Heathcote Public School

2019 Annual Report

HEATHCOTE
PUBLIC SCHOOL

SUCCESS
FOLLOWS EFFORT

2149

Introduction

The Annual Report for 2019 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.

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

What a year is has been at Heathcote Public School in 2019. I have been principal here now for three years and continue to feel honoured and privileged to lead such an amazing school community. Our school is a special place where students learn and grow with the strong support of their teachers, families and fellow students, who are there to help celebrate the good times and offer support in the hard times.

2019 started with a beautiful new batch of Kindergarten students, who were guided and cared for in their early days by their brilliant Year 6 buddies. In Term 1 we started playing on the new synthetic grass across the road, we held another successful swimming carnival, with our best swimmers going on to compete at the Engadine Zone Swimming Carnival where one of our students was awarded age champion.

Year 1 went off to hospital, thankfully just for a visit, and our student leaders attended the Young Leaders Conference to learn about persistence and following your dreams. Opera Australia popped in with "By the Light of the Moon" and Stage 2 stepped back in time at Elizabeth Farm. We had a beautiful day for the cross country carnival and a visit from the NSW Police Band. We finished the term with our new playground markings installed, the Easter Hat Parade and an eggsellent Easter Disco.

On ANZAC Day our students paid their respects at the Club Heathcote Dawn Service and Term 2 started with a "Who is the cutest competition?" in Kindergarten as they cared for their ducklings. We successfully ran NAPLAN Online for the first time and K–2 stretched their legs with their own cross country races. We all went crackers for the Alpacas with Maracas in the library, our non–PSSA students learnt self–defence at Kung–Fu, six students dazzled the audience in Create South, our Stage 2 and 3 Dancers lit up the Seymour Centre for the In The Spotlight Dance Festival, we all got in a spin at the Ride–A–Thon, our chess team manoeuvred their kings and queens at the chess competition, the band won a silver medal at Bandfest and everyone got just a bit soggy at the Athletics Carnival.

In Term 3 we opened our passive area in the primary playground, 'banished the brown' with a fresh lick of blue paint, installed the shade sails on the primary playground, honed our communication skills with public speaking, performed outstandingly at Westfield Miranda and Open Day, our Drama Ensemble performed brilliantly at NIDA, we rocked out at The Sutherland Shire Schools Music Festival, the debaters won many an argument to come fourth in the Sydney Competition, Stage 3 learnt about democracy and snowballs on camp, while Stage 2 also got a taste of camp at the Tops.

Superheroes entered the school for our Book Week Parade, Year 5 students kicked up their heels at the DanceSport Gala, books sold like hot cakes at the Book Fair and our Grand Friends popped in for tea, scones and a show on Grandfriends Day.

Into Term 4 and K–2 ran free with their athletics carnival, followed by the parents' turn to let their hair down at the P&C Trivia Night, we were able to see more of the Drama Ensemble at the Seymour Centre for the State Drama Festival, and the robots took over as we all explored robotics and coding. Year 4 became high school students for a day at Heathcote High and Stage 3 got off the beaten track with some local bushwalking.

The smoke kept rolling in during the end of Term 4, our choir and dancers truly were spectacular at School Spec, Stage 1 experienced the olden days at Fairfield City Museum, Kindy had a Bush Christmas, the band jammed at their concert, Year 6 ran a fantastic Pedlar's Day raising over $3000 and DJ Ando spun the discs at the Christmas Disco.

It's been a busy year, and of course we did actually teach Maths, English, and the other key learning areas beside and through these events.

Our teachers, executive team and staff have continued to go above and beyond to make all this happen, and the parents and P&C have been with us every step of the way. P&C grants and donations in 2019 totalled over $58,000 to help pay for playground markings, air conditioning, synthetic turf, new signage, outdoor furniture, laptops and shade sails. A special thank you to P&C Presidents Tamar Burns and Beth Elliott, and all parent volunteers who contribute.

We all work hard for our fantastic students, who genuinely care for each other. I saw further evidence of this at the Year 6 Farewell, where some students were having a bit of a tough time, and there were so many students who showed real concern and wanted to make sure their mates were okay.

I wish our outgoing Year 6 students of 2019 all the best for high school. I know they'll do great things there. I would like to commend all our students, those who received awards and those who did not, they should all be proud of their efforts in 2019, and I look forward to us doing it all again, in 2020.

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

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 is a statement of what is valued as excellence for NSW public schools, both now and into the future. 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.

Each year, we assess our practice against the Framework to inform our school plan and annual report.

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/school–excellence

Self-assessment using the School Excellence Framework

Elements	2019 School Assessment
LEARNING: Learning Culture	Excelling
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Excelling
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Excelling
LEADING: Management practices and processes	Excelling

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.

Improvement Measures

Increased proportion of students in the top two bands for literacy.

Increased proportion of students in the top two bands for numeracy.

Increased evidence of whole–school approach to embedding evidence based teaching practices such as learning intentions and success criteria.

Increased proportion of students meeting their individual learning goals.

Increased student growth in value–added measures in internal and external assessment.

Overall summary of progress

The three year average of students in the top two bands of literacy for 2015 –2017 was 41.8%. In 2019 the average of literacy results in the top two bands for Years 3 and 5 was 44.9%, but when we compare over the average of the past two years we are looking at an average 41.7% which is a decrease of 0.1% from the 2015 –2017 average.

The three year average of students in the top two bands of numeracy for 2015 –2017 was 30.2%. In 2019 the average of all numeracy in the top two bands for Years 3 and 5 was 33%, but when we compare over the past two years we are looking at an average 30.1% which is a decrease of 0.1% from the 2015 –2017 average.

The 'Tell Them From Me' teacher surveys showed that 90% of teachers identified that they are regularly using Visible Learning pedagogy in their classroom.

Data collected over the school year indicates that over 79.9% of students are meeting their individual learning goals, compared to 78.2% last year.

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 in NAPLAN for 2015 –2017 was 80.1%. In 2019 we had 81.67% which was a decrease of 5.61% from the previous year, however, we are still above the three year average of 2015–2017.

Progress towards achieving improvement measures

Process 1:   Formative Assessment (Learning intentions, success criteria, learning goals & Feedback)

Professional learning in creating high quality learning intentions, success criteria, learning goals and effective verbal and written feedback to facilitate the students becoming self–regulated learners.

Evaluation	Funds Expended (Resources)
This year has seen the successful implementation of visible learning and formative assessment. QTSS funding has been used to release an Assistant Principal one day a week for instructional leadership to model the effectively use of learning intentions, success criteria and feedback. Teachers have been involved in formative assessment workshops conducted by the Strategic Direction 1 team. The whole team delivered professional learning which facilitated the incorporation of visible learning and formative assessment in all classes.	0.2 QTSS Funding to release Assistant Principal for Instructional leadership.

Progress towards achieving improvement measures	
The workshops provided teachers with tools and strategies to trial in their classrooms and provided opportunities for teachers to engage in professional dialogue and share successes and shortcomings. The formative assessment team intends to continue with these workshops in 2020.	

Process 2:   **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.

Evaluation	Funds Expended (Resources)
The teachers at HPS have been involved in creating writing rubrics for the assessment of imaginative, persuasive and informative texts. These rubrics will be used across the school K–6. An electronic spreadsheet has been created to correspond with these rubrics. These two tools will assist staff to easily analyse writing data across the school to set targets for achievement. The teachers have also been involved in formative assessment workshops to assist with tracking and providing effective feedback to students. This will continue in 2020.	Acer assessments to track students in literacy and numeracy

Next Steps

Process (Project) 1

Formative assessment (Learning intentions, success criteria, learning goals and feedback)

Continue with the formative assessment workshops to ensure success with visible learning pedagogy. Three workshops each term are planned and will be followed up with tasks for teachers to implement with their class. Formative assessment will also be a focus in lesson observations.

Project (Project) 2

Data analysis and setting targets

The writing assessment rubrics are now in draft form. An electronic spreadsheet will be modified to reflect these rubrics. Pre and post assessments in writing will occur to track students to identify areas of need for setting class and stage writing targets. A five week writing cycle will be taught – linked to the classroom 'bump it up wall' and driven by the formative assessment data. Consistent teacher judgement meetings will occur each term for every stage to ensure the moderation of work samples.

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.

Improvement Measures

Surveys and observations show that students are receiving regular constructive feedback on their learning.

Increased opportunities for teachers to regularly collaborate and reflect on their teaching practices resulting in ongoing school–wide improvement.

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.

Overall summary of progress

Surveys and observations indicate that students are receiving regular feedback on their learning. According to the 2019 'Tell Them from Me' survey, 82% of students felt that their classroom instruction is well organised with a clear purpose and immediate feedback that helps them learn. All classrooms are using learning intentions, success criteria and bump it up walls to provide timely and meaningful feedback to students.

Teachers are provided with regular opportunity for collaboration, planning and reflecting on their teaching practice. RFF times for each stage teams have been aligned to facilitate collaboration and reflection of practice. Stage planning days have also occurred at the beginning of each term and some professional learning meeting each term have been dedicated to stage meetings.

Our Community School on the Park project is currently under review. Collaboration occurred between Woronora River Public School through the sharing of resources for the Seven Steps to Writing Program. Meetings were established with key staff at our local high school to discuss teaching and learning programs in English to create a smoother transition for students. This has seen some teaching strategies from the high school adopted at HPS, and vice versa.

Progress towards achieving improvement measures

Process 1:   Feedback

Implement a whole school integrated approach to teacher to student feedback.

Staff engage in reflective practice to further enhance pedagogy using the teaching standards.

Evaluation	Funds Expended (Resources)
Feedback has remained a strong focus for teachers and students. All children have learning goals and are given regular feedback on progress towards these goals. Regular and consistent use of learning intentions ensure that teacher to student feedback is timely, specific and caters for the needs of individual students. Our growth in reflective practice has been positive. All staff are reflecting more deeply on teaching practice through evaluating term programs using the SWOT (strengths, weaknesses, opportunities and threats) framework to drive continuous improvement across the teaching standards. Staff used the AITSL resource to plot themselves along the teaching standards continuum. This has generated interest in staff working towards achieving standards at highly accomplished level.	QTSS 0.2 allocation

Process 2:   Writing K–6

Progress towards achieving improvement measures

Process 2: The school will focus on improving strategies for teaching writing with a focus on the Seven Steps to Writing Program.

Evaluation	Funds Expended (Resources)
Through professional learning sessions, team teaching and lesson demonstrations, all teachers are now trained to teach the Seven Steps to Writing program. As a school, we decided that this program is more suited to students in Years 3–6. K–2 writing programs have been evaluated and aspects of the Seven Steps to Writing have been incorporated into their Talking and Listening programs. We are now well resourced with the Seven Steps to Writing teaching manuals and visual displays for classrooms which are being used as prompts and scaffolding for writing tasks.	QTSS 0.2 allocation to release Assistant Principal for instructional leadership Seven Steps to Writing teaching manuals $1100 Seven Steps to Writing site licence $1809 5 casual days @ $500 each Seven Steps to Writing Professional Development Courses $1280

Next Steps

* Reinforce the language and dialogue with staff around the teaching standards.

* Continue to evaluate and reflect on the teaching standards during PL sessions.

* Continue to link feedback to learning goals and 'Bump It Up Walls' for high quality quality and timely feedback to students.

* Continued development of high quality IEPs in consultation with the Learning Support Team to provide quality feedback to parents and children.

* Reinforcement of the Seven Steps to Writing.

* OTSS funds to release a teacher two hours a week for modelling and team teaching using elements of the Seven Steps to Writing program and visual literacy as a stimulus.

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.

Improvement Measures

Students can articulate and follow the behaviour expectations and what they look like in each area of the school.

Surveys show improved parental satisfaction with a consistent approach to the recognition of positive student behaviour.

Staff deliver a consistent response to student behaviour.

Overall summary of progress

A Tiered–Fidelity Inventory (TFI) was conducted by the Positive Behaviour for Learning (PBL) Coach Mentor towards the end of 2019. Results from this show that the school has made significant progress towards meeting the improvement measures set for 2019. 94.5% of students know the school rules and can articulate the expectations. All students have participated in a series of lessons to learn and practise the expected behaviours in a variety of non–classroom settings across the school.

Within the 'Tell Them From Me' survey, parents were asked questions related to behaviour and wellbeing. The survey showed that the school scored above average results in the areas of 'school supports positive behaviour' and 'inclusive school'.

The TFI also showed that staff are delivering a consistent response to student behaviour. Results showed that 100% of staff know the school rules and have explicitly taught the school rules/behaviour expectations to students. 92% of staff had given out 'fast and frequent' tokens to students to reinforce expectations and promote positive behaviour. Staff have adopted the language of PBL and are using this both in and out of the classroom and when dealing with behavioural issues.

Progress towards achieving improvement measures

Process 1:   Positive Behaviour for Learning

Positive, respectful relationships are evident and widespread in students and staff and promote student wellbeing. PBL ensures optimum conditions for student learning.

Evaluation	Funds Expended (Resources)
During 2019 many features of PBL were implemented. The PBL team developed a series of lessons to explicitly teach the expected behaviours in a variety of non–classroom settings. The behaviour flowchart was refined and communicated to staff. A number of professional learning sessions were held to upskill staff and provided an opportunity for all staff to be involved in the future directions of PBL.	Lesson plans for explicit teaching of behavioural expectations Scope and Sequence of lessons to be taught

Process 2:   There is currently only one process for SD3.

Evaluation	Funds Expended (Resources)
There is currently only one process for SD3.	

Next Steps

- A professional development session on day one of Term 1 2020 to refresh staff and introduce new staff to PBL procedures at Heathcote Public School
- Explicit reteaching of introductory lessons (Safe, Respectful and Learner) for students during the first two weeks of Term 1 2020
- Decide on the next five non–classroom settings to focus on and develop the expectation matrix for those settings
- Three staff members from the PBL team to attend a two day professional development– Positive Behaviour for Learning – Universal Prevention Classroom Systems of Support
- Purchase signage for the playground to display expectations

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	SLSO for two hours a week ($80/week). **Funding Sources:** • Aboriginal background loading ($1 349.00)	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 One Mob event and one student received a Deadly Kids Award. 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 performer visited as part of the school's participation in NAIDOC Week. The performer taught the students about Aboriginal culture, history and dance. SLSOs have been working with Aboriginal students throughout the year, focusing on literacy and learning about Aboriginal culture.
English language proficiency	Employment of EALD teacher to support identified students one day a week. **Funding Sources:** • English language proficiency ($14 463.00)	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 one day a week for 26 weeks. There were 13 targeted students who were given extra support in reading, writing, speaking and listening.
Low level adjustment for disability	Employ Learning and Support Teacher four days a week. Employ occupational therapist one day a week. Employ SLSO to support identified students. **Funding Sources:** • Low level adjustment for disability ($103 435.00)	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)	Assistant Principal released one day a week to provide coaching and mentoring in Seven Steps to Writing. Assistant Principal released one day a week to provide coaching and mentoring in Visible Learning. Release for teachers to collaboratively plan and work on projects related to the school's strategic directions. **Funding Sources:** • Quality Teaching, Successful Students (QTSS) ($58 907.00)	These funds were used to release two teachers for one day a week to facilitate the implementation of Visible Learning and Seven Steps to Writing. Team teaching and professional learning for teachers around Visible Learning and improving the teaching of writing 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 classroom observations and collaborative planning.
Socio–economic background	Speech therapist employed one day a week.	A speech therapist was employed one day a week to support the language development of

Socio–economic background	SLSOs employed to support identified students. **Funding Sources:** • Socio–economic background ($21 746.00)	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	Support for beginning teachers through structured program, additional release, mentoring and professional learning. **Funding Sources:** • Support for beginning teachers ($18 399.00)	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–teaching, observation, collaborative planning and professional conversations.
Targeted student support for refugees and new arrivals	Employment of New Arrivals teacher to support identified students one day a week. **Funding Sources:** • Targeted student support for refugees and new arrivals ($21 876.00)	Additional English language support was provided by employing a teacher to cater for the literacy needs of the New Arrival students. A targeted program was implemented to develop their English proficiency, focussing on everyday communication, English vocabulary, reading and writing.

Student information

Student enrolment profile

Students	Enrolments			
	2016	**2017**	**2018**	**2019**
Boys	147	154	166	162
Girls	154	163	173	176

Student attendance profile

School				
Year	**2016**	**2017**	**2018**	**2019**
K	96.8	95.3	95.5	94.7
1	94.4	94.4	94.5	94.6
2	94.3	95.2	96.4	95
3	94.4	94.1	94	95.2
4	94.7	92.4	93	94.5
5	96.4	93.8	94.2	94.5
6	95.1	95.5	92	93.8
All Years	95.2	94.4	94.4	94.6
State DoE				
Year	**2016**	**2017**	**2018**	**2019**
K	94.4	94.4	93.8	93.1
1	93.9	93.8	93.4	92.7
2	94.1	94	93.5	93
3	94.2	94.1	93.6	93
4	93.9	93.9	93.4	92.9
5	93.9	93.8	93.2	92.8
6	93.4	93.3	92.5	92.1
All Years	94	93.9	93.4	92.8

Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non–attendance.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	3
Classroom Teacher(s)	12.74
Teacher of Reading Recovery	0.2
Learning and Support Teacher(s)	0.7
Teacher Librarian	0.8
School Administration and Support Staff	2.82

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2019, 3.9% of the Department's workforce identify as Aboriginal people.

Workforce ATSI

Staff type	Benchmark[1]	2019 Aboriginal and/or Torres Strait Islander representation[2]
School Support	3.30%	7.20%
Teachers	3.30%	2.90%

Note 1 – The NSW Public Sector Aboriginal Employment Strategy 2014–17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

Note 2 – Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice.

Professional learning includes five student–free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non–teaching staff in line with school and departmental priorities.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2019 to 31 December 2019. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2019 **Actual** ($)
Opening Balance	202,509
Revenue	3,137,512
Appropriation	2,902,514
Sale of Goods and Services	-1,210
Grants and contributions	233,842
Investment income	2,366
Expenses	-3,126,950
Employee related	-2,643,266
Operating expenses	-483,684
Surplus / deficit for the year	10,562

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.

Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2019 **Approved SBA** ($)
Targeted Total	96,790
Equity Total	145,217
Equity - Aboriginal	1,349
Equity - Socio-economic	21,746
Equity - Language	14,463
Equity - Disability	107,658
Base Total	2,444,969
Base - Per Capita	79,542
Base - Location	0
Base - Other	2,365,426
Other Total	158,724
Grand Total	2,845,699

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.

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 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in 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 be treated with care.

NAPLAN Online

The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data. As schools transition to NAPLAN online, the band distribution of results is not directly comparable to band averages from previous years. While the 10 band distribution available to schools who completed NAPLAN online is a more accurate reflection of student performance, caution should be taken when considering results relative to what was formerly a six band distribution. As the full transition of NAPLAN online continues, the most appropriate way to communicate results for NAPLAN online is by scaled scores and scaled growth. This is the reporting format agreed by state and territory education ministers, and is reflected on the myschool website.

Parent/caregiver, student, teacher satisfaction

Parent/Caregiver Satisfaction

The 2019 Tell Them From Me 'Partners in Learning Parent Survey' provided results based on data from 22 parents in the school. The results showed that parents feel:

* they can speak easily with their child's class teacher

* written information from the school is in clear, plain language

* reports on their child's progress are written in terms they understand

* they praise their child for doing well at school

* teachers take an interest in their child's learning

* their child is clear about rules for school behaviour

* their child feels safe at school

* teachers help students who need extra support

* they are aware their child has learning goals that they try to achieve each term.

Some comments from parents about Heathcote PS include:

"The teachers are wonderful and dedicate a lot of their time for the students to participate in a range of extra curricular activities. The school community is very friendly and welcoming."

"The school provides extra learning support classes for my son who struggles with his reading. The three extra lessons a week have seen him really improve."

"It such a great school that has lots of recommendations from other parents. The school also has a warm, welcoming culture and provides great support. It is well known through the local community. and I have always heard good things about the school. "

Student Satisfaction

The 2019 Tell Them From Me student survey provided data based on the results from 124 students in Year 4 to 6. The results showed:

* 91% of students have a high rate of participation in sports with an instructor at school, other than in a physical education class (NSW Govt norm is 81%)

* 63% 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%)

* 93% of students have friends at school they can trust and who encourage them to make positive choices (NSW Govt norm is 85%)

* 90% of students feel that they do not get in trouble at school for disruptive or inappropriate behaviour (NSW Govt norm is 83%)

* 25% of students felt they had been subjected to moderate to severe physical, social, or verbal bullying, or have been bullied over the Internet (NSW Govt norm is 36%)

* Students feel teachers are responsive to their needs and encourage independence with a democratic approach (school mean score of 8.9 compared to NSW Govt norm of 8.4)

* 95% of students feel they pursue their goals to completion, even when faced with obstacles (NSW Govt norm is 90%).

Teacher Satisfaction

The 2019 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:

* they work with school leaders to create a safe and orderly school environment

* school leaders have supported them during stressful times

* they discuss learning problems of particular students with other teachers

* teachers in our school share their lesson plans and other materials with me

* they monitor the progress of individual students

* they set high expectations for student learning

* assessments help them understand where students are having difficulty

* when they present a new concept they try to link it to previously mastered skills and knowledge

* they help students use computers or other interactive technology to undertake research

* they establish clear expectations for classroom behaviour

* they work with parents to help solve problems interfering with their child's progress.

Some comments from teachers about Heathcote PS include:

"I think we have a very supportive staff who work collaboratively. The staff have the best interests of their students at heart and care about the school. Everyone is very dedicated and committed to improving the school and their teaching. We offer a broad range of opportunities to students. It is a very supportive and positive place to work."

"I believe that Heathcote Public School is an excellent learning environment. There are fantastic resources that benefit children and staff. There is a strong focus on teaching and learning. This has had a positive impact on levels of engagement amongst students and the community."

"The staff and leaders are supportive of each other and parents are supportive of their children's learning. We don't take on too many projects but are very good at the ones that we are focusing on.

Policy requirements

Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

Anti-Racism Policy

All teachers are responsible for supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. Principals are responsible for examining school practices and procedures to ensure they are consistent with the policy. All schools have an Anti–Racism Contact Officer who is trained to respond to concerns in relation to racism.

Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.