

# Heckenberg Public School

## Annual Report



2016



4336

## Introduction

The Annual Report for **2016** is provided to the community of **Heckenberg 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 school 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.

Scott Grenfell

Principal

## School contact details

Heckenberg Public School

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9607 8672

## Message from the Principal

During 2016 Heckenberg Public School enjoyed many successes and we continue to build on these successes to maximise learning experiences for all students at our school. At Heckenberg Public School the teachers and parent community work together to create a caring and responsive learning environment where all students are supported to have success in learning and wellbeing.

Our dedicated staff work tirelessly to ensure the ongoing success of the strategies being implemented by the school to enhance the academic, social and emotional wellbeing of all students. Staff engage in regular professional learning, collaboration and self reflection to ensure that the teaching and learning programs being planned for our students are underpinned by research evidence and meet the learning needs of individual students. Student wellbeing is a priority and staff work together to create an inclusive and supportive learning environment where students are encouraged to become confident and creative individuals to achieve their personal best.

The school engaged in projects with the University of Western Sydney and provided students with an opportunity to investigate further educational opportunities.. This inspired many students to create dreams and goals.

I certify that the information provided in this report is the result of a rigorous school self assessment and review process undertaken with staff, parent and student leaders and provides a balanced and genuine account of the school's achievements and areas for development.

Scott Grenfell

Acting Principal

## School background

### School vision statement

At Heckenberg Public School caring and responsive staff work collaboratively with the community to inspire confident and respectful individuals. We strive for excellence across all areas of school life and encourage resilient, life-long learners in a quality 21st century learning environment.

### School context

*Our school exists for children.* Heckenberg Public School's motto is Honour and Work which embodies the spirit that pervades our school programs and the day to day life of our school community. Heckenberg Public School (HPS) is part of the Liverpool Network. The continual improvement of student learning outcomes is our priority. We have 220 students organised into mainstream classes. The school has formed an additional class to support students with additional learning needs in Stage 2. The students who attend our school come from a wide variety of backgrounds and family situations. We experience high mobility (35–40%) annually. Over 60% of students are of Language Backgrounds Other Than English (LBOTE) and 11% identify as Aboriginal and Torres Strait Islanders. Heckenberg Public School receives additional funding to support teaching and learning programs. The school offers Reading Recovery, Learning and Support (LaST) and English as an additional dialect (EALD). Our dedicated staff deliver highly engaging lessons with a focus on 21st century learning. This maximises the learning opportunities for every child in all aspects of school life. We are a caring and committed child-centred school, strongly focused on catering for individual needs, student welfare and the continual improvement of teaching and learning practices. At Heckenberg Public School we celebrate the successes and performance of whole school and individual achievements through our Positive Behaviour for Learning system. Students at Heckenberg are Safe, Respectful, Learners.

## Self-assessment and school achievement

### Self-assessment using the School Excellence Framework

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 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.

During 2016 Heckenberg Public School made progress across the domains of Learning, Teaching and Leading with many changes to professional learning leading to changes in how teaching and learning occurs across the school. Some areas were targeted as focus areas for further improvement next year. Literacy and Numeracy programs were informed by student assessment data. Quality teaching practices were enhanced through the use of collaborative practice, strategic planning of professional development and support structures, delivered using an Instructional Leader model. In the domain of Leading, the school's priority was to continue to build capacity across the school to ensure sustainability and commitment to our priority areas.

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

For more information about the School Excellence Framework:

<http://www.dec.nsw.gov.au/about-the-department/our-reforms/school-excellence-framework>

## Strategic Direction 1

Creating exceptional teachers and educational leaders

### Purpose

To provide ongoing, differentiated staff professional learning to support quality, evidence-based teaching strategies in all classrooms using student assessment data to drive planning.

### Overall summary of progress

Professional learning has been linked to developing quality pedagogy, formative assessment and balanced literacy and numeracy sessions through personalised professional learning.

Professional learning is enquiry based and informed by research, evidence, dialogue and collaborative planning around student learning and the impact of quality upon learning.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
100% of teachers implementing quality teaching strategies as evidenced by growth shown in HPS Quality teaching survey and classroom observations.	Formative assessment is embedded into classroom practice.  Student learning is being individualised.  All teachers engaged in lesson studies with a focus on quality teaching strategies.	Teacher observation and sharing.  \$80,000 – Additional QTSS (using equity funding)
All teachers demonstrate enhanced knowledge and understanding of formative assessment strategies as evidenced by teacher surveys.	All teachers have a good understanding of the importance and value of formative assessment.	Instructional Leader \$84,610
100% of teachers utilising formative assessment practices across Reading, Writing and Numeracy as evidenced walk-throughs and program supervision checklists.	All teachers are using a variety of formative assessment strategies in the classroom.	Instructional Leader \$84,610
Components of balanced literacy and numeracy lessons are evident through collaboratively planned teaching programs, observations, lesson studies, discussions and reflections.	The Instructional Leader has built staff capacity to plan, differentiate and deliver quality strategies through data analysis and professional collaboration.	Instructional leader \$84,610  \$80,000 additional QTSS (using equity funding)  \$10,000 casual relief (using equity funding)
All teachers achieve their PDP goals and progress through the various stages of accreditation.	All teachers are working on individual PDP goals.  Several teachers have achieved or maintained accreditation this year.	QTSS funding \$16,353  ECT funding \$20,175

### Next Steps

Collaborative planning, lesson studies and lesson observations will continue to occur to reflect on quality practice. Strong numeracy focus K–2 embedding the NSW Mathematics syllabus and the numeracy framework. Continued support of staff to develop and implement professional development. Additional time will be allocated for curriculum teams to meet and develop resources or engage in professional learning.





## Strategic Direction 2

Delivering high quality student learning

### Purpose

To create a culture of high expectations where quality teaching practices are embedded across teaching, curriculum planning and assessment practices to engage students in meaningful and challenging learning experiences as they develop the skills to become creative and critical thinkers within quality learning environments.

### Overall summary of progress

Teachers have worked to provide quality learning environments.

Children display ownership over their own learning.

All teachers develop high quality programs that are reflective of NSW syllabus documents.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
100% of teachers will develop high quality programs that are reflective of NSW syllabus documents as evidenced through the HPS Teacher Professional Development and Support Policy.	NSW Syllabus documents are reflected in all teacher programs	
100% of teachers create quality learning environments and embed visible leaning and effective use of ICT as evident through lesson planning, walk throughs and lesson studies.	All teachers made changes to their classroom learning environments.	\$5000 classroom initiatives (using equity funding)
Increased percentage of students achieving greater than or equal to expected growth in NAPLAN reading, writing, and numeracy by at least 15%.	ES1 and Stage 1 students showing improvement	TEN support time  L3 K  L3 S1  – Intervention class (using equity funding ) \$101,574
Increased average percentage of students achieving stage–appropriate clusters on the Literacy and Numeracy Continuums by at least 15%.	ES1 and Stage 1 students showing improvement in achieving stage appropriate clusters.	TEN support time  L3 K  L3 S1  – Intervention class (using equity funding ) \$101,574
100% of identified students are achieving individualised learning goals.	Students taking responsibility for their own learning.	– Intervention class (using equity funding ) \$101,574  SLSO \$76,164
Average percentage growth of Aboriginal students and EALD students is within 5% of the average growth of the total school population.	Aboriginal students and EALD students are making consistent growth towards their learning goals	Aboriginal SLSO  EALD teacher

## Next Steps

Develop a new scope and sequence for History and Geography. Professional learning on developing creative and critical thinkers. Utilise funds for teacher to be released from class to support the enhancement of ICT in all classrooms. Continue to implement EAL/D programs as in 2016 to ensure NAP funding is utilised.

### Strategic Direction 3

Fostering the physical, social and emotional wellbeing of the school community

#### Purpose

To promote a positive and collaborative school culture that is safe, caring, open and respectful towards all staff, students and community members to create happy, healthy and confident learners.

#### Overall summary of progress

Explicit teaching of Positive Behaviour for Learning (PBL) occurs weekly.

Transition to school programs assisted students moving into Kindergarten and Year 7.

Identified target students and provided intervention utilising links with community organisations.

Learning needs are addressed through effective teaching, learning and wellbeing programs.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Increased percentage of incoming Kindergarten students who have accessed Head Start demonstrating school readiness from 86% in 2014 to 92% by 2017 as measured by Kindergarten teacher surveys and intervention program data.	Increase number of students accessing the transition to school program, increased school readiness.  Incoming Kindergarten students screened by Speech Therapist.	\$12,000 Speech Therapy program (equity funding)  \$39,840—Transition to school teacher (equity funding)
Identified students are provided with support for wellbeing issues and have access to intervention programs in speech therapy, OT and mental health.	Ten students accessed the Rage program in both term 2 and 4.  All identified students were referred to the Communication Partners program for speech assessments. 130 students benefited from team teaching with the speech therapist, 5 students received individual therapy and 40 students were provided with support through the speech sound clinics.	\$80,000 additional QTSS (equity funding)  \$12,000 Speech Therapy program
School wide reduction in repeat negative incidents recorded on Sentral by 20% from 54% in 2014 to 34% in 2017.	The number of repeat negative incidents recorded on Sentral slightly reduced during 2016.  Interventions were put in place by the PBL team and LST to address repeat incidents.	
Increase the number of parents and carers engaged in authentic partnerships with the school by 10%.	Communication continued to be enhanced by school website and Facebook page.  School continued to offer parent information workshops and cafes.  Parent helpers were trained for multiliteracy and speech sound clinics  Parents and carers supported the school over the year through attendance at school events and assemblies.	\$2,000 Parent programs (equity funding)  CLO



### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Increase the number of parents and carers engaged in authentic partnerships with the school by 10%.	P & C was re-established, raising \$13.000 towards playground equipment.	

### Next Steps

Continue to explicitly teach and implement Positive Behaviour for Learning (PBL). Staff to continue to work closely with the LaST, providing targeted interventions for students identified as at risk (wellbeing issues or having additional learning and support needs). Review funding to continue engagement of CLO. Review lunch initiatives for 2017 to ensure students with different interests and abilities are catered for and have the ability to participate in a range of social situations.

Key Initiatives	Impact achieved this year	Resources (annual)
<b>Aboriginal background loading</b>	<p>Personalised Learning Pathways are created for all Aboriginal students.</p> <p>Aboriginal SLSO employed to work with Aboriginal children in the classroom, help run 'yarning' initiative and a didgeridoo group.</p> <p>Aboriginal culture is embedded throughout all areas of school life through cultural experiences.</p>	<p>\$2,000 parent programs (equity funding)</p> <p>Aboriginal SLSO \$30,000</p>
<b>English language proficiency</b>	<p>EaLD teacher working in all classrooms and working with teachers has improved teaching methods and strategies.</p> <p>Multicultural SLSO has helped communication with new arrival families.</p> <p>The many cultures in the school are embraced and welcomed through various cultural experiences, such as multicultural day</p>	<p>Staffing entitlement of 0.4 EALD teacher</p> <p>Multicultural SLSO</p> <p>\$10,000 student engagement programs (equity funding)</p>
<b>Low level adjustment for disability</b>	<p>SLSO's were used to support in classrooms and in the playground to cater for individual needs of students.</p> <p>An extra class was created as a support class.</p>	<p>\$101,574 RAM</p>
<b>Quality Teaching, Successful Students (QTSS)</b>	<p>This funding was used to help provide time for teachers to observe other class for peer observations and sharing.</p>	<p>\$8,125.92 QTSS</p>
<b>Socio-economic background</b>	<p>All staff were mentored by IL, providing shared understanding of quality practice across the school.</p> <p>Employment of additional support staff enabled additional support to be provided through a learning and support role and also enabled teachers to be released for professional learning, collaborative planning, mentoring and lesson studies.</p> <p>A speech therapist was engaged to work collaboratively with teachers, deliver professional learning, assess students, provide 1-1 therapy, small group therapy, train staff and parents to run speech sound clinics and team teach.</p> <p>The school formed an intervention class of stage 2 students who required additional support with reading, writing and number. Class numbers were kept low to maximise support. An SLSO provided dedicated support to the class for literacy and numeracy sessions.</p> <p>The school has processes in place to ensure that all children have access to a healthy breakfast, uniforms, excursions and other learning and extracurricular activities.</p> <p>The school delivers quality teaching and learning. Each class teacher has access to</p>	<p>Instructional Leader \$84,610</p> <p>Additional support teachers \$80,000</p> <p>\$12000 Speech therapy program.</p> <p>Intervention class teacher \$101,574</p> <p>SLSO</p> <p>\$10,000 student engagement (equity funding)</p> <p>\$5,000 classroom initiatives (equity funding)</p> <p>\$10,000 English, Mathematics and ICT resources (equity funding)</p> <p>\$39,840 – Transition to school teacher (equity funding)</p> <p>\$44,784 Links to school SLSO (equity funding)</p> <p>\$17,546 – Additional SASS</p>

<b>Socio-economic background</b>	<p>funds to enhance student engagement and improve the learning environment in their classroom. Quality literacy and numeracy resources support the delivery of L3, Focus on reading and TEN.</p> <p>The school has developed clear processes to enhance prior to school learning experiences for incoming Kindergarten students. The Head Start program runs twice a week from 9–12 and children and their families have access to a quality prior to school learning environment as well as early intervention and access to health services.</p> <p>Additional SASS time allows the School Administration Manager and Principal to maximise resources available to implement the school plan and departmental priorities through strategic financial management.</p>	<p>(equity funding)</p>
<b>Targeted student support for refugees and new arrivals</b>	<p>Refugees and new arrivals are supported with their learning by the EALD teacher</p>	<p>refugee support \$2,843</p> <p>Staffing entitlement of 0.4 EALD teacher</p>

## Student information

### Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	121	111	110	106
Girls	108	109	111	107

Student enrolment has remained relatively steady over the past 5 years.

### Student attendance profile

School				
Year	2013	2014	2015	2016
K	93.2	94.2	92.3	94.3
1	92.6	92.5	93.3	92.6
2	92.9	94.1	92.6	94.3
3	93.2	93.2	90.5	92.1
4	96.8	93.6	91.4	91.8
5	93.5	96.2	93.7	92
6	95.4	96.7	94.7	94.3
All Years	93.9	94.3	92.4	92.9
State DoE				
Year	2013	2014	2015	2016
K	95	95.2	94.4	94.4
1	94.5	94.7	93.8	93.9
2	94.7	94.9	94	94.1
3	94.8	95	94.1	94.2
4	94.7	94.9	94	93.9
5	94.5	94.8	94	93.9
6	94.1	94.2	93.5	93.4
All Years	94.7	94.8	94	94

### Management of non-attendance

Student attendance is essential so the students are able to maximise all learning opportunities. Heckenberg Public School celebrates regular attendance and encourages all students to attend school and be punctual every day.

## Workforce information

### Workforce composition

Position	FTE*
Principal	1
Assistant Principal(s)	2
Classroom Teacher(s)	7.78
Teacher of Reading Recovery	0.42
Learning and Support Teacher(s)	1.4
Teacher Librarian	0.6
Teacher of ESL	0
School Administration & Support Staff	2.42
Other Positions	0.38

\*Full Time Equivalent

Heckenberg Public School has one permanent Aboriginal classroom teacher teaching at the school. The school employs two Aboriginal SLSO's to support Aboriginal students in their learning.

### Teacher qualifications

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

### Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	90
Postgraduate degree	10

### Professional learning and teacher accreditation

Professional learning funds support the ongoing development of all teachers. Seventy six percent of teaching staff at Heckenberg Public School are registered with the NSW institute of teachers and are collecting evidence to achieve accreditation or maintain proficient teacher status against the Australian Professional Teaching Standards

The school spent a total of \$ 31,694.09 on teacher professional learning in 2016. The average expenditure per teacher on professional learning is \$1,584.70. This is in addition to professional learning delivered at a school level by the instructional leaders, Assistant Principals and curriculum team leaders.

## Financial information (for schools fully deployed to SAP/SALM)

### Financial summary

The information provided in the financial summary includes reporting from <date> to 31 December 2016.

	2016 <b>Actual</b> (\$)
<b>Opening Balance</b>	0.00
<b>Revenue</b>	467 121.85
(2a) Appropriation	439 606.25
(2b) Sale of Goods and Services	1 918.97
(2c) Grants and Contributions	25 403.15
(2e) Gain and Loss	0.00
(2f) Other Revenue	0.00
(2d) Investment Income	193.48
<b>Expenses</b>	-214 759.30
Recurrent Expenses	-214 759.30
(3a) Employee Related	-172 403.52
(3b) Operating Expenses	-42 355.78
Capital Expenses	0.00
(3c) Employee Related	0.00
(3d) Operating Expenses	0.00
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	252 362.55
<b>Balance Carried Forward</b>	252 362.55

### Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

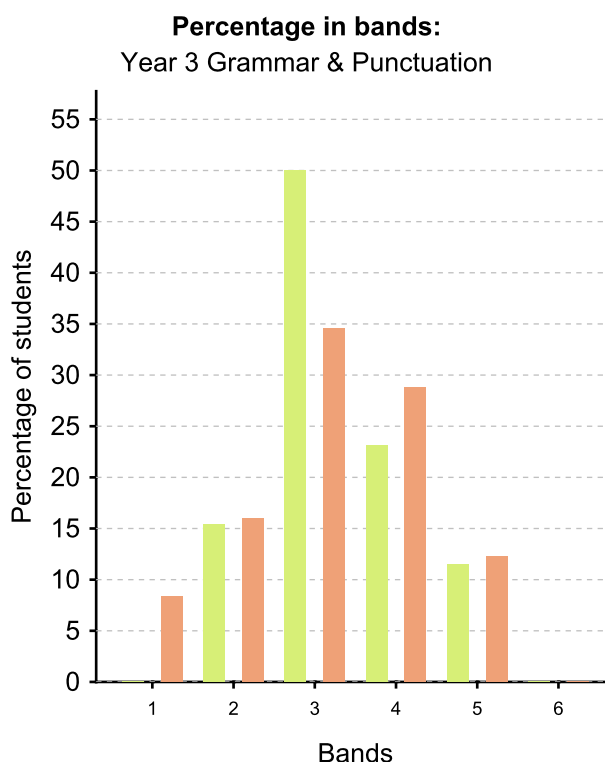
	2016 <b>Actual</b> (\$)
<b>Base Total</b>	1 595 086.77
Base Per Capita	11 793.70
Base Location	0.00
Other Base	1 583 293.07
<b>Equity Total</b>	704 100.80
Equity Aboriginal	19 925.05
Equity Socio economic	446 098.23
Equity Language	52 396.28
Equity Disability	185 681.23
<b>Targeted Total</b>	41 903.46
<b>Other Total</b>	55 136.44
<b>Grand Total</b>	2 396 227.47

A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

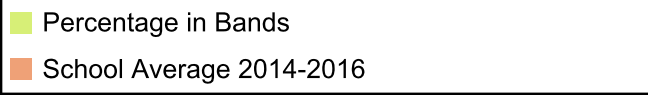
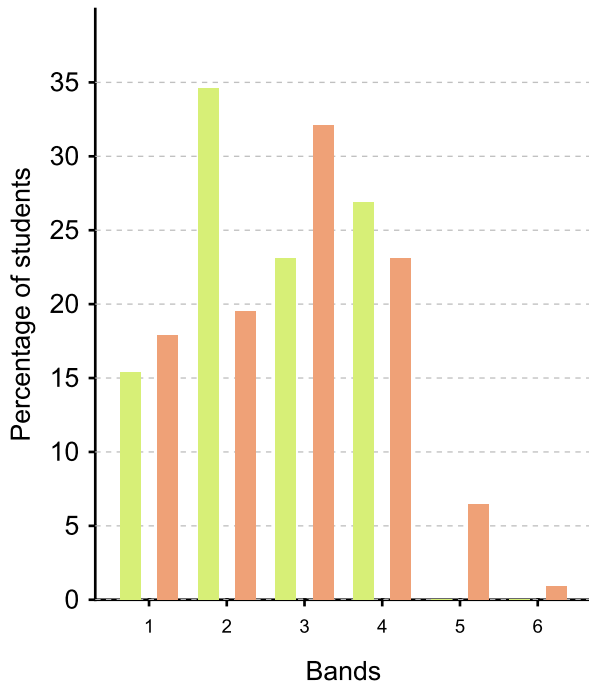
## School performance

### NAPLAN

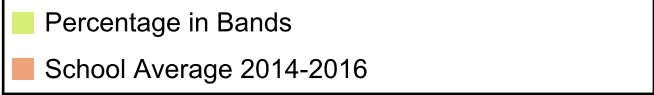
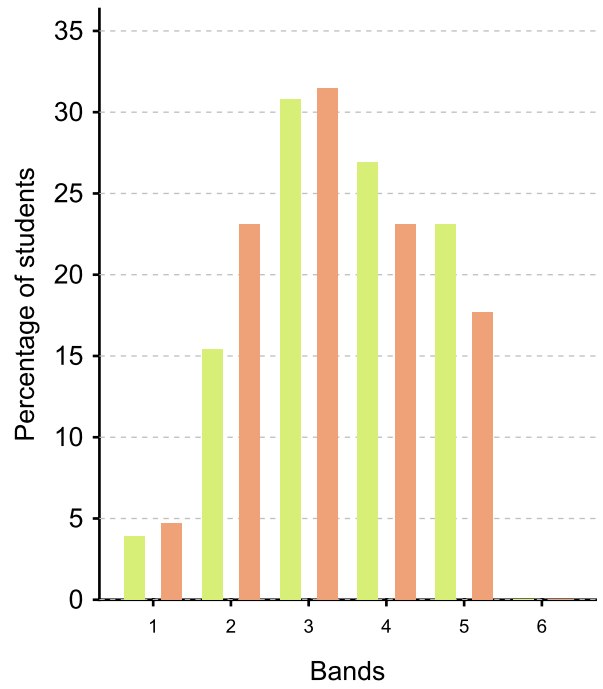
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.



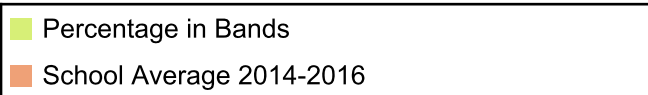
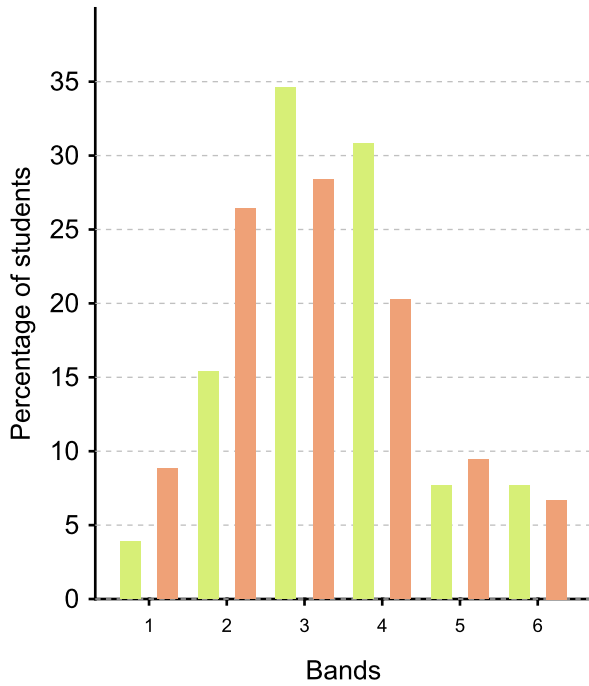
**Percentage in bands:**  
Year 3 Reading



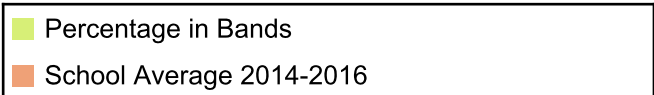
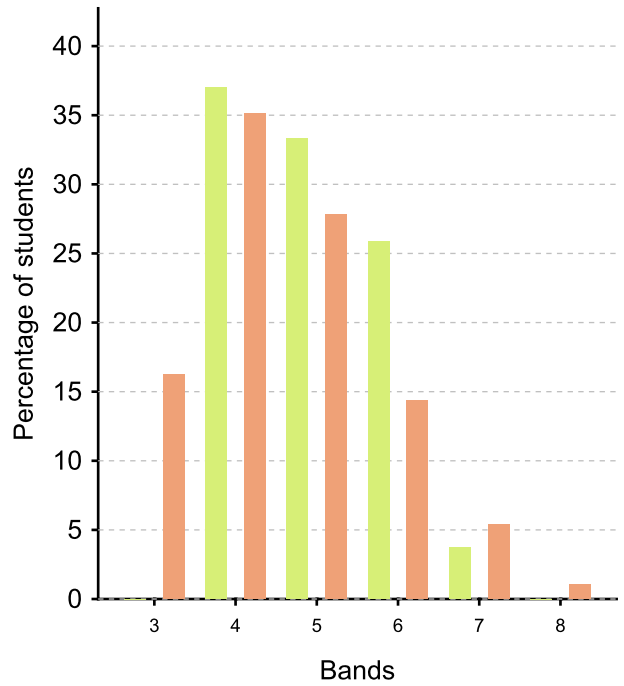
**Percentage in bands:**  
Year 3 Writing



**Percentage in bands:**  
Year 3 Spelling

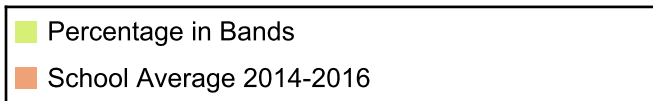
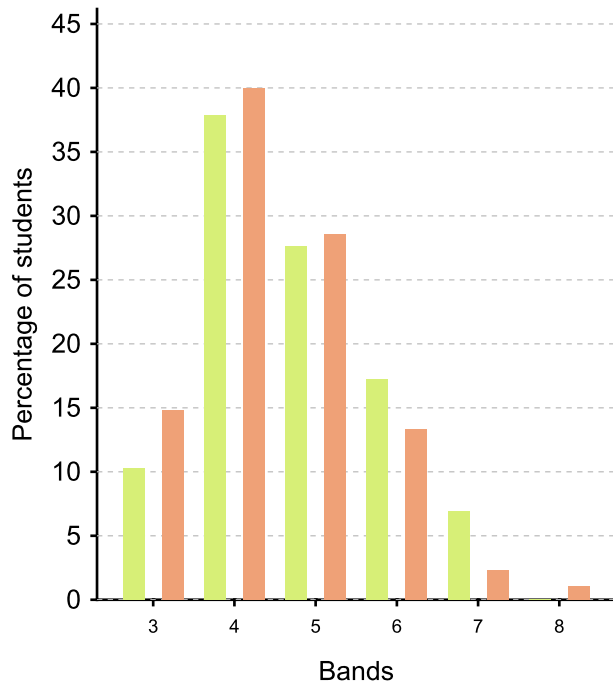


**Percentage in bands:**  
Year 5 Grammar & Punctuation

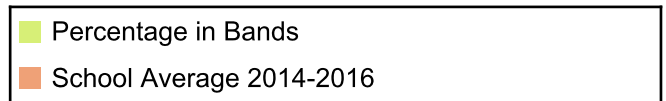
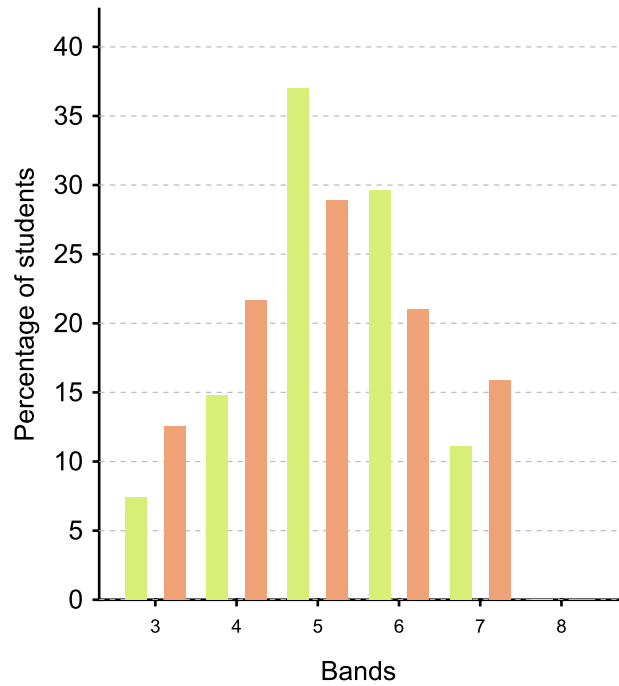




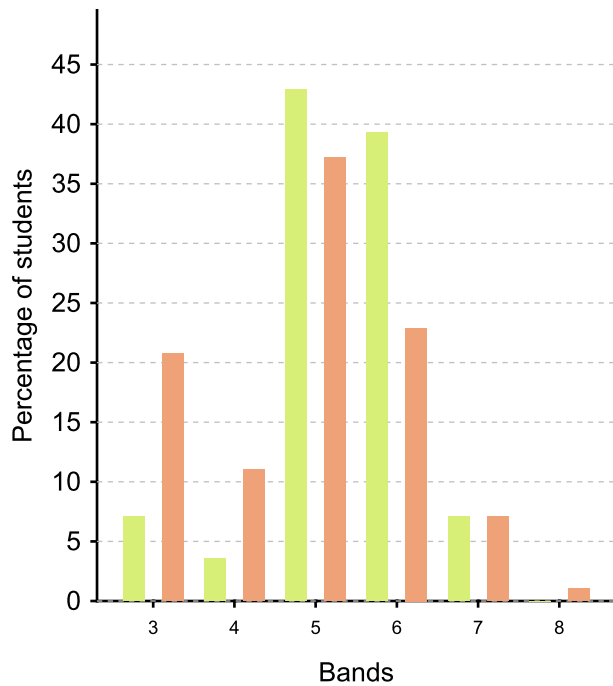
**Percentage in bands:**  
Year 5 Reading



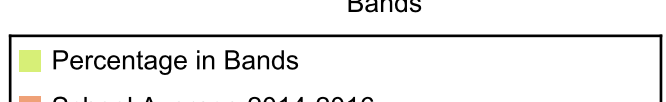
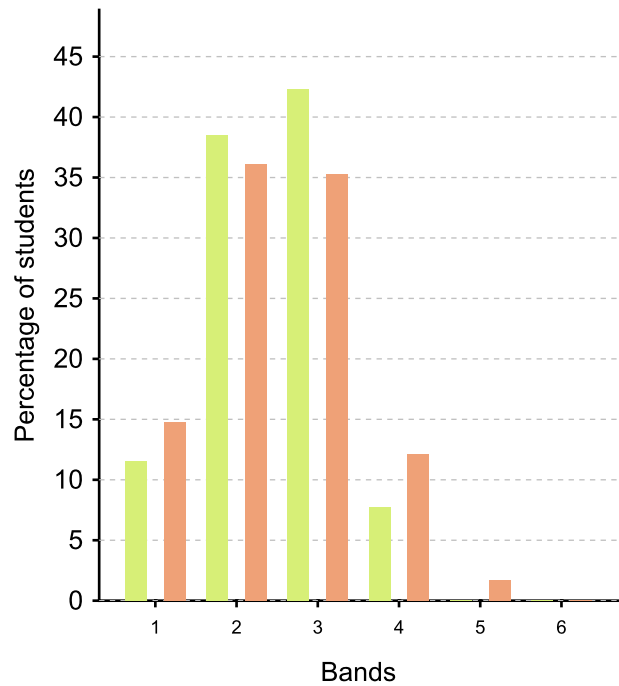
**Percentage in bands:**  
Year 5 Spelling



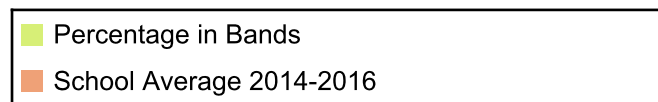
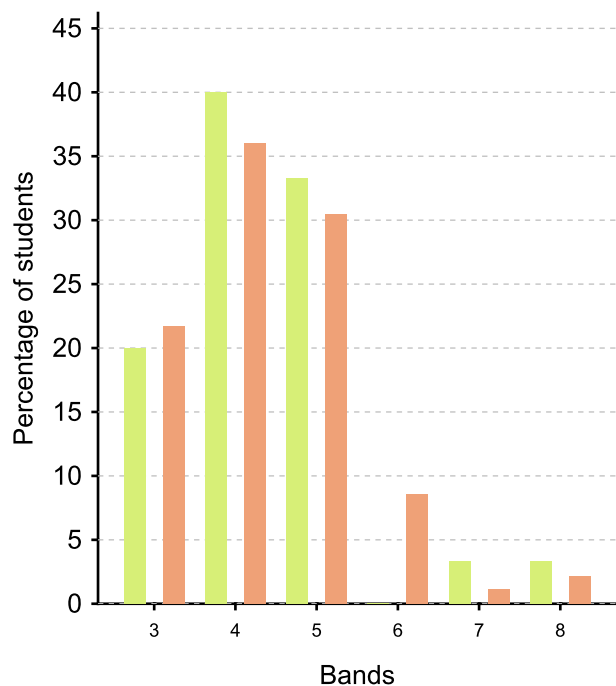
**Percentage in bands:**  
Year 5 Writing



**Percentage in bands:**  
Year 3 Numeracy



**Percentage in bands:**  
Year 5 Numeracy



The My School website provides detailed information and data for national literacy and numeracy testing. Click on the link <http://www.myschool.edu.au> and insert the school name in the Find a school and select GO to access the school data.>

## Parent/caregiver, student, teacher satisfaction

All parents surveyed indicated that their child could tell them what they were learning. Parents also indicated that they believed their child felt safe at school and they agreed that their child's learning needs were being met at Heckenberg Public School.

Teachers surveyed indicated that they felt that the focused instructional leader role supported their professional growth through collaborative planning, programming support and individualised professional learning.

The Tell them From Me (TTFM) survey showed that the majority of students at Heckenberg Public School valued school outcomes, had a high sense of belonging and were motivated to succeed in life. Factors related to student engagement such as teacher student relations, expectations for success and advocacy at school all rated higher than the NSW norm.

## Policy requirements

### Aboriginal education

At Heckenberg Public School, each Aboriginal student

has a Personalised Learning Pathway Plan which aims to support students in all areas of learning with a focus towards Literacy and Numeracy. Plans are reviewed each term to track progress and adjust goals. Plans are developed in consultation the student, teacher and parent or care giver to ensure the needs of the student are being met.

Norta Norta funding was used to provide additional support through the employment of SLSO's to work with children in the classroom on a 1-1 basis or in small groups.

All student's knowledge of Aboriginal culture is enhanced throughout the year through teaching and learning programs that focus on Aboriginal Education. Weekly, all Aboriginal students were invited to the community room to 'have a feed and yarn' about their family and culture. A boys didgeridoo group was set up with an Aboriginal SLSO

NAIDOC week included a variety of performances and tastetesting of a variety of bush tucker and traditional tea. Aboriginal studentstook part in a combined NAIDOC celebration with a number of other local schools.

Heckenberg Public School shows pride in its Aboriginal community by proudly flying the Aboriginal flag alongside the Australian flag every day. In addition, at all assemblies and official functions school leaders and other students including Aboriginal and non-Aboriginal students pay respect to the traditional custodians of the land through an "Acknowledgement of Country".

### Multicultural and anti-racism education

Heckenberg Public School is part of a wider culturally diverse community with over 60% of our students with a language background other than English. The main community languages are Arabic, Vietnamese, Samoan and Hindi. English as an Additional Language or Dialect (EaLD) programs are implemented through team teaching and small group withdrawal. Collaborative planning between the EaLD teacher and classroom teachers ensures that the individual learning needs of each child are met. Specific initiatives that were implemented in 2016 included:

- Multicultural day included performances from student groups i.e. Arabic dance group, Haka group, Indian and Polynesian dance groups. Special community guests included Cabramatta High School Lion dance group, Ashcroft High School Aboriginal dance group and an Arabic Drumming group.

- The ongoing employment of a Multicultural SLSO to provide support to English as an Additional Language students and families in Arabic to facilitate family engagement and student learning.

- Student participation in special events such as Harmony Day, Moon Festival, Chinese New year and Eid activities to foster understanding of the value of diversity in school and the wider Australian community.

- Interpreter services and translated documents to enable English as Additional Language students to form more positive partnerships with staff and to support student learning progression.
- English conversation classes every Tuesday to support parents and carers developing English language proficiency.
- Ongoing professional development for all staff in relation to English as an Additional Language or Dialect Learning Progression and pedagogy.
- Two staff members nominated as Anti–Racist Contact Officers to deal with issues of discrimination and to promote the positive message of an inclusive multicultural society.