School context statement

Heathcote East Public School has a strong community based culture, where all members of our school community (staff, students, parents and wider community) work together to provide a quality education that sets high expectations. HEPS has space to learn and grow, being located in spacious grounds, with generous classrooms on the edge of the Royal National Park. Our students live mostly in the highly sought after surrounding streets of the school in Heathcote East, although on occasions families seek to enroll at HEPS. Our students share in the spirit of the school motto ‘Care and Share’, a message that encourages a cohesive, caring community atmosphere amongst the school, where everyone can learn together.

Student information

It is a requirement that the reporting of information for all students be consistent with privacy and personal information policies.

Student enrolment profile

![Enrolments](chart)

Student attendance profile

<table>
<thead>
<tr>
<th>Year</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>95.6</td>
<td>92.1</td>
<td>95.0</td>
<td>94.7</td>
<td>93.5</td>
<td>97.1</td>
</tr>
<tr>
<td>1</td>
<td>95.1</td>
<td>96.1</td>
<td>93.6</td>
<td>95.7</td>
<td>93.9</td>
<td>94.2</td>
</tr>
<tr>
<td>2</td>
<td>94.1</td>
<td>97.2</td>
<td>95.8</td>
<td>95.5</td>
<td>94.9</td>
<td>96.0</td>
</tr>
<tr>
<td>3</td>
<td>94.1</td>
<td>95.1</td>
<td>95.8</td>
<td>93.3</td>
<td>89.6</td>
<td>95.5</td>
</tr>
<tr>
<td>4</td>
<td>93.6</td>
<td>94.5</td>
<td>95.5</td>
<td>94.6</td>
<td>96.3</td>
<td>94.1</td>
</tr>
<tr>
<td>5</td>
<td>95.0</td>
<td>94.6</td>
<td>95.6</td>
<td>96.0</td>
<td>96.3</td>
<td>96.9</td>
</tr>
<tr>
<td>6</td>
<td>95.1</td>
<td>95.7</td>
<td>94.0</td>
<td>95.2</td>
<td>91.0</td>
<td>97.0</td>
</tr>
<tr>
<td>Total</td>
<td>94.8</td>
<td>95.1</td>
<td>95.1</td>
<td>95.0</td>
<td>93.6</td>
<td>95.9</td>
</tr>
</tbody>
</table>

Workforce information

It is a requirement that the reporting of information for all staff must be consistent with privacy and personal information policies.

Workforce composition

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Deputy Principal(s)</td>
<td>0</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>1</td>
</tr>
<tr>
<td>Head Teachers</td>
<td>0</td>
</tr>
<tr>
<td>Classroom Teacher(s)</td>
<td>3</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>0</td>
</tr>
<tr>
<td>Learning and Support Teacher(s)</td>
<td>1</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>1</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td>0</td>
</tr>
<tr>
<td>School Counsellor</td>
<td>1</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>4</td>
</tr>
<tr>
<td>Total</td>
<td>12</td>
</tr>
</tbody>
</table>

The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce.

At this stage no staff identify as Aboriginal or Torres Strait Islanders.

Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools.

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>40%</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>60%</td>
</tr>
</tbody>
</table>

Professional learning and teacher accreditation

All teachers participated in school development days at the start of Terms 1, 2, 3 and two at the end of Term 4.

During these days Teachers participated in Professional Learning in the following:

- Child Protection
- CPR
- Anaphylaxis
- Code of Conduct
- The new NSW Mathematics & Science Syllabus
- PLAN software
- Literacy & Numeracy Continuum
During regular Professional learning sessions teachers participated in:

- Disability Act & National Consistent Collection of Data
- Reporting & Assessment

In addition, teachers were involved in specific courses for identified needs:

- Music Festival Choirmaster Training
- Principal Professional Learning
- Creative Arts projects
- Count me in too

**Financial summary**

This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.

<table>
<thead>
<tr>
<th>Date of financial summary</th>
<th>30/11/2014</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
<td></td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>47,881.04</td>
</tr>
<tr>
<td>Global funds</td>
<td>102,530.83</td>
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<tr>
<td>Tied funds</td>
<td>88,639.87</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>80,372.38</td>
</tr>
<tr>
<td>Interest</td>
<td>17,82.55</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>5,344.27</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td>326,550.94</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Expenditure</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
<td></td>
</tr>
<tr>
<td>Key learning areas</td>
<td>80,216.66</td>
</tr>
<tr>
<td>Excursions</td>
<td>17,769.02</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td>29,125.93</td>
</tr>
<tr>
<td>Library</td>
<td>35,025.57</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>76,229.00</td>
</tr>
<tr>
<td>Tied funds</td>
<td>84,464.93</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>10,246.72</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>91,899.58</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Utilities</td>
<td>25,423.81</td>
</tr>
<tr>
<td>Maintenance</td>
<td>10,027.00</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>5,363.80</td>
</tr>
<tr>
<td>Capital programs</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total expenditure</strong></td>
<td>293,467.92</td>
</tr>
<tr>
<td><strong>Balance carried forward</strong></td>
<td>33,083.02</td>
</tr>
</tbody>
</table>

A full copy of the school’s 2014 financial statement is tabled at the annual general meetings of the School Council and/or the parent body. Further details concerning the statement can be obtained by contacting the school.

**School performance 2014**

**Academic achievements**

**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.

Year 3: from Band 1 (lowest) to Band 6 (highest for Year 3)

Year 5: from Band 3 (lowest) to Band 8 (highest for Year 5)

The My School website provides detailed information and data for national literacy and numeracy testing (NAPLAN).

Click on the link [http://www.myschool.edu.au](http://www.myschool.edu.au) and enter the school name in the Find a school and select GO to access the school data.

![Percentage in bands: Year 3 Reading](image)
Other achievements

PSSA Success

Our Senior boys soccer team were Premiers in 2014. The girls netball team were semi finalists in the Engadine PSSA competition. Congratulations to the Senior team. We also entered competitive teams that reached the finals in Soccer. Our summer teams played Baseball, Softball, T-ball and Cricket.
Sporting Success
Heathcote East were the overall winning school at the Engadine Zone PSSA Cross Country and Athletics Carnival. One student reached the State Carnival in Athletics.

Two students in soccer were able to represent Engadine Zone in this team. One student reached Engadine Zone netball.

Create South
Five students were selected to take part in the Sydney Region event of Create South. The students work together with other students from all Sydney Region schools to write, create, perform a show in 3 days. Jessica, Lawson and Haydon were selected for the band, Isabella and Jessica in the choir. A fantastic achievement, these students auditioned with hundreds of other students to be selected.

Musicians
During 2014 Lawson (Y4) was selected to perform in the Sydney Region Strings Festival.

Chess
Once again we had successful teams entered into the inter-school chess tournament during 2014. With our A team being champions.

Films by the Sea
The school participated in the Film by the Sea festival again in 2014. Our film was shown at the Matinee presentation.

Public Speaking
The school held its ‘Speak Off’ in Term 3 where three students were selected to go on and represent the school in the Zone competition. One student was selected to represent the Zone at the District final.

Significant programs and initiatives – policy
During 2014 our teachers undertook professional learning on the Literacy and Numeracy continuum, Mathematics Syllabus and Science Syllabus.

We were successful in obtaining a grant to build our playground equipment and to have the external buildings painted.

Aboriginal education
During 2014 all Aboriginal students were supported in learning through the introduction of Personalised Learning Plans.
One student received Norta – Norta funding which supported a specific learning program with SLSO support.

**Multicultural education and anti-racism**

Harmony Day was celebrated with students wearing orange and participating in a range of activities from K – 6.

Senior students engaged in units of work exploring Australia’s links with Asia through the study of HSIE.

**Aboriginal background**

All students were involved in a hugely successful Koori Kids on the Park program as part of the Community of Schools on the Park. Support was provided by the Aboriginal Education Liaison Office.

**Socio-economic background**

During 2014 all staff participated in measuring students on PLAN against the Literacy and Numeracy continuum. This was to allow all students, in particular, low socio-economic students to be tracked and increase performance.

Financial provisions were made to purchase a class set of laptops to increase access to ICT for students who do not have access outside school. A quality teaching program has been structured to provide improved learning opportunities.

**Learning and Support**

Heathcote East has a strong Learning and Support team. During 2014 we participated in the National Consistent Collection of Data on Disability. All staff received training in the area of making reasonable adjustments and meeting the Disability Discrimination Act.

The Learning and support team procedures were refined and clearly outlines to the school community.

We began working towards a united program focusing on CARE – Cooperate, Achieve, Respect and Encourage.

**School planning and evaluation 2012—2014**

**School evaluation processes**

NSW public schools conduct evaluations to support the effective implementation of the school plan. The processes used include:

- Discussions at P & C meetings & School Council.
- Online Survey Monkey (students, staff & community).
- Analysis of student results.

**School planning 2012-2014:**

**School priority 1**

To improve student achievement in literacy standards focusing on reading comprehension and writing.

**Outcomes from 2012–2014**

- To improve the quality of teaching and learning in Reading comprehension in regards to inference.
- To develop and improve a consistent assessment program and tracking of students in Reading K-6.
- To improve student achievement in Reading comprehension targeting 70% in the top 3 bands (NAPLAN, PUT, TORCH)
• To develop confidence in marking and assessing writing by developing a consistent assessment program.
• To improve the quality of teaching and learning in writing, using writing assessments to inform planning.
• To improve student achievement in Writing targeting 70% in the top 3 bands (NAPLAN, School Writing Assessment).

Evidence of achievement of outcomes in 2014:
• Consistent assessment program in place.
• PLAN implemented to track progress in Literacy Continuum.
• NSW English Syllabus implemented.

Strategies to achieve these outcomes in 2014:
• Explicit teaching from the Literacy Continuum.
• Implementation of the new English K – 6 syllabus.
• Joint planning and moderation of writing units of work.

School priority 2
To improve student achievement in numeracy standards focusing on working mathematically and problem solving across the math’s strands.

Outcomes from 2012–2014
• To improve the quality of teaching and learning in Problem solving across number strand.
• To improve the achievement of Working Mathematically in particular problem solving K-6 by targeting 70% in the top 3 bands.

Evidence of achievement of outcomes in 2014:
• Count Me In Too completed.
• PLAN introduced to track Numeracy continuum

Strategies to achieve these outcomes in 2014:
• Lead teachers trained by State office in new Mathematics syllabus.
• Program builder and Numeracy continuum to be used.
• All staff to train in or revise CMIT online.

School priority 3
To increase parental engagement in the areas of literacy and numeracy

Outcomes from 2012–2014
• To develop positive parent engagement through specific programs (Coffee in classroom, Friday Friends, Information Sessions, Parent helpers, Newsletter tips, Prompt sheets to go with home reading books)

Evidence of achievement of outcomes in 2014:
• Increase of returns for School survey.
• Increased participation in Parent helper program.
• Increased numbers at P and C.

Strategies to achieve these outcomes in 2014:
• Parent information sessions held before each P & C meeting.
• Feedback from parent survey to be covered during parent sessions.
• Improvements to Parent tutor program.
• Continuation and extension of parent sessions with Learning & Support Team.

Parent/caregiver, student, and teacher satisfaction
In 2014, the school sought the opinions of parents, students and teachers about the school. Their responses are presented below.
Future Directions  
2015-2017 School Plan

NSW DEC is implementing a new school planning process for 2015-17. The new plan will be published on the school’s website from the beginning of Term 2 2015.

- Successful, responsible, self motivated learners who are able to think
imaginatively and critically resolve problems with a global outlook.

- Professional, enthusiastic, innovative educators who critically reflect on their pedagogy.
- Our school community will build a shared identity and vision focused on excellence, inclusivity and increased community engagement.

**About this report**

In preparing this report, the self-evaluation committee has gathered information from evaluations conducted during the year and analysed other information about the school’s practices and student learning outcomes. The self-evaluation committee and school planning committee have determined targets for the school's future development.

Leah Woolley, Principal

Michael Joseph, Assistant Principal

**School contact information**

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Mimosa St, Heathcote 2233
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Fax: 9520 0262
Email: heathcotee-p.school@det.nsw.edu.au
Web: www.heathcotee-p.school.nsw.edu.au
School Code: 5272

Parents can find more information about Annual School Reports, how to interpret information in the report and have the opportunity to provide feedback about the report at: