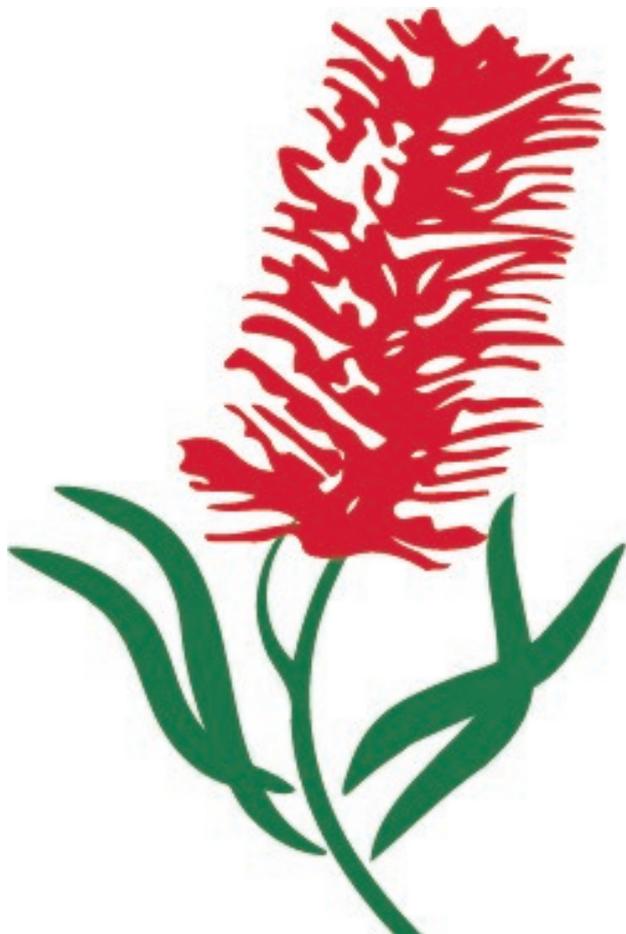


# 2021 Annual Report

## Heathcote High School



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# Introduction

The Annual Report for 2021 is provided to the community of Heathcote High School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the 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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Heathcote High School

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9520 9488

## School vision

The consultation with our school community reinforced that Heathcote High School is committed to ensuring every student maximises their potential through the provision of high quality teaching. Every student and every teacher will be challenged to continue to learn and improve every year. Each student is valued and encouraged to be fully involved in the wide variety of opportunities offered at the school, leaving the school as a well rounded responsible citizen.

## School context

Heathcote High School is a comprehensive high school serving the learning needs of approximately 700 students. Our location, close to the Royal National Park, provides a spacious, peaceful bush setting for our students and community.

Our teaching staff are dedicated professionals, committed to the delivery of learning programs designed to cater for the diverse range of student learning needs with a high potential stream in the junior school. We further support students with specific learning needs in our autism support classes.

We continue to drive student growth in pursuit of academic excellence and believe that the biggest impact on student achievement in schools are our teachers. We are committed to continually improving effective classroom practices, supported by high impact, targeted staff professional learning and data analysis, enabling teachers to be innovative in their practice. As a result, staff will ensure that literacy, numeracy and HSC achievement will be enhanced through individualised and differentiated learning.

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

The school is dedicated to continuous growth, improvement and student attainment and our comprehensive situational analysis identified that a firm focus on explicit teaching, formative assessment, differentiation, feedback and data-driven practices will be essential in ensuring student learning outcomes are further enhanced.

2021 marks the introduction of the Department's High Potential and Gifted Education Policy and our data and teacher feedback continues to emphasise the need to extend our top achieving students. Educational leadership, effective differentiation through teaching and learning programs and explicit teaching will be key themes addressed in this Strategic Improvement Plan. These target areas will be reinforced by strong collaborative practices throughout the school to ensure a continued focus on maintaining a positive academic culture based upon high expectation and a positive sense of belonging for our students and staff.

## 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 Strategic Improvement Plan and annual report. Every four 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 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/school-excellence>

### Self-assessment using the School Excellence Framework

Elements	2021 School Assessment
LEARNING: Learning Culture	Excelling
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
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	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

## Strategic Direction 1: Student growth and attainment

### Purpose

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Our purpose is to see every student demonstrate growth in their literacy and numeracy skills and that every teacher has expertise to teach literacy and numeracy using evidenced-based, explicit and high impact strategies. We will monitor the progress of programs to ensure every student reaches their potential in all aspects of their learning.

### Initiatives

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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.

- Explicit teaching of Literacy and Numeracy

### Resources allocated to this strategic direction

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**Low level adjustment for disability:** \$194,500.00

**English language proficiency:** \$18,760.00

**Professional learning:** \$15,000.00

**Integration funding support:** \$100,000.00

**Aboriginal background:** \$18,000.00

**Socio-economic background:** \$20,000.00

### Summary of progress

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In 2021 professional and student learning activities designed to impact student growth was exceeding expectations until the enforced lockdown due to COVID 19. Similar to 2020, a large proportion of our resources were redirected to cater to online learning. We were still able to provide opportunities for staff and student learning.

Our Learning Centre Coordinator completed Personalised Learning Plans for all senior students. This allowed for close and personalised monitoring of students both onsite and during online learning. Despite the increase of early acceptance offers to university and the change to the HSC timetable, there was an increase in percentage of students in the top 2 bands, although overall results were below expected.

The Literacy Team implemented whole school literacy strategies and student work samples were shared across mixed faculty groups at our newly formed Collaboration meetings. The feedback indicated that there was an increase in teacher efficacy when implementing literacy strategies in their classrooms to include word clines, ALARM scaffolds, comprehension and vocabulary in context.

There is a correlation between student performance since moving to online testing. Students results in the top 2 bands have declined with the introduction of online testing. Work samples shared during collaboration meetings with staff indicate that students are working at a higher level than test scores indicate. This practice has been enthusiastically welcomed as staff realise the importance of sharing strategies and has improved the collaborative practice and feedback amongst staff. This is an example of the school developing a professional learning community which is focused on continuous improvement.

The Numeracy Team completed PL to adjust how numeracy was embedded into programs across all faculties in stage 4. This has seen a change in scope and sequences across the school to align numeracy strategies and improve adaptability and understanding of numeracy learning for students.

Students involved in the COVID Intensive Learning Support Program demonstrated above expected growth in reading. However, during online learning the percentage of engagement decreased.

Moving into 2022 we will expand our collaboration cycle to introduce and embed evidenced - based teaching and learning strategies and programs. This will assist all students to reach their learning potential and our system agreed targets.

### Progress towards achieving improvement measures

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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 or maintain the percentage of HSC course results in the top 2 bands.	An increased percentage of students attained results in the top two bands demonstrating progress toward the lower bound target.
NAPLAN - Increase or maintain the percentage of students in the top two bands.	NAPLAN scores indicate a decrease in the percentage of students in the top two skill bands for reading and a decrease in the percentage of students in the top two bands for numeracy.
NAPLAN - Increase or maintain the percentage of students achieving expected growth in numeracy by 1.8% and reading by 2.5% to achieve system-negotiated targets	Percentage of students achieving expected growth in numeracy decreased, indicating progress yet to be seen toward the system-negotiated target.



## Strategic Direction 2: Enhanced teacher practice and collaboration

### Purpose

To develop a whole school learning community which demonstrates high levels of achievement and the pursuit of excellence. Through explicit, consistent and research-informed teaching, our teachers will evaluate their effectiveness and reflectively adapt their practice through quality, targeted professional learning and use student assessment data to inform teaching.

### 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.

- High Quality Teaching Practices
- High Quality Learning

### Resources allocated to this strategic direction

**Professional learning:** \$20,000.00

**Socio-economic background:** \$100,000.00

### Summary of progress

In 2021 professional and student learning activities designed to impact student growth was exceeding expectations until the enforced lockdown due to COVID 19. Similar to 2020, a large proportion of our resources were redirected to cater to online learning. We were still able to provide opportunities for staff and student learning.

Based on data collected from performances at HSC & ROSA, as well as qualitative data collected through parent forums; an enhanced approach toward HPGE was required. With the introduction of the new HPGE policy in January 2021, further adjustments were required to accommodate the broader reach of this new policy. Training continued on the new HPGE policy, which expanded the target range of students and introduced a broader approach to HPGE. This included the introduction of pre-testing and three-way differentiation which was implemented across stage 4. By extending PL to address student assessment and using quality marking criteria, students are more cognisant of the requirements of each assessment task and are able to unpack the requirements of the expectations for all levels of learning. Additionally, the school achieved in a range of non-academic areas including high performance in Drama, sport and STEM. We continue to 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.

Moving into 2022 we will continue and expand our leadership capacity by demonstrating innovative and quality leadership practices to have staff and students as learners.

### 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
Establishment of high quality staff Professional Learning community and examine current practices and their impact on student learning outcomes.	Staff collaboration indicates staff are utilising learning intentions and success criteria in their lessons to establish learning goals for all students.  Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the element of data skills and use.
Executive to undertake HPGE PL. Staff complete T&L programs evidencing 3 way differentiation for Years 8 & 9.  100% of staff engage with the HPGE policy and begin to apply this in their classroom. Apply consistency in assessment practices.	100% of staff completed PL on 3 way differentiation.  Teaching and learning programs include evidence of adjustments made to address individual student needs, ensuring that all students are challenged and all adjustments lead to improved learning.

## Strategic Direction 3: Student Connection, Opportunity and Success

### Purpose

To continue to develop a school-wide culture of high expectations and a shared sense of responsibility for student engagement, learning, development and success. Through consistent application of our wellbeing and discipline policies we will continue to build on our strong academic culture.

### 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.

- School Culture

### Resources allocated to this strategic direction

**Socio-economic background:** \$20,000.00

**Professional learning:** \$5,000.00

### Summary of progress

In 2021 professional and student wellbeing and learning activities designed to impact student connection was gaining momentum until the enforced lockdown due to COVID 19. Similar to 2020, a large proportion of our resources were redirected to cater to online learning. We were still able to provide wellbeing and learning opportunities for staff and students.

We provide a variety of extra curricula opportunities for students to engage with school. The extra curricula activities are underpinned by our philosophy, if we can have them at school for something they like doing, we can then work on improving their academic ability. Our engagement programs allow students to pursue interests, improve self-esteem and self-worth and put a bit of fun into school. Our package of support and having a large variety of tailored programs enabled the majority of students to connect, succeed, thrive and learn.

The process to track all students engagement in extra curricula and wellbeing activities to make sure we are not over servicing some students and under servicing other students started this year. The Tell Them from Me data indicates that students sense of belonging is above state average.

Moving into 2022 we will review and enhance processes to improve the way we know, value and care for our students and 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
Wellbeing and extracurricular activities mapped for all students Initiate activities to meet student need	Activities for each student are mapped on our data base.
Attendance data shows a 3.5% improvement rate above 90%	The number of students attending school 90% of the time or more is 61.7%.
To increase the number of respondents by 15% for the People Matter Employee Survey (PMES) and uplift the response to "Teamwork and collaboration" by 10%.	The number of respondents increased from previous year with an uplift in the response to "Teamwork and Collaboration" by 13%.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$100,000.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Heathcote High 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>• Explicit teaching of Literacy and Numeracy</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> <li>• additional staffing to assist students with additional learning needs</li> </ul> <p><b>The allocation of this funding has resulted in:</b> All eligible students demonstrating progress towards their personalised learning goals. All ILPs were regularly updated and responsive to students learning needs and progress ensuring eligible students receive personalised learning and support within their regular classes.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> The use of integration funding will be monitored throughout the year in response to student ILPs to ensure funding is used to specifically address each student's support needs.</p>
<p>Aboriginal background</p> <p>\$18,000.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Heathcote High School. Funds under this 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>• Explicit teaching of Literacy and Numeracy</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>• Employ SLSO to support students with their PLP learning goals. Assign a school coordinator to oversee school initiatives and links to the community.</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Students performing 14% above state average in NAPLAN examinations, the best average result in 5 years. Students' Personalised Learning Pathways connected with goals and post school options.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> To continue to provide the scaffolds and support of previous years and to improve cultural awareness and acceptance across the school.</p>
<p>English language proficiency</p> <p>\$18,760.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Heathcote High 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>• Explicit teaching of Literacy and Numeracy</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p>

<p>English language proficiency</p> <p>\$18,760.00</p>	<ul style="list-style-type: none"> <li>• additional teacher time to provide targeted support for EAL/D students and for development of programs</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Support for students requiring adjustment to cater for gaps in learning related to language barriers.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Embedding strategies into programs across all Stages.</p>
<p>COVID ILSP</p> <p>\$220,000.00</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/educators to deliver small group tuition</li> <li>• providing targeted, explicit instruction for student groups in literacy/numeracy</li> </ul> <p><b>The allocation of this funding has resulted in:</b> The majority of students participating in the program had greater improvement in their reading than students who did not participate. As with a lot of programs this year, adjustments were made for students working remotely.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> It is becoming more of a challenge to develop the foundation skills in literacy and numeracy with an increase in students presenting at high school below expected benchmarks. Expanding the collaboration cycle that we have started implementing will assist in sharing how we introduce new teaching strategies and continue to make accommodations and adjustments. Our COVID intensive learning teachers will provide professional learning to share strategies with all staff in 2022. An improvement in our literacy and numeracy results is expected.</p>
<p>Low level adjustment for disability</p> <p>\$194,500.00</p>	<p>Low level adjustment for disability equity loading provides support for students at Heathcote High 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> <ul style="list-style-type: none"> <li>• Explicit teaching of Literacy and Numeracy</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>• engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting</li> </ul> <p><b>The allocation of this funding has resulted in:</b> The Learning Support Team has catered for adjustments for 189 students. Student Personalised Learning and Support Plans implement when required and all our Year 11 and 12 students had Personalised Learning Plans developed and monitored.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Next steps include making sure every teacher is fully aware of the individual</p>

<p>Low level adjustment for disability</p> <p>\$194,500.00</p>	<p>student needs within their classes, differentiating curriculum to meet those needs and adjusting communication with both the student and parents accordingly.</p>
<p>Socio-economic background</p> <p>\$140,000.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Heathcote High 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>• Explicit teaching of Literacy and Numeracy</li> <li>• High Quality Teaching Practices</li> <li>• School Culture</li> <li>• High Quality Learning</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 our learning program implementation.</li> <li>• equitable access to specialist resources</li> <li>• supplementation of extra-curricular activities</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p> <p>All students were able to access extra curricula activities. Online platforms were provided to support literacy and numeracy needs. Year 11 and 12 students having personalised learning plans. An above average number of students exit school to their chosen field.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p> <p>Continue to support students to access all activities across all Year groups.</p>

# Student information

## Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	380	389	375	362
Girls	333	347	337	314

## Student attendance profile

School				
Year	2018	2019	2020	2021
7	93.7	91.7	94.8	90.8
8	86.6	89.5	92.3	88.4
9	88.4	86.3	92.7	84.2
10	88.6	87.4	91.4	84.6
11	88.3	87.8	92.5	81.3
12	91.4	90.2	91.8	90.1
All Years	89.5	88.9	92.6	86.6
State DoE				
Year	2018	2019	2020	2021
7	91.8	91.2	92.1	89.7
8	89.3	88.6	90.1	86.7
9	87.7	87.2	89	84.9
10	86.1	85.5	87.7	83.3
11	86.6	86.6	88.2	83.6
12	89	88.6	90.4	87
All Years	88.4	88	89.6	85.9

## 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.

### Post school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
Seeking Employment	0	0	2
Employment	70	80	42
TAFE entry	12	10	5
University Entry	NA	NA	51
Other	18	10	0
Unknown	0	0	0

### Year 12 students undertaking vocational or trade training

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14.56% of Year 12 students at Heathcote High School undertook vocational education and training in 2021.

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

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100% of all Year 12 students at Heathcote High School expected to complete Year 12 in 2021 received a Higher School Certificate or equivalent vocational education and training qualification.

# Workforce information

## Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Head Teacher(s)	9
Classroom Teacher(s)	38.8
Learning and Support Teacher(s)	1.2
Teacher Librarian	1
School Counsellor	1.6
School Administration and Support Staff	12.68
Other Positions	1

\*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>	1,278,865
<b>Revenue</b>	9,612,798
Appropriation	9,311,599
Sale of Goods and Services	38,282
Grants and contributions	261,240
Investment income	1,677
<b>Expenses</b>	-9,779,021
Employee related	-8,785,581
Operating expenses	-993,441
<b>Surplus / deficit for the year</b>	-166,223
<b>Closing Balance</b>	1,112,642

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>	143,568
<b>Equity Total</b>	384,185
Equity - Aboriginal	18,395
Equity - Socio-economic	143,273
Equity - Language	18,761
Equity - Disability	203,756
<b>Base Total</b>	7,884,816
Base - Per Capita	178,559
Base - Location	0
Base - Other	7,706,257
<b>Other Total</b>	483,941
<b>Grand Total</b>	8,896,510

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

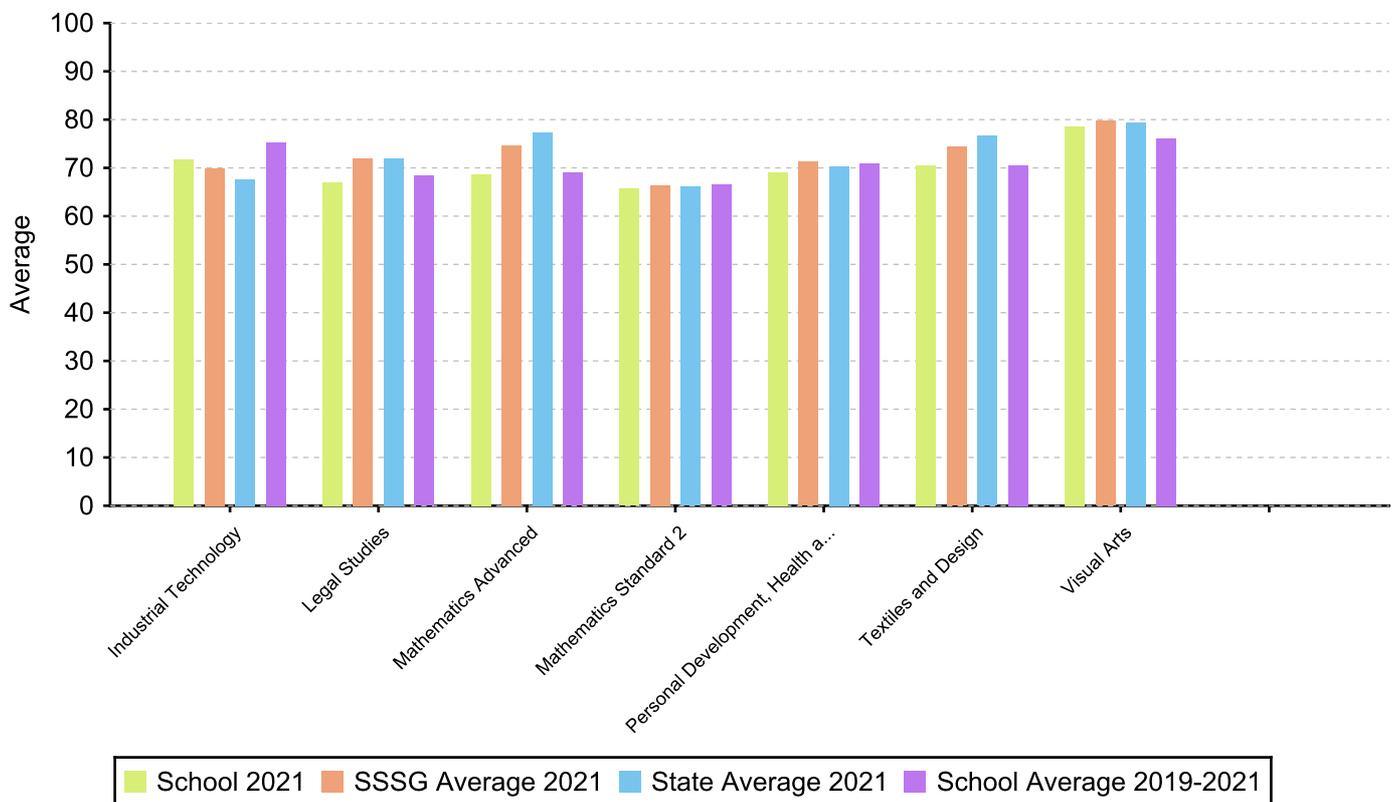
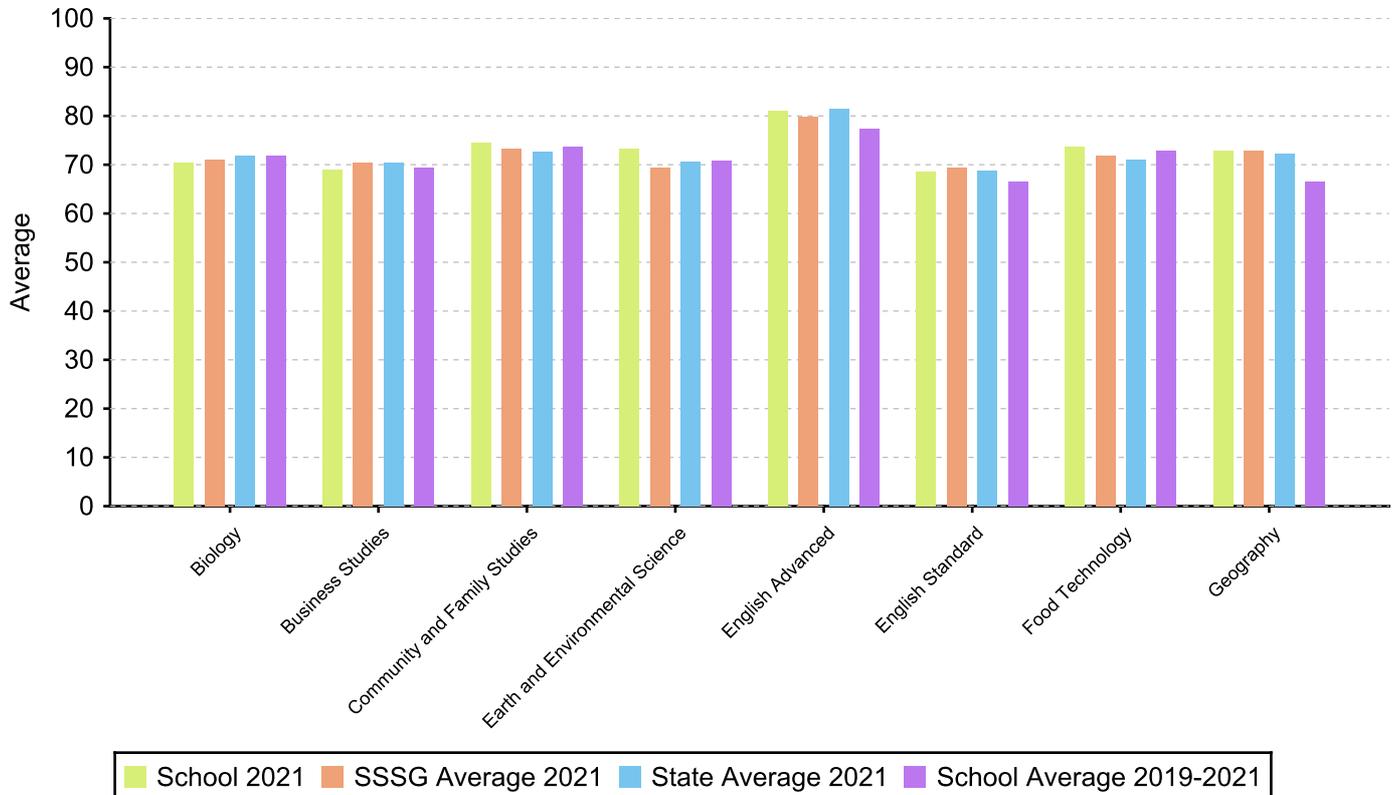
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

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.

# School performance - HSC

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

The information in this report must be consistent with privacy and personal information policies. Where there are fewer than 10 students in a course or subject, summary statistics or graphical representation of student performance is not available.



<b>Subject</b>	<b>School 2021</b>	<b>SSSG</b>	<b>State</b>	<b>School Average 2019-2021</b>
Biology	70.4	71.1	71.9	71.8
Business Studies	69.1	70.4	70.4	69.3
Community and Family Studies	74.5	73.4	72.7	73.7
Earth and Environmental Science	73.3	69.4	70.6	70.9
English Advanced	81.1	79.8	81.4	77.3
English Standard	68.5	69.4	68.8	66.5
Food Technology	73.8	71.9	71.0	72.9
Geography	72.8	73.0	72.4	66.6
Industrial Technology	71.8	70.0	67.7	75.3
Legal Studies	67.0	72.0	72.0	68.3
Mathematics Advanced	68.7	74.7	77.4	69.0
Mathematics Standard 2	65.7	66.4	66.1	66.5
Personal Development, Health and Physical Education	69.1	71.3	70.3	71.0
Textiles and Design	70.5	74.4	76.6	70.5
Visual Arts	78.6	79.7	79.4	76.1

# Parent/caregiver, student, teacher satisfaction

## P&C Report

The year 2021 once again saw COVID-19 disrupt teaching and learning programs across the school. During learning from home the P&C were impressed with the dedication of school staff in maintaining quality teaching programs. The welfare of students remained a focus with staff ensuring students' well-being continued to be a priority. At the conclusion of learning from home, strategies were put in place to ensure a smooth and safe transition back to face to face learning for all students and staff. The P&C appreciated the support from families during 2021 which enabled us to continue to support the school. The P&C funded new sporting uniforms for netball, oztag, touch football and soccer. The P&C also sponsored the Year 12 Graduation Ceremony and end of year Presentation Assembly. This involved funding a photographer for both events as well as purchasing gift vouchers given with student awards.

We look forward to continuing to support the school in 2022.

## Staff

In the 2021 PMES survey, staff identified the following as strengths;

- I understand what is expected of me to do well in my job
- there are people at work who care about me
- my job gives me opportunities to use a variety of skills.

The greatest increases compared to 2020 year are;

- my manager provides recognition for the work I do
- my manager communicates effectively with me
- my manager involves my work group in decisions about work

## Students

Students reported that they value extra curricula activities and SRC events and missed these during remote learning. Teachers encouraged them to do their best and reach their potential. Year 12 student exit surveys reported; they felt encouraged and motivated to reach their potential. They indicated that it was difficult to remain focused on the HSC despite the support from the 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.

## Anti-Racism - School statement

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Heathcote High School is committed to the creation of a school culture that is inclusive and nurturing for all. We foster respectful relationships, especially in our educational initiatives to "Reject Racism". All staff at Heathcote are committed to implementing the Anti-Racism and Multicultural Education policies that, together, underpin a school culture that is free of racism and discrimination and ensures the learning and wellbeing needs of students from culturally diverse backgrounds are addressed. Ms Gurr, is our Anti-Racism Contact Officer (ARCO). The ARCO is able to provide guidance and support in incidences where a racism complaint is made.

## 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.

## Multicultural and anti-racism education - School Statement

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In connection with Aboriginal Education and Anti-Racism policies, philosophies of Multicultural Education rest in the creation of an inclusive learning environment that values diversity and creates equitable opportunities for every student as they are known, cared for and valued. While the curriculum is differentiated to enable access from varying levels of EALD, the school has promoted cultural inclusion, recognition and understanding through dedicated anti-racism programs embedded in curriculum, the celebration of Harmony Day, and the greater visibility of the Anti-Racism Contact Officer role in widening intercultural acceptance, under the school ethos of Respectful Relationships.