

# 2022 Annual Report

## Heathcote East Public School



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# Introduction

The Annual Report for 2022 is provided to the community of Heathcote East Public School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the 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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It is an honour and pleasure to serve as Principal of Heathcote East Public School and I am pleased to present the 2022 Annual Report and share some of our highlights and successes.

2022 was the year we were to return to 'near normal' or 'the new normal' after 2 years of COVID. And things certainly did change in 2022, with many events and activities previously not allowed in a COVID environment, returning with the easing of restrictions.

Some things did remain, however. Enhanced cleaning continued throughout the day in addition to our regular cleaning. Hand hygiene continued to be encouraged for all students and staff, as was coughing into elbows and distancing where possible indoors. Air purifiers were placed in all classrooms and windows and doors were open. The distribution of RAT kits occurred each term and when there were concerns of an outbreak. Thank you to our community for once again being patient and understanding with the many changes to restrictions that came our way throughout the year in regards to COVID. Thank you for supporting us by adhering to the many rules and guidelines brought in by the DoE. We are so lucky to be so supported by a wonderful community of parents and extended family members. Our school, on the whole, was relatively unaffected by COVID. At a time when casual teachers were very difficult to find, we were so lucky to be able to call on our regular casual teachers to take classes when needed. There were very few times that classes had to be split, if in fact at all. Due to staff, student and community vigilance in following COVID guidelines, we were able to keep classes going at all times throughout 2022.

PSSA started up again in 2022, but interestingly we had a new foe this year in regards to PSSA and that was rain and La Nina. There were a lot of wash-outs throughout the year, however, our swimming, athletics and cross country carnivals all went ahead this year with families able to attend and cheer their children on.

Swim Scheme returned in Term 4, and although the weather wasn't great, our K-2 students turned up every Thursday, excited to be going swimming. It was wonderful to hear the teachers talk about the children's swimming improvement over the 10 week program.

The 3-day Stage 3 camp to Canberra did go ahead, albeit with a multitude of COVID guidelines. The children had a fabulous time and I cannot thank Mr Raper and Mrs Toohill enough for accompanying our students and giving up time with their own families. It was wonderful to have Mrs Toohill return to HEPS and volunteer to go on Camp. Her knowledge and experience was invaluable.

Creative and Performing arts were finally able to go ahead this year. Our Junior and Senior dance groups performed in the Groove Nation Combined Schools Dance Concert at Hurstville and were just fantastic, best in show in this Principal's humble opinion! We are looking forward next year to the return of the Sutherland Shire Schools Music Festival once again.

Band and Choir started back up again in 2022. It was wonderful to hear the 'Sound of Music' every Wednesday morning and at lunchtimes for Band and Wednesday afternoons for Choir. Thank you to Mrs Campbell and Ms Gibbs for all their

efforts with these two groups. They had opportunities to perform throughout the year at school events, including Grandparents Day, and at Carols at Cooper St Reserve, and did themselves proud on every occasion, singing with gusto and enthusiasm.

Schools Spectacular also returned this year. 12 of our students participated in the combined dance segment "Mary Poppins" dancing to 'Let's go Fly a Kite' and Supercalifragilisticexpialidocious and then in the finale. With over 4000 students, it was certainly a spectacular show and a wonderful showcase of the amazing talent in NSW Public Schools. For a small school, our participation in this event is testament to our talented students and the commitment of their parents. A huge thank you to Miss Gaut for organising our schools spec dancers including their attendance at many, many rehearsals, and for being with them on the performance days and nights at Qudos Bank arena. This was the first time Miss Gaut had ever undertaken a role such as this and she certainly did an outstanding job. Special mention to CJ, who was selected to be interviewed by one of the comperes before the Mary Poppins performance.

Our End of Year Concert returned to its traditional home at Heathcote High School for the first time in two years. It was, as usual, a fantastic show, with performances by each class, the Training and Performing bands, our wonderful choir, some incredible individual performances by Pippa and Abby, and culminating with the much anticipated Year 6 play, which never fails to deliver!

Our comprehensive Kindergarten Transition Program was able to go ahead this year, with our interactive School Tours and Information Night in Terms 1 and 2. In Term 4, our three-day orientation program was held and, this year, Kindergarten were able to meet and spend time getting to know their buddies for next year, which they were very excited about.

Our focus on Literacy and Numeracy growth continued in 2022. Ms Hockin continued taking small groups as part of the COVID intensive program and Mrs Tarranellos continued in her Learning and Support Teacher role. The growth in students who attended these groups was excellent and these programs will continue into 2023.

This year saw the continuation of Minilit and Multilit intervention programs for students in Years 1-4 and the well respected and evidence based Initialit program was introduced in Years 1 and 2 after a very successful implementation in Kindergarten in 2021. All these programs have made a significant difference in student learning and we are thrilled with the results we have seen.

2023 sees the implementation of a new English and Mathematics curriculum for Years K-2 students, with implementation of the new curriculums for Years 3-6 in 2024. Teachers have completed ongoing Professional Learning throughout 2022 to prepare for the implementation of these new curriculums in 2023.

Positive Behaviour for Learning continued to be a focus this year, capably led by Mrs Green and we will continue to build on this program again next year. Mrs Green continues to be the driving force behind PBL at Heathcote East and I thank her for her commitment and passion.

Our student leaders once again had a busy year leading many school events including our ANZAC Day and Remembrance Day Services and Grandparents Day assembly. They also very capably led the whole school assemblies every third Friday. Our House Captains showed their leadership capacity at the Athletics, Cross Country and Swimming Carnivals .

Our SRC, led by Ms Hockin, played an active role this year in organising many fundraising activities including a Day for Daniel fundraiser and another extremely successful Salvation Army Christmas hamper appeal. The message of thinking about others at Christmas comes through very strong with this fundraiser.

And 2022 saw the introduction of the Fathering Project by Mr Raper. It was wonderful to go to the very first Fathering Project event, 'Soccer and Snags' and watch children and their dads playing soccer together. The second Fathering Project event was a bushwalk in the National Park. The feedback from the fathers who attended was extremely positive and they thoroughly enjoyed this positive interaction with their children.

I would like to thank our teaching and support staff for their professionalism and dedication to their roles at Heathcote East. It is this dedication that provides so many opportunities for our students. Our teachers arrive at school very early to prepare for the day; stay late into the evening; come into school on weekends and holidays to prepare classrooms and work for their students. I would like to acknowledge our teachers who bring their enthusiasm and knowledge to the classroom, promoting excellence and supporting our students to improve. I would also like to thank the administrative and support staff who work tirelessly in the background to support the operation of our school.

And that brings me to our fantastic HEPS community. Our P&C is full of hard working, committed parents who have supported the school throughout the year and we cannot look back on 2022 without acknowledging the phenomenal effort of our P&C who organised our Winter Wonderland event. In our wildest dreams, we could not have predicted the numbers of people who kept rolling in through the gates. It was truly amazing and somewhat overwhelming. The night was hugely successful due to the enthusiasm and commitment of the P&C, and was the dreamchild of Deb and her fantastic team of Cate, Casey and Michelle, who were the driving force behind this event. A huge thank you to these

ladies for giving up hours and hours of their own time to ensure the success of this event. Thank you also to all the parents and family members who organised and ran the class stalls. They were very, very popular and a great success. And a huge thanks to Amanda and Dannika for organising the Memorabilia display in the Library for our 60th birthday! To everyone who volunteered, thank you, thank you, thank you. It was quite simply sensational!!!

I feel very proud to be the Principal of this vibrant learning community who support our school and Public Education and make Heathcote East the amazing school that it is.





## School vision

At Heathcote East Public School, our aim is for the whole school community to demonstrate aspirational expectations of learning progress and achievement for all students through effective partnerships with parents. In a respectful, inclusive and high expectation environment, we are committed to the pursuit of excellence and continual improvement by instilling in each student a desire to reach their full potential and accept challenges. The implementation of explicit teaching and exemplary learning programs will provide a strong foundation in literacy and numeracy, underpinned by effective and diverse student wellbeing practices.

## School context

Heathcote East Public School is a strong community school catering for students from Kindergarten to Year 6. The school enjoys a delightful bush setting bordering the Royal National Park in the southern suburbs of Sydney. In a nurturing, respectful learning environment, our students are encouraged to reach their full potential in all aspects of school life. The school motto, 'Care and Share' is upheld by the whole school community and our core values of Co-operate, Achieve, Respect, Encourage and Be Safe (CARES), underpin all that occurs at the school. Our school is supported by an involved parent community and an active Parents and Citizens Association.

Heathcote East Public School offers a wide range of learning opportunities that focus on success for all students. Our school's core priorities are literacy, numeracy, student wellbeing and future focused learning, ensuring a strong foundation on which to build all other learning. Extensive extra-curricular activities in the performing arts, sport and student leadership are also a key focus and positive environmental policies support the natural environment.

Based on the outcome of our Situational Analysis, we have determined that to achieve growth in Literacy and Numeracy, there will be a focus on more streamlined data collection practices and the effective monitoring and analysis of student assessment data to inform evidence based, differentiated teaching and learning programs so all students, including those with additional learning needs and those identified as high potential and gifted, are being provided with quality instruction to meet their level of skill and understanding.

Teacher development will focus on explicit teaching, effective feedback and classroom management. A consistent, school-wide approach to effective and positive classroom management will ensure that all classrooms are well managed so all students can engage in productive learning. High-quality student-teacher relationships will be developed, providing consistent rules and predictable outcomes, so students can take responsibility for their learning. There will be a focus on providing students with explicit, specific and timely feedback about what they need to do to achieve growth as a learner.

The wellbeing and engagement of our students remains a priority. Continued implementation of Positive Behaviour for Learning will focus on the use of consistent language and explicit classroom implementation to ensure optimum conditions for learning and student engagement. To ensure that each student is known, valued and cared for across the school we will engage with the Wellbeing Framework to meet the needs of all students cognitively, physically, socially, emotionally and spiritually.



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

## Strategic Direction 1: Student growth and attainment

### Purpose

In order to maximise the learning outcomes in literacy and numeracy for every student, we will refine and sustain whole school processes for the collection, analysis and use of assessment data to understand the learning needs of individual students which will inform differentiated teaching practices and appropriate curriculum provision.

### 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.

- Initiative 1: Data Skills and Use

### Resources allocated to this strategic direction

**Professional learning:** \$2,800.00  
**Integration funding support:** \$94,737.00  
**Aboriginal background:** \$2,380.00  
**Low level adjustment for disability:** \$44,831.47  
**Per capita:** \$18,936.71  
**Literacy and numeracy:** \$14,752.00  
**QTSS release:** \$23,443.88  
**Socio-economic background:** \$15,250.00  
**English language proficiency:** \$4,614.30

### Summary of progress

In 2022 our continuing focus in Literacy and Numeracy growth was to build on teacher capacity in data collection and analysis to inform teaching and learning programs and high impact professional learning in the delivery of evidence-based Literacy and Numeracy Programs.

InitialLit was implemented in Years 1 and 2 after a very successful introduction of the Foundation program in Kindergarten in 2021. Teachers received professional learning in the implementation of this evidence-based program and the Year 1 and 2 results were very pleasing. In Year 1, 95% of students scored 80% or higher in passage reading with an average of 93%. In Year 2, 80% of students scored 70% or above in the spelling cumulative assessment with an average score of 82%. In comprehension, 75% of students scored 70% or above. Kindergarten results were strong again, with 91% of students achieving over 90% in the end of year cumulative assessment. InitialLit assessment for Kindergarten, Years 1 and 2 was embedded and ongoing throughout the InitialLit program. Results from Progress Monitoring and Cumulative Assessments from InitialLit and the Phonological Awareness and Phonics Diagnostic Assessment results from PLAN 2 were used to identify those students with lower than expected growth in each class, with a differentiated learning program developed for those students. Students needing small group intervention in 2022 utilising the MiniLit program were also identified.

Targeted students (Years 3-6) were identified for inclusion in the Multilit small group program, a Numeracy program for Years 3-6 students and a focused writing program after collaborative analysis of student data (Checkin assessments, NAPLAN results, teacher observations and student work samples). Individual learning plans were established and monitored, learning and support procedures were reviewed with a tiered program of support implemented. The quality of these programs can be evidenced by many identified students showing above expected growth. Students who were not progressing as expected were identified and discussions between classroom teacher and LaST were held to determine next steps for those children, including referrals to the school counsellor.

In Term 4, teachers participated in professional learning on the systematic use and analysis of PLAN 2 data as part of the Curriculum Support Unique Settings program. After analysis of PLAN2 data in Quantifying Number in collaboration with the CSUS team, teachers analysed assessment data to inform baseline focus areas, and students were plotted against the Quantifying Numbers progressions. Teachers identified 2 focus areas for explicit teaching for 5 weeks and developed a series of lessons targeting the area of need. After 5 weeks, student assessment results were analysed and entered into PLAN2, with most students showing pleasing growth. Further professional learning and utilisation of PLAN2 will continue in 2023.

The whole school assessment schedule was refined and implemented in early 2022. Assessment data was used to make judgements on ABCDE gradings for reports and, in Term 4, consistent teacher judgement conversations were held between teachers to ensure consistency when allocating three grades when reporting to parents.

In Term 4, writing pre and post testing was undertaken by Years 1-6 with results recorded on a writing rubric. The pre-test identified the areas of focus required in each class, and explicit teaching of this focus was implemented over 5 weeks, with the second piece of writing analysed and results recorded on the rubric to determine each student's growth in writing. Results???

Teachers reported using Formative Assessment regularly in classrooms in 2022 with 100% of teachers using learning intentions and success criteria for some lessons. This indicates a need to focus on using learning intentions and success criteria in all lessons and link feedback. Teachers reported using a variety of formative assessment strategies to make student assessment a part of everyday practice and respond at the point of need for each student. Student learning goals were developed for every child in the school and updated throughout the year.

#### Next year in this initiative/ strategic direction we will:

Regularly collect, analyse and record student assessment data. More streamlined storage of data will need to be determined so it is easily accessible for teachers and executive staff to aid whole school analysis.

Implement pre and post tests in writing each term.

Continue to focus on consistency of teacher judgement.

Provide further Professional Learning on the systematic analysis and use of Literacy and Numeracy Progressions and PLAN 2 to personalise learning and differentiate teaching for all students, as well as track progress and growth.

Continue to follow and refine the K-6 assessment schedule in response to new programs and changes in curriculum/ assessment practices.

Continue the small group intervention program using MiniLit and MaqLit.

Further support teachers to embed individual student learning goals in their teaching programs and share students' individual learning goals with parents via SeeSaw.

Improvement in the effective use of Personal Learning Goals.

#### Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
<p>System target</p> <p>To increase the percentage of students achieving in the top two bands of NAPLAN numeracy from 2019 to our lower bound target. Uplift = 2.5%</p>	<p>43% of students achieved in the top two bands in NAPLAN numeracy indicating achievement of our lower bound target.</p>
<p>System target</p> <p>To increase the percentage of students achieving in the top two bands of NAPLAN reading from 2019 to our <b>upper bound</b>. Uplift = 4%</p>	<p>63% of students achieved in the top two bands in NAPLAN reading indicating achievement of our upper bound target.</p>
<p>Assessments are developed/ sourced and used regularly across stages/ year levels/ subject areas or the whole school to help promote consistent and comparable judgement of student learning, monitor student learning progress, and identify skill gaps for improvement and areas for extension DUS-DA-s and G</p>	<p>Self assessment against the School Excellence Framework shows the theme of Data Use in Teaching to be sustaining and growing.</p>

Increase the percentage of Targeted (Equity, ATSI, COVID, additional needs, EAL/D) students meeting or exceeding their individual learning goals/stage benchmarks so that equity gaps are closing from baseline 2021.	85% of targeted students in small intensive groups met or exceeded their individual learning goals as assessed through ongoing MiniLit and MaqLit assessments.
Increase the number of students who achieve or exceed expected growth in Literacy and Numeracy using the Literacy and Numeracy Progressions, PLAN 2 and syllabus indicators.	84% of students achieved or exceeded expected growth in Literacy and 82% of students achieved or exceeded expected growth in Numeracy.
To increase the percentage of students achieving expected growth in NAPLAN numeracy from 2019 towards our lower bound system-negotiated target. Uplift = 18%	Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.
To increase the percentage of students achieving expected growth in NAPLAN reading from 2019. Uplift = 2%	Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.





## Strategic Direction 2: Effective Teacher Practice

### Purpose

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

### 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.

- Initiative 1: Effective Teacher Practice

### Resources allocated to this strategic direction

**Professional learning:** \$8,018.00

**Per capita:** \$11,638.00

### Summary of progress

In Term 1, Year 1 and 2 teachers completed Initialit training and implemented the evidence-based Initialit program in their classrooms to provide strong foundations in reading and writing. The implementation of Initialit in Years 1 and 2 required a substantial change in teacher practice. Teachers took some time to learn how to implement the program successfully, however, as the term progressed, teachers became more comfortable and confident. The embedded assessment has been used to drive teaching focuses and those students not making expected progress have been identified and differentiated programs and individual learning plans developed and implemented to meet their learning needs.

The Learning and Support teacher participated in training in MaqLit, an explicit and systematic reading intervention program for small groups of older low-progress readers. The program provides teachers with a comprehensive sequence of lessons that includes phonemic awareness, phonics, fluency, vocabulary and comprehension. Over the year, most students have shown significant growth as evidenced through ongoing assessment.

Classroom Management Fundamentals eLearning Modules 2 and 3 were planned to be completed in Terms 2 and 3, but this did not occur due to a focus on professional learning for the new English and Mathematics syllabuses. This will be completed in 2023. There has been a more consistent use of the Behaviour Management Flowchart by teachers, but more consistency by all teachers is required. Reflection on teacher practice identified the volume of student voices in classrooms, task avoidance and transitions around the school as areas of focus for classroom management.

Fast and frequent Gotchas are being used more regularly by teachers to encourage positive behaviour in the playground, with the introduction of an end of term reward a further motivation for students. A narrow focus in Terms 3 and 4 on moving quietly through the school, showing kindness to others and displaying good manners has resulted in improved behaviour by most students.

K-2 teachers participated in Fluency on Teams Blended Learning with 100% of teachers indicating that the PL gave them a greater understanding of how to improve students' fluency when reading. Teachers were given time on SDD in Term 2 to explore Fluency resources on the Universal Resources Hub which they used as part of their guided reading programs. Changes in teacher practice include the provision of familiar texts for students to allow them to practise repeated reading to improve their fluency. Years 3-6 teachers completed Focus on Understanding PL, with new comprehension resources being purchased to supplement the PL.

Professional learning on the new K-2 English and Mathematics curriculums was completed by all teachers in preparation for implementation in 2023. This format allowed for professional dialogue and reflection on teaching practice in preparation for new curriculum implementation in 2023. Teachers accessed resources available at the end of each microlearning including links to the Universal Hub and DoE assessment resources. After familiarisation with the new curriculums, teacher feedback indicated that they felt more confident of implementing the new curriculum in 2023.

### Next year, in this strategic direction, we will:

Complete Classroom Management Fundamentals eLearning to refine essential good classroom practice.

Continue using the Initialit whole class program with Kindergarten, Years 1 and 2 to provide all children with the essential core knowledge and strong foundations to become successful readers and writers and to reduce the number of children requiring support in higher grades.

Continue the MaqLit intervention groups for targeted students.

Embed formative assessment, student learning goals and effective feedback into classroom teacher practice.

Complete High Potential and Gifted Education professional learning.

Focus on professional learning in numeracy.

### 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
Teachers model and share a flexible repertoire of strategies for classroom management and promotion of student engagement and responsibility for learning.	Self assessment against the School Excellence Framework shows the theme of Classroom Management to be sustaining and growing.
Teachers collaborate across stages/ teams to share curriculum knowledge, data, feedback and other information about student progress and achievement, to inform the development of evidence-based programs and lessons, which meet the needs of all students. ECP- LP-S&G	Self assessment against the School Excellence Framework shows the theme of Lesson Planning to be sustaining and growing.
Teachers' Professional Development Plans are supported by a coordinated whole school approach to developing professional practice, informed by research. Whole school analysis of the teaching staff identifies strengths and gaps, with planning in place to build capabilities and source teachers with particular expertise to improve student learning outcomes.	Self assessment against the School Excellence Framework shows the theme of Improvement of Practice to be sustaining and growing.
Teachers provide explicit, specific and timely formative feedback related to defined success criteria. Teachers' feedback supports improved student learning.	Self assessment against the School Excellence Framework shows the theme of Feedback to be sustaining and growing.



### Purpose

To create positive teaching and learning environments through a planned approach to whole school wellbeing processes that enables students to be healthy, happy, engaged and successful while promoting positive and respectful relationships across the community.

### 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.

- Initiative 1: Wellbeing and Engagement

### Resources allocated to this strategic direction

### Summary of progress

By In Term 3, our Year 6 students led small groups of students for Peer Support, developing their leadership skills. This year we chose the 'Living Positively - Optimism' module following on from a couple of years of COVID 19.. Students looked forward to these learning experiences led by Year 6, enjoying the sessions and activities and forming valuable connections with students from other classes.

In 2022 every student in the school nominated two staff members as Mentor Teachers who they identified as someone they could go to for support when needed. Staff were asked to remind students throughout the year about this program, as there was minimal uptake from students. To excel in this initiative in 2023, all students must be given regular opportunities to meet with an identified staff member who can provide advice, support and assistance to help students fulfil their potential.

Positive Behaviour for Learning continued to be implemented in 2022, with a greater focus on the use of 'fast and frequent' rewards in classrooms and the playground to acknowledge positive behaviour. To further promote positive behaviour in students and to motivate teachers to more regularly hand out 'Gotchas', a school-wide reward at the end of each term was introduced if the 'Gotchas' jar was full by the end of term.

The school Behaviour Management Flowchart, Discipline Policy and Pink Slip referral procedures were reviewed and collaboratively updated at the beginning of the year, with a focus on the consistent use of the behaviour management flowchart, particularly for repeated low level behaviours in the classroom. The escalation path was explicitly explained to all students, focused on creating an effective environment for learning and the development of positive, respectful relationships among students and staff to ensure optimum conditions for student learning. This focus resulted in a slight increase in the number of negative behaviours recorded due to the introduction of a more consistent, streamlined recording procedure in 2022. There was also a focus on proactive communication with parents in a timely manner leading to increase parent support around behaviour expectations for students. In Term 3, responding to an identified need, the focus of PBL changed to a focus on manners and respectful behaviour towards staff and other students.

Attendance procedures were updated and discussed with all staff at the beginning of the year so all teachers were aware of their responsibilities in response to unexplained student absences. EBS4 Attendance was monitored fortnightly by the Principal. Parents of those students whose attendance was of concern were contacted to discuss reasons for absences and ways of improving their child's attendance, with some improvement evident. After yearly increases in the number of students attending school 90% of the time or more from 2019-2021, the number of students attending school 90% of the time or more has decreased in 2022. This is due to a significant number of absences due to COVID 19. Whilst there was a decrease in this rate, our results were the same as NSW. Our overall attendance rate remained high in 2022 at 90%.

### Next year, in this strategic direction, we will:

Continue with the Peer Support program, implementing the 'Keeping Friends - Relationships' module to support the social skills of students across the school and assist in creating meaningful relationships between students.

Improve upon the Mentor Teacher program with a greater emphasis on promotion of the program to students so it is better utilised. Students will be given regular opportunities to meet with an identified staff member who can provide advice, support and assistance as needed.

Continue the implementation of Positive Behaviour for Learning, responding to needs as they arise.



Investigate the research and engage with processes that will build a greater sense of belonging: CESE Supporting Students' Sense of Belonging and Professional Learning around the Wellbeing Framework. Additionally, explore the implementation of a wellbeing program to promote an improved sense of belonging for students.

### 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 the percentage of students with a positive sense of wellbeing from 2020 to our lower bound target. Uplift = 9%	2022 TTFM data indicated the percentage of students with a positive sense of wellbeing (advocacy at school, sense of belonging, and expectations of success) decreased from 2021.
Increase the percentage of students attending school 90% of the time or more from 2019 to our lower bound target. Uplift = 10%	The number of students attending school 90% of the time or more has decreased from 2021.
10% uplift in 'Tell Them From Me' Wellbeing Data for Sense of Belonging.	2022 TTFM data indicated the percentage of students with a positive sense of belonging decreased in 2022.
Increase from the baseline of students who can articulate the school's CARES expectations.	100 percent of students are able to articulate some of the school's CARES expectations as shown in student fortnightly feedback pages.
Decrease in the number of negative recorded behaviours determined by a 2 year baseline of incident records as at year end 2021.	EBS4 Wellbeing data indicates a slight increase in the number of negative recorded behaviours.



Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$94,737.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Heathcote East 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>• Initiative 1: Data Skills and Use</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>• staffing release for targeted professional learning around behaviour</li> <li>• staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs)</li> <li>• staffing release to build teacher capacity around behaviour intervention/ curriculum adjustments</li> <li>• employment of staff to provide additional support for students who have high-level learning needs</li> <li>• implementation of targeted programs to differentiate teaching and learning programs</li> <li>• intensive learning and behaviour support for funded students</li> <li>• release for classroom teachers to liaise with carers and stakeholders to develop and conduct regular reviews of students' personalised learning and support plans (PLSP)</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b></p> <ul style="list-style-type: none"> <li>• Personalised Learning and Support Plans (PLSPs) written and reviewed throughout the year with parent consultation in order to maximise student learning outcomes and in response to student learning needs and progress ensuring eligible students receive personalised learning and support within their own classrooms</li> <li>• SLSO support for individual and extensive classroom support with learning and/or behaviour and playground support enhanced opportunities for all students to engage with learning and develop relationships with peers</li> <li>• all eligible students demonstrating progress towards their personalised learning goals.</li> </ul> <p><b>After evaluation, the next steps to support our students will be:</b> After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> <li>• continuation of program of student support through the provision of SLSOs for student support</li> <li>• the adjustment of the use of integration funding throughout the year in response to student PLSP reviews to ensure funding is used to specifically address each student's support needs.</li> </ul>
<p>Socio-economic background</p> <p>\$15,250.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Heathcote East 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>• Initiative 1: Data Skills and Use</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 intensive small MiniLit and MaqLit group tuition to support students with additional literacy and numeracy learning needs.</li> <li>• professional development of staff through the MiniLit and MaqLit program to support student learning</li> <li>• strengthen the use of personalised learning and support plans</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b></p>

<p>Socio-economic background</p> <p>\$15,250.00</p>	<p>Targeted students have shown significant growth in literacy and numeracy, allowing them to experience success in their learning. There has also been a marked improvement in their confidence and self-esteem.</p> <p><b>After evaluation, the next steps to support our students will be:</b> To continue the program in 2023.</p>
<p>Aboriginal background</p> <p>\$2,380.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Heathcote East 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 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>• Initiative 1: Data Skills and Use</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>• staffing release to support development and implementation of Personalised Learning Plans</li> <li>• employment of additional staff to support literacy and numeracy programs</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> The development of personalised learning plans for Aboriginal students to maximise their learning in literacy and numeracy. The provision of opportunities for Aboriginal students to engage with their heritage and promote Aboriginal culture in the school.</p> <p><b>After evaluation, the next steps to support our students will be:</b> * to continue to provide personalised learning and support for Aboriginal students as needed. *to engage a local Aboriginal artist to collaboratively design a school specific mural * improved understanding of Aboriginal culture and the development of an area of the school to promote Aboriginal culture.</p>
<p>English language proficiency</p> <p>\$4,614.30</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Heathcote East 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>• Initiative 1: Data Skills and Use</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>• additional staffing to implement co-teaching programs to provide intensive support for all students from EAL/D backgrounds</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Implementation of intensive small group instruction for targeted students, including EAL/D students. EAL/D students have shown significant growth in literacy and numeracy, allowing them to experience success in their learning. There has also been a marked improvement in their confidence and self-esteem.</p> <p><b>After evaluation, the next steps to support our students will be:</b> To continue including EAL/D students in small group instruction in 2023.</p>
<p>Low level adjustment for disability</p>	<p>Low level adjustment for disability equity loading provides support for students at Heathcote East Public School in mainstream classes who have</p>

<p>\$44,831.47</p>	<p>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>• Initiative 1: Data Skills and Use</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>• providing support for targeted students within the classroom through the employment of School Learning and Support Officers</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> School Learning Support Officers were employed to support students with additional needs who do not receive targeted funding to ensure students are accessing the curriculum and showing individual growth along the Literacy and Numeracy learning progressions. Individual Learning Plans or specific learning adjustments were followed for identified students resulting in significant growth in literacy and numeracy, allowing them to experience success in their learning. There has also been a marked improvement in their confidence and self-esteem.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Identified students will continue to receive individual and group support from School Learning Support Officers in literacy and numeracy in 2023.</p>
<p>Professional learning</p> <p>\$10,818.00</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 East 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>• Initiative 1: Data Skills and Use</li> <li>• Initiative 1: Effective Teacher Practice</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>• Teacher release for the collection and analysis of PLAN2 assessment data in Quantifying numbers as part of the Curriculum Support Unique Settings program.</li> <li>• Teacher participation in InitialLit and MaqLit professional learning.</li> <li>• Teacher release for professional learning in Fluency and Focus on understanding Texts.</li> <li>• Teacher release for collection and analysis of assessment data to ensure consistency of teacher judgement.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> K-2 teachers developed a greater understanding of what Fluency when reading looks like and sounds like and how to support students with fluency when reading. Teachers utilised the Fluency Assessment Tool with students in their class whose fluency needed improvement to identify the support required. Teachers accessed fluency resources on the Universal Resources Hub. Years 3-6 teachers participated in Focus on Understanding professional learning and purchased comprehension resources as a result of this professional learning. K-2 teachers successfully implemented InitialLit in their classrooms, which required a substantial change in teacher practice. As the year progressed, teachers became more comfortable and confident in their delivery of the program. Consistency of teacher judgement was a focus in 2022, with teachers working collaboratively as they discussed student results to ensure consistent teacher judgements.</p> <p><b>After evaluation, the next steps to support our students will be:</b> The InitialLit classroom program will continue in 2023 in Years K, 1 and 2</p>

Professional learning \$10,818.00	Consistent Teacher Judgement will remain a focus in 2023. Years 3-6 teachers will undertake professional learning in the new Years 3-6 English and Mathematics syllabuses in 2023.
Literacy and numeracy \$14,752.00	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Heathcote East 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>• Initiative 1: Data Skills and Use</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 additional staff to support intensive small MiniLit and MaqLit group tuition to support students with additional literacy and numeracy learning needs.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b>  The employment of a Learning and Support Teacher (LaST) for an additional day has enabled the implementation of the intensive small group tuition program for students with additional and literacy learning needs for an additional day, fostering a culture of high expectation for all student' s learning. Targeted students have shown significant growth in literacy and numeracy, allowing them to experience success in their learning. There has also been a marked improvement in their confidence and self-esteem.</p> <p><b>After evaluation, the next steps to support our students will be:</b>  The small group tuition program will continue in 2023. Students who have been in the program in 2022 will be assessed in 2023 to ascertain if they need to continue in the program, whilst teachers will identify new students to be included in the program.  In 2023, there will be a focus on Numeracy.</p>
QTSS release \$23,443.88	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Heathcote East 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>• Initiative 1: Data Skills and Use</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 additional staff to support intensive small MiniLit and MaqLit group tuition to support students with additional literacy and numeracy learning needs.</li> <li>• additional teaching staff to implement quality teaching initiatives</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b>  The employment of a Learning and Support Teacher (LaST) for an additional day has enabled the implementation of the intensive small group tuition program for students with additional literacy and numeracy learning needs for an additional day, fostering a culture of high expectation for all student' s learning. Targeted students have shown significant growth in literacy and numeracy, allowing them to experience success in their learning. There has also been a marked improvement in their confidence and self-esteem</p> <p><b>After evaluation, the next steps to support our students will be:</b>  The small group tuition program will continue in 2023. Students who have been in the program in 2022 will be assessed in 2023 to ascertain if they need to continue in the program, whilst teachers will identify new students to be included in the program.  In 2023, there will be a focus on Numeracy.</p>



<p>COVID ILSP</p> <p>\$38,546.00</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>• releasing staff to analyse school and student data to identify students for small group tuition groups/monitor progress of student groups</li> <li>• providing targeted, explicit instruction for student groups in literacy/numeracy</li> <li>• development of resources and planning of small group tuition</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> 100% of students in the COVID ILSP small group tuition program improved in reading and comprehension and all students' reading levels increased significantly. The WARL ( Wheldall Assessment of Reading Lists) was implemented at the beginning and end of the year and results show that 100% of students increased their word count per minute with the most significant increase being 5100%.</p> <p>All students in the program achieved significant progress in reading, reflecting the student's automaticity in decoding, and reading effectively with understanding.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Continue implementation of literacy small group tuition for those students who still need to continue the MiniLit program using assessment data to identify specific student need. Provide in-class support for identified students to continue to meet their learning needs. Assess students that are exiting MiniLit intervention to ascertain if any further intervention is needed.</p>
<p>Per capita</p> <p>\$30,574.71</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students at Heathcote East 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>• Initiative 1: Data Skills and Use</li> <li>• Initiative 1: Effective Teacher Practice</li> </ul> <p><b>Overview of activities partially or fully funded with this operational funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of additional staff to support intensive small MiniLit and MaqLit group tuition to support students with additional literacy and numeracy learning needs.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> The employment of a Learning and Support Teacher (LaST) for an additional day has enabled the implementation of the intensive small group tuition program for students with additional literacy and numeracy learning needs for an additional day, fostering a culture of high expectation for all student' s learning. Targeted students have shown significant growth in literacy and numeracy, allowing them to experience success in their learning. There has also been a marked improvement in their confidence and self-esteem</p> <p><b>After evaluation, the next steps to support our students will be:</b> The small group tuition program will continue in 2023. Students who have been in the program in 2022 will be assessed in 2023 to ascertain if they need to continue in the program, whilst teachers will identify new students to</p>

Per capita  
\$30,574.71

be included in the program.  
In 2023, there will be a focus on Numeracy.



## Student information

### Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	75	73	67	57
Girls	57	48	54	48

### Student attendance profile

School				
Year	2019	2020	2021	2022
K	96.0	96.1	96.1	88.5
1	94.9	94.4	95.9	89.5
2	93.9	94.3	96.1	92.1
3	94.8	94.4	94.0	90.0
4	94.3	95.8	95.5	89.4
5	92.7	97.0	95.8	93.0
6	89.9	92.7	94.6	92.2
All Years	93.8	94.9	95.4	90.6
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)	1
Classroom Teacher(s)	4.61
Learning and Support Teacher(s)	0.3
Teacher Librarian	0.2
School Administration and Support Staff	1.76

\*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 <b>Actual</b> (\$)
<b>Opening Balance</b>	44,929
<b>Revenue</b>	1,534,617
Appropriation	1,464,309
Sale of Goods and Services	11,017
Grants and contributions	58,583
Investment income	709
<b>Expenses</b>	-1,467,534
Employee related	-1,300,474
Operating expenses	-167,060
<b>Surplus / deficit for the year</b>	67,083
<b>Closing Balance</b>	112,012

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.



## Financial summary - Equity loadings

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

	2022 <b>SBAR Adjustments (\$)</b>
<b>Targeted Total</b>	94,737
<b>Equity Total</b>	67,076
Equity - Aboriginal	2,380
Equity - Socio-economic	15,250
Equity - Language	4,614
Equity - Disability	44,832
<b>Base Total</b>	1,115,265
Base - Per Capita	30,574
Base - Location	0
Base - Other	1,084,690
<b>Other Total</b>	60,666
<b>Grand Total</b>	1,337,744

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.

### LITERACY

#### 2022 NAPLAN Literacy Analysis - Year 3

In Year 3 NAPLAN Reading in 2022, 6.7% of students at Heathcote East PS received a band 3, compared to 12.9% of students in the state; 20% received a band 4, compared to 19.7% in the state; 40% received a band 5, compared to 19.9% of students in the state; 13.3% of students received a band 6, compared to 16.2% in the state; 6.7% received a band 7, compared to 10.3% in the state and 6.7% received a band 8, compared to 1.8% in the state.

In Year 3 NAPLAN Writing in 2022, 7.1% of students at Heathcote East PS received a band 3, compared to 11.7% of students in the state; 42.9% received a band 4, compared to 24.6% in the state; 28.6% received a band 5, compared to 33.1% of students in the state; 14.3% of students received a band 6, compared to 17.7% in the state and 7.1% received a band 7, compared to 3.5% in the state.

In Year 3 NAPLAN Spelling in 2022, 13.3% of students received a band 2, compared to 7.9% of students in the state; 6.7% of students received a band 3, compared to 13.5% of students in the state, 46.7% received a band 4, compared to 19.4% in the state; 20% received a band 5, compared to 22.1% of students in the state; 6.7% of students received a band 6, compared to 16.7% in the state and 6.7% received a band 7, compared to 8.8% in the state.

In Year 3 NAPLAN Grammar in 2022, 13.3% of students received a band 2, compared to 8.4% of students in the state; 13.3% of students received a band 3, compared to 14.4% of students in the state; 13.3% received a band 4, compared to 19.8% in the state; 20% received a band 5, compared to 19.1% of students in the state; 13.3% of students received a band 6, compared to 15.3% in the state; 6.7% received a band 7, compared to 9.4% in the state; 13.3% received a band 8, compared to 4.5% of the state and 6.7% received a band 9, compared to 2.3% of the state.

#### 2022 NAPLAN Literacy Analysis - Year 5

In Year 5 NAPLAN Reading in 2022, 15.4% of students received a band 5, compared to 18.9% of students in the state; 30.8% of students received a band 6, compared to 26.7% in the state; 23.1% received a band 7, compared to 24.6% in the state; 15.4% received a band 8, compared to 11.5% in the state and 15.4% received a band 9, compared to 3.2% in the state.

In Year 5 NAPLAN Writing in 2022, 23.1% of students received a band 5, compared to 26.4% of students in the state; 46.2% of students received a band 6, compared to 29.4% in the state; 23.1% received a band 7, compared to 16.7% in the state and 7.7% received a band 8, compared to 7.9% in the state.

In Year 5 NAPLAN Spelling in 2022, 7.7% of students received a band 4, compared to 9.3% of students in the state; 7.7% of students received a band 5, compared to 18.3% of students in the state; 38.5% of students received a band 6, compared to 26.2% in the state; 15.4% received a band 7, compared to 23.4% in the state; 23.1% received a band 8, compared to 13.1% in the state and 7.7% of students received a band 9, compared to 3.2% of students in the state.

In Year 5 NAPLAN Grammar in 2022, 30.8% of students received a band 5, compared to 24.4% of students in the state; 23.1% of students received a band 6, compared to 25.4% in the state, 23.1% received a band 7, compared to 18.3% in the state; 7.7% received a band 8, compared to 9.4% in the state and 15.4% of students received a band 9, compared to 3.4% of students in the state.

### NUMERACY

#### 2022 NAPLAN Numeracy Analysis - Year 3

In Year 3 NAPLAN Numeracy in 2022, 13.3% of students received a band 2, compared to 12.6% of students in the state; 13.3% of students received a band 3, compared to 21.1% of students in the state; 26.7% received a band 4, compared to 25.3% in the state; 33.3% received a band 5, compared to 18.7% of students in the state; 6.7% of students received a band 6, compared to 10.7% in the state and 6.7% received a band 7, compared to 5.1% in the state.

#### 2022 NAPLAN Numeracy Analysis - Year 5

In Year 5 NAPLAN Numeracy in 2022, 25% of students received a band 5, compared to 27.2% of students in the state; 33.3% of students received a band 6, compared to 25.9% in the state; 25% received a band 7, compared to 16.9% in the state; 8.3% received a band 8, compared to 9.2% in the state and 8.3% of students received a band 9, compared to 3.1% of students in the state.





### Tell Them From Me Survey Analysis 2022

Students in Years 4 - 6 at Heathcote East Public School participated in the Tell Them From Me (TTFM) survey in Terms 2 and 4 in 2022 to help provide the school with valuable feedback. Each year data is collected providing an insight into student engagement, wellbeing and learning, teacher satisfaction and parental perception and involvement in the school. Parents and teachers completed the survey in Term 4. An overview of responses is presented below.

In social-emotional outcomes, 92% of students had a high rate of participation in sports with an instructor at school, compared to the norm of 83% of NSW Government schools. 54% of students had a high rate of participation in art, drama or music groups, compared to 55% of the NSW Government norm. 90% of students felt that they did not get in trouble at school for inappropriate behaviour, compared to the NSW Government norm of 83%.

In regard to drivers of student outcomes, 18% of students at Heathcote East felt they were subjected to moderate or severe physical, social, cyber or verbal bullying, compared to the NSW Government norm of 36% of students. 55% of students either strongly agreed or agreed that they expected to go to university after they finished high school. 79% of students stated that they were always treated with fairness and respect in relation to their cultural background while 87% of students know where to go for help if bullied. 79% of students believed they have someone at school who consistently provides encouragement and can be turned to for advice (Advocacy at school) compared to the NSW Government norm of 77%. 82% of students believed that important concepts are taught well, class time is used efficiently and homework and evaluations support class objectives.

25 parents took the TTFM survey at the end of 2022. Regarding communication, on an average between 1 and 10, 8.7 parents felt welcome when they visited the school, 8.4 parents were well informed about school activities, while 8.5 parents said they can easily speak with their child's teacher.

In regard to parents being informed, and on an average between 1 and 10, 7.1 parents said their child's report was written in terms they could understand and 7.2 parents said that if there were concerns about their child's behaviour at school, they felt the teachers would inform them immediately.

For parent participation at school, 79% of parents said they had spoken to their child's teacher two, three or more times throughout the year, while the same percentage said they had attended meetings or functions two, three or more times throughout the year.

7 teachers took part in the TTFM teacher survey at the end of 2022. Regarding leadership, and on an average score between 1 and 10, 7.5 teachers said that leaders had helped them establish student learning goals, and 9.3 work with school leaders to create a safe and orderly school environment. 8.6 teachers feel that school leaders have helped them through stressful times.

Regarding inclusive schools, teachers gave an average score of 9.3 out of 10 when asked if they strive to understand the learning needs of students with special learning needs, and 9.6 teachers make an effort to include students with special learning needs in class activities.





# 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.

## Other School Programs (optional)

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### School Sport

#### Early Stage 1 and Stage 1

Students in Early Stage 1 and Stage 1 participated in school sport on a Friday morning, focusing on the Fundamental Movement Skills of throwing, catching, kicking, striking, jumping, hopping and dodging in organised tabloid-style rotations and followed up with a minor game to consolidate the skill. They participated in daily fitness activities, such as fun run/walk. Students also participated in an athletics program run by Athletics Australia and cricket program run by Cricket Australia. Funding for these programs was through Sporting Schools.

Kindergarten -Year 2 participated in the school athletics carnival and, in preparation for the carnival, school sport leading up to this was centered around skills such as long jump, running, throwing bean bags for shot puts. During the athletics carnival, K-2 participated in rotating activities focusing on fundamental movement skills.

Kindergarten, Year 1 and Year 2 students also participated in Bounce Sports Gymnastics in Term 2 .

## **Stages 2 and 3**

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

In Term 1, students participated in Bounce Sports Gymnastics.

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

### **Swimming Carnival**

The HEPS annual swimming carnival was held again at Helensburgh Pool. The grounds and the pool size help to make the carnival a huge success for our small school. Students who aren't competitive swimmers can take advantage of playing in the grounds, as well as participating in the novelty events in the shallower parts of the pool. Our competitive swimmers raced in a variety of races and strokes across the whole day ending up with the annual house relay race. Students across the school have come to view participating in this event as a real honour. It has helped build the school spirit and loud cheers really spurred the competitors on during the race. Students who came first and second in their races were selected to represent Heathcote East PS at the Engadine Zone PSSA Swimming Carnival in March at Engadine Pool.

### **Cross Country Carnival**

Our Cross Country Carnival was washed out from the original planned day in Term 1. Due to the constant wet weather, the decision was made to run the race early in Term 2 inside the school grounds. Students adapted to the new course well as did the spectators who had more chance to actually watch the race. Senior students who sat outside their classrooms on the verandah, created a great atmosphere, as though the event had stadium seating. This will play a big role in changing the way the carnival is held and run each year as it not only enhanced school spirit but it also cut down on the need for crowd control as spectators were more engaged with the race and the runners. Kindergarten students ran 500m through to the senior students enduring the 3000m course. Students who placed in the top 4 of each age category competed at the Engadine PSSA Zone Carnival held in May at Heathcote Oval.

### **Athletics Carnival**

The school's annual Athletics Carnival was held in late June at Sylvania Athletics Track. Students participated in a variety of short sprint races through to middle distance races. The field events rotations kept all busy with some surprise showdowns in a close event of the 11 year old boys high jump. Students in Kindergarten and Year 1 had their own modified version of field events with sack races, foam javelins, soft discus and shot put. Many smiles and laughs were had as they experimented with the equipment and competed in the centre of the oval. School spirit was evident in the cheering of the hotly contested relay race to end the carnival. Waratah were the winning house this year. Students in Wattle won the annual house cheer judged by our Sports Coaching students supplied by Heathcote High School to help on the day. Competitors who ranked first and second in their age categories represented the school at the Engadine Zone PSSA Carnival in Term 3.

### **Engadine Zone Representatives**

Zone participants for Swimming, Cross Country and Athletics were selected based on their placing at the school carnivals. A variety of team sports also attracted students to trial for zone teams in Soccer, Netball, Rugby League and Touch Football. This year we had one student who progressed through to the Sydney East Regional Swimming Carnival in freestyle.

### **Premier's Sporting Challenge**

2022 saw all Heathcote East Public School students from K-6 participate in the Premier's Sporting Challenge. Throughout Term 3, students recorded their physical activity into a logbook each week, in an effort to monitor and increase their physical fitness. Opportunities to be physically active included playground games, organised sport, including PSSA, fun run and circuit training within school, incidental activities such as walking to school and any sport or activities they participated in out of school. These results were registered online and students received an achievement award based on the average amount of time spent on physical activity and sport.

### **Swimming Scheme**

Students K-2 attended 8 sessions of Swim Scheme in Term 4. This intensive program caters for students learning to swim for the first time to students who worked on their technique and ability to swim up to 25m. This program is

important for the safety and swimming ability of our students due to the closeness of beaches and the number of backyard swimming pools in the Heathcote East community.

## **Dance**

The Junior and Senior Dance groups practised enthusiastically at school with a qualified dance teacher from 'Groove Nation', who also choreographed their dances. The Sutherland Shire Schools' Music Festival was regrettably cancelled due to renovations of Sutherland Entertainment Centre. Instead, the Dance groups performed at the Combined Schools Concert at Hurstville Marana Auditorium. Both Junior and Senior Dance groups also performed at a whole school assembly showcasing their dances to the community. At the end of the year they also performed at the HEPS Christmas Concert at Heathcote High School.

## **Schools Spectacular**

Schools Spectacular is an initiative of The Arts Department of NSW Department of Education, which showcases artists and performers from K-12. The theme of the concert for 2022 was 'Creating the Magic'. Twelve talented and enthusiastic students comprising from Years 4 to 6 participated in the 'Mary Poppins' segment, dancing to the song, 'Let's Go Fly a Kite'. The days and nights were very long but our students were fantastic representatives of our school and showed great resilience and dancing skills. The 'Speckies' dance troupe were also able to perform their dances at the End of Year school Concert.

## **Band**

After a year where many activities were cancelled due to COVID, the Performing and Training Bands were lucky enough to have some playing time together in 2022. We had 9 training band members and 8 Performing band members.

The Band Program was coordinated by Mrs Meredith Campbell who utilised the expertise of experienced externally sourced tutors to ensure that students are accessing a high quality musical program. All students had weekly tutorials in small groups with experienced tutors and attended a weekly Band session.

Both the training band and performing band performed at the whole school assembly at the end of Term 3, showcasing their talent, and again at the HEPS Christmas Concert at Heathcote High School.

The Performing Band students were, sadly, unable to attend Band Camp at Stanwell Tops Conference Centre, as it was held the same time as Stage 3 camp. The Training Band had the wonderful opportunity to attend BandTastic at Engadine West Public School for an intensive day camp. BandTastic was a special event for our Training Band, and was an exciting opportunity for them to join with other schools to learn and play new music as part of a mass band to perform at the end of the day in front of their parents, and of course, have fun and make new friends.

A Year 5 band member successfully auditioned for the Sydney Southeast Symphonic Winds playing the flute. After many rehearsals, she performed with other students selected at the Sydney Opera House and at the Conservatorium of Music as part of an ensemble. This was an outstanding achievement for this Year 5 student, who was one of the youngest members selected.

## **Book Week**

This year's Book Week theme was 'Dreaming With Your Eyes Open.' It was a year that saw a return to the whole school Book Character Parade in early Term 4 to coincide with Grand friends Day. Students were able to parade for each other as well as an audience of family members and it was a huge success. After the parade, visitors were treated to a special grandparent's concert which covered songs students had previously learned for Education Week which was postponed due to a number of classes with students in isolation. The annual Book Fair usually associated with our Book Week Celebrations was held in the library as well as online. The purchases at the Book Fair gave the school library a commission of \$750 to purchase books and resources.

## **Premier's Reading Challenge**

100% of students in the school attempted and completed the 2022 Premier's Reading Challenge. Students in Early Stage 1 and Stage 1 participated during library lessons and recorded their successes moving up a numbered tree on display. Students were encouraged to choose K-2 challenge books during their library browsing time to promote the PRC for future years and develop good reading habits. Stages 2 and 3 were encouraged to read widely over the challenge time and were taught how to self log books on the PRC record site independently. 19 Gold Certificates were awarded at Presentation Day to students for four consecutive years of completing the NSW Premiers Reading Challenge, whilst a further 11 Platinum certificates were awarded to those who had completed the challenge for 7 consecutive years. All children who completed the challenge received a "Certificate of Participation".

## **Kindergarten Transition**

Heathcote East's comprehensive Kindergarten Transition to School program returned to its usual format in 2022. The program began with a 'School Tour' led by our school captains, where prospective parents and their children were invited to visit our school and discover the exciting learning programs and extra-curricula activities that Heathcote East offers with children collecting tokens and stickers for their 'Heathcote East Explorer's Passport' at each stop around the school. A Kindergarten Information/Readiness for School Evening was held early in Term 2. These events were well attended and feedback from parents was very positive with parents communicating that they were grateful for the opportunity of meeting with both the kindergarten teacher and Principal.

We also continued to utilise weekly online transition sessions created during COVID the year before which were uploaded to Seesaw for new Kindergarten students to access to support their smooth transition to Heathcote East the following year. Parent feedback this year was that these online sessions are a valuable part of the transition process. Creative Garden students visited the Kindergarten classroom three times in Term 4 and we plan to host more of these sessions in 2023.

Additionally, in Terms 2 and 3, children and their parents were invited to 'Come and Play' sessions where children played in the school hall which was set up similarly to playgroup, and parents were given the opportunity to meet other parents. Formal Kindergarten transition sessions were held on three mornings from 9.30-11.00am in Term 4. While students were experiencing a Kindergarten classroom for the first time, parents were invited to participate in Parent Information Sessions about Heathcote East.

These transition sessions offered parents the opportunity to develop connections with Heathcote East and to discuss the specific learning, physical or behavioural needs of their child, ensuring a smooth transition to school for all students and the strengthening of a positive learning community. Attendance at these sessions by both parents and students was high, reflecting how important parents consider these 'Transition to School' sessions to be for their child. Before students started school, parents were offered individual meetings with the Principal to discuss their child's particular needs, ask questions about the school and begin to build a close home/school relationship.

During the year, the Principal and Kindergarten teacher also visited local Early Learning Centres to deliver 'Readiness for School' sessions for parents which were extremely well received. Children from local Early Learning Centres were also invited to bring groups of children for visits to Heathcote East to strengthen relationships between our school and prior to school settings.

The 'Heathcote East Little Heroes' Playgroup continued to provide networking opportunities for local families and build community links in 2022. The Heathcote East 'Little Heroes' Playgroup was a lightly structured, informal gathering where parents, carers, grandparents, babies and children up to school age come together in a relaxed and friendly environment to connect, play and learn. Playgroups are a wonderful way to bring children, families and communities together and are a key social support network for families. They are one of the first, and most important, social networks for children and families.

### **Buddy Program**

At Heathcote East all Kindergarten students have a buddy. Students spend time with their buddy every week in Terms 1 and 2. The buddy program helps the younger students feel more comfortable in the playground and provides older students with the opportunity to act responsibly towards their buddy.

### **Student Wellbeing**

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

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

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

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

### **Positive Behaviour for Learning**

In 2022 Heathcote East continued its Positive Behaviour for Learning journey. A team of 3 teachers worked together throughout the year to refine the school's PBL expectations for all areas in our school. Each fortnight the school focused on an area of the school and the PBL expectations for that area were explicitly taught in classrooms as well as followed up in the playground and other areas of the school. The implementation of PBL has led to improved consistency of behavioural expectations across our school.

### Read-a-thon

Our annual A-thon was chosen to be a Read-a-Thon in 2022. Students were tasked with gaining sponsors and reading in class and at home in 15 minutes intervals and recording the minutes read over a period of 3 weeks. Classes competed against each other for weekly prizes on the most minutes read and weekly class prizes were awarded as well as the class with the most minutes read over the 3 weeks winning a pizza party. Students rose to the occasion and tried hard to read more over the 3 weeks. Parents reported the idea of a reading challenge was a great way to boost home reading. The Read-a-thon raised much needed funds which will be put towards air conditioning of the Learning Zone and STEM Rooms.

