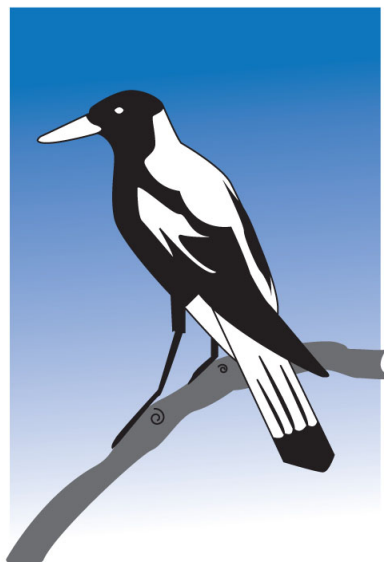


# 2021 Annual Report

## Heathcote Public School

**HEATHCOTE**  
PUBLIC SCHOOL



**SUCCESS**  
**FOLLOWS EFFORT**

2149

# Introduction

The Annual Report for 2021 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 Strategic Improvement Plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

## School contact details

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## Message from the principal

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2021 was another remarkable year. After the turmoil and disappointments of the impact of Covid in 2020, we were hoping for sunnier skies in 2021.

Term 1 started well and saw a fresh batch of Kindergarten students start school, with their enthusiastic Year 6 buddies who welcomed them with love and care, supporting them as they found their feet at big school.

Our swimming carnival went ahead successfully, and our swimmers also did us proud at the zone swimming carnival. Stage 3 experienced some wheelchair sports, work started on our new HOOSH building and everyone went a bit orange for Harmony Day.

In March, our Student Leaders and SRC Exec headed in to Darling Harbour for the Young Leaders Conference, where they got to meet Jimmy Giggie. Stage 3 saw the highlights of Canberra while learning about our government and democracy on camp.

The end of term saw Willy Wonka visit for a wonderful Easter Hat Parade, with amazing Easter hats and Eggs on Legs.

Term 2 kicked off with our cross country carnival and our student leaders did us proud at the Dawn Anzac service. Years 3 to 6 kicked some goals with the AFL clinics and NAPLAN was back on the cards after a year off in 2020.

In May our eggs started hatching and Kindergarten took on the role of parents for the gorgeous ducklings. Our debaters couldn't stop getting into arguments and in June our Stage 2 and 3 dance groups were amazing in the spotlight at the Seymour Centre.

We were shocked to hear our friend Jackson had been bitten by a shark in Western Australia, and the end of term saw us rocking out at the winter disco and bouncing along at the Ninjathon.

In the holidays the wheels started falling off, as an unwelcome visitor decided to return - COVID-19 was back. All holiday plans were cancelled and we were back in lockdown.

The challenge of learning from home again was daunting, but I am proud to say our staff, students and parents rose to the challenge and exceeded all expectations. We had been through it before, but this time was worse, as many staff had to work from home, the case numbers went up and up, the school resembled a ghost town again and the weeks seemed to drag by.

Through this challenging time, we tried to keep things as normal as possible, with weekly online assemblies, daily lessons on Teams, an online Book Week Parade and time to look after ourselves with Wellbeing Wednesdays. The longer it went on, the harder it got, but the strength and positivity of everyone was truly heart-warming, and together, we got through it.

In Term 4 we all eventually returned, and our hearts were bursting with joy to see a playground full of children again. We all missed seeing the students so much, and hope that lockdown is something we never have to experience again.

We managed to sneak a few activities into the end of the year, with dance groups able to resume, Stage 3 catching some gnarly waves at Cronulla, Kindy Orientation finally going ahead, Year 6 running an awesome Pedlars Day, Year 6 Farewell and an exciting Rewards Day with a mega waterslide.

2021 has been another difficult year, but we have come out the other side stronger and wiser for it. Our school has also seen improvement, with a new HOOSH building, new basketball backboards, new interactive whiteboards, new outdoor furniture, a new ramp to improve access and the synthetic grass and landscaping across the road.

Thank you to the parents and P&C who have supported us along the way. P&C donations have helped pay for our school improvements and helped pay for extra teachers to keep our class sizes smaller. Hardworking parent volunteers have kept our canteen, uniform shop, fundraising and HOOSH operating, enabling the P&C to donate about \$140,000 to the school this year, making a massive difference for all our students.

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

Thank you to our teachers, executive team and staff, who have continued to go above and beyond to keep us moving forward this year. Your hard work and dedication have seen our school recognised for its outstanding academic results in literacy and numeracy, with special mention of Heathcote Public School coming from the Director and Executive Director.

**Damien Field**

Principal

## School vision

At Heathcote Public School we are committed to the pursuit of excellence in student growth and attainment. 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 Heathcote and Royal National Park. Enrolments have trended downwards in recent years and there are currently 320 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 of Safe, Respectful and Learner underpin all interactions and achievements.

Through an examination of our situational analysis we have found that we need to focus on student growth and attainment (numeracy and data focus), high quality teachers (literacy and collaboration focus), and enhanced wellbeing (caring for student with a planned approach to wellbeing).

## 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 Strategic Improvement Plan and annual report.

Our self-assessment process will assist the school to refine our Strategic Improvement 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	2021 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	Delivering
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: Student growth and attainment

### Purpose

To improve student learning and outcomes through quality assessment tasks, data informed teaching practices and individualised learning

### Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Numeracy Project
- Personalised Learning Project

### Resources allocated to this strategic direction

Professional learning: \$4,000.00

### Summary of progress

Lower bound targets for 2021 were exceeded in both NAPLAN literacy and numeracy. All teachers will strive to continue this trend and exceed the expected 2022 lower bound targets and identify areas of need linked to internal and external assessments.

All staff engaged in Professional Learning on PLAN2 to identify student ability and analyse student and cohort data. Check-in assessment data analysis was conducted by stage teams to identify strengths and weaknesses, targeted intervention strategies; small group support groups and Teaching Sprints were then implemented. Mathematics Diagnostic assessment booklets were implemented and utilised by Stage 2 and 3 to provide formative data and inform the mathematics teaching and learning cycle.

In 2022, PLAN2 professional learning will continue and all staff will engage with the platform by plotting their current students to develop whole school data which can be tracked over time. 2022 Check-in assessment data will be analysed against the draft 2022 mathematics scope and sequences to inform teaching practices and areas of improvement. Teaching sprints will be implemented as required by stages to consolidate mastery of key mathematical concepts. Mathematics diagnostic booklets will be utilised in Stage 2 and 3 as a method of formative assessment.

Working mathematically will be a focus in 2022 to assist students to develop their understanding and fluency in mathematics by exploring and connecting mathematical concepts, choosing and applying problem-solving skills and mathematical techniques, communication and reasoning.

### Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
To increase the percentage of students achieving in the top two bands in NAPLAN reading from 53% in 2019 towards our lower bound target of 56%.  Uplift equals 3%.	The percentage of students achieving in the top two bands in NAPLAN reading has increased from 53% to 68%, exceeding our lower bound 2021 target of 56%. Uplift equals 15%.  Where to next: To continue or exceed the expected 2022 lower bound target of 56% and identify areas of need linked to internal and external assessments.
To increase the percentage of students achieving in the top two bands in NAPLAN numeracy from 34% in 2019 towards our lower bound target of 37%.  Uplift equals 3%.	The percentage of students achieving in the top two bands in NAPLAN numeracy has increased from 34% to 52%, exceeding our lower bound 2021 target of 37%. Uplift equals 18%.  Where to next: To continue to exceed the 2022 lower bound target of 37%.  The numeracy project will continue through moving into the next phase our the situational analysis, looking forward and implementing a new

<p>To increase the percentage of students achieving in the top two bands in NAPLAN numeracy from 34% in 2019 towards our lower bound target of 37%.</p> <p>Uplift equals 3%.</p>	<p>mathematics scope and sequence which includes evidence-based practices. Additionally, formative and summative assessment and enrichment practices in conjunction with ongoing data analysis will continue and be further developed.</p>
<p>To increase the percentage of students achieving expected growth in NAPLAN reading from 53% in 2019 towards our lower bound target of 68%.</p> <p>Uplift equals 5%.</p>	<p>The percentage of students achieving expected growth in NAPLAN reading has increased from 53% in 2019 to 65% in 2021. Uplift equals 12%.</p> <p>Where to next: To achieve the 2022. lower bound target of 68% by identifying areas of need linked to internal and external assessments.</p>
<p>To increase the percentage of students achieving expected growth in NAPLAN numeracy from 47% in 2019 towards our lower bound target of 65%.</p> <p>Uplift equals 6%.</p>	<p>The percentage of students achieving expected growth in NAPLAN numeracy has increased from 47% in 2019 to 66%, exceeding our lower bound target of 65%. Uplift equals 19%.</p> <p>Where to next: To continue to exceed the 2022 lower bound target of 65%.</p> <p>The numeracy project will continue through moving into the next phase our the situational analysis, looking forward and implementing a new mathematics scope and sequence which includes evidence-based practices. Additionally, formative and summative assessment, intervention practices in conjunction with ongoing data analysis will continue and be further developed.</p>
<p>To establish the baseline of targeted students achieving their individual learning goals so that equity gaps are closing.</p>	<p>Due to COVID-19 and the subsequent online learning period the establishment and implementation of learning goals was inconsistent across the whole school.</p> <p>Where to next: Baseline targeted student's learning goals will be established at the beginning of every term and progress will be monitored and tracked.</p>
<p>The school promotes and demonstrates professional learning in data concepts, analysis and use of student assessment data and related tools.</p> <p>Assessments are developed/sourced and used regularly across stages/year levels/ subject areas or the whole school to help promote consistent and comparable judgement of student learning,</p>	<p>The school has engaged in Professional Learning on PLAN2 to identify student ability and analyse student and cohort data. Check-in assessment data analysis was conducted by stage teams to identify strengths and weaknesses, targeted intervention strategies; small group support groups and Teaching Sprints were then implemented. Mathematics Diagnostic assessment booklets were implemented and utilised by Stage 2 and 3 to provide formative data and inform the mathematics teaching and learning cycle.</p> <p>Where to next: PLAN2 professional learning will continue in 2022 and all staff will engage with the platform by plotting their current students to develop whole school data which can be tracked over time. 2022 Check-in assessment data will be analysed against the draft 2022 mathematics scope and sequences to inform teaching practices and areas of improvement. Teaching sprints will be implemented as required by stages to consolidate mastery of key mathematical concepts. Mathematics diagnostic booklets will be utilised in Stage 2 and 3 as a method of formative assessment.</p>
<p>The school's curriculum provision in numeracy and evidence-based teaching practices provide a high expectations framework, within which all students effectively develop their knowledge, understanding and skills. The school monitors and reviews its curriculum provision to meet changing requirements of the students.</p>	<p>After the analysis of both formative and summative internal and external assessment data, stage and grade based mathematics scope and sequences have been backward mapped and reviewed to determine areas of development. This data will be considered against current evidence based practices to assist student development of understanding and mastery of key mathematical ideas, or, the big ideas in mathematics. Scope and sequences will be altered to assign more teaching time to these key mathematical processes.</p> <p>Where to next: The new K-2 mathematics curriculum will be unpacked and implemented. Data from the current mathematics scope and sequences will be considered against current evidence based practices to assist student development of understanding and mastery of key mathematical ideas, or, the big ideas in mathematics. Scope and sequences will be altered to assign more teaching time to these key mathematical processes.</p>

## Strategic Direction 2: High Quality Teachers

### Purpose

To nurture a collaborative, stimulating and engaging professional environment that develops high quality teaching practices with explicit teaching and feedback

### Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Improving Teaching Practice in Literacy Project

### Resources allocated to this strategic direction

QTSS release: \$34,000.00

Professional learning: \$9,000.00

### Summary of progress

The school funded an instructional leader (IL) to mentor teachers with literacy programs. During this time, the IL guided and encouraged the development of modelled reading, writing and speaking and listening programs. Teachers have been introduced to a variety of authors and rich reading material which can be used to complement literacy lessons. Teachers felt more comfortable using the writing cycle to help students grow into successful and independent writers. Modelling is a big part of lessons along with success criteria. The super six comprehension strategies have also been a focus.

The executive team have also worked shoulder to shoulder with their team to model best practice in lesson planning and assessment. Executives have used scheduled planning days to meet with their team to plan explicit lessons and assessments linked to the school's assessment schedule and reporting requirements.

This year, all teachers at Heathcote Public School have participated in a lesson study as part of our reflective practice. Each team worked together in a systematic cycle of planning, teaching, observing, refining and reviewing specific lessons in order to examine their practice and improve impact on student learning. Many staff commented that the lesson study provided them with an opportunity to closely focus and monitor how they can further improve their practice in the areas of teacher instruction and enhance student engagement to drive student's deep knowledge and understanding. Collegial collaboration, observation and feedback was invaluable as they were able to observe other teachers pedagogical practice.

All teachers have participated in PLAN2 professional learning. Due to COVID19 and online learning teachers were unable to plot students effectively in reading fluency.

Where to next:

Instructional Leadership will continue with modelled reading and writing K-6

Executive Instructional Leadership will continue with a focus on Plan 2 data, collaboration and feedback

Stage planning days will continue with a focus on consistent teacher judgement (CTJ), evidence based teaching, data and formative assessment

Reflective practice in the form of a lesson study focusing on a whole school area of focus (numeracy and or literacy)

Teachers will complete professional learning in PLAN 2 early next year and will be able to plot/track students in 2022 on an area of focus.

### Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement



<p>Explicit Teaching: Teachers employ evidence-based effective teaching strategies.</p> <p>Collaboration: The school uses embedded and explicit systems that facilitate professional dialogue, collaboration.</p> <p>Feedback: Teachers provide explicit, specific and timely formative feedback related to defined success criteria. Teachers' feedback supports improved student learning.</p>	<p>In 2021 the executive team has worked shoulder to shoulder with their team to model best practice in lesson planning and assessment. Executives have used scheduled planning days and team meetings to plan explicit lessons and assessments linked to the school's assessment schedule and reporting requirements. The executives have used planning days to ensure all programs are evidence-based and involve effective teaching strategies, facilitate professional dialogue and collaboration, ensuring teachers are provided with timely feedback linked to success criteria and learning intentions. Teachers on each team have felt that planning days have been successful as everyone has a shared vision of what the school is trying to achieve 'scaling best practice'. All teachers know that all lessons need to be explicit and effective in order to achieve growth in their class. In professional learning, teachers have learnt about Plan2 and how to create a focus area and plot students along the progressions. Teachers will be using Plan2 in 2022 to refine their skills in data and planning focus areas linked to in class assessments and check in data.</p>
<p>Lesson Planning: Teachers collaborate across stages and teams to share curriculum knowledge, data, feedback and other information about student progress and achievement, to inform the development of evidence-based programs and lessons, which meet the needs of all students.</p>	<p>The executive team and classroom teachers have worked shoulder to shoulder with their team to model best practice in lesson planning and assessment. Each team used a lesson study as part of their reflective practice to systematically plan a cycle of learning to examine their practice and improve their impact on student learning. Executives used scheduled planning days to meet with their team to plan explicit lessons. Executives focused on the following areas in 2021:</p> <ul style="list-style-type: none"> <li>• Model backward mapping strategies using assessments to identify area of need</li> <li>• Looking at NESA requirements asking ourselves "What outcomes are we addressing?"</li> <li>• What learning intentions do we want our students to understand?</li> <li>• What is the task that we will use to measure success?</li> <li>• What are good examples of this task (Wagolls)?</li> <li>• What knowledge and understanding will students need to achieve this learning intention?</li> <li>• Learning experiences</li> <li>• Assessment to measure impact / next steps</li> </ul>

## Strategic Direction 3: Enhanced Wellbeing

### Purpose

To maintain a whole-school approach to wellbeing that enables students to connect, succeed and thrive in a positive learning environment

### Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Caring for Students Project
- PBL Classroom Context Project

### Resources allocated to this strategic direction

**Professional learning:** \$1,500.00

### Summary of progress

This year at Heathcote Public School through our Caring for Kids Project PBL lessons were created to instill respectful relationships and to build resilience. These lessons were not delivered due to COVID-19 however students were supported through this time with weekly Well-being Wednesday and were connected live to their teachers in each session via Microsoft Teams.

All families received well-being phone calls and they commented they felt supported during this time and made the transition back to school easier for all students. This was reflective in our Sentral data where there was no increase of negative self talk, incidents or needing additional support.

Some staff engaged in PL- MYPL-PLNTS- Introducton to Growth Mindset and Carol Dweck Growth Mindset.

Interroception program (Me group)- The targeted students have all stated they found the program useful and practical. Students developed strategies to self regulate in times of frustration and anger. These were practiced at home during COVID-19 time.

Under our PBL Classroom Context Project - staff and students were surveyed about our PBL Behaviour Flow chart and were simplified in all areas. Staff were surveyed about signage throughout the school and what they preferred to highlight our PBL expectations and values.

### Where to Next:

- Signage for the school areas to welcome/engage all stakeholders in our PBL
- Consistent PBL message in newsletter to help families connect with our expectations with their children
- PBL Matrix to be updated based on staff feedback
- Growth Mindset PL for all staff.

### Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
Increase percentage of students showing a positive sense of wellbeing from 84% in 2020 towards our lower bound target of 92%.  Uplift required is 4%.	The percentage of students showing a positive sense of wellbeing has increased from 84% in 2020 to 88% in 2021. Uplift equals 4%.

<p>Increase percentage of students showing an attendance at greater than 90% from 86% in 2019 towards our upper bound target of 91%.</p> <p>Uplift required is 3%</p>	<p>The percentage of students showing an attendance at greater than 90% is 85% for 2021, which is a 1% decrease since 2020.</p>
<p>Model healthy coping strategies in the classroom, such as engaging in positive selftalk, discussing issues as they arise, asking for help and managing time effectively.</p> <p>Support the development of self-regulation skills, such as naming and understanding emotions, physical regulation of the stress response, and encouraging students to deescalate emotional responses and maintain focus in stressful situations.</p>	<p>In Semester 1 two groups of identified students participated in the 'Interroception' program with very positive results. Students reflected that they were using some of the strategies they had been taught to improve their self regulation. Due to COVID this program did not run in Semester 2. The next two groups of students will commence the program in Term 1 2022.</p>
<p>Classroom Management: A school-wide approach to effective and positive classroom management is evident. Support is provided to teachers where needed, ensuring optimum learning.</p>	<p>2021 saw the introduction of a simplified/ student friendly class management system in line with PBL which is consistent across all settings. The same display appears in all classrooms and learning areas, making expectations clear for all stakeholders. A simple flow chart was also created for the playground. This appears in the playground behaviour books that have also been introduced this year making playground expectations clear for all stakeholders.</p> <p>We have developed lessons specific to the classroom setting to support an environment for optimal learning. Due to COVID 19 and the significant period of online learning these lessons will be delivered on a regular basis at the beginning of 2022.</p>

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$104,126.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Heathcote Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to assist students with additional learning needs</li> <li>• employment of staff to provide additional support for students who have high-level learning needs</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p> <p>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.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p> <p>Continue to employ SLSOs to support students engage successfully with their learning in the classroom and participate successfully in the playground and other school activities.</p>
<p>Socio-economic background</p> <p>\$25,169.12</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Heathcote Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to implement Occupational Therapy to support identified students with additional needs</li> <li>• equitable access to specialist resources</li> <li>• engage with external providers to support student engagement and retention</li> <li>• employment of external providers to support students with additional learning needs</li> <li>• resourcing to increase equitability of resources and services</li> <li>• providing students without economic support for educational materials, uniform, equipment and other items</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p> <p>An occupational 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><b>After evaluation, the next steps to support our students with this funding will be:</b></p> <p>Continue to employ occupational therapist and SLSOs to support targeted students.</p>
<p>Aboriginal background</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Heathcote Public School. Funds under this</p>

<p>\$3,291.25</p>	<p>equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• employment of additional staff to deliver personalised support for Aboriginal students</li> <li>• employment of specialist additional staff (SLSO) to support Aboriginal students</li> </ul> <p><b>The allocation of this funding has resulted in:</b> 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. SLSOs have been working with Aboriginal students throughout the year, focusing on literacy and learning about Aboriginal culture.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Continue to employ SLSOs to work with Aboriginal students, focusing on literacy and learning about Aboriginal culture.</p>
<p>English language proficiency</p> <p>\$13,761.75</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Heathcote Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• employment of additional staff to support delivery of targeted initiatives</li> <li>• provision of additional EAL/D support in the classroom and as part of differentiation initiatives</li> <li>• withdrawal lessons for small group (developing) and individual (emerging) support</li> <li>• additional staffing intensive support for students identified in beginning and emerging phase</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Additional English language support was provided by employing an EALD Teacher to cater for the literacy needs of EALD students. A program was implemented three hours a week for the whole year. There were 12 targeted students who were given extra support in reading, writing, talking and listening.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Continue to employ additional staff to cater for the literacy needs of EALD students.</p>
<p>Low level adjustment for disability</p> <p>\$108,797.74</p>	<p>Low level adjustment for disability equity loading provides support for students at Heathcote Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p>

<p>Low level adjustment for disability</p> <p>\$108,797.74</p>	<ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• employment of additional staff (Learning and Support teacher, occupational therapist and SLSOs) to support delivery of targeted initiatives</li> <li>• provision of additional learning support in the classroom and as part of differentiation initiatives</li> <li>• withdrawal lessons for small group and individual support</li> <li>• additional staffing intensive support for identified students</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p> <p>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> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p> <p>Continue to employ a Learning and Support teacher, occupational therapist and SLSOs to support students who require a low level adjustment for disability.</p>
<p>Professional learning</p> <p>\$20,640.71</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Heathcote Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Numeracy Project</li> <li>• Personalised Learning Project</li> <li>• Improving Teaching Practice in Literacy Project</li> <li>• Caring for Students Project</li> <li>• PBL Classroom Context Project</li> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• Evaluate school procedures, programs and practices, and analyse student growth and achievement data to inform school planning and policy implementation.</li> <li>• Whole staff engage in professional learning on the High Potential and Gifted Education Policy.</li> <li>• Establish a culture of high expectations and effective, explicit, evidence-based teaching to create optimal learning environments where all students are challenged and engaged to achieve their educational potential.</li> <li>• Implement evidence-based procedures, programs and practices that meet the learning and wellbeing needs of all high potential and gifted students and facilitate talent development.</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p> <p>Professional learning funds were used to pay course fees, purchase resources and pay for casual relief so teachers could be released to engage in professional learning. 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.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p> <p>Continue to pay for course fees, resources and casual relief so teachers can engage in professional learning aligned to the Strategic Improvement Plan.</p>

<p>Literacy and numeracy</p> <p>\$17,817.23</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Heathcote Public School from Kindergarten to Year 6.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• online program subscriptions to support literacy and numeracy</li> <li>• literacy and numeracy programs and resources, to support teaching, learning and assessment</li> <li>• resources to support the quality teaching of literacy and numeracy</li> <li>• purchasing of literacy resources such as quality picture books for guided and shared instruction</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p> <p>Literacy and numeracy funding was spent on resources to support learning in the classroom and at home. Some of the major purchases include: School magazines \$2500, Sound Waves online \$870, Story Box online \$650, learning and support resources, Maths Online and general Mathematics resources. These resources enhanced learning and increased engagement.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p> <p>Continue to purchase resources to support learning in literacy and numeracy.</p>
<p>QTSS release</p> <p>\$59,646.78</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Heathcote Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Improving Teaching Practice in Literacy Project</li> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• Employ an Instructional Leader in Literacy to develop programs.</li> <li>• additional staffing to support staff collaboration in the implementation of high-quality curriculum</li> <li>• assistant principals provided with additional release time to support classroom programs</li> <li>• additional teaching staff to implement quality teaching initiatives</li> <li>• staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p> <p>The Instructional Leader worked shoulder to shoulder to develop Stage based modelled reading and writing programs. The programs focused on the concepts of 'understanding texts' with an emphasis of expanding students vocabulary knowledge. The use of English concepts were introduced as well as the Super Six reading strategies of monitoring, predicting, visualising, making connections, questioning and summarising.</p> <p>The Instructional Leader supported teachers to:</p> <ul style="list-style-type: none"> <li>- Prepare the reader to access the text (Monitoring)</li> <li>- Finding the main idea (Skimming and scanning)</li> <li>- Read the text with a focus on developing predicting skills, developing vocabulary and understanding of words, developing summarising skills and developing literal and inferential meaning</li> <li>- Questioning and responding to a text by answering literal, inferential and evaluating texts.</li> </ul>

<p>QTSS release</p> <p>\$59,646.78</p>	<p>The Instructional Leader worked in the classroom to model lessons and support teacher's explicit teaching instruction and provide feedback.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Continue to employ an Instructional Leader to work in the classroom to guide the development of high quality literacy programs, model lessons and support teacher's explicit teaching instruction.</p>
<p>Literacy and numeracy intervention</p> <p>\$22,423.60</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Heathcote Public School who may be at risk of not meeting minimum standards.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of interventionist to support the delivery of evidence-based literacy and numeracy programs and data driven practices</li> <li>• implementation of literacy and numeracy strategies to support targeted intervention for students at point of need, in line with identified targets outlined in the Strategic Improvement Plan</li> </ul> <p><b>The allocation of this funding has resulted in:</b> A teacher was employed for one day a week for the whole year to support students' literacy and numeracy needs. Term 4 2021 Check-in Assessment data for Years 3-6 showed that in reading HPS had an average of 10.1% of students in the lower group (State 19.5%) and in numeracy HPS had an average of 2.7% of students in the lower group (State 11%).</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Continue to employ an additional teacher for one day a week to support targeted students' literacy and numeracy needs.</p>
<p>COVID ILSP</p> <p>\$63,916.54</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2021.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of teachers to deliver intensive small group tuition</li> <li>• providing targeted, explicit instruction for student groups in literacy (reading and comprehension, spelling)</li> <li>• providing intensive small group tuition for identified students who were below expected grade level in reading</li> </ul> <p><b>The allocation of this funding has resulted in:</b> An improvement in student reading across grades 1, 3 and 4. This has been shown through the phonic screening assessment, school data, NAPLAN and check in assessment data. Year 3 students have completed the MacqLit program and shown great improvement in the areas of reading, comprehension and spelling with 70% of targeted students reaching expected grade level by end of year. Year 1 students have made good progress with the retention and application of sounds and digraphs when reading with 78% of targeted students reaching targeted growth or higher. 22% of students targeted have reached expected grade level in Reading. This sound knowledge is beginning to come through in their written work.</p>



COVID ILSP

\$63,916.54

The Year 4 students have not made as much progress this year. 50% have completed the MacqLit program, while the other students have had difficulty retaining digraph knowledge and applying it to their reading and written work.

**After evaluation, the next steps to support our students with this funding will be:**

In 2022, Year 1 will need intensive support due to the interruption to their learning in 2021 lockdown. These students will be a priority for Semester 1. Moving forward, the implementation of MiniLit will commence to assist students in infants (Yr 1 and 2) with reading and writing skills. The continuation of the MacqLit program for primary students will be implemented to assist with reading and spelling skills. For those primary students who have completed the program, the focus will be on transferring their sound knowledge into written work. Further support will be given to the students who received support in 2021 in applying their skills within the classroom and written work.

# Student information

## Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	166	162	167	159
Girls	173	176	156	162

## Student attendance profile

School				
Year	2018	2019	2020	2021
K	95.5	94.7	96.3	95
1	94.5	94.6	95.1	95.9
2	96.4	95	93.1	95.5
3	94	95.2	95.8	93.7
4	93	94.5	95.7	94.7
5	94.2	94.5	94.4	94.4
6	92	93.8	93.5	94.3
All Years	94.4	94.6	94.8	94.7
State DoE				
Year	2018	2019	2020	2021
K	93.8	93.1	92.4	92.8
1	93.4	92.7	91.7	92.7
2	93.5	93	92	92.6
3	93.6	93	92.1	92.7
4	93.4	92.9	92	92.5
5	93.2	92.8	92	92.1
6	92.5	92.1	91.8	91.5
All Years	93.4	92.8	92	92.4

## Attendance

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 2020. 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.

Attendance figures in 2021 were calculated differently to align with the third edition of ACARA's National Standards for Student Attendance Data and Reporting. Changes include treating partial absences over 120 minutes as a half day absence (instead of their actual value, calculated as a proportion of a nominal 6-hour day) and covers all weeks during Semester 1. Prior to 2021, the final week of Term 2 was excluded.

Furthermore, the Department implemented an automated attendance feed (AAF) system in Semester 1 2021. AAF transfers data automatically from third-party attendance management systems to the Department's centralised data warehouse every night. The AAF has significantly improved data quality in 2021, which has affected data comparability with previous years.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2021, COVID-19 continued to affect student attendance. Analysis of attendance codes showed a change in the structure of absence reasons in 2021.

## Management of non-attendance

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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)	10.54
Literacy and Numeracy Intervention	0.2
Learning and Support Teacher(s)	0.7
Teacher Librarian	0.6
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 2021, 4.3% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

## Workforce ATSI

Staff type	Benchmark <sup>1</sup>	2021 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
School Support	3.30%	4.40%
Teachers	3.30%	3.20%

Note 1 - The NSW Public Sector Aboriginal Employment Strategy 2019-2025 takes a career pathway approach in that it sets an ambitious target of 3% Aboriginal employment at each non-executive grade of the public sector by 2025.

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

## Teacher qualifications

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

## Professional learning and teacher accreditation

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

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

# Financial information

## Financial summary

The information provided in the financial summary includes reporting from 1 January 2021 to 31 December 2021. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2021 Actual (\$)
<b>Opening Balance</b>	168,708
<b>Revenue</b>	3,110,500
Appropriation	2,863,439
Sale of Goods and Services	7,845
Grants and contributions	238,926
Investment income	291
<b>Expenses</b>	-3,055,753
Employee related	-2,769,440
Operating expenses	-286,313
<b>Surplus / deficit for the year</b>	54,747
<b>Closing Balance</b>	223,455

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

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

	2021 <b>SBAR Adjustments</b> (\$)
<b>Targeted Total</b>	93,494
<b>Equity Total</b>	151,020
Equity - Aboriginal	3,291
Equity - Socio-economic	25,169
Equity - Language	13,762
Equity - Disability	108,798
<b>Base Total</b>	2,257,948
Base - Per Capita	79,625
Base - Location	0
Base - Other	2,178,323
<b>Other Total</b>	150,452
<b>Grand Total</b>	2,652,913

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](https://myschool.edu.au) to access the school data.

# Parent/caregiver, student, teacher satisfaction

## Parent/Caregiver Satisfaction

The 2021 Tell Them From Me 'Partners in Learning Parent Survey' provided results based on data from 54 parents in the school. The results showed that parents feel:

- \* written information from the school is in clear, plain language.
- \* the school's administration staff are helpful when I have a question or problem
- \* they are well informed about school activities
- \* reports on my child's progress are written in terms I understand
- \* their child is encouraged to do his or her best work
- \* 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
- \* teachers try to understand the learning needs of students with special needs

Some comments from parents about Heathcote PS include:

*"The school has great pride and that is filtered through throughout the school. The school is well organised and there is great leadership running the school. All the kids look happy and well presented and I have found my first year at school very welcoming and pleasant. The teachers have done such a great job through such a tough year."*

*"HPS is an amazing school with amazing staff! We were so grateful for these amazing teachers during homeschooling, they made life much easier for us parents at home, we cannot thank them enough!"*

*"Heathcote Public School has always had a reputation for being a community school which accommodates and modifies the curriculum in accordance to the academic and social/ emotional needs of their students. The staff at HPS have taken a holistic approach in ensuring that all students feel safe and are engaging in their learning in creative and meaningful ways. I have been extremely impressed by the way in which learning delivery has been implemented during learning from home during the lockdown in both 2020 and 2021. I would like to also like to mention the flawless delivery of teaching during remote learning from my child's teachers. As a teacher myself, watching my child enjoying her learning and engaging in meaningful activities has only enhanced her learning experience and for that I am extremely grateful. My child has always looked forward to her learning; regardless whether it was learning from home or face to face and this is as a result of the high quality learning taking place."*

## Student Satisfaction

The 2021 Tell Them From Me student survey provided data based on the results from 148 students in Year 4 to 6. The results showed:

- \* Students feel they have someone at school who consistently provides encouragement and can be turned to for advice (School mean 8.3 / NSW Govt norm 7.7)
- \* Students understand there are clear rules and expectations for classroom behaviour (School mean 7.3 / NSW Govt norm 7.2)
- \* School staff emphasise academic skills and hold high expectations for all students to succeed (School mean 8.7 / NSW Govt norm 8.7)
- \* 74% of students have a positive sense of belonging (NSW Govt norm 81%)
- \* 86% of students have positive behaviour at school (NSW Govt norm 83%)

## Teacher Satisfaction

The 2021 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 provided guidance for monitoring student progress
- \* they discuss learning problems of particular students with other teachers
- \* they discuss their assessment strategies 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
- \* they use results from formal assessment tasks to inform their lesson planning
- \* when presenting a new concept, they try to link it to previously mastered skills and knowledge
- \* they help students use computers or other interactive technology to undertake research
- \* they establish clear expectations for classroom behaviour
- \* they work with parents to help solve problems interfering with their child's progress.

Some comments from teachers about Heathcote PS include: *"I think we work at a very welcoming and supportive school that provides an outstanding education for our students. The staff continually go above and beyond for the students. We provide a huge number of extracurricular programs to ensure that every student has the opportunity to be involved in their interests. The staff are very supportive of each other and work collaboratively to improve their teaching. I think we are lucky to work at such a great school."*

*"The teachers are all supportive of one another and willing to try different methods of teaching and programming. The students are all very respectful and always engaged."*

*"The staff at HPS are highly motivated. They are committed to helping all students improve their learning outcomes. They are flexible (displayed during online learning) and adapt to change quickly."*

*"HPS is a warm and welcoming school with wonderful staff who work collaboratively - planning and sharing lessons / programs. I appreciate the in-class / learning support - always promptly organised for students in my class who require extra help. I love our school grounds., so neat and tidy. We have a supportive principal and executives. I love our little school!"*

# Policy requirements

## Aboriginal Education Policy

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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

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

## Multicultural Education Policy

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Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is 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.