

# 2023 Annual Report

## Heathcote Public School

**HEATHCOTE  
PUBLIC SCHOOL**



**SUCCESS  
FOLLOWS EFFORT**

2149

# Introduction

The Annual Report for 2023 is provided to the community of Heathcote Public School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the Strategic Improvement Plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

## School contact details

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## Message from the principal

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2023 has been another wonderful year of learning and growing at Heathcote Public School. Our year began with a new batch of Kindergarten and support class students who settled in quickly with the help of their Year 6 buddies. Heathcote High School welcomed our Year 6 students, who got to have a taste of high school for a day.

We all made a splash at the swimming carnival at Engadine Leisure Centre and Year 1 had an e-tour with Sutherland Hospital to learn about keeping healthy, and hopefully staying out of hospital.

Our student leaders headed to Darling Harbour for the National Young Leaders Day and we started kicking some goals with the AFL after school program, gala days and a visit from the Swans. Term 1 ended with a beautiful day at the cross country carnival and some amazing hats and Eggs on Legs at our excellent Easter Hat Parade, where we sadly farewelled Mrs McCrea, after 21 years of service to our school.

In Term 2 our student leaders paid their respects at the Anzac Day Dawn Service and a week later Kindergarten were hatching and growing their ducklings. K-2 learnt how to be safe around pets with a visit from Jax the Doberman and our SRC started painting the racetrack across the road. The P&C ran a marvellous Mother's Day stall and our students and parents got their hands dirty planting trees and spreading mulch in our Aboriginal bush tucker garden.

Stage 2 had an awesome camp experience at The Tops and some of our aspiring authors got some inspiration at the Sydney Writer's Festival. We had Sharks in the hall for the One Heart program and there was plenty of throwing, jumping and running at the athletics carnival. Our PBL signs were finally installed and everyone improved their dribbling in the basketball workshops. The debating team kept having arguments, mainly against other schools, and the winter disco with DJ Dan saw everyone get their groove on. Our dancers were brilliant at the Seymour Centre for the In The Spotlight Dance Festival.

We all went walkabout to raise money at the Bushwalkathon, before Stage 3 headed to chilly Canberra for three days to learn about our government and history. The playground across the road scored a slam dunk, with a brand new basketball court opening at the end of term.

Term 3 started with some bright new playground markings and Year 6 honed their leadership skills in Peer Support. Student voices were loud and clear in the public speaking finals and Stage 1 learnt how to care for Dharawal Country in the Royal National Park. Open Day saw our students shining and we all got green and gold to show our support for the Matildas. After a three year break due to Covid and renovations, the Sutherland Shire Schools Music Festival was back on, where our singers and dancers were outstanding again.

All the characters came out to play for the Book Week Parade and our Year 5 students went strictly ballroom at the DanceSport Gala, with our school coming fifth overall. Stage 2 headed south to the University of Wollongong Science and Space Centre, while Stage 3 were asking "Why is it so?" as they enjoyed watching science experiments at Heathcote High School.

September saw K-2 hitting the water for the swim scheme and the Stage 3 dancers were at it again for the State Dance Festival. Grand Friends' Day was another special day, as we opened our school and our hearts to these special visitors.

In Term 4, Stage 3 swung their clubs in the golf lessons and we welcomed next year's students at Kindy Orientation. K-2 loved their gymnastics lessons and Schools Spectacular was absolutely amazing, with our students performing in choir and dance items. Our school band have been practising hard all year and had a great concert. Year 6 ran a fantastic Pedlars' Day and the dancing continued at the P&C Christmas disco.

While all this happened, we also had students involved in Garden Gurus, PSSA sport, Chess Club, Enrichment groups, learning support, Lego Club, speech therapy and occupational therapy. We have continued to focus on high quality teaching in literacy and numeracy, implementing a new syllabus in Mathematics and English. This has resulted in our students consistently performing above average in NAPLAN and Check-in assessments.

Thank you to the P&C and parent volunteers who have supported us this year. Especially our P&C executive, coordinators and our P&C President Erin Wackwitz. P&C fundraisers and donations have helped pay for many school improvements. Hardworking parent volunteers have kept our canteen, uniform shop, fundraising and HOOSH operating, enabling the P&C to donate about \$150,000 to the school this year, making a massive difference for all our students. These improvements include 60 Chromebooks with charging stations, PBL signage, landscaping, aluminium seating, decodable readers, the bush tucker garden, the yarning circle and a new ninja playground to be installed next year.

Thank you to all our parents, who support each other and the school through the good times and the tough times. Unfortunately we have experienced some tough times this year, but with our wonderful community supporting each other, we have gotten through, with many shoulders available to cry on and many hands offering help.

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

day.

Thank you to our teachers, executive team and staff, who have continued to go above and beyond to keep us excelling this year. Your hard work and dedication make Heathcote Public School a very special place.

Good luck to our leaving students as you start the next chapter of your lives at high school. It might embarrass you to know that I think of you as my babies, as we both started at Heathcote Public School together, seven years ago in 2017, with you in Kindergarten and me as the principal. You are the first cohort of students that I have led, from Kindergarten to Year 6.

Remember our Rock and Water pledge, you are strong like the rock and can keep on going when times are tough, but always have kindness and caring as your first thought. You know how to make the right choices, and you know the right way to go.

## School vision

At Heathcote Public School we are committed to the pursuit of excellence in student growth and attainment. Our major purpose is to provide dynamic quality teaching and learning opportunities for our students in a positive learning environment.

## School context

Heathcote Public School is located in southern Sydney, neighbouring the Heathcote and Royal National Park. Enrolments have trended downwards in recent years and there are currently 320 students (11% LBOTE).

We have a vibrant blend of experienced and early career teachers who collaborate to provide a dynamic, safe and caring environment in which each student feels valued, nurtured and challenged to achieve individual excellence within a balanced curriculum framework.

A range of well-developed performing arts and sporting opportunities are on offer for the students including an extensive extra-curricular program. The school promotes quality welfare practices and enjoys strong partnerships with parents and the wider community. The school's motto "Success follows effort" and our school expectations of Safe, Respectful and Learner underpin all interactions and achievements.

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

## Self-assessment and school achievement

This section of the annual report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework. The Framework is a statement of what is valued as excellence for NSW public schools, both now and into the future. The Framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

Each year, we assess our practice against the Framework to inform our Strategic Improvement Plan and annual report.

Our self-assessment process will assist the school to refine our Strategic Improvement Plan, leading to further improvements in the delivery of education to our students.

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

### Self-assessment using the School Excellence Framework

Elements	2023 School Assessment
LEARNING: Learning Culture	Excelling
LEARNING: Wellbeing	Excelling
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student growth and performance	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	Excelling
LEADING: Management practices and processes	Excelling

## Strategic Direction 1: Student growth and attainment

### Purpose

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

### Initiatives

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

- Numeracy Project
- Personalised Learning Project

### Resources allocated to this strategic direction

English language proficiency  
Low level adjustment for disability  
QTSS release  
AP Curriculum & Instruction  
Professional learning  
Beginning teacher support

### Summary of progress

In 2023, our Year 3 and Year 5 NAPLAN school achievement is above the national average across Reading and Numeracy. The comparative similar school data from NAPLAN is not currently available.

All staff engaged in professional learning on PLAN2 to identify students' current levels of attainment, and analyse student and cohort data. Professional learning has been conducted to develop staff capacity to utilise the Interview for Student Reasoning assessment to identify student understanding in relation to Multiplicative Thinking (S2-S3) and Additive Thinking (ES1-S1). Staff across years 3-6 shared a sample of student responses to all staff which identified Multiplicative Thinking as an area of focus. All students were assessed against the IfSR which enabled staff to view a summary of student understanding.

All K-2 staff engaged in collaborative planning with APCI focusing on the new K-2 syllabuses and taught shoulder to shoulder to implement high quality teaching and learning experiences. Further professional development in this area will continue in 2024 and the school will be adopting the Department's K-6 Mathematics Units alongside the Department's Mathematics scope and sequence.

The HPGE Evaluation and Planning Tool was completed to identify school strengths and weaknesses and future development. Identified students from Stages 1-3 have participated in projects which have focused on numeracy, science, English, history and creative arts. These programs will continue in 2024 and the planning tool will be revisited to further develop HPGE at Heathcote Public School.

### Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
An increase in Check-in Assessment mean scaled score for reading in Year 4 and 6 for 2023 compared with Year 3 and 5 in 2022.	There was an increase in the Check-in Assessment mean scaled score for reading in Year 4 and 6 for 2023. The mean scaled score in Year 4 increased by 28.5 to 405.1 and the mean scaled score in Year 6 increased by 20 to 423.7.
An increase in Check-in Assessment mean scaled score for numeracy in Year 4 and 6 for 2023 compared with Year 3 and 5 in 2022.	There was an increase in the Check-in Assessment mean scaled score for numeracy in Year 4 and 6 for 2023. The mean scaled score in Year 4 increased by 29.2 to 395.4 and the mean scaled score in Year 6 increased by 26.5 to 429.8.
To increase the percentage of targeted	82% of students achieved their individual learning goals in 2023 with an

<p>students achieving their individual learning goals so that equity gaps are closing from 2021 baseline plus 3%.</p>	<p>additional 16% demonstrating partial achievement.</p>
<p>Teachers monitor student learning progress, and identify skill gaps for improvement and areas for extension.</p>	<p>Analysis of internal and external student data has been carried-out systematically throughout the year to monitor student progress and achievement, and identify areas for growth. Detailed data analysis was undertaken on the NAPLAN results in Term 2 and the Check-in Assessment results in Terms 2 and 4.</p> <p>In addition, the school conducted a systematic collection of K-6 numeracy data utilising the department's Interview for Student Reasoning (IfSR), a diagnostic assessment that enables teachers to hear and see how students apply their understandings of key mathematical concepts.. The IfSR assessment reflects current research and is mapped to the NSW syllabus and National Numeracy Learning Progression to help teachers tailor their teaching more specifically to student needs.</p> <p>Where to next: Systematic processes for data collection and analysis will continue in 2024. With baseline data established in 2023, results from next year's NAPLAN, Check-in Assessment and IfSR will be used comparatively to measure the impact of teaching practices on student learning, as well as to monitor student progress and achievement overtime.</p>
<p>Teaching and learning programs in numeracy describe expected student progression in knowledge, understanding and skill and the assessments that measure them.</p>	<p>Early Stage 1 and Stage 1 implemented the department K-2 mathematics units, aligned to the department scope and sequence. Teaching and learning experiences included rich tasks, reflective of the 'big ideas' of mathematics, as well as opportunities for assessment and differentiation. Stage 2 and 3 continued to implement quality school-based mathematics programs, aligned to the school's scope and sequence. In 2024, 3-6 teachers will also adopt and adapt the department 3-6 mathematics units, aligned to the department scope and sequence to foster a whole school approach to numeracy.</p> <p>All teachers K-6 utilised a variety of assessment tools, including school-based diagnostic assessment and the Interview for Student Reasoning (IfSR), to monitor students' progress and achievement. Teaching and learning programs were selected or designed based on the identified learning needs of students.</p> <p>Where to next: In 2024, we will continue to foster a whole school approach to numeracy. Curriculum release time for teachers will be embedded to facilitate regular and ongoing professional dialogue and collaboration focused on ensuring teaching practice is aligned to the evidence base and our systems for using data to monitor the impact continue to be highly effective.</p>



## Strategic Direction 2: High Quality Teachers

### Purpose

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

### Initiatives

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

- Improving Teaching Practice in Literacy Project

### Resources allocated to this strategic direction

#### AP Curriculum & Instruction

#### QTSS release

#### Professional learning

### Summary of progress

The school used the APCI to mentor teachers with literacy programs. During this time, One of the APCI's guided and mentored K - 2 teachers with the new curriculum while the other APCI (one day) guided and encouraged the development of modelled reading, writing and speaking and listening programs within 3 - 6. Teachers have been introduced to a variety of texts used to teach reading and writing explicitly. Teachers felt more comfortable using the writing cycle to help students grow into successful and independent writers. Modelling is a big part of lessons along with the co-construction of success criteria.

The executive team worked shoulder to shoulder with their team to model best practice in lesson planning and assessment. The APCI has used scheduled planning days and curriculum time to meet with all teams to plan explicit programs and assessments linked to the school's assessment schedule and reporting requirements. The new resources purchased have been embedded into this process. On these planning days, each team worked together in a systematic cycle of planning, teaching, refining and reviewing specific lessons to improve impact on student learning. Collegial collaboration and feedback was invaluable as they were able to develop high quality programs and improve pedagogical practice.

Where to next:

The APCI's will continue with developing staff knowledge and understanding of the new curriculum to effectively implement the new English and Mathematics units.

Executive Leadership will continue with a focus on data collection and analysis, collaboration and feedback.

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

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

### Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
Explicit Teaching: A whole school approach ensures the most effective evidence-based teaching methods optimise learning progress for all students, across the full range of abilities.	During 2023, high impact professional learning was delivered by the team with a focus on the Writing Cycle and integrating textual concepts into writing units. Staff also engaged in professional learning to deepen their knowledge with the new English curriculum. To follow on and consolidate, teachers participated in QTSS with the APCI in the classroom where they taught shoulder to shoulder scaling best practice. This process encouraged collaborative planning and dialogue, leading to improvements with explicit teaching. Teachers became more aware of their students' needs and the
Collaboration: The school uses	

<p>embedded and explicit systems that facilitate professional dialogue, collaboration, the modelling of effective practice.</p> <p>Feedback: Teachers routinely review learning with each student both in class and on work submitted, ensuring all students have a clear understanding of how to improve.</p>	<p>way different students learn. The classroom environment became more challenging and engaging for the students and this enabled their results to improve. Year 4, 5 and 6 students were above the state average and similar schools average in the Check-In assessment. The explicit modelling to students and the timely feedback allowed growth to occur. Students became empowered and took ownership of their learning.</p> <p>The APCI provided a whole day of professional learning to the ES1 team on the changes in teaching reading with decodables.</p> <p>Where to next: In 2024, 3-6 staff will continue to work closely with the APCIs to co-plan and co-teach the new department units for both Mathematics and English. Accommodations and adjustments will be made based on student need. Reflection with the team will take place and be ongoing as will ongoing support.</p>
<p>Lesson Planning: All lessons are systematically planned as part of a coherent program that has been collaboratively designed. Accommodations and adjustments are made to suit needs as they arise.</p>	<p>Throughout 2023, the teachers at Heathcote Public School engaged in planning days with their stage group and the APCI where they collaboratively programmed explicitly after discussing their shared vision of best practice. Using the syllabus, they designed challenging and engaging programs to improve student results through explicit teaching and improving student engagement. K-2 teachers worked collaboratively with the APCI to implement the new units of work and made adjustments to meet the individual needs of students. The following areas were focused on by the APCI, the executives and staff:</p> <ul style="list-style-type: none"> <li>- learning intentions and co-construction of success criteria for students</li> <li>- how student success will be measured</li> <li>- assessment to measure student growth / impact</li> <li>- WAGOLs - quality samples to deconstruct with students</li> <li>- quality texts within text requirements (Aboriginal perspective, historical perspective etc)</li> </ul> <p>The planning days allowed collegial dialogue and staff to become innovative with their programming to improve student engagement and attainment.</p> <p>Where to next: In 2024, teachers will continue to co-plan with the APCI to make adjustments and create resources to meet the needs of all students in the class.</p>

## Strategic Direction 3: Enhanced Wellbeing

### Purpose

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

### Initiatives

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

- Caring for Students Project
- PBL Classroom Context Project

### Resources allocated to this strategic direction

Refugee Student Support  
Aboriginal background  
Integration funding support  
Socio-economic background  
Per capita

### Summary of progress

Student wellbeing has been enhanced through our PBL focus and increased signage throughout the school. All students, K-6, have had explicit Rock and Water lessons with their class teacher to ensure students are equipped with self-regulation strategies. Staff were provided with professional development to ensure the explicit and successful teaching of the program. Year 6 lead a Peer Support program to assist with the development of social skills and healthy coping strategies for students. Wellbeing and resilience was also supported by a range of incursions.

### Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
Increase percentage of students showing a positive sense of wellbeing from 84% in 2020 towards our lower bound target of 92%.  Uplift required is 8%.	Students positive sense of wellbeing is at 74%, NSW Government norm is at 81%. Heathcote Public School is below NSW Government norm for girls at 66%, NSW Government norm is 81%. Boys are above NSW Government average at 83%, NSW Government norm is 81%.
Increase percentage of students showing attendance at greater than 90% from 86% in 2019 towards our upper bound target of 91%.  Uplift required is 5%.	Students attending greater than 90% of the time is at 65.5%. This is aligned to our Network area at 65.6% and SSSG at 66.5%. Our school attendance is above DOE average which is at 53.2%. Our uplift was not met due to illness and extended family leave.
Support the development of self-regulation skills, such as naming and understanding emotions, physical regulation of the stress response, and encouraging students to deescalate emotional responses and maintain focus in stressful situations.	A whole school focus on the Rock and Water program was uplifted with whole school staff professional learning. This promoted explicit teaching within each class to ensure students are equipped with self-regulation and coping strategies. Targeted intervention was not implemented in 2023 due to time and staffing constraints to allow the regular implementation of this program.
Classroom Management: All classrooms and other learning environments are well managed within a consistent, school-wide approach.	Classroom and learning environments are managed through our school wide PBL system. Posters and PBL language displays will be created to make the PBL values more visible within each classroom and to ensure consistency throughout the school. Signage has been installed for learning

Well planned teaching is taking place, so that all students can engage in productive learning, with minimal disruption.

spaces throughout the school such as playground, assembly, hall, library. This will be continued for a classroom level in 2024. Year 6 students lead the implementation of the Peer Support program to develop and support regulation and social skills among students. A range of incursions have also been arranged: Sharks talk with a racism focus for Stage 3 students, Police talks (K-6) regarding safety and issues that arise throughout the year (drug safety, stranger danger, walk safely to school day, cyber safety), Responsible Pet Ownership incursion for K-2 with the focus on animal safety.

Funding sources	Impact achieved this year
<p>Refugee Student Support</p> <p>\$751.60</p>	<p>Refugee student support funding is provided to support students from refugee backgrounds who have been enrolled in an Australian school for less than three years.</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>• Caring for Students Project</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 additional staff to support delivery of targeted initiatives</li> <li>• provision of additional support in the classroom and as part of differentiation initiatives</li> <li>• withdrawal lessons for small group and individual support</li> <li>• additional staffing intensive support for identified students</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Additional support was provided by employing an EALD teacher to cater for the literacy needs of refugee students. Targeted students were given extra support in reading, writing, talking and listening.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Continue to employ additional staff to cater for the literacy needs of refugee students.</p>
<p>Integration funding support</p> <p>\$64,578.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Heathcote Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Caring for Students Project</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to assist students with additional learning needs</li> <li>• employment of staff to provide additional support for students who have high-level learning needs</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Four students received integration funding support which was used to employ SLSOs to support students to engage successfully with their learning in the classroom and participate successfully in the playground and other school activities.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Continue to employ SLSOs to support students to engage successfully with their learning in the classroom and participate successfully in the playground and other school activities.</p>
<p>Socio-economic background</p> <p>\$27,044.29</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Heathcote Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Caring for Students Project</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 external providers to support students with additional</li> </ul>

<p>Socio-economic background</p> <p>\$27,044.29</p>	<p>learning needs</p> <ul style="list-style-type: none"> <li>• additional staffing to implement Occupational Therapy to support identified students with additional needs</li> <li>• providing students without economic support for educational materials, uniform, equipment and other items</li> <li>• equitable access to specialist resources</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> An occupational therapist was employed one day a week to support the language development of students requiring adjustments. Our occupational therapist worked with small groups and visited classrooms to provide insights and advice into ways that adjustments can be made in the classroom setting. Funding was also used to employ SLSOs to support targeted students.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Continue to employ occupational therapist and SLSOs to support targeted students.</p>
<p>Aboriginal background</p> <p>\$6,542.51</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Heathcote Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key 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>• Caring for Students Project</li> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• employment of additional staff to deliver personalised support for Aboriginal students</li> <li>• employment of specialist additional staff (AEO) to support Aboriginal students</li> <li>• engaging an Aboriginal Education Officer (AEO) to facilitate improved community engagement, including the engagement of students and their families with the personalised learning pathway (PLP) process</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> All Aboriginal students have PLPs which were implemented and evaluated. There was a specific focus on ensuring that programs were culturally specific and relevant for students. AEO has been working with Aboriginal students throughout the year, focusing on literacy and learning about Aboriginal culture.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Continue to employ an Aboriginal Education Officer to work with Aboriginal students focusing on literacy, learning about Aboriginal culture and improved community engagement.</p>
<p>English language proficiency</p> <p>\$22,932.17</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Heathcote Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Numeracy Project</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• employment of additional staff to support delivery of targeted initiatives</li> <li>• provision of additional EAL/D support in the classroom and as part of differentiation initiatives</li> <li>• withdrawal lessons for small group (developing) and individual (emerging)</li> </ul>

<p>English language proficiency</p> <p>\$22,932.17</p>	<p>support</p> <ul style="list-style-type: none"> <li>• additional staffing intensive support for students identified in beginning and emerging phases</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Additional English language support was provided by employing an EALD teacher to cater for the literacy needs of EALD students. A program was implemented three hours a week for the whole year. There were 11 targeted students who were given extra support in reading, writing, talking and listening.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Continue to employ additional staff to cater for the literacy needs of EALD students.</p>
<p>Low level adjustment for disability</p> <p>\$107,629.76</p>	<p>Low level adjustment for disability equity loading provides support for students at Heathcote Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Numeracy Project</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• employment of additional staff (Learning and Support teacher, occupational therapist, speech therapist and SLSOs) to support delivery of targeted initiatives</li> <li>• provision of additional learning support in the classroom and as part of differentiation initiatives</li> <li>• withdrawal lessons for small group and individual support</li> <li>• targeted students are provided with an evidence-based intervention [MiniLit and MacLit] to increase learning outcomes</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Students requiring low level adjustment were identified and monitored by our Learning Support Team. A Learning and Support Teacher was employed for three days a week for the whole year to support students' literacy needs with a withdrawal based program focusing on reading texts, phonics, sight word recognition and comprehension. Our occupational therapist and speech therapist also worked with small groups and visited classrooms to provide insights and advice into ways that adjustments can be made in the classroom setting. Funding was also used to employ SLSOs to support students with disabilities in the classroom and on excursions.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Continue to employ a Learning and Support teacher, occupational therapist, speech therapist and SLSOs to support students who require a low level adjustment for disability.</p>
<p>Professional learning</p> <p>\$22,357.72</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Heathcote Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Numeracy Project</li> <li>• Improving Teaching Practice in Literacy Project</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 relief for staff engaging in professional learning</li> <li>• course costs for staff undertaking recognised courses</li> <li>• presentations by suitable and qualified facilitators, for example diabetes or</li> </ul>

<p>Professional learning</p> <p>\$22,357.72</p>	<p>first aid workshops</p> <ul style="list-style-type: none"> <li>• Evaluate school procedures, programs and practices, and analyse student growth and achievement data to inform school planning and policy implementation.</li> <li>• Whole staff engage in professional learning on the new Mathematics and English curriculum.</li> <li>• Establish a culture of high expectations and effective, explicit, evidence-based teaching to create optimal learning environments where all students are challenged and engaged to achieve their educational potential.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Professional learning funds were used to pay course fees, purchase resources and pay for casual relief so teachers could be released to engage in professional learning. These funds allowed teachers to collaborate and improve their teaching practices to inform the development of evidence based programs and lessons, which meet the needs of all students.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Continue to pay for course fees, resources and casual relief so teachers can engage in professional learning aligned to the Strategic Improvement Plan.</p>
<p>QTSS release</p> <p>\$62,735.04</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Heathcote Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Numeracy Project</li> <li>• Improving Teaching Practice in Literacy Project</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to support staff collaboration in the implementation of high-quality curriculum</li> <li>• assistant principals provided with additional release time to support classroom programs</li> <li>• additional teaching staff to implement quality teaching initiatives</li> <li>• staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> The QTSS allocation supported the development and improvement of beginning teachers through a model of mentoring and coaching. It also provided teacher release to support new curriculum implementation, strengthening quality teaching practices through collaboration, observation and professional learning.</p> <p><b>After evaluation, the next steps to support our students will be:</b> QTSS will continue to be used to provide teacher release to support curriculum implementation through an embedded model of co-planning, co-teaching and co-reflecting, allowing teachers to work together and learn from each other through observation and discussion.</p>
<p>COVID ILSP</p> <p>\$23,674.00</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 2023.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of teachers/educators to deliver small group tuition</li> <li>• providing targeted, explicit instruction for student groups in</li> </ul>



<p>COVID ILSP</p> <p>\$23,674.00</p>	<p>literacy/numeracy</p> <p><b>The allocation of this funding has resulted in the following impact:</b> As a result of this funding, our Year 1 reading results have moved from 46% of students requiring support in reading in Term 1 to 28% requiring support in reading by end of year.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Continued intervention will be required for 2024 with our Year 3 cohort and Stage 1 students.</p>
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# Student information

## Student enrolment profile

Students	Enrolments			
	2020	2021	2022	2023
Boys	167	159	161	165
Girls	156	162	159	169

## Student attendance profile

School				
Year	2020	2021	2022	2023
K	96.3	95.0	88.2	92.6
1	95.1	95.9	87.0	90.3
2	93.1	95.5	87.9	91.7
3	95.8	93.7	90.5	91.4
4	95.7	94.7	89.1	93.5
5	94.4	94.4	87.8	88.4
6	93.5	94.3	89.1	91.0
All Years	94.8	94.7	88.5	91.1
State DoE				
Year	2020	2021	2022	2023
K	92.4	92.8	87.9	91.1
1	91.7	92.7	87.4	90.5
2	92.0	92.6	87.8	90.8
3	92.1	92.7	87.6	90.9
4	92.0	92.5	87.4	90.6
5	92.0	92.1	87.2	90.3
6	91.8	91.5	86.3	89.8
All Years	92.0	92.4	87.4	90.6

## Attendance

NSW student attendance data in 2020 is not comparable to other 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.

While there were no lockdowns or learning from home periods in Semester 1 2023, there was still a high prevalence of sick attendance codes as students were encouraged to stay home if they were even slightly unwell. Advice for families were still in place, recommending students and staff to stay home when sick and only returning to school when they were symptom free. (See <https://education.nsw.gov.au/schooling/covid-19/advice-for-families> for advice).

## Management of non-attendance

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Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

# Workforce information

## Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	3.8
Classroom Teacher(s)	12.66
Learning and Support Teacher(s)	0.6
Teacher Librarian	0.8
School Administration and Support Staff	3.82

\*Full Time Equivalent

## Aboriginal and Torres Strait Islander workforce composition

The department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2023, 2.5% 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>	2023 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
School Support	3.00%	3.60%
Teachers	3.00%	3.40%

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 2023 to 31 December 2023. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2023 Actual (\$)
<b>Opening Balance</b>	285,387.34
<b>Revenue</b>	3,820,594.49
Appropriation	3,440,917.04
Sale of Goods and Services	-1,582.00
Grants and contributions	353,055.26
Investment income	15,157.29
Other revenue	13,046.90
<b>Expenses</b>	-3,559,654.72
Employee related	-3,135,617.98
Operating expenses	-424,036.74
<b>Surplus / deficit for the year</b>	260,939.77
<b>Closing Balance</b>	546,327.11

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

## Financial summary - Equity loadings

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

	2023 <b>SBAR Adjustments</b> (\$)
<b>Targeted Total</b>	65,330
<b>Equity Total</b>	164,149
Equity - Aboriginal	6,543
Equity - Socio-economic	27,044
Equity - Language	22,932
Equity - Disability	107,630
<b>Base Total</b>	2,715,868
Base - Per Capita	83,283
Base - Location	0
Base - Other	2,632,585
<b>Other Total</b>	277,861
<b>Grand Total</b>	3,223,207

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

The National Assessment Program - Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9.

From 2023, student achievement in NAPLAN is reported against 4 levels of proficiency (<https://www.nap.edu.au/naplan/results-and-reports/proficiency-level-descriptions>). These measure student progress against challenging yet reasonable expectations based on the Australian curriculum. They replace the previous numerical NAPLAN bands and national minimum standards.

In addition to the shift to proficiency standards, the NAPLAN testing window moved up from May to March and the scale was reset. As such, NAPLAN scaled scores from 2023 and onwards cannot be compared to NAPLAN results prior to 2023.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to [myschool.edu.au](https://myschool.edu.au) to access the school data.

# Parent/caregiver, student, teacher satisfaction

## Parent/Caregiver Satisfaction

A 2023 Parent Survey provided results based on data from 83 parents in the school. The statements presented and responses were:

- I feel welcome at Heathcote Public School - 93% positive / 5% neutral
- Heathcote Public School is an inclusive school - 88% positive / 6% neutral
- My child feels safe at school - 92% positive / 6% neutral
- Heathcote Public School supports positive behaviour - 92% positive / 5% neutral
- I feel informed about what's happening at school - 81% positive / 8% neutral
- Heathcote Public School supports my child's learning needs - 87% positive / 5% neutral
- I support my child's learning at home - 95% positive / 5% neutral
- School reports are written in a way I understand - 87% positive / 11% neutral
- I am satisfied with the amount of homework my child receives - 78% positive / 15% neutral
- The school offers a variety of extra-curricular opportunities - 82% positive / 12% neutral
- The school helps students who need extra support - 77% positive / 17% neutral
- I would recommend Heathcote Public School to other parents - 88% positive / 8% neutral
- I like using School Bytes for giving permission and paying for activities online - 88% positive / 10% neutral
- My child is known, valued and cared for at Heathcote Public School - 92% positive / 6% neutral

## Student Satisfaction

The 2023 Tell Them From Me student survey provided data based on the results from 160 students in Year 4 to 6. The results showed:

- 74% of students feel accepted and valued by their peers and by others at their school (NSW Govt Norm 81%)
- 88% of students feel that they do not get in trouble at school for disruptive or inappropriate behaviour (NSW Govt Norm 83%)
- 25% of students felt they had been victims of bullying (NSW Govt Norm 36%)
- 80% of students indicated they feel proud of their school (13% neutral)
- 77% of students set challenging goals for themselves in their schoolwork and aim to do their best (NSW Govt Norm 79%)
- 62% of students felt there were enough covered areas to go to when it gets hot or rains (19% neutral)

## Teacher Satisfaction

- The 2023 HPS Teacher Survey provided results based on data from 20 teachers. The statements presented and responses were:
- School leaders have helped me improve my teaching - 95% positive / 5% neutral
- I use assessment and data analysis to monitor and track student progress - 90% positive / 10% neutral
- The amount of stress in my job is manageable - 45% positive / 45% neutral
- I feel valued, included and supported to perform at my best - 75% positive / 25% neutral
- I work with school leaders to create a safe and orderly school environment - 90% positive / 10% neutral
- I work with other teachers to modify and deliver teaching and learning programs - 95% positive / 5% neutral
- I am confident in implementing PBL strategies in the classroom - 95% positive / 5% neutral
- When I present a new concept I try to link it to previously mastered skills and knowledge - 95% positive / 5% neutral
- My students are very clear about what they are expected to learn - 95% positive / 5% neutral
- I implement teaching strategies from professional learning to improve my teaching practice - 90% positive / 10% neutral
- Change is managed well in my school - 80% positive / 15% neutral.



# 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.