

# Heathcote High School

## Annual Report



2018



8246

## Introduction

The Annual Report for **2018** is provided to the community of Heathcote High 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.

Mr Stephen Waser

Principal

### School contact details

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## School background

### School vision statement

Heathcote High School is committed to ensuring every student maximises their potential through the provision of high quality teaching. Each student is valued and encouraged to be fully involved in the wide variety of opportunities offered at the school, leaving the school as a well rounded responsible citizen.

### School context

Heathcote High School is a comprehensive high school serving the learning needs of approximately 750 students. Our location, close to the Royal National Park, provides a spacious, peaceful bush setting for our students and community.

Our teaching staff are dedicated professionals, committed to the delivery of learning programs designed to cater for the diverse range of student learning needs. We further support students with specific learning needs in our autism and physical support classes and also provide an academic selective stream in the junior school.

A range of Vocational and Educational (VET) courses are provided and we continue to expand our STEM classes to meet the needs of future workplaces. Students are transitioned to post school options including university, TAFE and the workforce through the use of Personal Learning Plans, which are reviewed regularly.

Students are able to take advantage of a wide range of social and cultural links, including the Schools Spectacular, Southern Stars Showcase, MADD evenings and the annual school production. We share cultural links with Blayney High School and the Hitachi Omiya Secondary School in Japan, promoting a sense of sharing an understanding of others.

Students take part in sporting competitions and gala days in many sports including rugby league, soccer, netball, baseball and touch football. We participate in the Interschools' Mountain Bike Championship with great success. Students are also able to complete the prestigious Duke of Edinburgh Award through school provided opportunities.

We value our close links with our Primary Partner Schools, ensuring smooth transitions for our students. We believe strongly in the importance of staff, parents and carers working in partnership to achieve the very best for our students.

## Self-assessment and school achievement

### Self-assessment using the School Excellence Framework

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

This year, our school undertook self-assessment using the School Excellence Framework. The framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

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/sef-evidence-guide>

## Strategic Direction 1

Excellence in Learning

### Purpose

We will improve:

- The integration of formative assessment into teaching practice in every classroom.
- The performance of students to consistently achieve at high levels in external and internal school performance measures, as indicated by student expected growth.
- The learning culture of the school community.

### Overall summary of progress

Professional learning provided to all staff on formative assessment. Learning intentions and success criteria has been embedded in all classes.

Year 7 have been mapped to the literacy continuum and have individualised writing plans. The initial pedagogical practices around writing have been delivered to staff.

The merit system was evaluated and enhanced to celebrate successful learning.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increase integration of formative assessment into teaching practice in every classroom.	\$10,000.00	Embedded into school processes in assessment tasks across majority of the KLAs.
An annual increase in the proportion of Year 9 students achieving Band 8 and above.	\$10,000.00	Reading and writing increased. Numeracy maintained in alignment with previous years.
Tell them from Me Survey shows an increase in student Intellectual Engagement indicating an improvement in learning culture.	\$3,900.00	There has been an outstanding performance improvement in learning culture.
Improved internal data – reflected in annual improvement in the learning profile of students.	\$1,500.00	There has been an improvement in students' learning profiles.

### Next Steps

Continue to upskill staff on Formative Assessment strategies. Develop feed back loops to elicit evidence on the embedding of Formative Assessment in classroom practice.

Year 7 & 8 will be mapped to the literacy progressions and have individual writing plans. Staff will be provided with ongoing professional learning on the implementation of our writing strategies.

Introduce the new merit system and monitor the success.

## Strategic Direction 2

### Excellence in Teaching

#### Purpose

We will improve:

- Effective classroom practice through the explicit use of ALARM across all stages.
- The skills of staff to embed literacy and numeracy strategies into teaching and learning programs.
- Teacher use of data to reflect on teaching effectiveness and inform future directions.

#### Overall summary of progress

ALARM has been successful in some key learning areas with outstanding evidence of growth in the writing components of the 2018 HSC.

The introduction of extensive vocabulary strategy was trialled unsuccessfully. Initial pedagogy behind the cluster cards was presented to all staff.

Collecting and analysing data to inform the teaching of individual students has increased across the school.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increase in the number of students with expected or above expected growth in writing as measured in Year 9 NAPLAN	\$1,100.00	Evidence shows growth in writing.
An improvement in student HSC written responses in comparison with state average	\$15,000.00	Evidence of improvement across all KLAs in extended responses. Significant increase with 61% of subjects above state variation.
An increase students attaining the top two bands in reading and numeracy	\$55,000.00	Reading and writing increased from 29 to 35% and 9 to 13% respectively. Numeracy percentages maintained.

#### Next Steps

Increase the professional learning impact of writing strategies by creating a registered course and continue to embed ALARM across all relevant KLAs.

Provide professional learning to support the implementation of cluster cards in Yrs 7 & 8.

Continue to develop staff in the analysis of data and unpack the capabilities of SCOUT.

## Strategic Direction 3

### Excellence in Leading

#### Purpose

We will improve:

- Administrative systems and processes to ensure that they are delivering anticipated benefits to the school community and make changes when required. For example structure of the school day, review of student management.
- Use of the school's physical environment to ensure that it optimises future focused learning.

#### Overall summary of progress

Options for future timetable structure have been investigated. Truancy and Time out card procedures have been revised. Communication across the school has improved with the utilisation of technology.

Future focussed learning spaces have been redesigned and equipped with integrated technology for use by staff and students.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Surveys indicate that improved administrative systems and school processes have enhanced and improved school operation and student learning.	\$5,000.00	Draft proposals for 2 alternate structures for the school day have been prepared. Staff and the parent community have been consulted.  Procedures to deal with truancy and student used of time-out cards have been revised and implemented.
Increased number of future focused learning spaces have been created and utilised across the school.	\$45,000.00n and \$10,000.00 contributed by P&C.	The school common room and conference room has been redesigned as a shared future focused space for student and staff collaborative learning.  The space has been fitted with mobile, flexible work spaces with new digital technologies.

#### Next Steps

Determine the structure of future timetables and review and improve school procedures.

Provide professional learning to staff and students on future focussed pedagogy. Expand the spaces that are conducive to future focussed learning.



Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	<ul style="list-style-type: none"> <li>Aboriginal background loading (\$16 155.00)</li> </ul>	<p>ATSI students attended a cultural incursion with Christine Anu to learn about country and culture through music and storytelling.</p> <p>Students connected their Personalised Learning Pathways to connect with TAFE, University and further education pathways. Students attended University Open Days and had continued support and relationships with the community links program, Sharks NRL ATSI School to Work Project Officer, to assist with applications for TAFE, University and apprenticeships.</p> <p>Assistance with CVs and work experience for senior students to achieve long term goals and transition from school to future careers.</p>
<b>Low level adjustment for disability</b>	<ul style="list-style-type: none"> <li>Low level adjustment for disability (\$70 275.00)</li> </ul>	<p>Provided support for students requiring a learning adjustment and the preparation of Personalised Learning Plans, and the collection of data to assist in the delivery of equitable teaching and learning programs.</p>
<b>Socio-economic background</b>	<ul style="list-style-type: none"> <li>Socio-economic background (\$115 341.00)</li> </ul>	<p>Learning Centre Coordinator was employed on a full time basis for the year. The Learning Centre Coordinator completes Personalised Learning Plans for all Year 12 students and supervises students' progress.</p> <p>SLSO was employed to improve literacy and numeracy outcomes for identified students.</p>
<b>Community Consultation project</b>	<p>Community Consultation \$10,000.00</p>	<p>Staff attended training for the implementation of the new school website.</p> <p>Primary Partners initiatives.</p> <p>Raising profile of the school.</p>



## Student information

### Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	458	429	410	380
Girls	360	348	331	333

### Student attendance profile

School				
Year	2015	2016	2017	2018
7	95.2	95.6	92.9	93.7
8	92.8	94.6	91.7	86.6
9	92.5	93	92.2	88.4
10	91.6	92.5	88.5	88.6
11	92.8	94.9	92.4	88.3
12	95.1	95.1	94.2	91.4
All Years	93.3	94.2	91.9	89.5
State DoE				
Year	2015	2016	2017	2018
7	92.7	92.8	92.7	91.8
8	90.6	90.5	90.5	89.3
9	89.3	89.1	89.1	87.7
10	87.7	87.6	87.3	86.1
11	88.2	88.2	88.2	86.6
12	89.9	90.1	90.1	89
All Years	89.7	89.7	89.6	88.4

### Management of non-attendance

The school uses an electronic program to record accurate records of the attendance of students, both at morning roll call and in each class. Staff are regularly reminded and informed about their responsibilities related to student attendance and the expectations of every classroom teacher with regards to monitoring and following up of absences. The school has provided clear information to parents regarding attendance requirements and the consequences of unsatisfactory attendance in school newsletters and other publications. The school's website contains a link to the parents factsheet on compulsory school attendance. The website also provides information to parents on the leave process for travel. Parents receive an SMS when their child is marked absent at roll call. Parent responses are followed up if parents indicate that their child is at school through application of the truancy procedure. Records of contact with parents when an

absence is unexplained are maintained – in letters sent to parents/carers and logs of phone calls. Students with attendance patterns of concern are supported locally at the school in consultation with parents, through the Year Advisers, HT Wellbeing and Learning Support Team.

### Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
Seeking Employment	0	0	2
Employment	50	60	22
TAFE entry	50	30	20
University Entry	0	0	41
Other	0	10	0
Unknown	0	0	15

### Year 12 students undertaking vocational or trade training

17 Year 12 students completed and received vocational or trade training credentials in Hospitality, Construction, Tourism Travel & Events, Retail Services and Plumbing.

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

All students entered for the HSC achieved the credential.

## Workforce information

### Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Head Teacher(s)	10
Classroom Teacher(s)	40
Learning and Support Teacher(s)	1.2
Teacher Librarian	1
School Counsellor	1.2
School Administration and Support Staff	12.68
Other Positions	1

\*Full Time Equivalent

One member of staff identifies as Aboriginal.

### Teacher qualifications

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

### Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	0

### Professional learning and teacher accreditation

In 2018 all staff participated in a range of professional activities that met the needs of the school's direction as well as staff's own professional goals as outlined in their annual Performance and Development Plan.

There were three school development days and four 3hour afternoon development sessions scheduled in order to assist in school improvement and professional development of staff as guided by, and aligned to, the School Excellence Policy and the Australian Professional Standards for Teachers. Each session was evaluated by staff in terms of how well it met intended outcomes.

In 2018 the focus of whole staff professional learning opportunities included:

- Production and use of 'A Learning and Responding Matrix' for improving writing outcomes
- Writing strategies across the school
- Focus on the professional teaching standards, maintenance and higher levels of accreditation
- CPR and emergency care training
- Mental Health First Aid training with 14 staff members
- Working towards stronger HSC standards, developing literacy and numeracy strategies
- Updating program and assessment checklists
- Gifted and Talented methodology
- Formative Assessment strategies and techniques

Staff's personal professional learning aligned to their Performance and Development Plans and linked with the school's strategic directions. This learning covered a range of areas and feedback was presented back to staff with learning shared in staff meetings, faculty meetings and team meetings.

All teachers are maintaining accreditation at Proficient. Two teachers are seeking accreditation at Highly Accomplished

## Financial information

### Financial summary

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

	2018 <b>Actual</b> (\$)
<b>Opening Balance</b>	728,208
<b>Revenue</b>	9,207,305
Appropriation	8,608,920
Sale of Goods and Services	66,125
Grants and Contributions	522,727
Gain and Loss	0
Other Revenue	0
Investment Income	9,533
<b>Expenses</b>	-8,984,964
Recurrent Expenses	-8,984,964
Employee Related	-7,938,199
Operating Expenses	-1,046,765
Capital Expenses	0
Employee Related	0
Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	222,341
<b>Balance Carried Forward</b>	950,549

The schools financial management is linked to the school Management Plan.

During 2018 financial year the Principal monitored the school finances which were managed by the School Administrative Manager in line with the budget set by the Finance Committee at a meeting held in February 2018.

The Finance Committee is comprised of the Principal, a Deputy Principal, a Head Teacher, a classroom teacher, the School Administrative Manager and an elected member of the Parents and Citizens Association. The Computer network Coordinator is called on to advise on any technology issues.

The two Deputy Principals rotate from year to year and the Head Teacher and Classroom teacher rotate alternately on a two year basis. Nominations are called for when required.

Faculty budgets are allocated using a formula, based on the number of teaching staff, students, classes and room types that each faculty is responsible for. Staff

who head a faculty, specific education program or extra-curricular program are invited to submit applications for additional funding each year.

The School Administrative Manager outlines any committed funds from the previous year, the proposed budget for the coming year and the amount available for additional school projects.

During the year the School Administrative Manager updates budget areas where necessary and keeps staff informed of their areas financial status.

The intended use of funds available include:

- Bell evacuation system \$49,000
- Kilns for Visual Art \$5,000
- Air-conditioning in staffrooms \$5,500
- Laser cutter for Industrial Arts \$35,000
- Refurbish/renovate Food Technology kitchen \$62,000

### Financial summary equity funding

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

	2018 <b>Actual</b> (\$)
<b>Base Total</b>	7,040,946
Base Per Capita	146,203
Base Location	0
Other Base	6,894,743
<b>Equity Total</b>	327,126
Equity Aboriginal	16,155
Equity Socio economic	115,341
Equity Language	400
Equity Disability	195,231
<b>Targeted Total</b>	786,383
<b>Other Total</b>	130,676
<b>Grand Total</b>	8,285,130

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.

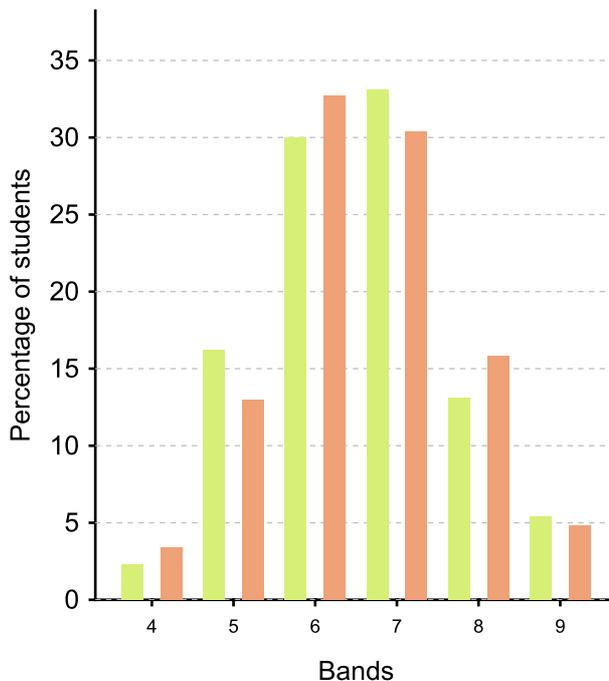
From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

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.

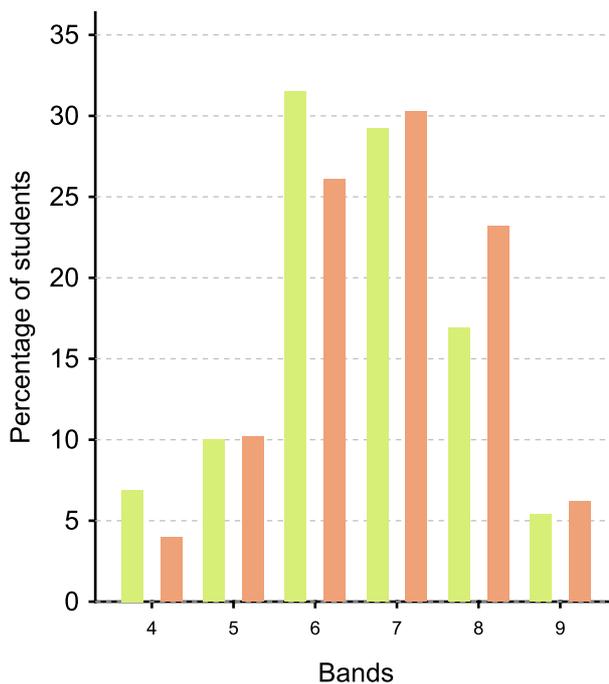
Literacy results continued to be above average in state value added growth. In 2018 the average for 132 students was 2.68 points above state average, keeping us in the top 25% of schools across the state.

The significant shift to above growth average can be attributed to our newly implemented literacy initiatives.

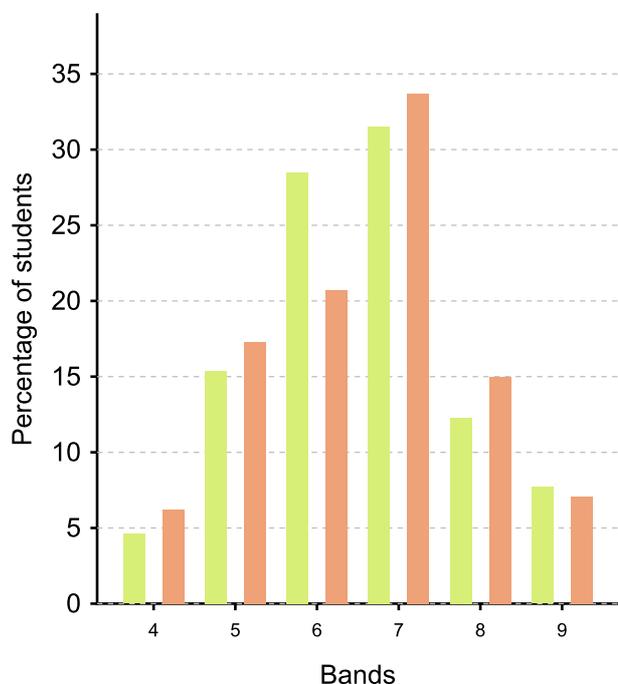
Percentage in bands:  
Year 7 Reading



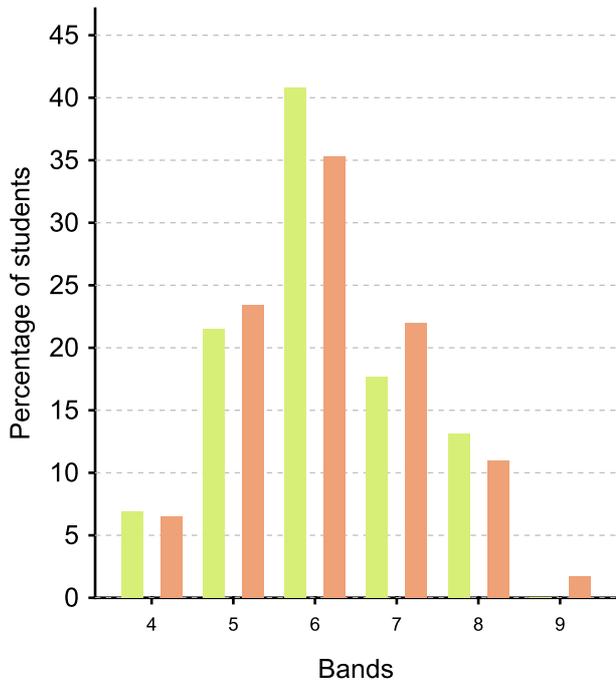
Percentage in bands:  
Year 7 Spelling



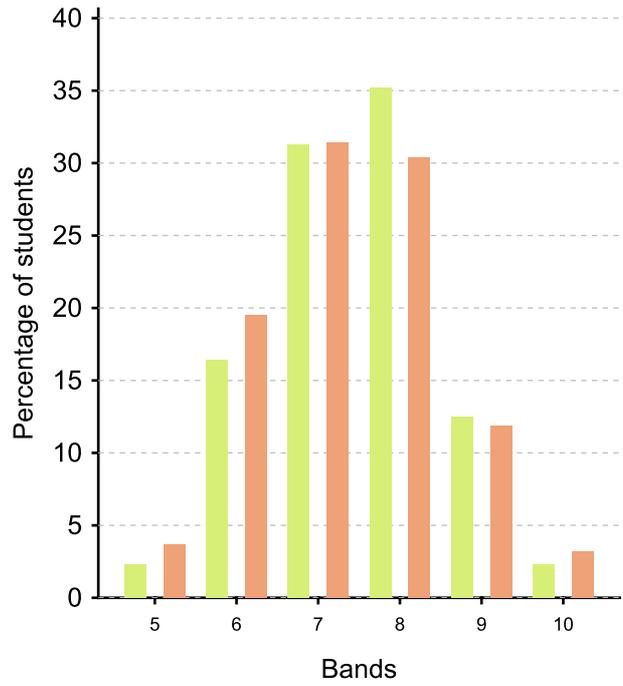
Percentage in bands:  
Year 7 Grammar & Punctuation



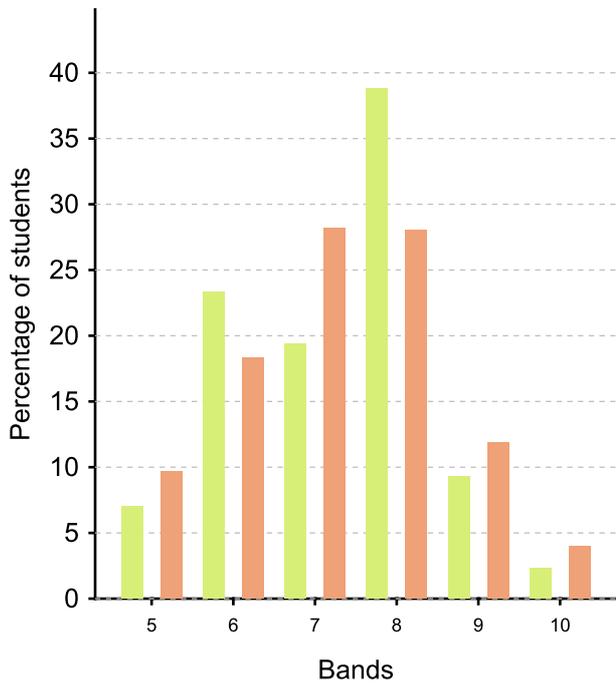
**Percentage in bands:**  
Year 7 Writing



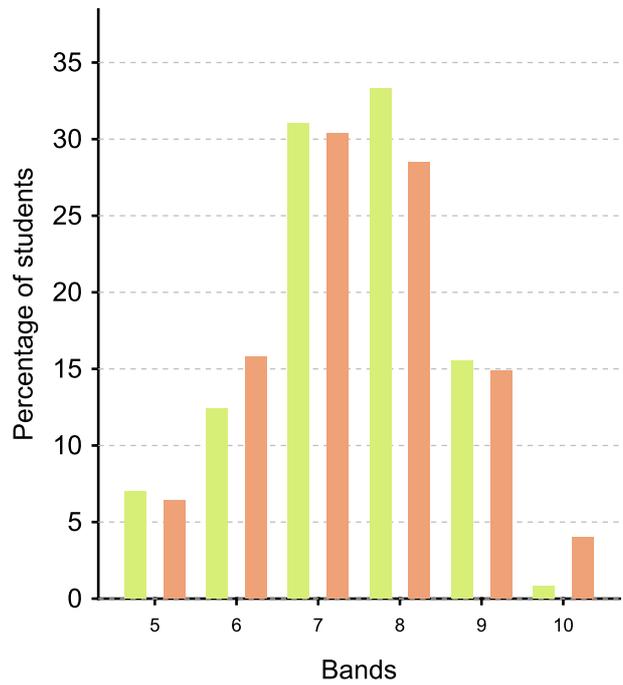
**Percentage in bands:**  
Year 9 Reading



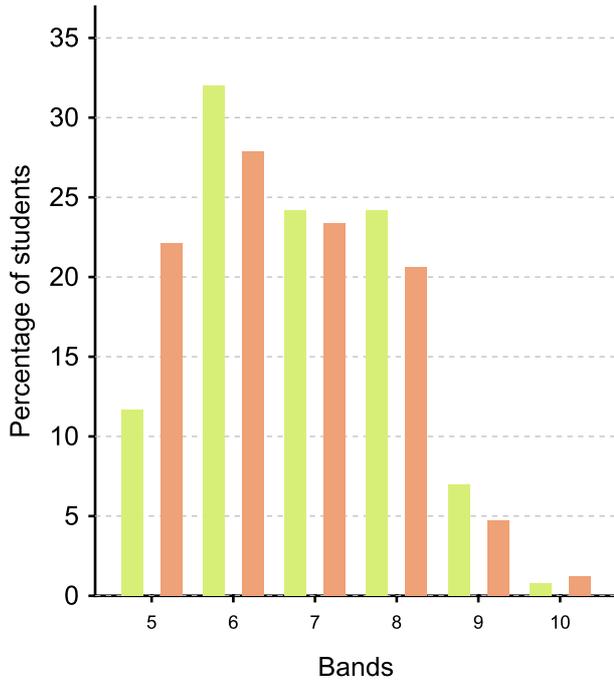
**Percentage in bands:**  
Year 9 Grammar & Punctuation



**Percentage in bands:**  
Year 9 Spelling

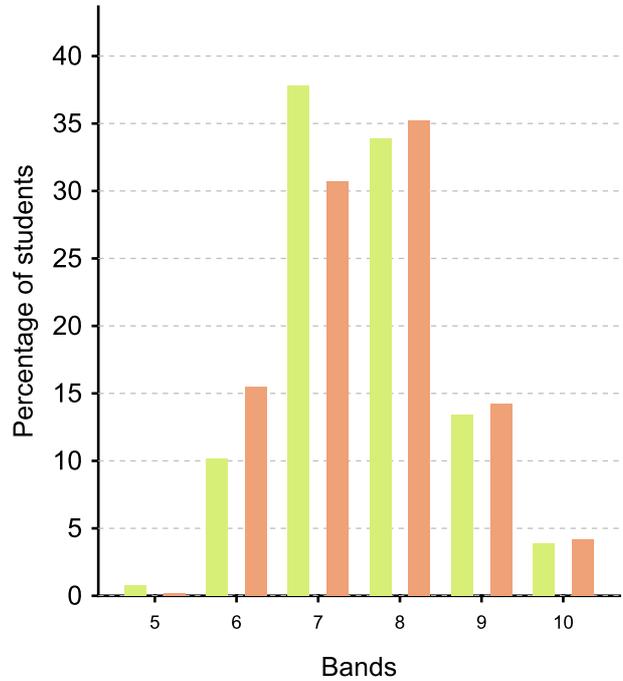


**Percentage in bands:**  
Year 9 Writing



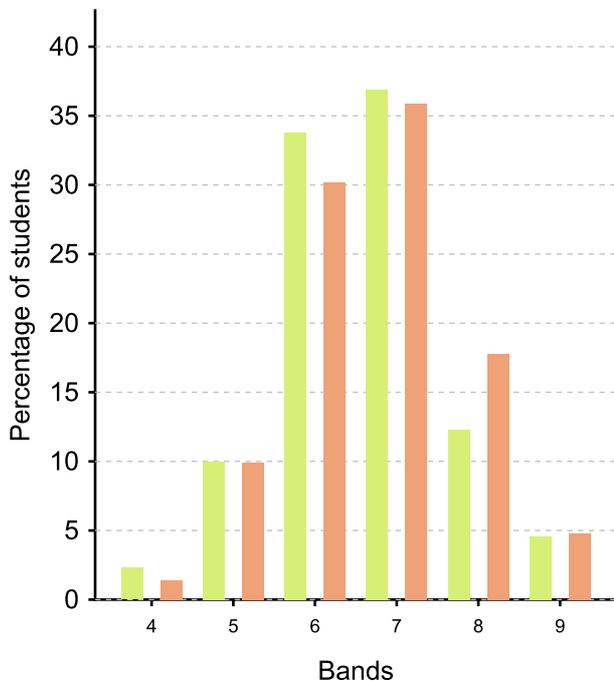
Numeracy results continue to be above state growth. The percentage of students in the bottom two bands is minimal compared to the state average.

**Percentage in bands:**  
Year 9 Numeracy



In accordance with the *Premier's Priorities: Improving education results* – the three year average results increased by 18.33% of students in the top two bands in reading. In numeracy results increased over the three year average by 70%.

**Percentage in bands:**  
Year 7 Numeracy

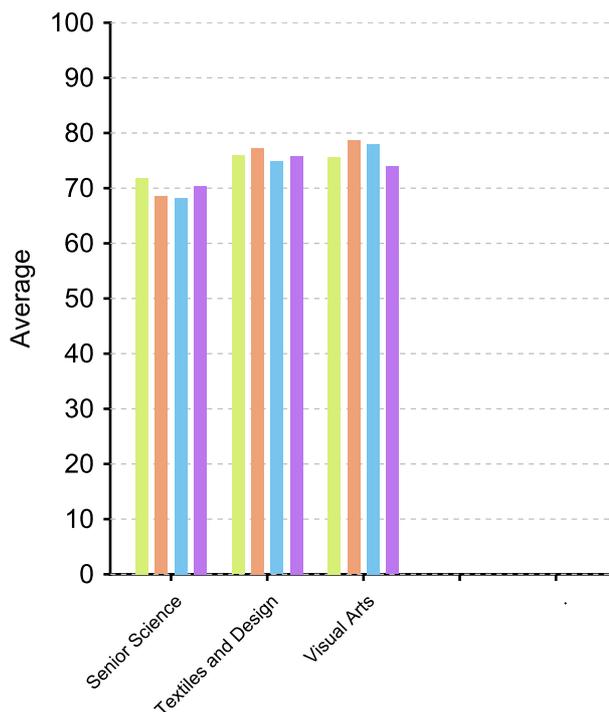
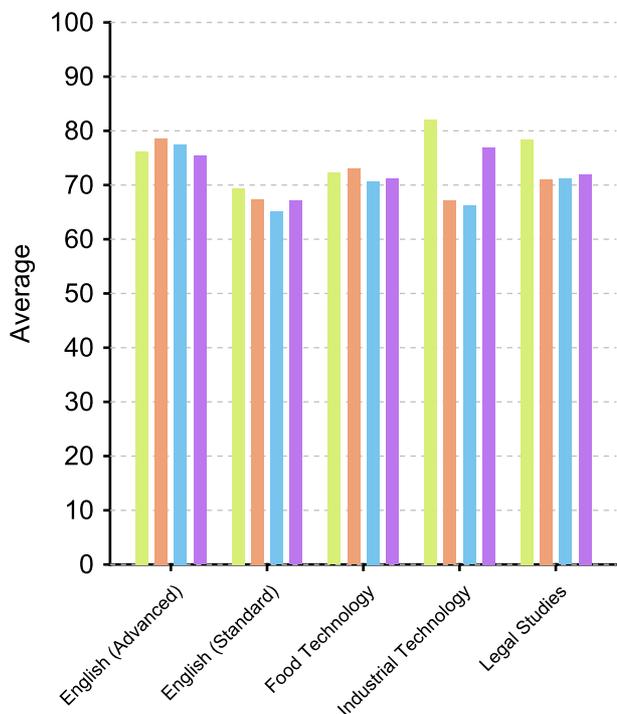
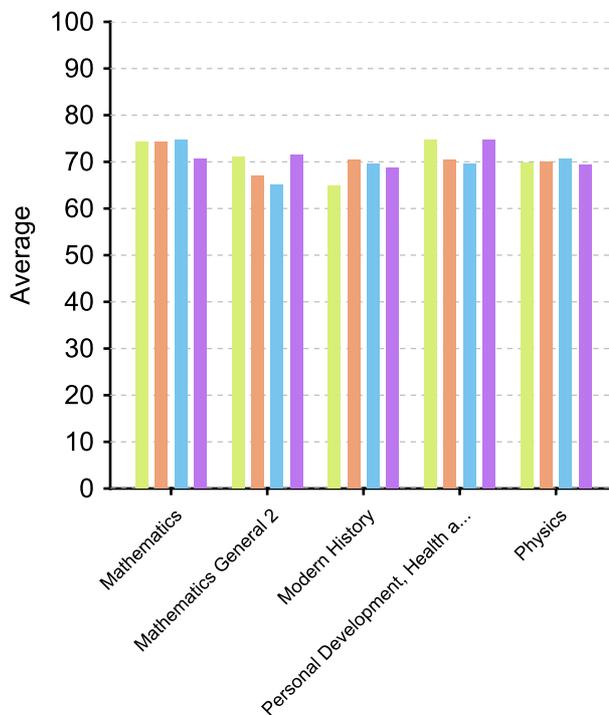
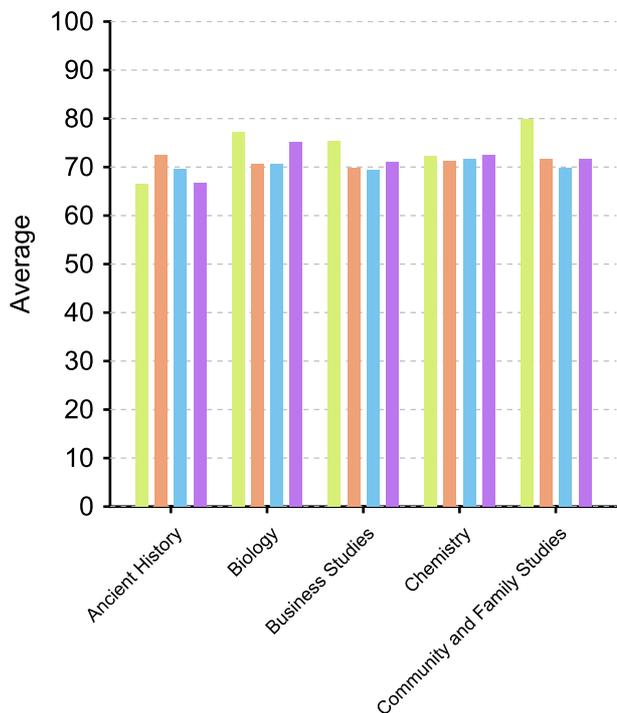


Heathcote High had two Year 7 and one Year 9 ATSI students who completed the NAPLAN test in 2018. In accordance with *State Priorities: Better services – Improving Aboriginal education outcomes* – no change to results were recorded in the top two NAPLAN bands, however, there was an increase to overall results.



## Higher School Certificate (HSC)

The performance of students in the HSC is reported in bands ranging from Band 1 (lowest) to Band 6 (highest).



HSC results have shown a significant increase with 61% of subjects above state variation.

The relative performance growth for student results from Year 9 – 12, value added has placed them in the top 15% of the state.

## Parent/caregiver, student, teacher satisfaction

Data from the Tell Them From Me survey indicated there was a significant increase in positive behaviour at school above the state average. Students satisfaction increased in extra curricular activities and sport to support their interests and needs beyond the classroom. Feedback from the Year 12 exit surveys indicated the students found the introduction of the ALARM scaffold and the senior study centre with support staff increased their confidence and preparation for the HSC.

The parent community indicated 2018 was a really positive year for the school and continues to improve. Overall, the school is doing well and heading in the right direction. There is always room for improvement, however, parents are happy with the progress the school has achieved.

## Policy requirements

### Aboriginal education

Aboriginal and Torres Strait Islander students completed their Personalise Learning Pathways at the beginning of Term One to outline goals and targeted improvements for their subjects throughout the year.

Students alongside their parents/carers identified and set long and short term goals in curricular and extra-curricular activities to enrich and further engage students in their learning and aspirations.

ASTI funding was used to support all students with their learning which assisted with tutoring within the classroom and one on one support to assist with classroom activities, behaviour, mental health and wellbeing as well as assessments.

Students engaged with culture including attending local Aboriginal Education Consultative Group (AECG) with family and community members as well as NAIDOC art installation at Heathcote High School.



### Multicultural and anti-racism education

In recognising the predominant Anglo–Australian school population, with less than 5% of students from a background other than English, the school, under the Quality Teaching Framework, ensures that our teaching and learning programs are culturally inclusive and address issues such as racism and discrimination.

With the implementation of multicultural perspectives in the curriculum, the school participated in extracurricular activities designed to develop an understanding of, and respect for, cultural differences.

These include:

- We participated in a Japanese cultural exchange with students visiting our Japanese sister schools in Hitachi–Omiya City in September after we had welcomed their students to our school earlier in the year.
- The school participated in the annual exchange program sending a large group of students and staff to Blayney.