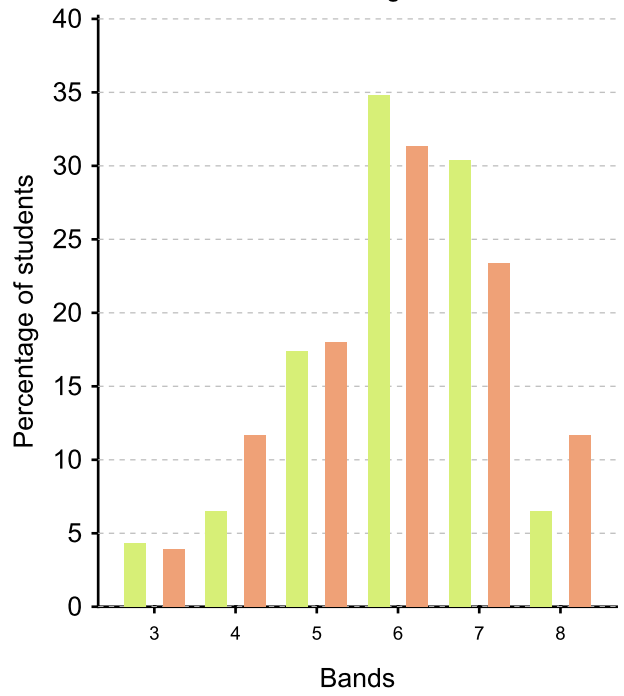
Percentage in bands:
Year 3 Spelling



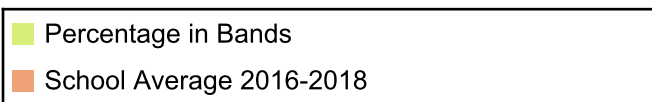
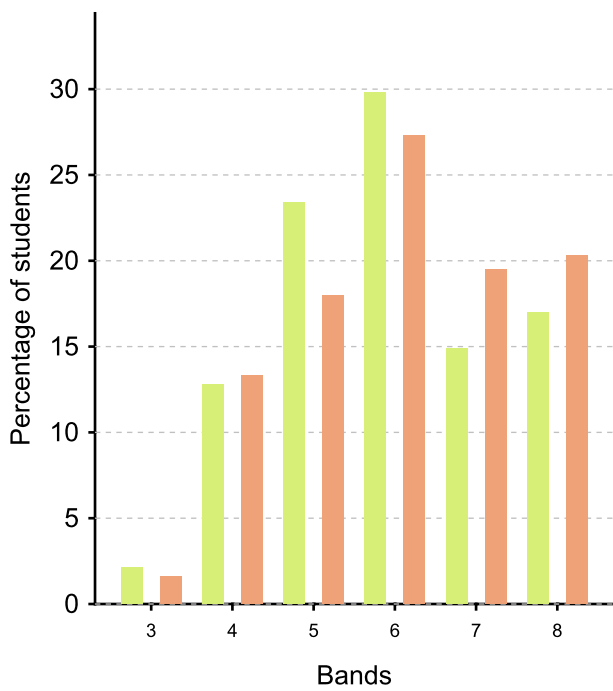
Percentage in bands:
Year 3 Writing



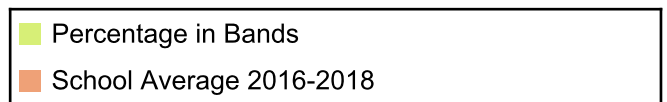
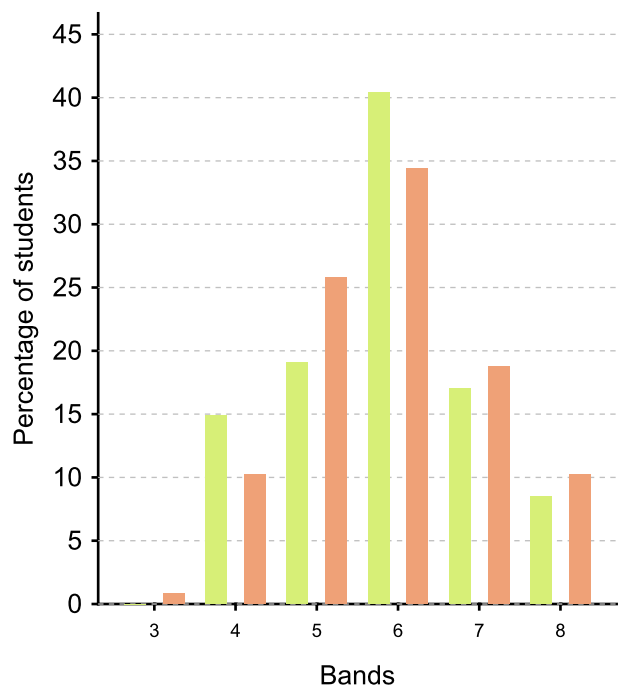
Percentage in bands:
Year 5 Reading



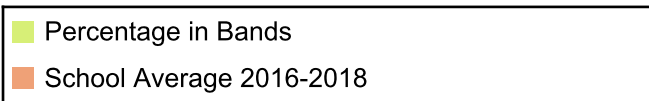
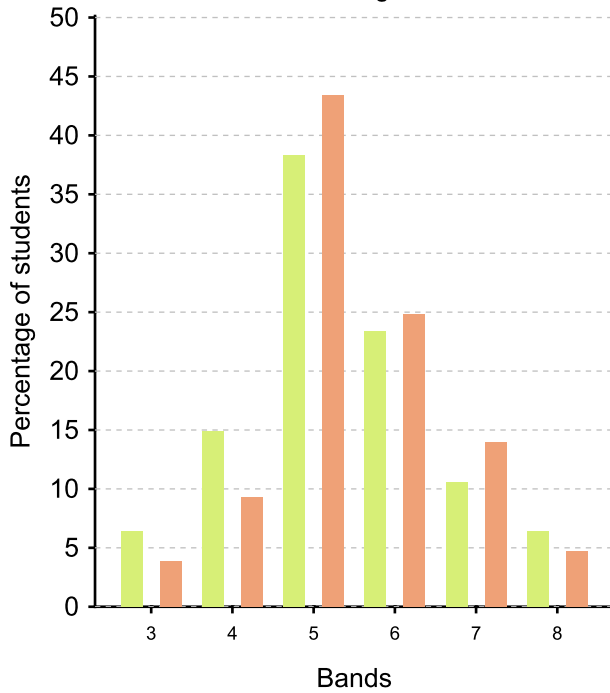
Percentage in bands:
Year 5 Grammar & Punctuation



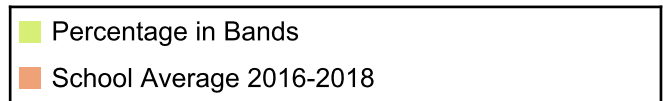
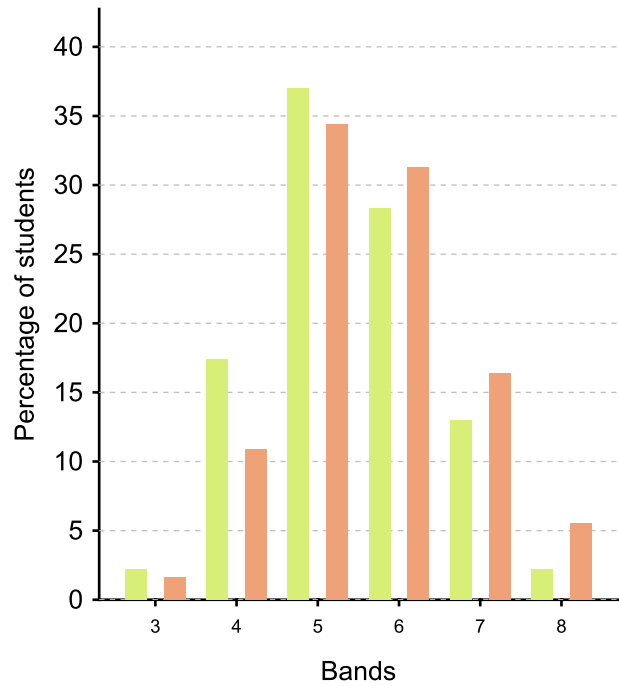
Percentage in bands:
Year 5 Spelling



Percentage in bands:
Year 5 Writing



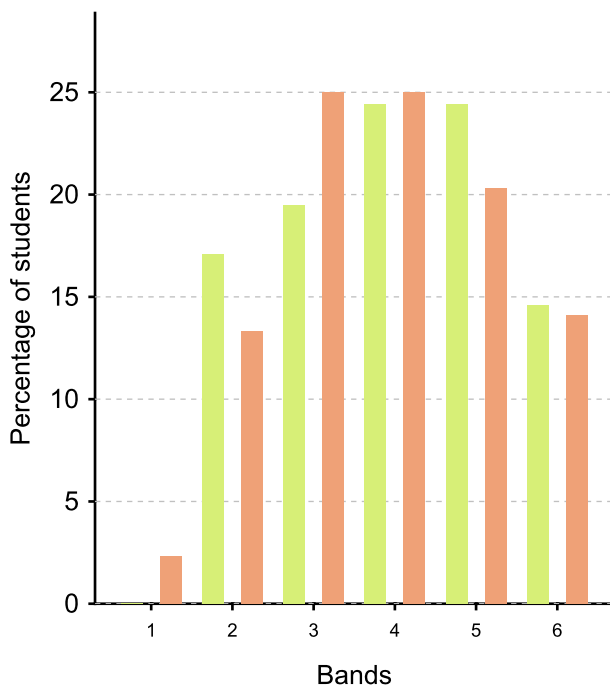
Percentage in bands:
Year 5 Numeracy



The school's NAPLAN Numeracy results showed that Year 3 were above state average. The average scaled growth from Year 3 to Year 5 was also above state average for 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.

Percentage in bands:
Year 3 Numeracy



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 59.5% proficient in 2018. In Year 3 Numeracy, our students have gone from 36% proficient in 2013/14 to 39% proficient in 2018.

In Year 5 Reading, our students have gone from 31% proficient in 2013/14 to 36.9% proficient in 2018. In Year 5 Numeracy, our students have gone from 25% proficient in 2013/14 to 15.2% proficient in 2018.

The 2018 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 2018 at Heathcote PS, there was only one Aboriginal student who sat the NAPLAN assessments. For privacy reasons, the student's results will not be reported.

Parent/caregiver, student, teacher satisfaction

Parent/Caregiver Satisfaction

The 2018 Tell Them From Me 'Partners in Learning Parent Survey' provided results based on data from 52 parents in the school. The results showed:

- * Parents feel welcome in the school and the school's administrative staff are helpful when they have a question or problem.
- * Parents feel that reports on their child's progress are written in terms they understand.
- * Parents encourage their child to do well at school and talk with their child about feelings towards other children at school.
- * Parents feel that their child is encouraged by teachers to do his or her best work.
- * Parents feel that their child is clear about the rules for school behaviour.
- * Parents feel that teachers help students who need extra support.
- * 59% of parents were satisfied or very satisfied with the school's new awards system (30% neutral).
- * 77% of parents were satisfied or very satisfied with the student reports they receive from the school (15% neutral).

Some comments from parents about Heathcote PS include:

"The school has a very welcoming atmosphere. My child has never had any issues and loves going to school. The teachers are always available to talk when I need to and are always positive. The school provides a large number of extra-curricular activities and the teachers should be commended on the time they spend outside of school working on these."

"The number of extra-curricular events lately has been very rewarding for our child and added an element of excitement, they have enjoyed the refreshing change from the standard routine. The respectful learning framework devised by the school has also been a strong source of positivity and an effective constant reminder of moral standards for the children. It is easily remembered and steadfastly repeated at school assemblies, which has enabled it to become somewhat of a mantra for the children. The 'Skoolbag' app is also a highly useful communication system which ensures we, as busy parents, are always abreast of administrative requirements etc."

Student Satisfaction

The 2018 Tell Them From Me student survey provided data based on the results from 116 students in Year 4 to 6. The results showed:

- * 62% of students have a high rate of participation in art, drama, or music groups; extracurricular school activities; or a school committee (NSW Govt norm is 55%).
- * 84% of students feel accepted and valued by their peers and by others at their school (NSW Govt norm is 81%).
- * 93% of students have friends at school they can trust and who encourage them to make positive choices (NSW Govt norm is 85%).
- * 95% of students feel they do not get in trouble at school for disruptive or inappropriate behaviour (NSW Govt norm is 83%).
- * Students feel teachers are responsive to their needs and encourage independence with a democratic approach.

* Students feel that school staff emphasise academic skills and hold high expectations for all students to succeed.

Teacher Satisfaction

The 2018 Tell Them From Me 'Focus on Learning Teacher Survey' provided results based on data from 20 teachers in the school. The results showed that overall, teachers feel that:

- * School leaders have helped me establish challenging and visible learning goals for students.
- * They work with school leaders to create a safe and orderly school environment.
- * Teachers in our school share their lesson plans and other materials with each other.
- * They monitor the progress of individual students.
- * Their assessments help them understand where students are having difficulty.
- * Students have opportunities to use computers or other interactive technology for describing relationships among ideas or concepts.
- * They establish clear expectations for classroom behaviour.
- * They work with parents to help solve problems interfering with their child's progress.
- * 100% of teachers agreed that school leaders in the school are leading improvement and change.
- * 100% of teachers are satisfied with the school's new awards system.

Some comments from teachers about Heathcote PS include:

" Heathcote PS provides many co-curricula

opportunities for its students. Co-curricula opportunities including sport, debating, dance and band meet a wide variety of interests and strengths for every child. The strategic directions are known throughout all staff members. Staff are engaged in implementing each of the school's strategic directions in their classroom to develop best practice and enhance the learning environment in the classroom. Stage teams work together to achieve consistent teacher judgement through producing a variety of work samples. Professional discussion is undertaken within our stage meetings and teaching strategies are shared among new and experienced teachers."

"I believe we are a very caring, community minded school who provide many learning opportunities for a school of our size."

"I think HPS provides a broad range of engaging opportunities for students within the classroom and outside the classroom. The staff work collaboratively and support each other and their students. The school continues to improve the existing programs and develops new initiatives.

Policy requirements

Aboriginal education

All Aboriginal students at Heathcote PS have personalised learning plans developed and assessed. 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 and Torres Strait Islander 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 by inviting an Indigenous artist to paint a mural within our school environment. Together with the Sutherland local Aboriginal Education Consultative Group (AECG), Indigenous students from our COSOTP schools combined to celebrate their Aboriginal heritage at the Koori Kids on the Park event. They went bushwalking, fishing and made Johnny Cakes.



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.