

2020 Annual Report

Heathcote East Public School



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Introduction

The Annual Report for 2020 is provided to the community of Heathcote East 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

It is an honour and pleasure to serve as Principal of Heathcote East Public School and I am pleased to present the 2020 Annual Report and share some of our highlights and successes. This report is an opportunity to recognise the excellent learning and extra-curricula opportunities afforded our students this year and to acknowledge the significant achievements we have made as a school community.

2020 was the year COVID-19 affected many schools across Australia. It was a year of challenges, where flexibility and acceptance of change was essential. It was the year when Home Learning became the way of education and it was a time when the safety and health of our school communities was of the utmost importance.

Heathcote East was touched by COVID-19 in March, with 6 teachers having to quarantine due to a presenter at our school testing positive for Covid 19. This was a major upheaval at the beginning of the year, when very little was really known about COVID. The school was kept open, with the assistance of the Woronora River Schools Director and a Principal from another school, alongside Mrs Gander, Mrs Taranellos, Mrs Brady and Mrs Lee who all did an outstanding job liaising with our community and keeping everyone informed and calm. I thank them for their efforts at this time.

As a result of COVID-19, Zoom and Teams meetings became the norm. Sanitiser in every classroom. Hand washing for at least 20 seconds. Coughing into elbows. 1.5m social distancing. Masks. COVID-9 guidelines, which seemed to change overnight. Learning from Home. No parents on school grounds, External Visitors to School Sites forms, QR codes, Livestreaming assemblies, filming special events, no Schools Spectacular, no PSSA, no swim scheme.....the changes were many and swift.

Looking back, I am so proud of our students who tried so hard with their Learning from Home. For many, it was difficult to not be around their friends and their teachers at school. For those children who came to school, it was a very different environment. Different teachers rostered on each day and having to access their work by computer in a classroom with children from all different grades. Their resilience was amazing!

For our parents, Learning from Home was a challenge, particularly as so many parents were working from home and had their own work to attend to as well as look after the health and wellbeing of their family. Additionally, as the school is so often the hub for social interactions between parents, there was often a feeling of isolation as parents were not allowed onto school sites.

For our teachers, as the guidelines changed, so did our work at school. Teachers had a myriad of new ways of teaching to learn: Zoom and Teams meetings, communication through SeeSaw, Google classroom, preparation of work to send home each week. There were so many changes that happened in a short space of time which our wonderful teachers just adapted to and dealt with. And every step of the way, their biggest concern was always the safety and wellbeing of our students and our community. It was a steep learning curve at a time when there was the added stress and worry about the health of their own families.

.However, we all made it! What a wonderful team effort! And throughout 2020, despite the challenges, there were many

opportunities to shine for our students, parents and staff

With a continued focus on Literacy and Numeracy growth this year, Ms Hockin continued in the role of Instructional Leader in the K-2 classrooms 3 days a week and Mrs Taranellos continued in the role of Learning and Support teacher. These two roles have resulted in improved learning outcomes for students. Through team teaching and observations of best teaching practice, there was a focus on the explicit teaching of Literacy and Numeracy. Whilst NAPLAN was not held this year, our results from last year placed us as the second highest school in the Woronora region for Literacy and Numeracy growth when Best Start results in Kindergarten are compared to NAPLAN results in Year 3 for the same cohort of children. Our value-added was excelling, which is outstanding. The same instructional model will be implemented in Years 3-6 next year. Additionally, we started the implementation of 'Minilit' a literacy intervention program for struggling readers, which aims at improving the five literacy skills of Phonemic Awareness, Phonics, Fluency, Vocabulary and Comprehension and this program will continue into 2021. We are also hopeful that BEAR reading can start up again next year.

The implementation of Positive Behaviour for learning as a whole school approach to student wellbeing successfully continued in 2020 with the aim of creating a positive learning environment that fosters student engagement, risk taking, respect for others and academic success, a common language and clearly defined expectations for behaviour in different areas of the school. These behaviours have been explicitly taught supported by positive recognition related to the school rules and CARE values. Mrs Green is the driving force behind PBL at Heathcote East and I thank her for her commitment and passion.

In Terms 2 and 3, we prepared our External Validation submission. All staff were involved in the preparation of this document which involved the collection of evidence to reflect and assess our school practices against the School Excellence Framework as either Delivering, Sustaining and Growing or Excelling. From this self assessment and reflection, we then identified our future directions to support continual school improvement as we moved forward with the development of the new 2021-2024 school plan. Our Strategic Directions for our new Strategic Improvement Plan 2021-2024 are Student Growth and Attainment, which is a common strategic Direction for all NSW schools, Effective Teacher Practice and Wellbeing and Engagement. There will be a focus on more streamlined data collection practices and effective monitoring and analysis of student assessment data to ensure the provision of evidence based, differentiated teaching and learning programs. Effective Teacher Practice will focus on teacher development in explicit teaching, effective feedback and classroom management and Wellbeing and Engagement is an area of continued focus for Heathcote East. Positive Behaviour for Learning will continue to be implemented across all areas of the school with a focus on classroom expected behaviours to ensure optimum conditions for learning and student engagement. Thank you to those parents who responded to the survey asking for feedback on our Strategic Directions for the new Strategic improvement Plan.

I would like to take this opportunity to thank all the teachers for their hard work with their contributions to the External Validation submission. It really was a fantastic team effort!

COVID 19 certainly affected the Performing Arts this year. Our Training and Performing Bands were somewhat hit and miss throughout the year, but as soon as the restrictions were lifted Mrs Genge was all systems go! It was wonderful to see them performing so magnificently at the End of Year Concert, given the inconsistent practices they had throughout the year. A big thank you to Mrs Genge for all her hard work and dedication to this extra-curricular activity for our students.

Unfortunately, there was no Sutherland Shire Schools Music Festival this year, but Groove Nation kept our talented dancers 'grooving' with the online program they provided for them during Learning from Home. Their hopes for an End of Year concert did not come to fruition, but the the Junior and Senior dance groups were very excited to be professionally filmed and the production was just fantastic.

Sporting activities were on again/off again this year, particularly PSSA sport but it was great that the netball and soccer teams could get some games played in Term 4. We had coaching sessions this year from Sydney FC for soccer and Athletics sessions which were very well received. The only competitive carnival to go ahead this year was the swimming carnival, but the modified versions of the Cross Country and Athletics carnivals were lots of fun. I would like to take this opportunity to thank Mr Jennings and Mrs Gander for all their organisation for these sporting events.

Our SRC, led by Ms Hockin, played an active role again this year in organising fundraising activities including a fundraiser to raise money for Day for Daniel, and another extremely successful Salvation Army Christmas hamper appeal. The message of thinking about others at Christmas came through very strong with this fundraiser and is one the SRC would like to see continue into 2021.

For our student leadership team this year, it was certainly challenging trying to fulfil all the duties that come with their roles in a COVID 19 environment. The ANZAC Day ceremony held in driveways was a very memorable and moving event led by our leadership team and the online welcome each week was a great way to touch base with all the students when Learning from Home was happening. A big thanks to Mr Kerr for all his work with the Leadership Team.

Our Kindergarten Transition Sessions were very different this year. We were lucky to be able to invite our new Kindies

into the Kindergarten classroom for shorter sessions this year, as for a while it looked like they may not happen at all. The new Kindergarten children thoroughly enjoyed the visits and we look forward to welcoming them to Heathcote East next year.

For our Year 5 and 6 student,s the highlight of the year is always school Camp. There were some very devastated children when it looked like camp would not go ahead. But go ahead it did, thanks to lots of work in the background from Mrs Toohill and Mr Kerr. The children had a wonderful time at the Tops Convention Centre and I thank both Mrs Toohill and Mr Kerr for accompanying our students for 3 days.

As a very challenging year draws to a close, I would like to sincerely thank our teaching and support staff for their professionalism and dedication to their roles in the school. It is this dedication that provides the opportunities for our students. Our teachers arrive at school very early to prepare for the day; stay late into the evening; come into school on weekends and holidays to prepare classrooms and work for their students. I would like to acknowledge our teachers who brought their enthusiasm and knowledge to the classroom, promoting excellence and supporting our students to improve. I would also like to thank the administrative and support staff who work in the background to support the operation of the school. However, it was the care and concern shown for our students in 2020 that was of the utmost importance. The health and wellbeing of our students was paramount in a year that was …….. one in a lifetime.

And that brings me to our fantastic HEPS community. Thank you for your ongoing support of all the guidelines and changes to procedures this year and for your commitment to Learning from Home. This year was really a team effort and I thank you for all of your efforts and the support off our teachers and their welfare. The gifts you provided to all staff were a lovely touch, and were so appreciated by all staff.

Thank you again to all of our families for your patience and understanding as we navigated the 'new normal'. Thank you for adhering to the many, many rules and guidelines that were brought in by the NSW DoE. Thank you for all your hard work for your children when they were learning from home. As a teaching staff, we are so lucky to be part of such a wonderful community. It is so lovely to have been able to have parents in attendance at our end of year activities: our fantastic concert, Year 6 Farewell and our Presentation, particularly when so many schools in our area had been unable to have any face to face events at all.

On a sad note, we will be losing Mr Kerr in 2021 as he returns to Sans Souci Public School. I would like to thank Mr Kerr for all his hard work and commitment to our students and wish him the very best in his career moving forward. He will certainly be missed at Heathcote East!

Katherine Hartigan

Principal



School vision

Through high expectations for learning and within a supportive, respectful learning environment, Heathcote East Public School is committed to instilling in each student a desire to reach their full potential, accept challenges and achieve excellence in a quickly changing global society.

School context

Heathcote East Public School is a strong community school that enjoys a delightful bush setting bordering the Royal National Park in the southern suburbs of Sydney. Reflective of our bush setting, two of Australia's native plants, Wattle and Waratah, feature in the school emblem. Heathcote East is committed to continual improvement and has high expectations for student learning. In a nurturing, respectful learning environment, our students are encouraged to reach their full potential in all aspects of school life. The school motto, 'Care and Share' is upheld by the whole school community and our core values of Co-operate, Achieve, Respect and Encourage (CARE), underpin all that occurs at the school.

Heathcote East Public School offers a wide range of learning opportunities that focus on success for all students. Our school's core priorities are literacy, numeracy, student wellbeing and future focused learning, ensuring a strong foundation on which to build all other learning. The establishment of engaging, flexible learning spaces, underpinned by quality teaching principles, innovative practice and increasingly engaging technology, is a high priority in supporting our students' learning. Extensive extra-curricular activities in the performing arts, sport and student leadership are also a key focus and positive environmental policies support the natural environment.

Heathcote East Public School is a proud member of the Community of Schools on the Park network of schools comprising of local primary and secondary schools, which collaborate to enhance programs and connections for students. The school has a reputation for offering comprehensive and highly successful transition programs ensuring that all students, whether starting Kindergarten or moving to a secondary setting, are personally cared for.

Our caring and professional staff is supported by an involved parent community that includes a very active Parents and Citizens Association. Significant donations by the P & C have helped to improve the overall physical appearance of the school and teaching resources available.



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 and participated in an external validation. 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. Every five years, our school undergoes an external validation process.

During the external validation process, an independent panel consisting of a Principal School Leadership and a peer principal considered our evidence and assessment of our school's progress against the School Excellence Framework.

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

For more information about the School Excellence Framework: <https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/school-excellence>

Self-assessment using the School Excellence Framework

Elements	2020 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	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

All teaching staff were involved in self-assessment workshops, reflecting on school practices against the School Excellence Framework. All staff contributed to the completion of the School Excellence Framework self-assessment survey and External Validation, through the analysis of school evidence and reflection on the statements of excellence for each of the elements.

In the domain of Learning, the school continued to focus on promoting a positive learning culture through the provision of strong transitions and continuity of learning, high expectations of learning and strong attendance data. External Validation identified Heathcote East as excelling in Learning Culture. Heathcote East has a reputation for strong Transition Programs, both into Kindergarten and from Heathcote East to High school. In 2020 these programs, due to COVID-19, were modified significantly. School Tours planned for April were unable to proceed, and the Parent Information Evening was delivered via a Zoom meeting instead of face to face at school. Parent attendance at this meeting was high and feedback from parents was very positive and parents were grateful for the opportunity of meeting with both the Kindergarten teacher and Principal. 'Come and Play' sessions and informal afternoon visits for parents and

children in Terms 2 and 3 were unable to go ahead as planned, however, the three more formal Kindergarten Transition Sessions did successfully proceed. Visits from local Early Learning Centres were also unable to go ahead. For students transitioning to High School, visits to local high schools were restricted to Term 4 only, with Year 7 students who had attended Heathcote East invited back to share with Year 6 students how they were feeling before they started high school and how they managed the change from primary to high school.

The wellbeing and engagement of our students remains a priority. The continued implementation of Positive Behaviour for Learning, a whole-school approach to wellbeing and engagement with clearly defined positive behaviour expectations and a consistent, common language used by students and staff, successfully continued in 2020. Highlighted through our Situational Analysis was the need to focus in 2021 on consistency of expectations, consequences and rewards and effective classroom management systems and the more frequent acknowledgement of students displaying positive behaviours related to the CARES values of Cooperate, Achieve, Respect, Encourage and Be Safe.

In the Curriculum element, differentiated Literacy and Numeracy programs were developed to cater for students' individual learning needs so students of all levels are being provided with appropriate access to the curriculum to meet their level of skill and understanding. A focus in 2021 will be stretching students who are working above their grade level so they are engaged and reaching their potential with teachers participating in Professional Learning on the High Potential and Gifted Education Policy. After a major focus on Literacy, the new Strategic Improvement Plan 2021-2024 will have a greater focus on Numeracy, while maintaining and growing our gains in writing, spelling and reading.

Assessment schedules were put in place across the school in 2020. Teachers regularly analysed assessment results to inform explicit teaching and learning and assessment will remain a focus in 2021 to identify learning progress of students and improve growth in Literacy and Numeracy. There was a continuation of the implementation of formative assessment techniques and provision of explicit, specific and timely feedback to students about their learning. A focus in 2021 will be the development and use of student individual learning goals and the celebration of learning successes with students and their parents.

Teachers participated in a range of Professional Learning sessions throughout the year. All teachers received ongoing training in the implementation of Positive Behaviour for Learning and Formative Assessment and teachers participated in online professional learning aligned to their own professional goals and the School Plan. As a result of COVID-19, all staff participated in Professional Learning to improve their use of technology, including Microsoft Teams, Zoom, Google classroom and SeeSaw. Teachers shared with other staff learning from targeted professional development to improve whole school practice. Teachers participated in 'Building Blocks for Numeracy' professional learning in numeracy, focusing on additive strategies and number talks which will continue in 2021.

In Data Skills and Use, we have moved from Delivering in 2019 to Sustaining and Growing in 2020. Running records, standardised phonics and spelling tests, SENA Numeracy tests were all used to identify where students were placed in their learning and to identify where to next. The implementation of the Phonological Awareness Diagnostic Assessment for K-2 students and the Phonics Screening Check for Year 1 students identified a need for a greater focus on phonemic and phonological awareness and the development of a school Phonics scope and sequence. Stage 1 students participated in a Draft Spelling Diagnostic Tool from the Department of Education (DoE) that identified areas of strength and weakness. Mrs Campbell and Mrs Genge provided feedback to the DoE on the Spelling Diagnostic Tool. As a result of COVID-19, Check-In assessments for Years 3 and 5 were developed by the DoE, which identified students' progress after Learning from Home.

Data skills and Use will continue to be a focus in 2021, with teachers undertaking professional learning to further improve their analysis of data to drive improvement in teaching programs and student performance.

In the Leadership domain, the employment of an Instructional Leader provided opportunities for teachers to observe the practice of peers and receive constructive feedback from school leaders and peers to improve their own teaching practice. This establishment of a professional learning community focused on continuous improvement of teaching and learning in a high expectations environment.

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.

Strategic Direction 1

Intrinsically motivated and engaged students

Purpose

To ensure a whole school approach to student centred learning developing self motivated, responsible, resilient learners and creative lateral thinkers. Through a culture of shared values and high expectations, differentiated teaching programs, stimulating learning spaces and a challenging curriculum students will be engaged and motivated to take responsibility for and be successful in their own learning and interactions with others. The school's wellbeing practices will build positive, respectful relationships across the school to support students to reach their full potential academically, emotionally, socially and physically.

Improvement Measures

Improved levels of student wellbeing and engagement to ensure optimum learning conditions for students.

An increasing number of students demonstrating expected or above expected growth along the Literacy and Numeracy continuums through tracking of student progress on PLAN.

Increased number of students in the top 2 bands in reading, writing and numeracy in line with the Premier's Priorities.

Increasing use of STEM and environmental learning opportunities.

Progress towards achieving improvement measures

Process 1: 1. Literacy and Numeracy Growth Embedded formative assessment strategies with a focus on differentiated writing, spelling and Numeracy Programs informed by an evidence base utilising student data to allow for timely, targeted intervention, extension or enrichment. Students will set their own learning goals and reflect on explicit feedback and their own progress to develop ownership of learning.

Evaluation	Funds Expended (Resources)
<p>In 2020, formative assessment strategies were further embedded in teaching practice, with students using success criteria to guide their completion of tasks in spelling, writing and numeracy. Students were able to articulate learning intentions and success criteria and were beginning to use them more consistently to guide their learning. As a result of these strategies, we have seen improvement in the quality of work produced by students and increased understanding by students of the expectations of each lesson. Due to COVID 19, the focus on immediate, specific feedback and individual learning goals for students planned for 2020 was introduced but not implemented as planned and will be a focus in 2021.</p> <p>As a result of the introduction of Number Talks and Additive Strategies, students displayed an increased ability to explain their mathematical thinking and reasoning. Students became more engaged, fluent, confident and resilient when talking about numbers. Due to COVID 19, however, Number Talks did not reach the level of implementation that was planned for and will become a focus in 2021.</p>	Assessments

Process 2: Student Wellbeing and Engagement Implement Positive Behaviour for Learning as a whole school approach to student wellbeing. Students will be provided with explicit expectations of behaviour with supportive frameworks in positive learning environments.

Evaluation	Funds Expended (Resources)
<p>In a COVID-19 year, student wellbeing took on even more importance. Even though COVID-19 interrupted the implementation of Positive Behaviour for Learning, upon our return to school, PBL implementation was continued, resulting in this comprehensive, integrated, whole-school approach to behaviour being reinstated to provide optimal conditions for learning and</p>	

Progress towards achieving improvement measures

student well-being. Students displayed a strong understanding of and increased responsibility for the school expectations of behaviour resulting in enhanced student wellbeing and increased student confidence. Students' ability to articulate behaviour expectations improved.

Throughout the year, social skills groups, Buddies and Peer Support were implemented to promote resilience, problem solving, increased cross grade friendships and support networks for students, much needed in a COVID-19 environment.

The introduction of the Teacher Mentor program was successfully implemented with staff developing positive connections with students at school to provide advice, support and assistance.. The successful introduction of the Teacher Mentor program ensured every student had staff members they felt a connection with and could turn to for help or support as well as feeling cared for and valued by staff.

Process 3: Futures Focused Learning

Create flexible learning environments that provide opportunities for students to collaborate, demonstrate and discuss their learning, share ideas, and explore and investigate through participation in STEM and schoolwide sustainability/ environmental initiatives and purposeful integration of technology.

Evaluation	Funds Expended (Resources)
<p>Flexible learning spaces across the school catered for different learning needs and situations and provided opportunities for students to regularly collaborate and think critically and creatively whilst promoting increased student engagement. Prior to COVID-19, K-2 students confidently used Blue Bots in Literacy Rotations and 3-6 students integrated the use of Lego We 2.0 and EV3 into Geography and Science units. Due to COVID-19, the use of Robotics was limited. Through STEM activities, students learnt to collaborate, problem solve and think critically and creatively. In Term 1, students participated in lessons in Digital Citizenship. Hall Wifi and Network Upgrade was installed to improve connectivity.</p> <p>A greater awareness and understanding of why it is important to live sustainably was demonstrated by all students as a result of sustainability initiatives including planting and harvesting fruit and vegetables from the vegetable garden, following Nude Food initiatives, recycling, participating in Clean Up Australia Day and the Watch our Watts program. Students have been able to make the connection between growing their food and maintaining a healthy and sustainable lifestyle and explain the benefit of Nude Food.</p>	<p>Hall Wifi and Network Upgrade: \$3610.53</p> <p>Vegetable garden maintenance and purchase of plants: \$500</p>

Next Steps

Literacy and Numeracy Growth

Formative assessment strategies more consistently used in classrooms to encourage students' increased ownership of their learning and behaviour during lessons.

Structured LaST program to be continued for targeted students in Years 3-6.

Daily writing lessons for all students to continue with a focus on editing of own writing and high expectations.

A continued focus on formative assessment schoolwide in 2021 with a focus on Individual learning goals for students.

Focus on quality work by students and always working to their potential.

Continued implementation of Number Talks and Additive Strategies.

Student Wellbeing and Engagement

Continued implementation of PBL will focus on the consistent delivery of the program with a focus on use of consistent language and explicit classroom implementation, including more streamlined implementation of the school's Discipline Policy.

Continuation of the Teacher Mentor Program.

Futures Focused Learning

Increasing provision of STEM and environmental learning opportunities.

Establishment of a Bush Tucker Garden.

Teachers to follow the school's ICT Scope and Sequence to ensure students' computer skills are progressing.

Teacher observations of Robotics lessons to increase teacher capacity to further embed Robotics in their teaching programs.

Purchase laptops and iPads to ensure all students have access to a device.

* Establish a Technology Team to lead and upskill staff in technology.



Strategic Direction 2

Innovative, collaborative and inspiring teachers

Purpose

The provision of a positive, collaborative culture of ongoing teacher professional learning, mentoring, coaching and professional dialogue will develop skilled and high performing teachers who are committed to and take responsibility for student improvement. A well managed learning environment with a consistent school wide approach underpinned by high expectations will allow the delivery of effective evidence based teaching strategies and the provision of explicit and timely feedback with a focus on Literacy and Numeracy.

Improvement Measures

Teaching programs show an increasing use of formative assessment techniques in the delivery of evidence based differentiated Literacy and Numeracy programs.

Explicit lessons on all behaviour expectations developed through the PBL process are increasingly taught explicitly in all classrooms across the school.

Increased use of flexible learning environments, including options for the use of technology, with teachers providing opportunities and guidance for students to make positive choices on where they work to meet their learning needs and styles.

Whole School growth against the School Excellence Framework- Wellbeing. Delivering -2017 to Excelling- 2020.

Progress towards achieving improvement measures

Process 1: Literacy and Numeracy Growth

Teachers will deliver engaging, differentiated, evidence based Literacy and Numeracy programs underpinned by targeted professional learning and collegial collaboration to improve teaching practice to meet students' individual learning needs.

Evaluation	Funds Expended (Resources)
<p>Further teacher professional learning in formative assessment has resulted in teachers more consistently using formative assessment strategies in lessons, with teachers sharing learning intentions and success criteria with students at the start of lessons. Teachers use formative and summative assessment to inform teaching programs and the development of individual programs for students. Formative assessment is used routinely and effectively in classrooms to promote student engagement and learning.</p> <p>Teachers participated in evidence based professional learning in 'Building Blocks for Numeracy' and Additive Strategies and undertook lesson observations of Number Talks and Additive Strategies to refine practice and further build teacher capacity in the delivery of Numeracy lessons.</p> <p>An Instructional Leader Program for K-2 classes was implemented to support teachers in setting clear goals, monitoring lessons, collecting resources, observing lessons and providing feedback and modelling a particular teaching strategy in the classroom to build teacher capacity.</p> <p>Analysis of standardised tests such as the South Australian Spelling Test, weekly spelling tests and students' writing allowed teachers to develop differentiated spelling programs that catered for individual student needs. Teachers' programs show differentiated spelling programs to meet the learning needs of all students.</p> <p>The development of a school-wide assessment schedule utilising a range of assessment strategies ensured staff regularly collected and analysed data on student learning to inform teaching. Teachers tailored their teaching programs to best meet the needs of the students in their class, providing</p>	

Progress towards achieving improvement measures

support and extension within their teaching and learning programs.

Process 2: Student Wellbeing and Engagement Through ongoing Professional Learning, staff will gain the knowledge and understandings of Positive Behaviour for Learning to provide students with a positive learning environment that fosters student engagement, risk taking, respect for others and academic success.

Evaluation	Funds Expended (Resources)
<p>The PBL behaviour expectations for each area in our school are explicitly taught by teachers each Monday and are reinforced throughout the week in classrooms and in the playground. As a result of this explicit teaching and teachers using the PBL language in all areas of the school, both students and teachers have increased their use of the positive language of PBL when talking about our school expectations. Student understanding of the PBL expectations and ability to accurately state expectations for each area in the school has increased as has positive behaviour in all areas of the school.</p> <p>In 2020, there was a focus on the increased distribution of Gotcha tokens in the playground and all other non-classroom settings in the school to reinforce PBL expectations.</p> <p>The implementation of programs such as Positive Behaviour for Learning, Peer Support and the update and streamlining of the Good Discipline and Effective Learning Guidelines, have been undertaken in a systematic way after staff research and training to ensure optimal results across the school. The updated 'Good Discipline, Effective Learning Policy' gave a consistent approach to behaviour across the school and transparency with the school community.</p> <p>Teachers strive to develop positive relationships with students as part of the Teacher Mentor Program to ensure every student in our school has a trusted adult they feel comfortable going to for help. This has proven very powerful in giving students a feeling of belonging and a strong sense that they are cared for and supported by staff at the school.</p>	

Process 3: Futures Focused Learning

Optimise student learning through flexible use of learning spaces, targeted professional development of staff and provision of resources that allows students to make choices about their own learning, fosters collaboration and, through the flexible use of teaching strategies and ICT, leads students to be critical and creative thinkers.

Evaluation	Funds Expended (Resources)
<p>As a result of COVID-19, teachers participated in professional learning in a range of technology platforms to facilitate the transition to 'Learning from Home' for students. Through collaboration, teachers became proficient and confident in using Google Classrooms from Years 2-6. Filming of lessons using ipads and uploading these to SeeSaw was undertaken by all teachers as teachers delivered lessons online. The use of SeeSaw as a parent communication tool was expanded across the school so that all teachers, K-6, were communicating daily with parents using this platform. Teachers successfully participated in online Professional Learning and conducted regular online meetings through Zoom and Microsoft Teams.</p> <p>ICT skills were a focus in explicitly taught lessons during the Library / RFF program to build on the base of skills being used within the classroom. School ICT infrastructure was upgraded to include Wi-Fi access points to all shared spaces of the school including the hall.</p> <p>The plan to increase teachers' confidence in STEM and Robotics activities through lesson observations and demonstrations and collaboration between</p>	<p>Hall Wifi and Network Upgrade: \$3610.53</p>

Progress towards achieving improvement measures

teachers was restricted due to COVID-19. These PL sessions will be restarted in 2021.

The school invested in quality resources in robotics and technology (including a Wifi upgrade in the hall) to maximise resources available to students.

Next Steps

Literacy and Numeracy

Continuation of the Instructional Leader Program in K-2 classes 3 days/week based around demonstration lessons, lesson observations, team teaching and to use internal data to monitor growth.

Continued staff training in formative assessment practices and the use of Learning Intentions and Success Criteria so these are used flexibly and responsively as part of daily classroom routine and ensure all teachers use and document formative assessment strategies consistently in mathematics and English lessons.

A focus on individual learning goals for every student. These learning goals will be developed and updated in consultation with students and will be shared with parents.

Provision of whole school teacher professional learning in the use of the Literacy and Numeracy Progressions to track student progress and plan for future learning.

Staff completion of Building Blocks for Numeracy Professional Learning.

Wellbeing

Continued teaching of explicit PBL lessons each week in classrooms on the focus area and teachers consistently using this language across the week.

Continuation of Positive Behaviour for Learning focusing on consistency of expectations, consequences and rewards, classroom management systems, consistency with CARES awards and ensuring they are given out regularly and recorded.

Creating opportunities for Mentor Teachers to meet with their identified students in informal situations across the week to give students a strong feeling of being valued and supported by staff;

Analysis of the Wellbeing Framework self-assessment tool and the utilisation of the CESE Student wellbeing document.

Futures Focused Learning

STEM learning space to be fully established with flexible furniture and Robotics.

Teacher observations of Robotics lessons to increase teacher capacity

Teacher Professional Learning on STEM and ICT based learning programs and skills.

Teacher Professional Learning on integrating sustainability concepts in teaching programs.

Strategic Direction 3

Informed, involved, connected community

Purpose

To foster and expand close links with parents and the broader community through a commitment to open and transparent communication, well informed parents, active parent involvement and the building of respectful reciprocal relationships to create a positive school environment that is underpinned by shared school values and a culture of high expectations for student learning to ensure student success.

Improvement Measures

Increased percentage of parents engaging purposely in supporting their child's education and in the life of the school with improved levels of parent satisfaction (Tell Them From Me Partners In Learning Survey)

Increasing number of well established and sustainable community engagement programs evident.

Progress towards achieving improvement measures

Process 1: Literacy and Numeracy Growth

The provision of regular information to parents about the school's literacy and numeracy programs and formative assessment strategies and their impact on improving student learning will allow parents to support their child's learning at home

Evaluation	Funds Expended (Resources)
<p>79% of parents gained a greater understanding of formative assessment and WALT, WILF and WAGOLL after explanation at Meet the Teacher nights in Term 1.</p> <p>Student learning goals for Early Stage 1 students were introduced at the Meet the Teacher night as well and parents showed a lot of interest. Student learning goals were shared with Early Stage 1 parents through Seesaw during the Learning From Home period. Some parents were very responsive to this and strived to work towards these during Learning from Home. Feedback from one parent was that this was very helpful in giving them direction of the areas to focus on at home. When students returned to school, Early Stage 1 parents continued to use learning goals to guide their work with students at home.</p> <p>Students engaged in Literacy and Numeracy activities were regularly shared on Facebook.</p> <p>During the Learning from Home period, teachers communicated daily with parents and students through SeeSaw. In lieu of face to face parent/teacher interviews which could not go ahead, teachers conducted telephone meetings with parents using the same online booking system as face to face meetings. As a result of the success of these meetings, parents will be offered the option of telephone interviews in 2021.</p> <p>Planned Parent/Community Mathematics Workshops for 2020 on Additive Strategies did not go ahead due to COVID-19. The workshop is planned to be held in 2021.</p>	

Process 2: Student Wellbeing and Engagement

Parents are regularly updated and informed about PBL activities, lessons, projects and celebrations. The school will actively communicate with families so they understand and support the PBL process and framework and will collectively support the wellbeing of every student.

Evaluation	Funds Expended (Resources)
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Progress towards achieving improvement measures

In order to promote collective responsibility for student learning and success, behaviour expectations for each class were explained to parents at the Meet the Teacher night in Term 1.

The updated Student Wellbeing and Effective Discipline Guidelines were explained to parents at a PBL workshop as part of the Meet the Teacher Night. Parent feedback was very positive and supportive of the changes which included notifying parents earlier of behaviour issues to work together for the benefit of students and to build strong, effective school/home relationships.

Due to COVID-19 and the extended period of Learning from Home, the planned PBL articles in the fortnightly newsletters did not go ahead.

Process 3: Community Engagement

Active community partnerships and quality transition programs are developed and sustained to ensure continuity of learning for all students focusing on continuous improvement. Programs are strengthened through a collaborative culture with community and interagency support.

Evaluation	Funds Expended (Resources)
<p>Due to COVID-19, parents and family members were upskilled remotely in the use of various applications such as Google Classroom, SeeSaw and Zoom meetings to effectively communicate with teachers during the Learning from Home period.</p> <p>In 2020, transition programs, due to COVID-19, were modified significantly. School Tours planned for April were unable to proceed, and the Parent Information Evening was delivered via a Zoom meeting instead of face to face at school. Parent attendance at this meeting was high and feedback from parents was very positive and parents were grateful for the opportunity of meeting with both the Kindergarten teacher and Principal. 'Come and Play' sessions and informal afternoon visits for parents and children in Terms 2 and 3 were unable to go ahead as planned, however, the three more formal Kindergarten Transition Sessions in November did successfully proceed. Visits from local Early Learning Centres were also unable to go ahead. For students transitioning to High School, visits to local high schools were restricted to Term 4 only, with Year 7 students who had attended Heathcote East invited back to share with Year 6 students how they were feeling before they started high school and how they managed the change from primary to high school.</p>	

Next Steps

Literacy And Numeracy

Personal Learning Goals to be developed for all students K-6 and will be shared with parents.

Mathematics Workshop on Additive Strategies

Parent Information session on Formative Assessment.

Newsletter to include 'Spotlight on....' to raise awareness with parents of programs at Heathcote East.

Student Wellbeing and Engagement

PBL article in each newsletter to keep parents informed of our PBL activities at school.

Structured approach to posting on Facebook linked with PBL values to be investigated.

Improved communication with parents about both positive and negative behaviours at school so that parents share in the schoolwide, collective responsibility for student learning and success.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	RAM allocation: \$1490 Release time for staff time to write Personal Learning Plans. Funding Sources: <ul style="list-style-type: none"> Aboriginal background loading (\$1 490.00) 	All Aboriginal students have a Personal Learning Plan (PLP) and are making progress against the Literacy and Numeracy Progressions. Attendance is regularly reviewed & monitored and parents contacted when attendance is becoming inconsistent. School Learning Support Officer (SLSO) support for students built into SLSO timetable.
English language proficiency	Teacher time in classrooms for team teaching \$10145 total for the year. Funding Sources: <ul style="list-style-type: none"> English language proficiency (\$10 145.00) 	EAL/D students were identified and received additional teacher support in the classroom. Assessment of students indicates they are making progress in English through a team teaching model and ongoing collaborative assessment as measured against the Literacy and Numeracy Learning Progressions and the EAL/D Learning progressions.
Low level adjustment for disability	RAM allocation: \$45404 \$10769 used for the employment of School Learning Support Officers LaST teacher employed 1 and a half days/week: \$33635 Teacher release for writing of Individual Learning Plans and review meetings with parents: \$1000 Funding Sources: <ul style="list-style-type: none"> Low level adjustment for disability (\$45 404.00) 	Completion of Nationally Consistent Collection of Data (NCCD data). School Learning Support Officers employed to support students with additional needs who do not receive targeted funding to improve their learning outcomes. The Learning and Support teacher worked closely with classroom teachers to identify students for targeted learning programs in Spelling, Reading, Writing and Mathematics with students showing improvements in these areas. All students requiring adjustments and learning support were catered for within modified and differentiated class programs and whole school strategies. Reporting, NAPLAN and PLAN 2 results reviewed for identified students ensuring students are accessing the curriculum and showing individual growth along the Literacy and Numeracy Learning Progressions and improved engagement with the curriculum. Individual Learning Plans or specific learning adjustments were followed for identified students. Individual Learning Plans written and reviewed with parent consultation in order to maximise student learning outcomes.
Quality Teaching, Successful Students (QTSS)	QTSS funding: LaST Teacher employed one day a week for the year \$24217 Funding Sources: <ul style="list-style-type: none"> Quality Teaching, Successful Students (QTSS) (\$24 217.00) 	The engagement of an additional teacher one day a week as a LaST with a focus on the explicit teaching of writing through modelled, guided, and interactive lessons resulted in improvements in writing for students in Years 3-6. Lesson observations and/or a team teaching format was successfully employed with discussion between the LaST and the classroom teacher built in to determine where to next for students and the sharing of feedback to facilitate improved teaching practice for teachers.

<p>Socio-economic background</p>	<p>RAM funding: \$14758</p> <p>Student assistance: \$500</p> <p>Additional teacher time: \$12758</p> <p>Teacher release for ILPs: \$1000</p> <p>Teacher release for parent meetings: \$500</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Socio-economic background (\$14 758.00) 	<p>Engagement of additional teacher for half a day per week to combine with LaST 0.3 allocation (1 and a half days)</p> <p>Intensive LaSt intervention has resulted in improvements in learning for targeted students in Years 3-6.</p> <p>Financial assistance allowed identified students to participate in a variety of school activities.</p> <p>Writing, implementation and review and adjustment of Individual Learning Plans (ILPs) enhanced student learning outcomes.</p>
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Student information

Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	78	75	75	73
Girls	46	56	57	48

Student attendance profile

School				
Year	2017	2018	2019	2020
K	96.8	95	96	96.1
1	94.1	96	94.9	94.4
2	95.6	95.6	93.9	94.3
3	93.8	95.2	94.8	94.4
4	93.2	94.5	94.3	95.8
5	94.9	92.6	92.7	97
6	95.6	93.6	89.9	92.7
All Years	94.9	94.7	93.8	94.9
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)	1
Classroom Teacher(s)	5.77
Learning and Support Teacher(s)	0.3
Teacher Librarian	0.2
School Administration and Support Staff	1.76

*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	65,212
Revenue	1,552,857
Appropriation	1,480,868
Sale of Goods and Services	11,944
Grants and contributions	59,934
Investment income	111
Expenses	-1,562,213
Employee related	-1,406,576
Operating expenses	-155,637
Surplus / deficit for the year	-9,356
Closing Balance	55,857

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	125,280
Equity Total	64,922
Equity - Aboriginal	1,643
Equity - Socio-economic	13,794
Equity - Language	4,899
Equity - Disability	44,585
Base Total	1,217,541
Base - Per Capita	31,747
Base - Location	0
Base - Other	1,185,794
Other Total	51,089
Grand Total	1,458,832

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

Heathcote East has participated in the Tell Them From Me (TTFM) survey to capture the views of students, teachers and parents for the last five years. Each year valuable data is collected providing an insight into student engagement, wellbeing and learning, teacher satisfaction and parental perception and involvement in the school. Students were invited to participate in the Tell Them From Me (TTFM) survey at the beginning of 2020 and again at the end of the year. Parents and teachers completed the survey in Term 4. An overview of responses is presented below.

The TTFM Student survey was completed by 100% of students in Years 4, 5 and 6. The data revealed that 82% of students at Heathcote East have friends at school they can trust and who encourage them to make positive choices, and that 93% value schooling outcomes. The data also highlighted that 89% of students display positive behaviour which is above the State norm of 83%. Although Heathcote East remains below the State norm for victims of bullying (32% at Heathcote East compared to 36% across the state), this will continue to be an important focus area to maintain and improve upon these figures. 90% of students try hard to succeed in their learning compared to 88% of the state. 88% of students participate in sports compared to the NSW Government norm of 83% and 93% participate in extra-curricula activities compared to 55% of students across NSW. Only 33% of students have a positive attitude to homework and complete it in a timely manner compared to 63% of the state so this will be an area for continued focus at Heathcote East. *9% of students believed their learning from home experience was positive; 91% agreed the resources teachers provided were adequate; 66% felt connected and 78% believed they received clear instructions.

Heathcote East Public School surveyed staff through the **TTFM Teacher survey** in Term 4.

Key aspects identified within Leadership were that school leaders had helped teachers establish challenging and visible learning goals and create new learning opportunities for students, had provided them with useful feedback about their teaching, provided guidance for monitoring student progress and worked with school leaders to create a safe and orderly school environment.

In Collaboration, teachers identified that they talked with other teachers about strategies to increase student engagement, discussed learning problems of particular students and assessment strategies with other teachers. They also indicated that other teachers had given them helpful feedback about their teaching and that they work with other teachers in developing cross-curricular or common learning opportunities.

In Learning Culture, staff provide students with written feedback on their work, talk with students about the barriers to learning, monitor the progress of individual students, are effective in working with students who have behavioural problems and set high expectations for student learning.

In Data Informing Practice, teachers used assessments to help them understand where students are having difficulty and, when students' formal assessment tasks or daily classroom tasks fail to meet expectations, teachers gave them an opportunity to improve. Results from formal assessment tasks are used to inform lesson planning and teachers regularly use data from formal assessment tasks to decide whether a concept should be taught another way.

In Teaching Strategies, when teachers are presenting a new concept, they try to link it to previously mastered skills and knowledge. Teachers easily identify unproductive learning strategies and use two or more teaching strategies in most class periods. Teachers give students feedback on their work that brings them closer to achieving their goals, and discuss with students ways of seeking help that will increase learning.

In Technology, students have opportunities to use computers or other interactive technology for describing relationships among ideas or concepts and teachers use computers or other interactive technology to give students immediate feedback on their learning. Teachers believe they help students use computers or other interactive technology to undertake research and help students to overcome personal barriers to using interactive technology.

In Inclusive School, teachers indicated that they were regularly available to help students with special learning needs and that they strove to understand the learning needs of students with special learning needs. Teachers indicated that they establish clear expectations for classroom behaviour, make sure that students with special learning needs receive meaningful feedback on their work and make an effort to include students with special learning needs in class activities. Teachers also indicated they used individual education plans to set goals for students with special learning needs and created opportunities for success for students who are learning at a slower pace.

Under Parent Involvement, teachers work with parents to help solve problems interfering with their child's progress, use strategies to engage parents in their child's learning and believe parents understand the expectations for students in their class.

Parents were invited to participate in the **Parent Tell Them From Me Survey** in Term 4. They felt they could easily talk with teachers, were well informed about school activities and found the school administration staff to be helpful. Parents felt that the written information from the school was in clear, plain language and that student reports were written in terms

they understood. Parents believed if there were concerns about their child's behaviour they would be contacted. They believed teachers supported learning by encouraging their child to do their best work, expected homework to be done on time, expected their child to work hard and showed an interest in their child's learning.

Parents responded that they believed that the school supported positive behaviour by expecting their child to pay attention in class (78%) and they believed their child was clear about the rules for school behaviour (82%) and that teachers devote time to extra-curricular activities. They reported that their child feels safe at school (78%) and going to and from school (83%) and that the school helps prevent bullying. Parents felt Heathcote East was an inclusive school and that teachers took an active role in making sure all students were included in school activities and that school staff take an active role in making sure all students are included in activities. The communication methods that parents found most useful when discussing their child with the school were informal meetings (90%), formal interviews (83%) and school reports (80%) and, to a lesser extent, emails (74%). The communication method that parents found most useful for finding out news about the school were emails through Schoolzine (79%). Other useful ways of communicating were school newsletters (74%) and social media (75%). In Educational Aspiration, 40% of parents expected their child to attend university, 82% expected their child to complete Year 12 and 40% expected their child to attend TAFE. Under School Facilities, 92% of parents agreed that the school is well maintained and that the physical environment is welcoming (80%) and 90% felt it was easy to move around the school.





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.

In 2020, Heathcote East Public School had two identified Aboriginal students whose learning needs were catered for. Academic progress was monitored with relevant and effective targeted support offered to improve educational outcomes. Attendance, engagement and literacy and numeracy progress for our Indigenous students is regularly monitored, promoting high expectations for their educational performance. The school received Aboriginal Education funding through the Resource Allocation Model (RAM). This was used to support the students' engagement and community connections and literacy and numeracy learning.

Staff and students at Heathcote East Public School had many opportunities to develop a greater understanding of Aboriginal Australia through the incorporation of Aboriginal perspectives into all key learning areas. Important historical and contemporary issues were discussed during quality teaching lessons during NAIDOC Week. Acknowledgement of Country was delivered at all formal events and assemblies and the National Anthem, which includes the Dharawal verse, was sung at all school assemblies and special events. The Aboriginal flag was displayed in the school hall.

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.

Other School Programs (optional)

Gifted and Talented

The Heathcote East PS Enrichment program promotes critical and creative thinking as well as problem solving skills in our students. In the beginning of 2020, the program commenced with a Stage 1 writing group. The goal for these students was to produce a jointly written imaginative text starting with the planning process, followed by writing then editing and finally, publishing. This group met three times but due to COVID, were unable to complete this program.

School Sport

Early Stage 1 and Stage 1

Students in Early Stage 1 and Stage 1 participated in school sport on a Friday morning, focusing on the Fundamental

Movement Skills of throwing, catching, kicking, striking, jumping, hopping and dodging in organised tabloid-style rotations and followed up with a minor game to consolidate the skill. Stage 1 participated in daily fitness activities, such as fun run/walk. Stages did sport separately due to COVID restrictions. Students also participated in a soccer program run by Sydney FC and an athletics program run by Athletics Australia. Funding for these programs was through Sporting Schools.

Kindergarten -Year 2 participated in the school athletics carnival and school sport leading up to this was centered around skills needed for the carnival, such as long jump, running, throwing bean bags for shot puts.

Kindergarten, Year 1 and Year 2 students also participated in Bounce Sports Gymnastics in Term 1. This was cut short due to COVID and completed during Term 4.

Stages 2 and 3

Students in Stages 2 & 3 who did not participate in PSSA competitions throughout the year participated in school sport. The school sport program focused on the Fundamental Movement Skills of throwing, catching, kicking, striking, jumping, hopping and dodging.

In Semester 1, students participated in Bounce Sports Gymnastics. This was cut short due to COVID and completed during term 4.

In Semester 2, students participated in a soccer and athletics program run by Sydney FC and Athletics Australia. The sessions were organised in tabloid-style rotations and followed up with a minor game to consolidate the skill. All students really enjoyed having the opportunity to learn new skills or build on already developed skills in soccer and athletics.

2020 Engadine Zone PSSA

Heathcote East once again participated in Engadine Zone PSSA Friday sport in 2020. The Term 1 AFL and Girls Soccer competition continued, and Heathcote East again fielded both a junior and a senior team in both competitions. However, due to wet weather and then COVID-19, we were only able to play two games. Once COVID-19 restrictions were eased in Term 4, we participated in Soccer and Netball. Unfortunately, we were only able to play a handful of games, but it was great to be back out playing team sports again.

Cross Country Carnival

Due to COVID-19, we had to move our Cross Country Carnival from Term 1 to Term 3 once restrictions had eased. Unfortunately, parents were unable to attend the carnival but all students from K-6 competed to the best of their ability and we had a great day being outside as a whole school participating in sporting activities once again.

Athletics Carnival

Due to Covid-19 restrictions and there being no zone / regional carnivals to follow on from our Athletics Carnival, we changed the carnival into a fun day where we had races, games and lots of fun. The carnival was held at school, instead of at Sylvania Athletics Track. Students were still encouraged to wear sports house colours to create a team like atmosphere. The day was a huge success and lots of photos were posted via Seesaw and Facebook for parents to see some of the action.

Swimming Scheme

Students in K-2 all completed a nine week learn to swim program at Sutherland Swimming Centre in 2019. This intensive program catered for students learning to swim for the first time to students who worked on their technique and ability to swim up to 25m. Many of the students who were nervous and reluctant participants completed the program with vastly improved skills and ability and a more confident and positive approach to water based activities. Students who entered the program with stronger swimming skills worked on specific improvements to their techniques, building their confidence and swimming ability in preparation for future participation at our school swimming carnival. This program is important for the safety and swimming ability of our students due to the closeness of beaches and the number of backyard swimming pools in the Heathcote East community.

Premier's Sporting Challenge

2020 saw all Heathcote East Public School students from K-6 participate in the Premier's Sporting Challenge. Throughout Term 3, students recorded their physical activity into a logbook each week, in an effort to monitor and increase their physical fitness. Opportunities to be physically active included playground games, organised sport, including PSSA, fun run and circuit training within school, incidental activities such as walking to school and any sport or activities they participated in out of school. These results were registered online and students received an achievement award based on the average amount of time spent on physical activity and sport. The 2020 Premier's Sporting Challenge medal was awarded to Zac Griffiths for his team spirit and willingness to help out each and every week at all sporting

activities.

Premiers Spelling Challenge

The Premier's Spelling Challenge did not proceed in 2020 due to Covid-19.

Premier's Reading Challenge

100% of students in the school attempted and completed the challenge over 2020. Students in Early Stage 1 and Stage 1 again participated during library lessons and recorded stories during the learning from home period. Stage 2 and 3 were encouraged to read widely over the learning from home period and this was aided by the rule change of choice books because of students in ability to gain access to the school or public library over the lockdown. This is the first year that all students in the school have completed the challenge successfully. Numerous Gold Certificates were awarded at Presentation Day to senior students for four consecutive years of completing the NSW Premiers Reading Challenge. This is resulting in more each year from our annual involvement in such a great program. All children who completed the challenge received a "Certificate of Participation".

Public Speaking Competition

As communication skills are vital in almost every area of life, it is essential for all students to participate in public speaking to develop these skills. Public speaking boosts confidence along with developing students' fluency, vocabulary and performance skills. By preparing speeches, students build critical thinking skills, learn how to persuade others and argue their point of view and ultimately build leadership skills.

The Annual School Public Speaking Competition was conducted in Term 3. All students from Kindergarten to Year 6 prepared and presented persuasive speeches to their class. The best speakers from each class participated in Stage finals where they presented their prepared speech as well as prepared and presented an impromptu speech. Each stage chose three students to compete in the School Final. Due to Covid-19, the School Final was split into two sessions, a K-2 Final and a 3-6 Final. Both finals, showcased outstanding persuasive speeches and fabulous impromptu.

The 2020 Metropolitan South Operational Directorate Primary Schools (MSODPS) Public Speaking Competition was held online for Stage 3 students only, due to Covid-19. The winner of our Stage 3 School Final represented Heathcote East Public at the MSODPS Public Speaking Competition Woronora River Network Final. He successfully competed and was selected as the Winner of the Woronora River Network Final. He then went on to represent the Woronora River Network, competing in the MSODPS Public Speaking Competition Grand Final where he received the Highly Commended for coming second.

Book Week/Grandparents Day

'CURIOUS CREATURES WILD MINDS' was this year's Book Week theme and we saw many curious creatures at our annual Book Character Parade. Unfortunately, due to Covid-19 restrictions, students were only able to parade for each other and the event was filmed and made available to parents, grandparents and friends. The annual Book Fair usually associated with our Book Week Celebrations went virtual with parents being able to view and purchase selections online. Students could purchase books first hand and many did so, giving the school library a commission of \$750 to purchase books and resources. Whilst this is down on the previous year, it was to be expected with the events of 2020.

Films By The Sea

Due to COVID 19 Film By the Sea did not proceed.

Dance

The Junior and Senior Dance groups practised enthusiastically at home via Google Classroom and several times face to face with a qualified dance teacher from 'Groove Nation', who also choreographed their dances. The Sutherland Shire Schools' Music Festival was regrettably cancelled due to Covid-19 restrictions which limited our groups' opportunities to perform for an audience. 'Groove Nation' organised for a professional videographer to film the groups and these were made available to the school community. They were able to perform live during our end of year concert, to everyone's delight!

Band

2020 saw our Band Program grow in 2020. We had 17 students participating in the Band Program. There were eleven in the Performing Band Program and six in the Training Band. This year has seen an overall improvement of the quality of the band. All 17 students had weekly tutorials in small groups with experienced tutors and attended a weekly Band session. The Band Program was coordinated by Mrs Penny Genge who conducts both Bands and utilises the expertise of experienced externally sourced tutors to ensure that students are accessing a high quality musical program.

The bands had many performances planned. However, with COVID 19, we saw many performances cancelled. We even had to cancel Band for one term in total. Once it returned, it was modified the band were spaced out throughout the entire hall. It was exciting to be back and surrounded by music. We did finish the year with a very entertaining performance by both bands at Presentation Day.

Create South

Create South is an initiative of South East Sydney schools that aims to extend gifted and talented performing artists. Unfortunately, due to Covid-19 restrictions, Create South was unable to proceed in 2020.

Kindergarten Transition

In 2020, transition programs, due to COVID-19, were modified significantly. School Tours planned for April were unable to proceed, and the Parent Information Evening was delivered via a Zoom meeting instead of face to face at school. Parent attendance at this meeting was high and feedback from parents was very positive and parents were grateful for the opportunity of meeting with both the Kindergarten teacher and Principal. 'Come and Play' sessions and informal afternoon visits for parents and children in Terms 2 and 3 were unable to go ahead as planned, however, the three more formal Kindergarten Transition Sessions in November did successfully proceed. Visits from local Early Learning Centres were also unable to go ahead. For students transitioning to High School, visits to local high schools were restricted to Term 4 only, with Year 7 students who had attended Heathcote East invited back to share with Year 6 students how they were feeling before they started high school and how they managed the change from primary to high school.

The 'Heathcote East Little Heroes' Playgroup was also unable to go ahead in 2020 but we are hopeful it will start up again in 2021.

Student Wellbeing

Student wellbeing is a priority at Heathcote East. We pride ourselves on our inclusive school culture and offer support to meet the learning and social needs of all students. Financial support was used to assist students with additional learning needs to achieve in their learning and develop their social skills in the playground. Individual learning programs were developed by class teachers with the assistance of the Learning Support Team (LST) and in consultation with parents to help these students access the curriculum, develop their skills and reach their potential. Parents and teachers worked together on these plans throughout the year to ensure they continued to be effective.

The school has a strong Learning Support Team that meet regularly to monitor the support provided to students including those with special needs. The Learning Support teacher advised and supported teachers, liaised with parents and external agencies and prepared documentation for local student services so that the school could maximise learning opportunities for all students.

Resource Allocation Funding money was used to employ School Learning Support Officers (SLSOs) who assisted students with their learning.

Our school counsellor also supported students academically, socially or behaviourally, provided counselling support to referred students and assisted families to link to other support agencies and personnel in the community.

In 2020, Heathcote East continued with the implementation of Positive Behaviour for Learning (PBL). A team of three teachers worked together throughout the year to refine the school's PBL expectations for all areas in our school. Due to Covid19 each class developed specific PBL expectations for Covid19. The schoolwide Covid19 PBL expectations were explicitly taught in each class using a prepared Powerpoint. The implementation of PBL has led to improved consistency of behavioural expectations across our school and the use of consistent, positive language.

Buddy Program/Peer Support

At Heathcote East all students have a buddy. Students meet their buddies every two weeks for activities that relate to a curriculum area. The buddy program helps the younger students feel more comfortable in the playground and provides older students with the opportunity to act responsibly towards their buddy. Due to Covid19 our Peer Support Program was unable to proceed.