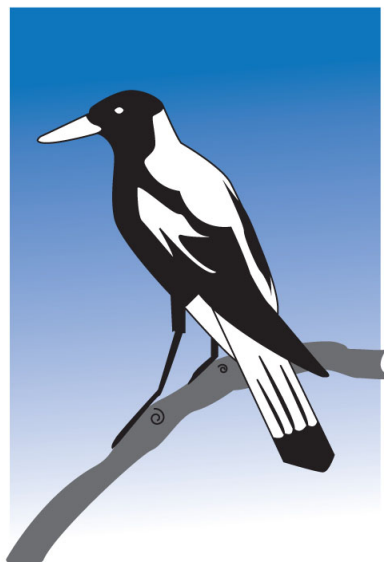


2020 Annual Report

Heathcote Public School

**HEATHCOTE
PUBLIC SCHOOL**



**SUCCESS
FOLLOWS EFFORT**

2149

Introduction

The Annual Report for 2020 is provided to the community of Heathcote Public School as an account of the school's operations and achievements throughout the year.

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

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Message from the principal

2020 has certainly been a year to remember. The challenge of learning from home was unexpected and daunting, but I am proud to say our staff, students and parents rose to the challenge and exceeded all expectations. This period of time when everything stopped, kids were told to stay home, the school resembled a ghost town and we took to laptops and iPads to continue our learning, will live long in our memories. Students who experienced this will probably tell their children and grandchildren about this, about what it was like to live through the pandemic of 2020.

We have come out the other side stronger and wiser for it. Our school has also seen improvement, with a new long jump sand pit, new roofs and gutters on all buildings, and the synthetic grass which lifts the appearance and safety of the primary playground. The SRC and P&C have worked together to enhance the student bathrooms, with colourful and inspirational posters on the walls.

Thank you to our teachers, executive team and staff, who have continued to go above and beyond to keep us moving forward this year. Good luck and thank you to our two staff members who are leaving us this year, Miss Courtney Smith who will be teaching at Sylvania Public School next year; and Mrs Sue Stolk who will continue as the permanent Deputy Principal at Gynea Bay Public School. Their hard work, expertise and professionalism will be missed.

Thank you to the parents and P&C who have supported the school this year. P&C donations have helped pay for our school improvements, and hardworking parent volunteers have kept our canteen, uniform shop, fundraising and HOOSH operating.

Thank you also to our wonderful students whose kindness, respect and smiling faces make it a pleasure to come to work each day.

Good luck to our Year 6 students as they start the next chapter of their lives at high school. I hope they remember some the quotes they now see on the bathroom walls,

"Be the change you want to see in the world!"

"Opportunities don't just happen. You create them!"

"No one is perfect, that's why pencils have erasers."

And as we've seen this year, *"Life isn't about waiting for the storm to pass, it's about learning to dance in the rain!"*

School vision

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 downwards in recent years and there are currently 323 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>

Self-assessment using the School Excellence Framework

Elements	2020 School Assessment
LEARNING: Learning Culture	Excelling
LEARNING: Wellbeing	Excelling
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	Delivering
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

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

The three year average of students in the top two bands in reading for 2015 -2017 was 42.4%. In 2020 national testing was compromised due to COVID-19. The check-in assessment was created so schools could collect data for that year in reading. The average result of students in the top two bands for Years 3 and 5 was 54.1%. When we compare the average of the past three years 2018-2020 we are looking at an average 51.4% which is an **increase of 9%** of the 2015 - 2017 average of 42.4%.

When we take a closer look, Yr 3 is outperforming Yr 5 in the top 2 bands. When we compare Yr 3 in 2015-2017 the average was 51.6%. In 2018-2020 the average was 68.1% which is an increase of 16.5% on the previous three years. Whereas Yr 5 2015-2017 average was 33.2% compared to 2018-2020 average of 34.8% which is an increase of only 1.6%.

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

The three year average of students in the top two bands of numeracy for 2015 -2017 was 30.2%. In 2020 national testing was compromised due to COVID-19. The check-in assessment was created so schools could collect data for that year. The average of students in the top two bands for Years 3 and 5 was 41.8%. When we compare the average of the past three years we are looking at an average 34% which is an **increase of 3.8%** of the 2015 -2017 average of 30.2%.

When we take a closer look, Yr 3 is outperforming Yr 5 in the top 2 bands. When we compare Yr 3 in 2015-2017 the average was 35.8%. In 2018-2020 the average was 48.8% which is an increase of 13% on the previous three years. Whereas Yr 5 2015-2017 average was 26.5% compared to 2018-2020 average of 17.9% which is a decrease of 8.6%.

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

The 'Tell Them From Me' teacher surveys showed that 91% teachers identified that they are using visible learning or formative assessment pedagogy regularly in their classroom.

Increased proportion of students meeting their individual learning goals.

84.7% of students are now meeting their learning goals compared to 79.9% last year. This is an **increase of 4.8%**.

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

The three year average of value add for 2015 -2017 was 80.1. Due to COVID-19 there was no NAPLAN in 2020 and value-add data is not available. However, our average value add score for 2018-2019 is 84.48 which is an **increase of 4.4**.

Internal literacy data showed that the average reading level in K-2 at the end of 2019 was Level 18. The same students in Years 1-3 at the end of 2020 had an average reading level of Level 26. This shows there was an average of **8 levels of growth** in reading levels from 2019 to 2020. This is in line with our school expectation of two levels of growth each term.

Literacy Pro data showed that students in Years 3, 4 and 5 had an average Lexile of 725 at the end of 2019. The same students in Years 4, 5 and 6 at the end of 2020 had an average Lexile of 863. This shows an **average Lexile growth of 138** which is above the school expectation of an increase in Lexile of 100 each year.

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)
<p>This year due to COVID-19 there have been interruptions and limited opportunities for teachers to complete the scheduled program that was outlined in the beginning of the year by the SD1 Team.</p> <p>Teachers have been regularly using aspects of visible learning and formative assessment in their daily practice.</p> <p>With the release of the updated 'What Works Best' document by CESE, the team has added this to the PL schedule as it goes hand in hand and allows teachers to reflect critically on their practice.</p> <p>In 2021, the team anticipates that the teaching staff will continue reflecting on their practice with the themes in the 'What Work's Best' document as well as using new formative assessment strategies to gain feedback from their students.</p>	<p>Embedding Formative Assessment PL by Siobhan Leahy and Dylan Wiliam</p>

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)
<p>Clear systems are now in place for the regular collection of data on student learning. At the end of each term data is collected on reading levels, Lexiles, writing ability and a Mathematics diagnostic review completed. This data is analysed by class teachers, stage teams, the Learning Support Team and school executive to set targets for growth, identify students requiring more support, identify students who would benefit from enrichment and allocate resources where they are most needed.</p> <p>Teachers have used their pre and post stage assessments to grade students, inform their teaching and evaluate their learning programs. Teachers have regularly checked in with students through formative assessments to monitor the impact of their teaching and make adjustments accordingly.</p> <p>More professional learning is required for staff on analysing data and this will be a focus in the next school plan.</p>	<p>Embedding Formative Assessment PL by Siobhan Leahy and Dylan Wiliam</p>

Next Steps

Areas of focus in the next school plan will include:

- Investigating 'Learning Sprints' and focusing on area of needs

- Reviewing the schools scope and sequences and ensuring they are linked to syllabus outcomes.
- Professional learning on multiplicative strategies
- Building relationships and working with DoE Literacy and Numeracy Strategy Advisors (LANSAs).
- Conducting a situational analysis on numeracy
- Using interactive rubrics in writing to identify student needs and inform teaching
- Professional learning in PLAN2 for literacy and numeracy and plotting students on the progressions to identify specifically where students are at and where to next.

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

The Tell Them From Me student survey 2020 showed that students overall gave a positive response (7.1/10) on questions related to "Teachers set clear goals for learning, establish expectations, check for understanding and provide feedback".

The Tell Them From Me teacher survey 2020 showed that teachers overall gave a positive response (8.0/10) on questions related to giving students written feedback on their work, monitoring the progress of individual students and talking with students about the barriers to learning.

Lesson observations conducted in Semester 1 and 2 showed widespread evidence of teachers regularly providing constructive feedback to students on their learning.

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

The Tell Them From Me teacher survey 2020 showed that teachers overall gave a positive response (8.2/10) on questions related to working with other teachers in developing cross-curricular or common learning opportunities, receiving helpful feedback on their teaching from other teachers and talking with other teachers about strategies that increase student engagement.

The RFF timetable was organised so that teachers on the same stage had at least one hour a week of RFF together to facilitate collaboration and reflection.

Lesson observations conducted in Semester 1 and 2 supported collaboration and reflection of teachers with their colleagues.

All teachers completed a written reflection on their teaching at the end of each term to analyse what worked well, what could have been better and what improvements can be made.

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.

The Community of Schools on the Park (COSOTP) has been less of a priority in 2020 and principals have been evaluating the purpose and value of the community of schools. There has not been any engagement with COSOTP in 2020 by teachers, however, stronger links with our feeder high school have been developed.

Progress towards achieving improvement measures

Process 1: Feedback

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

Progress towards achieving improvement measures

Process 1:

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

Evaluation	Funds Expended (Resources)
<p>The Tell Them From Me student survey 2020 showed that students overall gave a positive response (7.1/10) on questions related to "Teachers set clear goals for learning, establish expectations, check for understanding and provide feedback".</p> <p>The Tell Them From Me teacher survey 2020 showed that teachers overall gave a positive response (8.0/10) on questions related to giving students written feedback on their work, monitoring the progress of individual students and talking with students about the barriers to learning.</p> <p>Lesson observations conducted in Semester 1 and 2 showed widespread evidence of teachers regularly providing constructive feedback to students on their learning.</p> <p>The RFF timetable was organised so that teachers on the same stage had at least one hour a week of RFF together to facilitate collaboration and reflection.</p> <p>Lesson observations conducted in Semester 1 and 2 supported collaboration and reflection of teachers with their colleagues.</p> <p>All teachers completed a written reflection on their teaching at the end of each term to analyse what worked well, what could have been better and what improvements can be made.</p>	

Process 2: Writing K-6

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

Evaluation	Funds Expended (Resources)
<p>Teachers have continued to implement the Seven Steps to Writing program in their classrooms, however there was no additional professional learning on this in 2020. One teacher was released for two hours per week to work as an instructional leader focusing on visual literacy, in particular looking at the use of colour, salience, framing and camera angles.</p>	

Next Steps

Areas of focus in the next school plan will include:

- Professional learning on the Literacy Learning Progressions and PLAN2
- Using interactive rubrics in writing to identify student needs and inform teaching
- Plotting students on the progressions to identify specifically where students are at and where to next
- Instructional leader support for Stage 2 and 3 on the writing cycle and using high quality picture books for shared reading and writing.

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

Students have shown that they can articulate and follow the behaviour expectations and what they look like in each area of the school. Students participated in lessons to teach and reinforce expected behaviours in a variety of non-classroom settings. After lessons were completed, two representatives from each class met with the Principal to discuss the behavioural expectations and what they look like.

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

A Tiered Fidelity Inventory (TFI) was conducted by the PBL coach and showed that all staff are aware of the school expectations. Staff have been delivering a more consistent response to student behaviour and have adopted the language of PBL.

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)
<p>This year the PBL team have held numerous professional learning sessions to upskill staff on the essential features of PBL. At the beginning of the year, each class participated in the general safe, respectful and learner lessons to refresh students on the expectations, as well as to introduce the expectations to the Kindergarten students.</p> <p>Lessons were developed for the infants and primary playground on the school side, as well as the toilets. All classes participated in lessons and visited the site to practise. Blue tokens were handed out to reinforce desired behaviour.</p> <p>The number of negative incidents recorded in Sentral has reduced in 2020. In 2019, there were 64 negative incidents recorded in Sentral in Term 1, 55 in Term 2 and 44 in Term 3. During 2020, there has been a significant reduction in the number of incidents recorded. In Term 1, 36 incidents were recorded, 29 in Term 2 and 47 in Term 3.</p> <p>Results from the 2020 Tell Them From Me student, parent and teacher surveys show we are scoring above state average in the areas of 'students with positive behaviour', 'school supports learning' and 'inclusive school'.</p>	<p>Tell Them From Me survey</p> <p>Professional Learning</p> <p>Support from PBL mentor</p> <p>Funding Sources:</p> <ul style="list-style-type: none">• Professional learning (\$2000.00)

Progress towards achieving improvement measures

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

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

Next Steps

The next steps for PBL in 2021 are:

- develop lessons for the next 5 non-classroom settings
- implement PBL in the classroom setting
- order signs for both non-classroom and classroom settings

Key Initiatives	Resources (annual)	Impact achieved this year
Integration funding support	School Learning Support Officers employed Funding Sources: <ul style="list-style-type: none"> Integration funding support (\$104 126.00) 	Three students received integration funding support which was used to employ SLSOs to support students engage successfully with their learning in the classroom and participate successfully in the playground and other school activities.
Literacy and numeracy	Funding Sources: <ul style="list-style-type: none"> Literacy and numeracy (\$17 817.00) 	Literacy and numeracy funding was spent on resources to support learning in the classroom and at home. Some of the major purchases include: PM Benchmark Kit (\$2163), home readers (\$5105), learning and support resources (\$348), Maths Online (\$3490) and general Mathematics resources (\$2380). These resources enhanced learning and increased engagement.
Professional learning	Funding Sources: <ul style="list-style-type: none"> Professional learning (\$20 174.00) 	Professional learning funds were used to pay course fees (\$2345), purchase resources (\$1613) and pay for casual relief so teachers could be released to engage in professional learning (\$15000). These funds allowed teachers to collaborate and improve their teaching practices to inform the development of evidence based programs and lessons, which meet the needs of all students.
Aboriginal background loading	SLSO support one hour a week Funding Sources: <ul style="list-style-type: none"> Aboriginal background loading (\$4 388.00) 	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 were not able to attend the One Mob event or Koori Kids in the Park this year due to COVID-19 restrictions. 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. 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: <ul style="list-style-type: none"> English language proficiency (\$22 584.00) 	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 the whole year. There were 12 targeted students who were given extra support in reading, writing, talking and listening.
Low level adjustment for disability	Employ speech therapist one day a week. Employ Learning and Support Teacher four days a week. Employ SLSOs to support identified students. Funding Sources: <ul style="list-style-type: none"> Low level adjustment for disability (\$106 884.00) 	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.

<p>Quality Teaching, Successful Students (QTSS)</p>	<p>Funding Sources:</p> <ul style="list-style-type: none"> • Quality Teaching, Successful Students (QTSS) (\$62 021.00) 	<p>These funds were used to release a teacher for two hours a week to facilitate the implementation of quality literacy sessions. Team teaching and professional learning for teachers around visual literacy and text analysis has been a focus. 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. The school's three assistant principals were also provided with extra RFF to plan and demonstrate best practice in teaching through instructional leadership.</p>
<p>Socio-economic background</p>	<p>Speech Therapist SLSOs</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Socio-economic background (\$26 635.00) 	<p>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. Funding was also used to employ SLSOs to support targeted students.</p>
<p>Support for beginning teachers</p>	<p>Funding Sources:</p> <ul style="list-style-type: none"> • Support for beginning teachers (\$14 481.00) 	<p>A beginning teachers participated in a range of professional learning events. Extra release time was provided to a beginning teacher and her supervisor to facilitate mentoring, team-teaching, observation, collaborative planning and professional conversations.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	154	166	162	167
Girls	163	173	176	156

Student attendance profile

School				
Year	2017	2018	2019	2020
K	95.3	95.5	94.7	96.3
1	94.4	94.5	94.6	95.1
2	95.2	96.4	95	93.1
3	94.1	94	95.2	95.8
4	92.4	93	94.5	95.7
5	93.8	94.2	94.5	94.4
6	95.5	92	93.8	93.5
All Years	94.4	94.4	94.6	94.8
State DoE				
Year	2017	2018	2019	2020
K	94.4	93.8	93.1	92.4
1	93.8	93.4	92.7	91.7
2	94	93.5	93	92
3	94.1	93.6	93	92.1
4	93.9	93.4	92.9	92
5	93.8	93.2	92.8	92
6	93.3	92.5	92.1	91.8
All Years	93.9	93.4	92.8	92

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

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)	11.61
Literacy and Numeracy Intervention	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, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2020, 3.7% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2020 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	6.30%
Teachers	3.30%	2.80%

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.

In 2020, an additional School Development Day was included at the start of Term 2 to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2020 to 31 December 2020. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2020 Actual (\$)
Opening Balance	213,071
Revenue	3,003,481
Appropriation	2,812,016
Sale of Goods and Services	633
Grants and contributions	190,260
Investment income	572
Expenses	-3,047,844
Employee related	-2,674,103
Operating expenses	-373,741
Surplus / deficit for the year	-44,363
Closing Balance	168,708

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.

	2020 Approved SBA (\$)
Targeted Total	104,126
Equity Total	160,491
Equity - Aboriginal	4,388
Equity - Socio-economic	26,635
Equity - Language	22,584
Equity - Disability	106,884
Base Total	2,382,403
Base - Per Capita	81,290
Base - Location	0
Base - Other	2,301,113
Other Total	139,050
Grand Total	2,786,071

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.

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.

2020 NAPLAN

As agreed by the Education Council, the National Assessment Program (or NAPLAN) did not proceed in 2020 due to the COVID-19 pandemic. This was to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

The Education Council also agreed to defer the full transition to NAPLAN Online from 2021 to 2022 and the continuation of current NAPLAN governance arrangements through 2021.

Parent/caregiver, student, teacher satisfaction

Parent/Caregiver Satisfaction

The 2020 Tell Them From Me 'Partners in Learning Parent Survey' provided results based on data from 69 parents in the school. The results showed that parents feel:

- * they feel welcome when they visit the school
- * the school's administration staff are helpful when I have a question or problem
- * reports on my child's progress are written in terms I understand
- * they encourage their child to do well at school
- * teachers show an interest in my child's learning
- * their child is clear about the rules for school behaviour
- * their child feels safe going to and from school
- * the school helps students with disability or special needs

Some comments from parents about Heathcote PS include:

"It is a wonderful school with a fabulous community environment. This has been fostered over the years with a great relationship between staff and parents, with an active P&C. The teachers genuinely care about the students and their progress, their friendships and the culture of the school. The children have so many extracurricular opportunities that develop their minds and bodies, and these are well supported by the teaching staff. The support and teaching that was provided while children learnt from home was fantastic. My child was even provided with additional activities when she was finishing her work quickly."

"The teachers are amazing and went above and beyond with live online classes all throughout learning from home. They all run extracurricular activities and communicate exceptionally well with the parents. The uniforms are great and all students wear them."

"It is such an inviting school. The teaching staff are amazing and all seem to go above and beyond to help their students achieve their best. During home schooling the teaching was incredible, I was so impressed with their use of Teams and their ability to adapt so quickly to such difficult circumstances. Being able to watch the teachers from home and interact with my children was great. A wonderful school led by a quality executive team."

"Heathcote Public School is a great place for kids to learn. The teachers and staff care about each student and I am confident my children are supported with their learning and wellbeing. My children regularly come home excited about school. The extra-curricular is great too."

Student Satisfaction

The 2020 Tell Them From Me student survey provided data based on the results from 124 students in Year 4 to 6. The results showed:

- * 95% of students participate in school sports and clubs (NSW Govt norm 89%)
- * 89% of students have positive relationships (NSW Govt norm 85%)
- * 71% of students have a positive sense of belonging (NSW Govt norm 81%)
- * 89% of students value schooling outcomes (NSW Govt norm 96%)
- * 94% of students have positive behaviour at school (NSW Govt norm 83%)
- * 32% of students have positive homework behaviours (NSW Govt norm 63%)
- * 52% of students are interested and motivated (NSW Govt norm 78%)
- * 84% of students are showing positive effort (NSW Govt norm 88%)

Teacher Satisfaction

The 2020 Tell Them From Me 'Focus on Learning Teacher Survey' provided results based on data from 21 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 taken time to observe their teaching
- * school leaders have helped them create new learning opportunities for students
- * they discuss learning problems of particular students with other teachers
- * they talk with other teachers about strategies that increase student engagement
- * they set high expectations for student learning
- * they monitor the progress of individual students
- * their assessments help them understand where students are having difficulty
- * their students are very clear about what they are expected to learn
- * 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

Some comments from teachers about Heathcote PS include:

"I love that Heathcote PS was able to deliver such high quality teaching and learning experiences during online learning. I also believe that our executive staff are very fair and I respect the way they handle conflict and lead the school."

"All staff at HPS are very supportive of each other and respectful of one another. There is a real sense of a team working together to achieve the best possible results for our students and to provide many quality and engaging learning experiences and programs. Stage teachers work together planning high quality educational programs and assessments. Professional development opportunities are regularly provided. Staff is kept informed frequently on many matters. Many new resources are regularly purchased to support KLAs and our teaching programs. The maintenance carried out this year has really improved the physical appearance of our school both inside and outside."

"I think Heathcote Public School should be congratulated on the way they transitioned to online learning overnight and how seamlessly they were able to transform their teaching practice as they navigated online teaching and learning. I also believe that staff have become innovative and flexible as they have tried their best to ensure our students have not missed out on all the extra opportunities this year. I feel supported by the leadership team and feel comfortable expressing any concerns I have."

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.