Heathcote High School
Annual School Report 2014
School context statement
In 2014 there was an increase the student population from 804 in 2013 to in 2014. 92.5 per cent of students attended school on an average school day which was higher than 2013. This daily attendance rate was at the regional average and above state average. Forty per cent of last year’s HSC class have gone onto further university study. Over seventy one per cent of our 2012 year 10 cohort completed year 12 in 2014, significantly above the state average.

The school had 57 teaching positions allocated in 2014. This included twelve executive staff, 41 classroom teachers and four specialist teachers. The teaching staff is supported by eleven administrative and support staff. All teaching staff meet the professional requirements for teaching in NSW public schools.

Principal’s message
2014 was a successful year for Heathcote High School. Some HSC results came at the end of a year in which we finalised implementation plans for key school initiatives in student welfare, student management, technology and teacher professional learning. This report provides a snapshot of our progress and achievements during the year.

I certify that the information in this report is the result of a rigorous school self-evaluation process and is a balanced and genuine account of the school’s achievements and areas for development.

Mark Noonan (Principal)

P and C information
After many very interesting conversations over important topics the P&C were instrumental in funding of various resources and events in 2014

- Beacon foundation annual fee
- Wakakirri (performance) sponsorship
- End of year presentations
- Multilt program (reading)
- School beautification
- Cancer council biggest morning tea (fundraiser)
- Purchase of new garbage bins for school grounds

Members of the P&C have also participated on the finance committees and on several selection panels. P&C meetings were held monthly with a consistently high level of frank discussion. The parents of Heathcote high were kept up with accurate and detailed information regarding the school’s progress.

Kathy Cunynghame (P&C President)

Student Representative's message
Throughout 2014 the Student Representative Council (SRC) was actively involved in running events such as mufti days and charity fundraisers. Highlights included Valentine’s Day, Harmony Day, The Mad Hatters Tea Party, Jeans for Genes and Bandana Day. The organizations supported were Kids with Cancer Foundation, UNICEF and CANTEEN.

All members participated in a Bonding Day. This was a chance for the SRC to focus on leadership and team building. In groups, the SRC designed and ran various team-building activities that brought everyone together and made planning events much easier.

Members of the SRC also took part in Zone meetings and other events, including the three day Elevate Leadership conference run by Wollongong University, Inspire Young Leaders Conference and the Secondary Schools Leadership Program for School Captains hosted by members of the NSW Parliament and the Governor of NSW. The Captains also made their debut at the Sutherland Shire Mayoral Debutante Charity Ball.

2014 saw the introduction of SRC students having the opportunity to present and put forward ideas at weekly executive meetings. Regular meetings between the Principal and Captains were also
introduced allowing the students to be a major part of the decision-making process.

In 2015 the SRC team is planning to evaluate its goals and directions so that it can continue to be active in supporting the community and be an effective voice on behalf of the students.

Rachel Cook and Brian Lieu
(School Captains 2014)

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
This year we have seen a reverse in this trend with enrolments for 2015 increasing to 840 students. This goes against the demographic forecast of 805. The vast majority of our students come from the local drawing area.

<table>
<thead>
<tr>
<th>Gender</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>445</td>
<td>455</td>
<td>448</td>
<td>454</td>
</tr>
<tr>
<td>Female</td>
<td>376</td>
<td>358</td>
<td>343</td>
<td>341</td>
</tr>
</tbody>
</table>

The average attendance rate of our students remained above the state level and on a par with the regional average, a clear endorsement of the programs in place over many years to improve our students’ attendance.

Notwithstanding the overall pattern of good attendance, during 2014, the school has put in place improved systems for closely monitoring the attendance patterns of all students from Years 7-12.

Management of non-attendance
- The school regularly monitors its attendance management systems, and has implemented a range of procedures, including:
  - Efficient roll-marking procedures to allow effective follow-up on absent students.
  - An SMS messaging system to alert parents promptly of their child’s absence from school.
  - Three formal attendance checks per term through the Welfare Team.
  - Improved and more efficient systems for monitoring late attendance.
  - The recognition of good attendance through the school’s Merit System.
Working closely with the Home School Liaison Officer (HSLO).

Conducting mass interviews of students with poor attendance using the HSLO.

More effective use of the school’s management system to track and support student attendance.

**Post-school destinations**

The retention rate showed a two per cent decline on the 2013 figure, reflecting the significant number of students who moved on to alternative post school destinations, such as apprenticeships. However, the majority ‘stay on’ to do the HSC. With the recent changes to legislation regarding student attendance, this trend is likely to continue.

While the intent of the legislation is to promote the benefits of achieving an HSC, the school is implementing initiatives under the School to Work Program to cater for the needs of some students who require transition into work, while others are in need of setting career goals or appropriate subject choices in Year 11.

During 2014 the school the school implemented programs under the guidance of the Beacon Foundation whose primary work is to support schools in creating meaningful partnerships with their local business and education community and supporting their School to Work Programs. All of these initiatives attained positive outcomes, leading to a number of ‘at-risk’ students successfully transitioning into the work and further education.

**Year 12 students undertaking vocational or trade training**

The post-school destinations for this cohort are university (40%), full or part-time employment (10%), TAFE (18%), apprenticeship or traineeship (20%) and other – private college, looking for employment, gap year, etc (12%). These figures demonstrate the continuing success that Heathcote students have in transitioning into work and tertiary education.

**Year 12 students attaining HSC or equivalent Vocational educational qualification**

Of the students completing their HSC course at Heathcote High in 2014 100% attained the HSC qualification.

**Workforce information**

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

The quality of educational programs available at Heathcote High School is due to the skills, experience and commitment of our teaching staff and the dedicated support provided by our administrative staff. The breakdown of staff for 2014 was:

**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>2</td>
</tr>
</tbody>
</table>
There are two Indigenous members on the staff (almost three per cent of the staff population).

**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>85</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>40</td>
</tr>
<tr>
<td>NSW Institute of teacher accreditation</td>
<td>15</td>
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</tbody>
</table>

**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>
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</tr>
<tr>
<td>Balance brought forward</td>
<td>381,841.40</td>
</tr>
<tr>
<td>Global funds</td>
<td>542,568.54</td>
</tr>
<tr>
<td>Tied funds</td>
<td>310,592.21</td>
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<tr>
<td>School &amp; community sources</td>
<td>656,523.45</td>
</tr>
<tr>
<td>Interest</td>
<td>14,591.81</td>
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<tr>
<td>Trust receipts</td>
<td>42,544.60</td>
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<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Total income</td>
<td>1,948,662.01</td>
</tr>
</tbody>
</table>

| **Expenditure**            |            |
| Teaching & learning        |            |
| Key learning areas         | 178,646.51 |
| Excursions                 | 103,843.64 |
| Extracurricular dissections| 358,561.51 |
| Library                    | 22,489.26  |
| Training & development     | 3890.86    |
| Tied funds                 | 277,831.02 |
| Casual relief teachers     | 151,878.33 |
| Administration & office    | 197,044.85 |
| School-operated canteen    | 0.00       |
| Utilities                  | 118,240.54 |
| Maintenance                | 45,007.24  |
| Trust accounts             | 41,523.04  |
| Capital programs           | 10,640.50  |
| Total expenditure          | 1509597.30 |
| Balance carried forward    | 439,064.71 |

It should be noted that the balance brought forward and the balance carried forward each year contain a large percentage of committed funds. Any funds not accounted for are added to the funds paid to the school at the beginning of the school year to be put towards committed programs for that year.

The school’s budget is overseen by the school’s finance committee, which decides on the spending priorities for the year. Most of the income is expended on teaching and learning programs.

The school community would like to express its sincere thanks to parents who support their children by paying the scheduled school and subject contributions.

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.

**Professional learning:**

The school spent $56322.08 on teacher professional development in 2014. The areas of highest expenditure were:

- Quality teaching ($10,401.65)
- Welfare and Equity ($10163.12)
- Syllabus Implementation ($7140.55)
- Literacy and Numeracy ($299)
- Career development (11,972.52)
- Technology in learning ($4079.41)
- Beginning Teachers ($12,265.83)

**School performance 2014**
Arts

The school continues to nurture excellence in its broad creative and performing arts programs, where talented students are encouraged to exhibit and perform within and beyond the school.

- **Alice’s adventures in Wonderland** saw a return of the famous Heathcote High drama productions, which showcased our talents in the performing Arts. The ‘Mad Hatters Tea Party’ raised $2000 for cancer research.

- The Visual Arts annual school exhibition showcased the talent of our Year 7-12 student works to the school community.

- The HSC Expo Night included displays of projects and portfolios for Industrial Technology Wood, Visual Arts body of works and Year 12 Music students.

- Our annual Textiles *Designers on Parade* evening was a stunning success. International Designer **Henry Roth** is a mentor to one of our budding textiles designers, School captain Chloe Goldsmith of Year 12. Chloe also won the NSW/ACT **Young Designer of the Year Award** using the Cabaret Project she produced in her Textiles and Design course at school.

- Katie Mullins from Year 12 Hospitality won the Sutherland BEN Vocational student of the year award in Hospitality. She was also a Finalist in the Regional Vocational Student of the Year Award

- Our school entered the *Wakakirri Dance*, winning the Teamwork Award and received an Honourable Mention for our use of recycled materials that we used in our sets

Other achievements

**Sporting Success**

The school had an outstanding year in sports in 2014. Individual students and teams have been entered into competitions at all levels. Our three annual school carnivals – swimming, athletics and cross country, were strongly attended and the continuation of the sports house system continues to be a success as evident by a high degree of student participation.

The teacher versus student sporting challenges have been successful in fostering healthy competition and staff/student camaraderie.

Our school has many students who are gifted in their chosen sport and consistently compete at top levels outside the school level of competitions.

- Our Mountain Bikers won the Leader Junior Sports Star Team Award for winning the Australian Interschool Mountain Bike Championship for the 7th year in a row.

- Year 10 student Bryn Jarman competed at the Junior National Skiing Championships at Perisher, winning two silver and one bronze medal and is ranked 3rd in Australia for the U16 boys.

- Tanisha Ryan won the Dressage Event at the Inter-schools Equestrian Championship. She was also awarded the Berry Inter-schools Dressage Champion over all Yrs 7-12 with the overall highest Dressage score over the whole event.

- In the Port Hacking zone the junior boy’s soccer team were the Premiers.

- For the third year in a row, the HHS Boccia Team reached the State Final.

- Rebekah Lee of Year 8 was triumphant in the 13 years javelin to emerge as N.S.W state champion.

- Lauren Calver was a NSW Basketball representative

- Our school entered the *Wakakirri Dance*, winning the Teamwork Award and received an Honourable Mention for our use of recycled materials that we used in our sets
• Keely McNally competed in the NSW CHS Gymnastics gaining a Silver medal in the Uneven Bars and Bronze in the Floor competition.

• Nick Meldrum gained Bronze at the NSW CHS Athletics in Discus.

• Taj Lynch of Year 8 was also a C.H.S. champion in the U15 years A.W.D. javelin with a record breaking throw.

• Our open squash team qualified for the C.H.S. final four teams in the state. Our young players travelled to Dubbo for state competitions. 59 students completed the St John’s First Aid course.

• The U14 Touch team competed at NTRA State cup Touch and students represented NSW at Coffs Harbour in the National Touch Rugby Association Nationals.

The Year 10 PASS students assisted Helensburgh Primary school with the running of their Athletics Carnival and ‘were integral to the success of the carnival and were outstanding ambassadors for Heathcote High School’.

GAT - Our gifted and talented students participated in the very successful interdisciplinary projects - a structured cross-curricular enrichment strategy. A group of Gifted and Talented students from Years 7-10 participated in an Enrichment Program at Wollongong University.

• Science - For the third year in a row, one of our students, Jake Boyce of Year 11, was selected to participate in the 2014 National Youth Science Forum. Our School Captain, Rachel Cook of Year 12, previously participated in the forum and has been invited to mentor other students in the 2014-15 holiday workshops.

• Year 7 science students visited Waterfall Public School to mentor primary students in their studies.

Extra curricular

Our students participated a wide range of extra-curricular opportunities to nurture their growth and development.

These included:

Leadership Opportunities – Our school captain, Rachel Cook, accompanied by School Captain Brian Lieu, made her debut at the Sutherland Shire Mayoral Charity Ball. Seven SRC members from Years 9 and 10 attended the Regional SRC Conferences at Gymea Technology High School and Caringbah High School. Three Year 11 students attended the Connect: Elevate 2014 - Young Leaders Forum at the University of Wollongong and the SRC cooked for the homeless in the ‘Big Kitchen’.

• Mathematics - The Maths Olympiad challenged the Numeracy skills of our Year 8 students. Students performed well in the Australasian Math’s Competition, gaining 2 Distinctions ad 24 credits. The top students in each year were: Year 7 – William Craggs, Year 8 – Sean Stephen, Year 9 – Georgia Muriti, Year 10 - Jarrod Mazurkiewicz, Year 11 – Jake Boyce, Year 12 – Rachel Cook and Stuart Derbridge.

• English - In the 2014 English Competition, 15 students gained a Credit whilst 14 students attained a merit.

• The school introduced the ‘Study buddies’ homework club on Wednesday afternoons.

• Our community links programs continued with Loftus TAFE (Outdoor Education) and Linkages Programs with our partner Primary schools including the Peer Support Program.

• We went on expeditions as part of the Duke of Edinburgh Award Scheme and Year 9 and 10 students worked with Primary students at the
Community of Schools on the Park overnight camp.

- **Vocation Opportunities** - School to Work programs for our Year 10 students supported by the Beacon Foundation, including the Speed Career Day where students were given the opportunity to talk directly with employers from Industry.

- The **renovation** of our school library and our tiered learning space has been converted to a lecture theatre.

- 2014 saw the introduction of the HHS App for iphone and android devices, which has improved communication with our school community.

**Overseas Travel**

- We participated in a Japanese cultural exchange with 9 students visiting our Japanese sister school Hitachi-Omiya-City in September and welcomed their students to our school later in the year.

- Several of our students travelled to France in September on a two week linguistic and cultural study tour.

**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 7: from Band 4 (lowest) to Band 9 (highest for Year 7)
Year 9: from Band 5 (lowest) to Band 10 (highest for Year 9)

**NAPLAN Year 7 - Literacy** (including Reading, Writing, Spelling and Grammar and Punctuation)

The 2014 NAPLAN results show that students entering Heathcote High were a little below the State average in reading, writing and grammar and punctuation tasks, and just below State average in spelling tasks. The 2014 data also reflects a smaller year group. The 2015 cohort has an extra 30 students.

<table>
<thead>
<tr>
<th>Year 7 NAPLAN Reading</th>
<th>School</th>
<th>SSG</th>
<th>State DEC</th>
</tr>
</thead>
<tbody>
<tr>
<td>Average score, 2014</td>
<td>537.4</td>
<td>539.3</td>
<td>538.9</td>
</tr>
<tr>
<td>Skill Band Distribution</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Band</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>Number in Band</td>
<td>7</td>
<td>10</td>
<td>38</td>
</tr>
<tr>
<td>Percentage in Bands</td>
<td>5.6</td>
<td>7.9</td>
<td>30.2</td>
</tr>
<tr>
<td>School Average 2010-2014</td>
<td>4.2</td>
<td>13.1</td>
<td>29.1</td>
</tr>
<tr>
<td>SSG % in Band 2014</td>
<td>3.4</td>
<td>14.8</td>
<td>26.8</td>
</tr>
<tr>
<td>State DEC % in Band 2014</td>
<td>5.0</td>
<td>16.3</td>
<td>26.8</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year 7 NAPLAN Writing</th>
<th>School</th>
<th>SSG</th>
<th>State DEC</th>
</tr>
</thead>
<tbody>
<tr>
<td>Average score, 2014</td>
<td>496.0</td>
<td>501.7</td>
<td>499.0</td>
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<tr>
<td>Skill Band Distribution</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Band</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>Number in Band</td>
<td>7</td>
<td>39</td>
<td>43</td>
</tr>
<tr>
<td>Percentage in Bands</td>
<td>5.6</td>
<td>31.2</td>
<td>34.4</td>
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<tr>
<td>School Average 2010-2014</td>
<td>7.0</td>
<td>27.3</td>
<td>35.0</td>
</tr>
<tr>
<td>SSG % in Band 2014</td>
<td>9.2</td>
<td>25.8</td>
<td>32.0</td>
</tr>
<tr>
<td>State DEC % in Band 2014</td>
<td>12.</td>
<td>1</td>
<td>26.8</td>
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<table>
<thead>
<tr>
<th>Year 7 NAPLAN Spelling</th>
<th>School</th>
<th>SSG</th>
<th>State DEC</th>
</tr>
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<tbody>
<tr>
<td>Average score, 2014</td>
<td>542.5</td>
<td>543.4</td>
<td>545.1</td>
</tr>
<tr>
<td>Skill Band Distribution</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Band</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>Number in Band</td>
<td>6</td>
<td>13</td>
<td>27</td>
</tr>
<tr>
<td>Percentage in Bands</td>
<td>4.8</td>
<td>10.4</td>
<td>21.6</td>
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</table>
### Year 7 NAPLAN Grammar and Punctuation

<table>
<thead>
<tr>
<th>Skill Band Distribution</th>
<th>Average score, 2014</th>
<th>School</th>
<th>SSG</th>
<th>State DEC</th>
</tr>
</thead>
<tbody>
<tr>
<td>Band Number in Band</td>
<td>3</td>
<td>22</td>
<td>31</td>
<td>37</td>
</tr>
<tr>
<td>Percentage in Bands</td>
<td>2.4</td>
<td>17.6</td>
<td>24.8</td>
<td>29.6</td>
</tr>
<tr>
<td>School Average 2010-2014</td>
<td>6.8</td>
<td>12.8</td>
<td>30.8</td>
<td>24.8</td>
</tr>
<tr>
<td>SSG % in Band 2014</td>
<td>6.5</td>
<td>17.2</td>
<td>20.1</td>
<td>29.0</td>
</tr>
<tr>
<td>State DEC % in Band 2014</td>
<td>8.5</td>
<td>18.7</td>
<td>18.3</td>
<td>25.3</td>
</tr>
</tbody>
</table>

### Percentage in bands:

**Year 7 Writing**

- Percentage in Bands
- School Average 2011-2014
- SSG % in Band 2014
- State DEC % in Band 2014

**Year 7 Reading**

- Percentage in Bands
- School Average 2010-2014
- SSG % in Band 2014
- State DEC % in Band 2014

**Year 7 Spelling**

- Percentage in Bands
- School Average 2010-2014
- SSG % in Band 2014
- State DEC % in Band 2014
NAPLAN Year 7 - Numeracy
The 2014 NAPLAN results show that students entering Heathcote High were below State average in their overall numeracy performance.

### Year 7 NAPLAN Numeracy

<table>
<thead>
<tr>
<th>Skill Band Distribution</th>
<th>School</th>
<th>SSG</th>
<th>State DEC</th>
</tr>
</thead>
<tbody>
<tr>
<td>Average score, 2014</td>
<td>533.3</td>
<td>536.2</td>
<td>542.9</td>
</tr>
<tr>
<td>Band</td>
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</tr>
<tr>
<td>Number in Band</td>
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<td>20</td>
<td>43</td>
</tr>
<tr>
<td>Percentage in Bands</td>
<td>2.4</td>
<td>16.3</td>
<td>35.0</td>
</tr>
<tr>
<td>School Average 2010-2014</td>
<td>2.5</td>
<td>17.7</td>
<td>30.7</td>
</tr>
<tr>
<td>SSG % in Band 2014</td>
<td>3.1</td>
<td>16.4</td>
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</tr>
<tr>
<td>State DEC % in Band 2014</td>
<td>4.0</td>
<td>19.2</td>
<td>28.1</td>
</tr>
</tbody>
</table>

NAPLAN Year 9 - Literacy (including Reading, Writing, Spelling and Grammar and Punctuation)

The results show that our Year 9 students were still below the State average. Last year we focused on literacy issues in Year 11 and 12. This year we plan to implement a new junior school program to address literacy issues in Years 7 to 10. It is called the ALARM Matrix.

### Year 9 NAPLAN Reading

<table>
<thead>
<tr>
<th>Skill Band Distribution</th>
<th>Average score, 2014</th>
<th>School</th>
<th>SSG</th>
<th>State DEC</th>
</tr>
</thead>
<tbody>
<tr>
<td>Band</td>
<td>5S51.9</td>
<td>574.8</td>
<td>575.0</td>
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<tr>
<td>Number in Band</td>
<td>13</td>
<td>46</td>
<td>38</td>
<td></td>
</tr>
<tr>
<td>Percentage in Bands</td>
<td>9.3</td>
<td>32.9</td>
<td>27.1</td>
<td></td>
</tr>
<tr>
<td>School Average 2010-2014</td>
<td>6.3</td>
<td>21.3</td>
<td>31.0</td>
<td></td>
</tr>
<tr>
<td>SSG % in Band 2014</td>
<td>8.4</td>
<td>18.1</td>
<td>25.8</td>
<td></td>
</tr>
<tr>
<td>State DEC % in Band 2014</td>
<td>10.6</td>
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### Year 9 NAPLAN Writing

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</tr>
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<td>Percentage in Bands</td>
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<td>19.2</td>
<td>28.1</td>
<td></td>
</tr>
<tr>
<td>School Average 2010-2014</td>
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</tr>
<tr>
<td>SSG % in Band 2014</td>
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<td>19.2</td>
<td>28.1</td>
<td></td>
</tr>
<tr>
<td>Number in Band</td>
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<td>26</td>
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</tr>
<tr>
<td>Percentage in Bands</td>
<td>30.4</td>
<td>25.4</td>
<td>18.8</td>
<td>18.8</td>
</tr>
<tr>
<td>School Average 2011-2014</td>
<td>24.3</td>
<td>24.3</td>
<td>21.7</td>
<td>19.8</td>
</tr>
<tr>
<td>SSG % in Band 2014</td>
<td>22.9</td>
<td>23.8</td>
<td>23.3</td>
<td>19.9</td>
</tr>
<tr>
<td>State DEC % in Band 2014</td>
<td>26.1</td>
<td>22.1</td>
<td>20.1</td>
<td>18.6</td>
</tr>
</tbody>
</table>

### Year 9 NAPLAN Spelling

<table>
<thead>
<tr>
<th>Average score, 2014</th>
<th>School</th>
<th>SSG</th>
<th>State DEC</th>
</tr>
</thead>
<tbody>
<tr>
<td>Skill Band Distribution</td>
<td>565.7</td>
<td>580.6</td>
<td>582.1</td>
</tr>
<tr>
<td>Band</td>
<td>5</td>
<td>6</td>
<td>7</td>
</tr>
<tr>
<td>Number in Band</td>
<td>11</td>
<td>24</td>
<td>44</td>
</tr>
<tr>
<td>Percentage in Bands</td>
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<td>17.3</td>
<td>31.7</td>
</tr>
<tr>
<td>School Average 2010-2014</td>
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<td>16.2</td>
<td>28.8</td>
</tr>
<tr>
<td>SSG % in Band 2014</td>
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</tr>
<tr>
<td>State DEC % in Band 2014</td>
<td>10.2</td>
<td>13.5</td>
<td>26.1</td>
</tr>
</tbody>
</table>

### Year 9 NAPLAN Grammar and Punctuation

<table>
<thead>
<tr>
<th>Average score, 2014</th>
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<th>SSG</th>
<th>State DEC</th>
</tr>
</thead>
<tbody>
<tr>
<td>Skill Band Distribution</td>
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<td>565.6</td>
<td>566.5</td>
</tr>
<tr>
<td>Band</td>
<td>5</td>
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<td>7</td>
</tr>
<tr>
<td>Number in Band</td>
<td>23</td>
<td>39</td>
<td>36</td>
</tr>
<tr>
<td>Percentage in Bands</td>
<td>16.6</td>
<td>28.1</td>
<td>25.9</td>
</tr>
<tr>
<td>School Average 2010-2014</td>
<td>9.1</td>
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<td>29.7</td>
</tr>
<tr>
<td>SSG % in Band 2014</td>
<td>12.7</td>
<td>20.9</td>
<td>28.7</td>
</tr>
<tr>
<td>State DEC % in Band 2014</td>
<td>14.4</td>
<td>22.3</td>
<td>25.4</td>
</tr>
</tbody>
</table>
The results show that our Year 9 students were below the State average in overall numeracy. This was not typical of previous years as our numeracy growth has been consistently strong in the previous 5 years.

**Year 9 NAPLAN Numeracy**

<table>
<thead>
<tr>
<th>Skill Band Distribution</th>
<th>School</th>
<th>SSG</th>
<th>State DEC</th>
</tr>
</thead>
<tbody>
<tr>
<td>Average score, 2014</td>
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<td>582.6</td>
<td>587.8</td>
</tr>
<tr>
<td>Band Number in Band</td>
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<td>6</td>
<td>7</td>
</tr>
<tr>
<td>Percentage in Bands</td>
<td>2.9</td>
<td>20.9</td>
<td>31.7</td>
</tr>
<tr>
<td>School Average 2010-2014</td>
<td>4.4</td>
<td>16.5</td>
<td>31.1</td>
</tr>
<tr>
<td>SSG % in Band 2014</td>
<td>3.3</td>
<td>19.1</td>
<td>30.9</td>
</tr>
<tr>
<td>State DEC % in Band 2014</td>
<td>4.3</td>
<td>21.9</td>
<td>27.5</td>
</tr>
</tbody>
</table>

Higher School Certificate (HSC)
In the Higher School Certificate, the performance of students is reported in performance bands ranging from Performance Band 1 (lowest) to Performance Band 6 (highest).

In all, 95 Heathcote High students completed the HSC across 30 courses including three vocational subjects and the higher level extension courses. The breadth of our senior curriculum continues to be a great strength of our school. In mathematics we have encouraged the students to attempt courses at the appropriate level. What these graphs don’t show is in Mathematics there was...
a band 6 and over 78% of students were in the top 3 bands and 46% were in the top 2 bands. In the more demanding Extension courses there were also some very good results and they also benefit from the favourable scaling for their ATAR.

Overall this cohort was down a little on previous performances which are indicated in the graphs especially when we compare the School 2014 with the School Average 2010-2014. In most cases there is only a relative small number of marks and usually indicates the candidates ability in the course. These are not part of any trends.
The graph below is a limited measure that aims to predict performance in the HSC based on Year 9 NAPLAN. To put this in context the scale on the Y axis in the State is a 100 point scale. Relatively speaking these are very small differences. However, school data analysis shows that while the numeracy component indicates similar performance levels at the HSC this is not the case for some of the literacy based subjects and this has indicated to us that more work needs to be done overall in the literacy area.

**Significant programs and initiatives – policy**

**Aboriginal education**

2014 was a very productive and progressive year for the Indigenous students here. One of our Indigenous Year 12 students was elected Vice Captain and thrived under the pressures of that role and juggling the HSC, the other has gained...
successfull entry into Engineering at the University of Wollongong.

One of our Year 9 students participated in Work Experience at the Sydney Opera House and impressed them to the extent that the people at the Opera House offered him and his family complimentary tickets. A Year 7 student participated in a Science and Engineering camp at the University of New South Wales with great vigor and impressed the academics at UNSW and the Indigenous Programs Office, Nura Gili, very much.

Towards the end of last year meetings were held with parents in regards to Personalized Learning Plans, which all of the Indigenous students now have and will be revised after the Half Yearly exam period and we have established a Learning Hub, which all Indigenous students will have access to in order to assist with tutoring and assessment tasks. The future looks bright for our Indigenous students.

Multicultural education and anti-racism

The Refugee Camp in My School 2014

The Refugee Camp in My School involved creating a partly simulated “refugee camp” display in school. A key part of the project was to train and equip students to run the event. The project aimed to educate the school community about human rights, refugee and asylum seeker issues and to dispel common myths.

The opportunity to expose our students to an activity where they would have to consider the wellbeing of people less fortunate than themselves was the main reason that we became involved in this project. As a school, we are involved in many activities that focus on cultural differences, but this project went one step further by affording a group of students the power to educate their peers.

The Refugee Student Action Team excelled in their roles as station coordinators and completed a lot of research in the lead up to the camp in order to inform the school about the plight of refugees. The dedication that this group of students showed from the beginning was commendable. Their level of understanding of issues and empathy for refugees steadily developed, culminating in them presenting a well-balanced view to the groups who made their way through the camp.

The camp itself was well received by staff, students and the community. The staff were very accommodating of the necessary changes to routine to enable all year 10 students and other selected classes to spend 80 minutes in the camp. All students were very respectful whilst moving from station to station and many commented at the end about how valuable they had found the experience.

We are very proud of the response from the whole school community in relation to this project. Although it was a lot of planning and hard-work, the benefits and positive outcomes for the students and staff were well worth it. We would definitely consider being involved in this project again in the future.

Significant programs and initiatives – equity funding

Aboriginal background

The school has a supportive learning environment for all students, including Aboriginal students. Curriculum, teaching and assessment programs are culturally appropriate and the school focuses on integrating aboriginal perspectives into all key learning areas. Some examples of the approach taken include:

- Indigenous students are encouraged to participate in targeted regional initiatives.
- A Personalised Learning Plan is developed for each Indigenous student to meet their learning needs.
- Norta Norta program to support Senior Students in their HSC.
- Studies of Aboriginal communities are incorporated in the Social Sciences.
- Aboriginal art and music are studied in the Creative Arts and Aboriginal art is displayed in the school’s administration building.
- Traditional culture, impact of contact and dispossession, aboriginal rights and freedoms are studied in History.
- The ‘Acknowledgement of Country’ is a feature of all major school assemblies.

Learning and Support
At HHS the schools Learning Support Team (LST) and Wellbeing Teams are an integral part of support both emotionally and academically. HHS are leaders in learning support in the area and we have a strong team of dedicated staff from Head Teachers through to School Learning Support Officers.

Every student is catered for and any student who is identified as having additional needs is supported with an Individualised Learning Plan (ILP). This is whether the student has a disability, is Aboriginal or is Gifted and Talented (G&T) and needs additional support.

The school has established a strong Wellbeing and LST that includes Deputy Principals (DaST’s) Faculty Head Teachers (FaST’s), a Learning Support Coordinator, LaST, Aboriginal Student Coordinator, Careers Adviser, Librarian, School Counsellors, G&T Coordinator and Head of the Physical Support Class.

This team is responsible for ensuring that all class tasks and assessments are adjusted to support all students. The team also works in classes to support staff and students and provide learning assessments and Disability Provisions when necessary.

The Wellbeing Team, consisting of YA’s, Counsellors a Head Teacher Wellbeing and Senior executive ensure that the whole student is supported on a daily basis, while also providing different Wellbeing events such as Camps, Cyber safety, Drumbeats, Anger Management and Mental Health through HEADSPACE.

These Teams underpin all support at HHS.

**Support Class (Physical)**

This was another great year for the students in Heathcote High School’s Support Class. It began with the enrolment of two new students-Chris and Jake, who are featured on the front cover of the Annual Report. We are delighted to have them and both boys have adapted very well to High School life. This was no doubt in part due to the extensive transition program that they participated in during Terms 2 and 3 of 2013, as they near the end of Primary School. Both boys had a great time at Year 7 camp held at Mangrove Mountain, Morisset safely supervised and assisted by two of our very experienced and enthusiastic SLSO’s- Jenni King and Vicki Wilkinson.

Our Boccia team with many new players trained with great commitment and eagerness and once again was victorious at the regional level. Lacking the depth of experience of several senior players, we didn’t do as well at the State competition at Homebush coming in 9th in over 100 schools state-wide. We are hopeful of doing even better this year. One player in particular, Dan Michel, has gone onto International level and is working hard towards gaining a place within the Paralympic Team going to Rio in 2016. He has had a lot of success in major tournaments. Dan was also successful in gaining entrance into a Bachelor of Commerce/Business management degree at Wollongong University and has successfully completed his first year of study.

Two of our senior students completed successful work experience placements- one in Teaching, the other in construction. More are planned for 2015. This is such a great opportunity for them to see where their interests and abilities really lie and to start firming up plans for life beyond school.

Our two Year 7 students were delighted to be involved in the School’s terrific production –Alice. This was the first major production at Heathcote High School for some years. All those involved, staff and students, loved the experience and I know that Chris and Jake hope to take on an even bigger role in any future projects.

The annual Community Living Program for 2014 was based on the theme of “Building Bridges”. The aim was to help students learn more about tolerance, acceptance and compromise. The program included craft, cooking, a guest speaker and a terrific train trip to Kiama. We all had a great time and plans are already in progress for 2015 when we will be focusing on “Behind the Stereotypes”.

Of course most of our time is spent on the everyday business of support-in class, for exams,
at Sport and on Excursions, all with the help of very supportive families. Each and every student had a successful and fulfilling year in 2014, often despite facing many additional adversities. We look forward to the challenges and rewards that 2015 will no doubt bring.

**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 meetings with staff, students and parents in Term Four to gather detailed feedback on the progress made in the implementation of the School Plan and any changes needed in future directions.

In recent years the school has updated the uniform for both junior and senior boys and girls. Over the past 12 months our Uniform Coordinators have been working with our parent community and student body to include a tunic and cardigan option to the uniform.

During this process it was felt that there was confusion about and inconsistency in the way the school’s Uniform Policy was being implemented.

A survey of staff found this to be the case. While the majority of staff reported that they understood the Uniform Policy and knew where to find it, there were inconsistencies in its application.

The evaluation team modified the policy and procedures in consultation with staff, students and parents for implementation in 2014.

**School planning 2012-2014:**

**School priority 1**

**Target 1: leadership and management development**

The priorities were:

- Increased emphasis on professional learning and the role of HEATARS in professional growth.
- Enhanced role for teams in school decision-making.
- Provision to students of increased opportunities to learn about leadership.

**Outcomes from 2014**

- Increased staff use of MyPL@Edu towards the embedding of HEATARS processes in the school’s professional learning practices.
- Increase in use of teams-based approaches and growth of staff capacity to build staff leadership.
- Student Leadership Charter for Heathcote High School developed

**Evidence of progress towards outcomes in 2014:**

**PROFESSIONAL LEARNING**

- Strengthened HEATARS processes across the whole school.
- Better alignment of school priorities, TPL Funds and the Professional Learning Plan.
- More than fifty per cent of staff accessing MyPL@Edu in the management of their own professional learning.
- Enhanced Beginning Teacher Program in place.

**LEADERSHIP AND TEAM-BUILDING**

- A number of teams-based projects in place to support achievement of school priorities and targets.
- HEATARS processes underpin the growth of leadership capacity of staff.
- Executive meetings include regular leadership development and PL activities
- Expanded capacity-building activities for staff aspiring to take on leadership roles.

**STUDENT LEADERSHIP**

- Heathcote High School Student Leadership Charter has been developed.
- The profile of student leaders across the school is being raised.
- Progress on the mapping out of leadership opportunities for Years 7-12 is being made.
Target 2: curriculum and assessment
The priorities were:
- Successful implementation of the Australian Curriculum.
- Enhanced quality of assessment tasks.
- Improved literacy and numeracy achievement of all students.
- Improved access to and use of digital and interactive technologies by staff and students.

Outcomes for 2014
- Development of scope and sequences, teaching programs and assessments for Yr7 and Yr9 English, Maths, Science and History for implementation in 2014 completed.
- Faculties code assessment tasks against the QT Framework to increase their rigour.
- Faculties include explicit literacy and numeracy strategies in teaching program.
- The use of data analysis to inform teaching programs has been increased.
- The use of ICT across the curriculum for Years 7-12 has increased.

Evidence of progress towards outcomes in 2014:
AUSTRALIAN CURRICULUM
- Planning for the Australian Curriculum is incorporated into the PL Plan
- Phase 1 Programs ready for implementation in 2014
- Whole school planning under way for implementation of Phase 2 and 3 subjects

ASSESSMENT TASKS
- Staff have access to robust QT coding protocols.
- All assessment tasks are coded against the QT framework.
- All Assessment tasks include rubrics and explicit marking criteria.
- MOODLE being used to provide ongoing PL support to staff.

- Assessment tasks reviewed against Syllabus outcomes and programs, particularly for Australian Curriculum

LITERACY AND NUMERACY IMPROVEMENT
- NAPLAN data has been deconstructed at executive meetings and staff meetings to identify target areas for action
- Faculties have developed specific plans to address literacy and numeracy skills in their teaching programs using SMART data to determine focus areas.
- Explicit teaching of reading demonstrated in Faculty Goals with a focus on the purpose of reading.
- Greater faculty meeting attention given to persuasive writing as a preparation for NAPLAN, with use of Moodle resources for NAPLAN preparation.
- RAP data used to inform T & L to improve growth.

TECHNOLOGY
- ICT integrated into new Australian Curriculum teaching programs.
- Development of explicit classroom outcomes re: ICT underway.
- Interactive whiteboards being more actively used in the school.
- Enhanced PL opportunities provided to staff.

Target 3: engagement and attainment
The priorities were:
- Renewal of student management policy including integration PBL, Choice Theory, Restorative Practices and Mind Matters.
- Successful implementation of new anti-bullying policy and procedures.
- Successful implementation of initiatives in student transition and support.
- Focus on student engagement strategies.

Outcomes for 2014
- COTES Code for managing behaviour and recognising achievement embedded into school practices.
- Ongoing professional learning provided for staff regarding student management.
• Anti-bullying Policy incorporated into COTES Code
• Primary transition program to support learning needs of students expanded.
• Individual Management Programs in place for students requiring additional support.
• School to Work Programs to better support our students strengthened.

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.

STRATEGIC DIRECTION 1
Student learning: Students are engaged in their learning to maximize their potential.

Purpose:
The focus is on the core belief that learning, creativity and engagement are the foundation elements for continuing improvement and achievement of every student.

Improving student outcomes by creating high expectations, through providing quality teaching and learning while valuing a culture of critical thinking, inquisition and problem solving to promote a culture of high expectations.

Learning must be purposeful, accessible, connected, collaborative and relevant to raise engagement and attainment by 2017.

STRATEGIC DIRECTION 2
Staff and Leader Learning: Staff are dynamic and collaborative professionals, committed to building individual and collective capacity

Purpose:
The focus is on staff who are adaptive to changes in educational philosophy and practices, which are strongly supported by data and research. Staff understand the learning styles and needs of their students as well as the qualities and skills of 21st century learners.

Staff see themselves a life-long learners and model this to students. Individual staff professional development plans are established and regularly reviewed and assessed. This ensures staff are reflective of their practice and focused on continued improvement. Staff are also committed to embedding and strengthening quality teaching practices.

Staff work collaboratively to share teaching practice and support each other in their professional development. Opportunities and assistance are provided to staff who aspire to promotional opportunities.

STRATEGIC DIRECTION 3
School Learning: A School which is focused on its core business of teaching and learning

Purpose:
The focus is on the core business of learning in collaboration with the community where staff, students and community work together to enhance student outcomes and learning. There is school-wide, collective responsibility for student learning and success, with high levels of student, staff and community engagement.

All school policies, processes and structure are focussed on supporting student learning and strengthening community engagement. By sharing information about learning development, teachers engage parents as active participants in their children’s education.

At the other end of schooling, teachers and schools support students to make successful transitions to future learning and employment, with the skills to make informed contributions as citizens and leaders.
Parent/caregiver, student, and teacher satisfaction

In 2014 the school sought the opinions of parents, students and teachers about the school through surveys, meetings and informal contact. School community members expressed a high degree of satisfaction with the school – its procedures and policies and the progress it is making.

Parent involvement in special events and activities was pleasing with very high attendance at our year 12 parent information evening, Year 7 Selective Class night, subject selection evenings and information sessions, in particular. Their continuing willingness to participate in school decision-making through the P&C and a range of committees is very important to the school and its ongoing progress.

Students seeking representation on the SRC, peer mentoring and mediation programs and volunteering for environmental and primary school linkages programs indicated the high numbers who value these leadership and mentoring roles.

The school staff is also a strong contributor to school change and improvement. Communication channels within the school are strong and staff satisfaction is most notably shown through the very low transfer rate.

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.

M. Noonan Principal
C. Pearse Deputy Principal
L. Jones Deputy Principal
S Davies Head Teacher Wellbeing
K. Stibbs Administrative Manager
J. Leighton Head Teacher HSIE
B Kemp Head Teacher Maths
Ms J Campbell Support Class Physical Teacher
K. Cunynghame P&C President
R Cook and B Lieu School Captains 2014

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Web: www.heathcote-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: