

# 2022 Annual Report

## Heathcote Public School

**HEATHCOTE  
PUBLIC SCHOOL**



**SUCCESS  
FOLLOWS EFFORT**

2149

# Introduction

The Annual Report for 2022 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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2022 has been a year for getting back on track after the disruptions of 2020 and 2021. We are very grateful to have had a much more 'normal' year, without any need for 'learning from home' and parents and visitors welcome in our school once again.

Our year began with students allowed to attend school each day, something that wasn't very special a few years ago, but is now something that we cannot take for granted. Our super cute Kindergarten students settled very quickly with the guidance of their Year 6 'outdoor' buddies, and it didn't take long to get in the swing of things.

We held a successful swimming carnival at Engadine Leisure Centre and Year 1 had a visit and e-tour with Sutherland Hospital to learn about keeping healthy. The gymnastics program had our students in a spin and our zone swimming team did us proud in some wet and muddy conditions. Our students leaders headed to Darling Harbour for the National Young Leaders Day and Stage 3 got off the beaten track with a bushwalk in Heathcote National Park. On Harmony Day we wore our colours proudly and Term 1 ended with an excellent Easter Hat Parade.

On Anzac Day our student leaders paid their respects at the Dawn Service and a week later Stage 2 had an awesome camp experience at The Tops. Stage 1 enjoyed their excursion to Kamay Botany Bay and it was lovely for the P&C to run an in-person Mother's Day stall for a change. The sun shone brightly for our cross country carnival and thanks to our P&C we had our new basketball towers installed. K-2 had a brilliant day at Sydney Zoo and we tried out our new sun shelters at the zone cross country carnival.

Kindergarten hatched a marvellous idea to care for some ducklings and the students were really giving some stick in their hockey lessons. Our Play Group was able to start again in May and Opera Australia visited for an amazing performance of Cinderella. There were many arguments in the debating competition, with us proudly winning the local competition. The athletics carnival was back on at The Ridge and Kindergarten got to do more learning outside with some outdoor settings donated by the P&C.

Stage 2 and 3 dancers were brilliant in the spotlight at the Seymour Centre and Year 6 had a blast at the Heathcote High School science show and discovery lessons. Term 2 finished with everyone getting on their bikes and scooters for a radical Rideathon.

Term 3 started with our Premier's Spelling Bee, public speaking competitions and K-2 athletics carnival, where I even got to have a go at the high jump. In Education Week we threw open our gates for our Open Day and all our students were hitting winners in their tennis lessons. Stage 3 had three days of fun and challenges at the Great Aussie Bush Camp and Kindergarten had a perfect day in pyjamas eating popcorn and pikelets for their 'P' Day.

The winter disco was a big hit and our students showed their sporting talents at the zone athletics carnival. Andrew Daddo visited to share his creative inspiration and Year 5 lit up the dance floor with brilliant ballroom dancing at the DanceSport Gala night. Amazing book characters came to life with our Book Week Parade and many students were dribbling and shooting in the Sutherland Slam Basketball gala days.

The P&C funded the Life Skills wellbeing program for all students and K-2 made a splash in the swimming program. The term ended with a wonderful Grandfriends Day and Book Fair.

In Term 4 we had NSW Police come and talk to the students about cybersafety and we welcomed next year's fresh batch of students at Kindy Orientation. Schools Spectacular was absolutely amazing with our students performing in choir and dance items. Our school band have been practising hard all year and had a great concert last week. Year 6 ran a fantastic Pedlars' Day and controlled the action at Jamberoo, while the rest of our students had a great time at the movies.

While all this happened we also had students involved in Garden Gurus, PSSA sport, Chess Club, Enrichment groups, Lego Club, speech therapy and occupational therapy groups; and continued to focus on high quality explicit teaching in literacy and numeracy, which has resulted in our students consistently performing well above the state average and similar school group average in NAPLAN and Check-in assessments.

Thank you to the parents and P&C who have supported us this year. P&C donations have helped pay for many school improvements and a wellbeing program. Hardworking parent volunteers have kept our canteen, uniform shop, fundraising and HOOSH operating, enabling the P&C to donate about \$100,000 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 make Heathcote Public School a very special place.

## 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	2022 School Assessment
LEARNING: Learning Culture	Excelling
LEARNING: Wellbeing	Excelling
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Excelling
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Delivering
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Excelling
LEADING: Management practices and processes	Excelling

## Strategic Direction 1: 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

### Summary of progress

In 2021, lower bound targets were exceeded in both NAPLAN reading and numeracy. However, in 2022 there was a decline in student growth and attainment which is expected to trend upwards in 2023.

All staff engaged in professional learning on PLAN2 to identify students' current levels of attainment, and analyse student and cohort data. Due to the impending changes to PLAN2 to align with the new K-2 English and Mathematics syllabuses, further professional learning has been put on hold until the new site is available. Check-in assessment data analysis was conducted by stage teams to identify strengths and weaknesses. This data was used to establish targeted intervention strategies and support groups, and to implement teaching sprints. Stage teams identified a variety of formative assessment that were utilised to inform teaching practices. Stage 3 engaged in collaborative mathematics programming which linked directly to the syllabus and incorporated explicit lessons with a focus on working mathematically, in addition to quality enrichment opportunities. Quality problem solving resources were discussed and shared with all staff to provide rich extension activities which were topic relevant.

All staff engage in micro-learning modules related to the new K-2 syllabuses, in addition to an awareness of the upcoming changes to the 3-10 English and mathematics curriculum. Further professional development in this area will continue in 2023 and, in collaboration with the school APCI, programming will be an area of focus with the goal of a whole school scope and sequence being trialed in 2024. Internal and external data will continue to be analysed to further identify areas of achievement and development.

Working mathematically will continue to be a focus in 2023 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. Formative assessment practices will also continue to be an area of focus.

In the area of High Potential and Gifted Education (HPGE), professional learning was undertaken by a member of the executive team to support school practices and was shared with the dedicated HPGE teacher. The HPGE Evaluation and Planning Tool was completed to identify school strengths and weaknesses and future development. Identified students from Stages 1-3 have participated in projects which have focused on numeracy, science, English, history and creative arts. These programs will continue in 2023 and the planning tool will be revisited to further develop HPGE at Heathcote Public School.

### 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 continue to increase the percentage of students achieving in the top two bands of NAPLAN reading from 68% the year prior to 71%, continuing to exceed the upper bound target of 61%.	In 2022, the percentage of students achieving in the top two bands in NAPLAN reading was 49%. This result is 7% below our lower bound target of 56% and 12% below our upper bound target of 61%.

Uplift equals 3%.	
<p>To continue to increase the percentage of students achieving in the top two bands of NAPLAN numeracy from 53% the year prior to 56%, continuing to exceed the upper bound target of 42%.</p> <p>Uplift equals 3%.</p>	<p>In 2022, the percentage of students achieving in the top two bands in NAPLAN numeracy was 33%. This result is 4% below our lower bound target of 37% and 9% below our upper bound target of 42%.</p>
<p>To continue to increase the percentage of students achieving expected growth in NAPLAN reading from 63% in 2021 to our lower bound target of 68%.</p> <p>Uplift equals 5%.</p>	<p>Expected growth in NAPLAN reading cannot be calculated for 2022 as the NAPLAN test was not run in 2020.</p>
<p>To continue to increase the percentage of students achieving expected growth in NAPLAN numeracy from 66% in 2021 to our upper bound target of 71%.</p> <p>Uplift equals 5%.</p>	<p>Expected growth in NAPLAN numeracy cannot be calculated for 2022 as the NAPLAN test was not run in 2020.</p>
<p>To increase the percentage of targeted students achieving their individual learning goals so that equity gaps are closing from 2021 baseline plus 3%.</p>	<p>Due to COVID-19 in 2021, establishment and implementation of learning goals was inconsistent across the whole school.</p> <p>Where to next: Baseline targeted learning goals will be established at the beginning of every term and progress will be monitored and tracked.</p>
<p>Teachers monitor student learning progress, and identify skill gaps for improvement and areas for extension.</p>	<p>Check-in assessment data analysis was conducted by executive and stage teams to identify strengths and weaknesses. This data was used to implement teaching sprints and targeted intervention strategies to address the identified needs of students. Mathematics diagnostic assessment booklets were implemented and the formative assessment data used to inform mathematics teaching and learning programs. Some PLAN2 professional learning was undertaken, but put on hold due to the new version being implemented in 2023 to align with the new K-2 curriculum.</p> <p>Where to next: The APCI will commence in 2023 and will work collaborative with the leadership team and teachers to support the effective implementation of the new curriculum and evidence-based teaching practices. The new K-2 English and mathematics curriculum will be implemented and exploratory investigations into 3-6 will be conducted. PLAN2 professional learning will continue in 2023 and all staff will engage with the platform to collect whole school data which can be monitored over time.</p>
<p>Teaching and learning programs in numeracy describe expected student progression in knowledge, understanding and skill and the assessments that measure them.</p>	<p>Stage 3 implemented collaborative programming with a focus on modeled, guided, independent and enrichment activities and a new scope and sequence was drafted. The new K-2 mathematics curriculum was unpacked, and professional learning undertaken to prepare staff for implementation in 2023.</p> <p>Where to next: The APCI will lead whole school professional learning and discussions on curriculum reform and evidence-based teaching practices. The new 3-6 mathematics curriculum will be unpacked. Data from the current mathematics scope and sequences will be considered against current evidence-based practices to support students' mastery of key mathematical ideas. Scope and sequences will be altered to assist teachers in focusing more on areas of development and key skill consolidation related to their stage or grade.</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: \$8,000.00

Professional learning: \$1,000.00

### Summary of progress

The school funded an Instructional Leader (IL) to mentor teachers with literacy programs. During this time, the IL continued to guide and encourage the development of modelled reading, writing and speaking and listening programs. Teachers have been introduced to a variety of quality texts which can be used to teach reading and writing explicitly. 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 executive team have also worked shoulder to shoulder with their team to model best practice in lesson planning and assessment. The Instructional Leader has used scheduled planning days to meet with all teams to plan explicit programs and assessments linked to the school's assessment schedule and reporting requirements. The new resources purchased have been embedded into this process.

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.

Teachers have used PLAN2 to create templates with areas of focus for literacy and Mathematics to track student progress, drive their planning, group students accordingly and differentiate their programs.

Where to next:

Instructional Leadership (APCI) will continue with modelled reading and writing and Mathematics K-6

Executive Instructional Leadership will continue with a focus on Plan2 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 literacy)

Teachers will utilise new resources to engage their students in reading and achieve better results.

### 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
Explicit Teaching: A whole school	During 2022, high impact professional learning was delivered by the team



<p>approach ensures the most effective evidence-based teaching methods optimise learning progress for all students, across the full range of abilities.</p> <p>Collaboration: The school uses embedded and explicit systems that facilitate professional dialogue, collaboration, the modelling of effective practice.</p> <p>Feedback: Teachers routinely review learning with each student both in class and on work submitted, ensuring all students have a clear understanding of how to improve.</p>	<p>with a focus on the Writing Cycle and Guided Reading groups. To follow on and consolidate, teachers participated in QTSS with the Instructional Leader in the classroom where they taught shoulder to shoulder scaling best practice. This process along with lesson studies encouraged collaborative planning and dialogue, leading to improvements with explicit teaching. Teachers became more aware of their students' needs and the way different students learn. The classroom environment became more challenging and engaging for the students and this enabled their results to improve. Stage 2 students were above the state average and similar schools average in the Check-in assessment. The explicit modelling to students and the timely feedback allowed growth to occur. Students became empowered and took ownership of their learning.</p>
<p>Lesson Planning: All lessons are systematically planned as part of a coherent program that has been collaboratively designed. Accommodations and adjustments are made to suit needs as they arise.</p>	<p>Throughout 2022, the teachers at Heathcote Public School engaged in planning days with their stage group and the Instructional Leader where they collaboratively programmed explicitly after discussing their shared vision of best practice. Using the syllabus, they designed challenging and engaging programs to improve student results through explicit teaching and improving student engagement. The following areas were focused on by the IL, the executives and staff:</p> <ul style="list-style-type: none"> <li>- CESE What Works Best document</li> <li>- learning intentions and success criteria for students</li> <li>- how student success will be measured</li> <li>- assessment to measure student growth / impact</li> <li>- WAGOLs - quality samples to deconstruct with students</li> <li>- quality texts within text requirements (Aboriginal perspective, historical perspective etc)</li> </ul> <p>The planning days allowed collegial dialogue and staff to become innovative with their programming to improve student engagement and attainment.</p>

## 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

: \$27,737.67

### Summary of progress

The Life Skills program was implemented and evaluated this year. While staff and students valued the program, as a school we have decided to move ahead with Rock and Water program in 2023. Depending on how this goes will decide if Life Skills will run in 2024. The PBL signs are pending final amendments before approval is given for printing and installation. PBL has had a stronger focus within the school through regular newsletter articles and fortnightly awards given for students demonstrating the focus value.

### 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 8%.	Students showing a positive sense of wellbeing has increased from 2020 to 2022. Overall wellbeing in 2022 is 89.4%. Lower bound target was at 92% - uplift still required is 2.6%.
Increase percentage of students showing attendance at greater than 90% from 86% in 2019 towards our upper bound target of 91%.  Uplift required is 5%.	Students showing attendance at greater than 90% is 46.4%. This is the same as DOE state results and higher than the Network (39.7%) and SSSG (39.1%). It is a decrease from 2019 attendance due to absences due to COVID and extended family holidays.
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.	The Life Skills program supported the development of self-regulation skills and techniques. Staff found that the students who fully participated and engaged in the program were not the students who required targeted assistance with the development of these skills. The Interoception ('Me') group did not run in 2022 due to COVID restrictions at the start of the year not allowing for cohorts to mix and then due to the Learning and Support Teacher changes in staff in Semester Two. The Rock and Water program will have a stronger emphasis in teaching and learning programs in 2023 to develop these skills in students. A whole staff PL will be held at the beginning of 2023 to support the re-launch and teaching of this program. Tier 3 intervention will also be offered for students requiring Specialised Targeted Support with self-regulation through the Learning and Support Teacher.
Classroom Management: All classrooms and other learning	PBL has been a focus within each classroom. Posters and PBL language displays will be created to make the PBL values more visible within each

environments are well managed within a consistent, school-wide approach. Well planned teaching is taking place, so that all students can engage in productive learning, with minimal disruption.

classroom and to ensure consistency throughout the school. With staff using explicit teaching and a consistent approach to behaviour throughout the year, a reduction in incident data is anticipated for 2023.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$26,043.00</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 the following impact:</b> Four students received integration funding support which was used to employ SLSOs to support students to 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 will be:</b> Continue to employ SLSOs to support students to 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>\$26,067.00</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>• employment of external providers to support students with additional learning needs</li> <li>• providing students without economic support for educational materials, uniform, equipment and other items</li> <li>• equitable access to specialist resources</li> <li>• engage with external providers to support student engagement and retention</li> <li>• resourcing to increase equitability of resources and services</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> An occupational therapist was employed one day a week to support the language development of students requiring adjustments. Our occupational 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 will be:</b> Continue to employ occupational therapist and SLSOs to support targeted students.</p>
<p>Aboriginal background</p> <p>\$2,216.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Heathcote Public 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</p>

<p>Aboriginal background</p> <p>\$2,216.00</p>	<p>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 the following impact:</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. 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 will be:</b> Look to employ an Aboriginal Education Officer to work with Aboriginal students, focusing on literacy and learning about Aboriginal culture.</p>
<p>English language proficiency</p> <p>\$21,591.00</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 the following impact:</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 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>\$107,630.00</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> <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,</li> </ul>

<p>Low level adjustment for disability</p> <p>\$107,630.00</p>	<p>occupational therapist, speech therapist and SLSOs) to support delivery of targeted initiatives</p> <ul style="list-style-type: none"> <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>• targeted students are provided with an evidence-based intervention [MiniLit and MacLit] to increase learning outcomes</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> 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 and speech 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 will be:</b> Continue to employ a Learning and Support teacher, occupational therapist, speech therapist and SLSOs to support students who require a low level adjustment for disability.</p>
<p>Professional learning</p> <p>\$20,783.00</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>• 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>• 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 the following impact:</b> 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 will be:</b> 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>\$17,817.00</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>Literacy and numeracy</p> <p>\$17,817.00</p>	<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 the following impact:</b>  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 will be:</b>  This funding is not continuing in 2023.</p>
<p>QTSS release</p> <p>\$68,908.00</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>• 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 the following impact:</b>  Heathcote Public School continued to fund an Instructional Leader (IL) for two hours a week to mentor classroom teachers with the implementation of the Writing Cycle. The IL worked with Stage 1, 2 and 3 teachers to deconstruct a variety of texts (WAGOLLS) and modelled the writing process in their classes: joint construction, independent construction followed by conferencing and feedback to each student. Success criteria was jointly constructed with the students and embedded in their personal goals.</p> <p>Quality texts (bought from the English budget), along with multi-modal texts, were embedded into the research component of writing lessons which had students using rich, tier two vocabulary within their writing. The teachers felt more confident in teaching their English units explicitly to their class and especially with giving students timely feedback. Stage 2 teachers were a focus during QTSS in 2021 and used 2022 to consolidate their teaching of Modelled Reading and Writing.</p> <p>According to the survey, 70% of staff found having the IL effective in developing their explicit teaching. Majority of staff wanted to move onto a guided reading focus in 2023 during this QTSS time for literacy. Year 4 students who were a focus for two years, were collectively well above the state and similar schools average scores for Check-in. Students were highly engaged when using the new resources and improvement in their vocabulary was almost instant.</p> <p><b>After evaluation, the next steps to support our students will be:</b>  The APCI will continue in 2023 and have more time allocated to assist teachers further.</p>



<p>Literacy and numeracy intervention</p> <p>\$22,984.00</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 the following impact:</b> A teacher was employed for one day a week for the whole year to support students' literacy and numeracy needs. Term 4 2022 Check-in assessment data for Years 3-6 showed that in reading HPS had an average score of 60.5% (State 53.3%) and in numeracy HPS had an average score of 66.7% (State 59.9%).</p> <p><b>After evaluation, the next steps to support our students will be:</b> This funding is not continuing in 2023.</p>
<p>COVID ILSP</p> <p>\$51,133.00</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 2022.</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 - (reading, 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 the following impact:</b> With minimal disruption to CILSP during Semester 1, there was pleasing results with decreasing the gap in students reading ability. Semester 2 targets were not met due to a regular collapsing of the program due to teacher shortages.</p> <p><b>After evaluation, the next steps to support our students will be:</b> These students will continue to receive support during 2023. Year 1 students in 2023 will also require significant building of knowledge of sounds at the start of the year.</p>



# Student information

## Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	162	167	159	161
Girls	176	156	162	159

## Student attendance profile

School				
Year	2019	2020	2021	2022
K	94.7	96.3	95.0	88.2
1	94.6	95.1	95.9	87.0
2	95.0	93.1	95.5	87.9
3	95.2	95.8	93.7	90.5
4	94.5	95.7	94.7	89.1
5	94.5	94.4	94.4	87.8
6	93.8	93.5	94.3	89.1
All Years	94.6	94.8	94.7	88.5
State DoE				
Year	2019	2020	2021	2022
K	93.1	92.4	92.8	87.9
1	92.7	91.7	92.7	87.4
2	93.0	92.0	92.6	87.8
3	93.0	92.1	92.7	87.6
4	92.9	92.0	92.5	87.4
5	92.8	92.0	92.1	87.2
6	92.1	91.8	91.5	86.3
All Years	92.8	92.0	92.4	87.4

## 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 from 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 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.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2022, student attendance was impacted by a range of factors:

- Families evacuating and relocating due to NSW floods
- Sick students staying at home until a negative COVID-19 test was returned
- Household members testing positive to COVID-19
- The easing of COVID-19 border controls at the beginning of 2022 which allowed families to travel inter-state and overseas.

## 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)	11.58
Literacy and Numeracy Intervent	0.2
Learning and Support Teacher(s)	0.7
Teacher Librarian	0.8
School Administration and Support Staff	2.82

\*Full Time Equivalent

## Workforce composition statement

From 2022 onwards, the new Assistant Principal Curriculum and Instruction (APCI) roles form part of entitlement. The FTE of these roles are counted as per entitlement in line with other non-deputy principal/head teacher executive positions as there is no off-set requirement from the teaching allocation. The APCI is included under the assistant principal(s) position grouping.

## 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 2022, 4.6% of the department's overall workforce identify as Aboriginal and/or Torres Strait Islander Peoples.

## Aboriginal and Torres Strait Islander school workforce composition

Staff type	Benchmark <sup>1</sup>	2022 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
School Support	3.00%	4.10%
Teachers	3.00%	3.30%

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 2022 to 31 December 2022. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2022 Actual (\$)
<b>Opening Balance</b>	223,455
<b>Revenue</b>	3,195,408
Appropriation	2,948,860
Grants and contributions	236,637
Investment income	3,756
Other revenue	6,154
<b>Expenses</b>	-3,034,099
Employee related	-2,648,242
Operating expenses	-385,856
<b>Surplus / deficit for the year</b>	161,309
<b>Closing Balance</b>	384,764

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.

	2022 <b>SBAR Adjustments</b> (\$)
<b>Targeted Total</b>	26,043
<b>Equity Total</b>	157,505
Equity - Aboriginal	2,216
Equity - Socio-economic	26,067
Equity - Language	21,591
Equity - Disability	107,630
<b>Base Total</b>	2,453,234
Base - Per Capita	81,110
Base - Location	0
Base - Other	2,372,123
<b>Other Total</b>	169,626
<b>Grand Total</b>	2,806,407

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

A 2022 Parent Survey provided results based on data from 74 parents in the school. The statements presented and responses were:

- \* I feel welcome at Heathcote Public School - 91% positive / 5% neutral
- \* Heathcote Public School is an inclusive school - 89% positive / 7% neutral
- \* My child feels safe at school - 89% positive / 4% neutral
- \* Heathcote Public School supports positive behaviour - 92% positive / 5% neutral
- \* I feel informed about what's happening at school - 82% positive / 12% neutral
- \* Heathcote Public School supports my child's learning needs - 91% positive / 5% neutral
- \* I support my child's learning at home - 97% positive / 1% neutral
- \* School reports are written in a way I understand - 88% positive / 8% neutral
- \* I am satisfied with the amount of homework my child receives - 70% positive / 20% neutral
- \* The school offers a variety of extra-curricular opportunities - 82% positive / 14% neutral
- \* The school helps students who need extra support - 73% positive / 22% neutral
- \* I would recommend Heathcote Public School to other parents - 89% positive / 8% neutral
- \* I find the Sentral Parent Portal useful - 78% positive / 18% neutral
- \* I like giving permission and paying for activities online - 93% positive / 7% neutral
- \* My child is known, valued and cared for at Heathcote Public School - 88% positive / 7% neutral

## Student Satisfaction

The 2022 Tell Them From Me student survey provided data based on the results from 145 students in Year 4 to 6. The results showed:

- \* 76% of students feel accepted and valued by their peers and by others at their school (NSW Govt Norm 81%)
- \* 86% of students feel that they do not get in trouble at school for disruptive or inappropriate behaviour (NSW Govt Norm 83%)
- \* 29% of students felt they had been victims of bullying (NSW Govt Norm 36%)
- \* 77% of students indicated they feel proud of their school
- \* 81% of students set challenging goals for themselves in their schoolwork and aim to do their best (NSW Govt Norm 79%)
- \* 47% of students felt there were enough covered areas to go to when it gets hot or rains

## Teacher Satisfaction

The 2022 People Matter Teacher Survey provided results based on data from 10 teachers. The survey showed:

- \* My job gives me opportunities to use a variety of skills - 100%
- \* My job gives me a feeling of personal accomplishment - 100%
- \* My workgroup works collaboratively to achieve its goals - 100%



- \* People in my workgroup treat each other with respect - 100%
- \* The processes in my organisation are designed to support the best experience for customers - 100%
- \* My organisation meets the needs of the communities, people, and/or businesses of NSW - 100%
- \* I am confident work health and safety issues I raise will be addressed promptly - 100%
- \* In the last 12 months, I have received feedback to help me improve my work - 90%
- \* My manager encourages me to learn from my mistakes - 90%
- \* My manager listens to what I have to say - 90%

# 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.