

Herons Creek Public School

Annual Report

3MAPS



2017

3MAPS



2157

Introduction

The Annual Report for **2017** is provided to the community of **Hérons Creek 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.

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School background

School vision statement

“Student Learning of the Highest Quality.”

We will achieve this by;

- providing a challenging, nurturing and caring learning environment that encourages high expectations for success through quality teacher instruction.
- equipping our students for the demands and opportunities of the 21st century by providing a differentiated, effective curriculum and where children can achieve full potential in their academic, creative, personal, physical and moral development.
- promoting a safe and supportive environment where each students' self esteem is fostered by positive relationships with students and staff.
- striving to have our parents, teachers and community members actively involved with our students learning.

School context

The Three Mountains Alliance Schools (3MAPS) comprises of Hannam Vale, Johns River and Herons Creek Schools. We share support of 65 students from K–6. The rural and isolated settings mean that the school's plan and develop opportunities for differentiated learning and social engagement beyond local environments. 3MAPS are committed to becoming Positive Behaviour for Learning Schools, where we are building a strong focus on the mental health and wellbeing of our students. Our school culture is developed by living the positive behaviours that underpin our core values. Respect for each other as professionals and the importance placed on the partnership with our families in children's learning and development are essential with achieving our purpose as a school of excellence. 3MAPS provides quality teaching and learning in a warm, supportive environment, within two multi stage classrooms at each school.

Herons Creek Public School is situated on the Mid North Coast, 20 kilometres south of Port Macquarie.

Staffing for 2017 includes a Teaching Principal, one full time teacher, one part time teacher, one part time School Administration Manager for 3 ½ days per week and a General Assistant for 1 day per week.

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 and participated in an external validation. 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 the external validation process, an independent panel of peer principals considered our evidence and assessment of the school's progress, aligned with the standards articulated in the School Excellence Framework.

The results of this process indicated:

Learning

The results of this process indicated that in the School Excellence Framework domain of Learning we have identified ourselves as **Delivering** across all five elements. In the domain of learning our main focus has been Wellbeing, establishing PBL within our 3MAPS schools. At Herons Creek Public School *all teaching staff understand that student engagement and learning are related, with the school communicating priorities for strengthening both.* **(Evidence Set**

3) Expectations of behaviour are explicitly taught to students and relate to the variety of school settings such as classroom, playground, hallways, canteen and assemblies. **(Evidence Set 1)** Our school programs address the needs of identified student groups. **(Evidence Set 4&5)** Attendance rates are regularly monitored and action is taken promptly to address issues with individual students. **(Evidence Set 7)** As a Positive Behaviour for Learning School Herons Creek Public School students, staff and the broader school community understand the behaviours, attitudes and expectations that enhance wellbeing and lead to improved student outcomes. **(Evidence Set 1)** The school has identified aspects of, and factors contributing to, wellbeing in the delivery of teaching and learning. **(Evidence Set 1)** Students are taught to accept responsibility for their own behaviours as appropriate to their age and level of understanding, as expressed in the Behaviour Code. **(Evidence Set 1)** The school encourages students to recognise and respect cultural identity and diversity. **(Evidence Set 1)** School staff maintain currency of knowledge about requirements to meet obligations under Keeping Them Safe. **(Evidence Set 1)** Curriculum provision at Herons Creek Public School meets community needs and expectations and provides equitable academic opportunities. **(Evidence Set 5)** The school has an effective plan for student transitioning into Kindergarten and Year Seven in place. **(Evidence Set 4)** Our 3MAPS Plan elaborates on what all students are expected to know, understand and do. **(Evidence Set 3)** Curriculum delivery integrates technology, library and information services. **(Evidence Set 4)** The school provides a range of extra-curricular offerings for student development **(Evidence Set 10)** and Teachers differentiate curriculum delivery to meet the needs of individual students. **(Evidence Set 5)** The school analyses internal and external assessment data to monitor, track and report on student and school performance. **(Evidence Set 3&9)** Individual student reports include descriptions of the student's strengths and areas of growth. **(Evidence Set 9)** Teachers set transparent criteria for student assessment and have in place principles of consistent assessment and moderation **(Evidence Set 3&9)** and parents are regularly updated on the progress of their children. **(Evidence Set 9)** Herons Creek Public School students are at or above national minimum standards on external performance measures and are showing expected growth on internal school performance measures. **(Evidence Set 3&9)**

Teaching

The results of this process indicated that in the School Excellence Framework domain of Teaching we have identified ourselves as **Delivering** in Effective Classroom Practice, Data Skills & Use, Learning & Development and Professional Standards and **Sustaining and Growing** in Collaborative Practice. In the domain of Teaching our main focus has been Collaborative Practice across our 3MAPS through participation in teacher professional learning, analysis of student data, reflecting on learning, mentoring, feedback and programming. Teachers at Herons Creek Public School regularly review and revise teaching and learning programs and routinely review previous content and preview the learning planned for students in class. **(Evidence Set 3)** All classrooms are well managed, with well-planned teaching taking place, so that students can engage in learning productively, with minimal disruption. **(Evidence Set 1)** Teachers analyse and use student assessment data to understand the learning needs of students. **(Evidence Set 3)** The school's professional learning builds teacher skills in the analysis, interpretation and use of student performance data. This data analysis informs the school's learning goals and monitors progress towards them. **(Evidence Set 3)** The school regularly uses data to inform key decisions. **(Evidence Set 1)** 3MAPS meetings are used to review the curriculum and to revise teaching and learning programs and staff regularly evaluate teaching and learning programs including the assessment of student outcomes. Our teachers demonstrate currency of content knowledge and teaching practice in all their teaching areas. **(Evidence Set 3)** 3MAPS teachers work together to improve teaching and learning in their multi-stage class groups, providing and receiving planned constructive feedback from peers and school leaders to improve teaching practice. **(Evidence Set 3&8)** 3MAPS teachers participate in professional learning targeted our schools priorities and their professional needs. **(Evidence Set 3&8)** 3MAPS has effective professional learning for induction, teaching quality, leadership preparation and leadership development with beginning and early-career teachers provided with targeted support in areas of identified need. Analysis of the 3MAPS teaching team has identified strengths and gaps, with succession planning in place to build staff capabilities and recruit staff with particular expertise to deliver school improvement targets. **(Evidence Set 6)** 3MAPS has processes in place for teachers' performance and development as documented in our Reflective Practices Booklet. Teachers understand and implement professional standards and curriculum requirements and staff attainment of professional learning goals and teaching requirements are part of the school's performance and development processes. Our teachers are committed to their ongoing development as members of the teaching profession. **(Evidence Set 8)** Herons Creek Public School has a culture of supporting teachers to pursue higher-level accreditation. **(Evidence Set 6)**

Leading

The results of this process indicated that in the School Excellence Framework domain of Leading we have identified ourselves as **Delivering** across all four elements. In the domain of Leading our main focus has been Leadership, establishing our 3MAPS Alliance. Parents and community members of Herons Creek have the opportunity to engage in a wide range of school-related activities. The school community is positive about educational provision. **(Evidence Set 10)** 3MAPS is committed to the development of leadership skills in staff and students. **(Evidence Set 6)** Links exist with 3MAPS and Camden Haven Community of Schools, other educational providers and other organisations to support the school's programs. **(Evidence Set 1&2)** Our 3MAPS leadership strategy promotes succession planning, distributed leadership and organisational best practice. **(Evidence Set 2)** Staff, students, parents and the broader school community are welcomed and engaged, when possible, in the development of the vision, values and purpose for the school and acknowledges and celebrates a wide diversity of student, staff and community achievements. **(Evidence Set 1&10)** The school articulates a commitment to equity and high expectations for learning for each student and is responsive to

changing needs. **(Evidence Set 4&5)** Planning and implementation includes processes for resource allocation, professional learning, performance monitoring and reporting. **(Evidence Set 8)** School staffing ensures that full curriculum implementation and delivery requirements are met and systematic annual staff performance and development reviews are conducted. **(Evidence Set 8)** The school's financial and physical resources and facilities are well maintained, within the constraints of the school budget, and provide a safe environment that supports learning. **(Evidence Set 5)** School facilities are used creatively to meet a broad range of student learning interests and needs. **(Evidence Set 1,4 &5)** Herons Creek Public School administrative practices effectively support school operations and the teaching and learning activity of the school. The 3MAPS leadership team creates an organisational structure that enables management systems, structures and processes to work effectively and in line with legislative requirements and obligations. **(Evidence Set 2&7)** Accountability practices are tied to school development and include open reporting to the community through the School Report. **(Evidence Set 2)** All school staff are supported to develop skills for the successful operation of administrative systems. **(Evidence Set 7&8)**

Following our External Validation panel meeting our evidence showed that we were Sustaining and Growing in the following areas Learning Culture, Assessment and Reporting, Effective Classroom Practice, Collaborative Practice, Learning and Development, Professional Standards, Leadership, School Planning, Implementation and Reporting and School Resources.

Our self-assessment and the external validation process will assist the school to refine our school plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/sef-evidence-guide>

Strategic Direction 1

Quality Teaching and Leading

Purpose

To build the capacity of teachers to implement a cohesive school wide approach to quality teaching and learning programs.

To improve the learning growth and achievement of every student in literacy and numeracy.

To promote a culture of excellence by providing challenging and stimulating learning experiences and opportunities that enable all students to explore and build on their gifts and talent.

To support teaching practice that enables students to be creative and collaborative learners.

Overall summary of progress

In 2017 we built the capacity of teachers to implement a cohesive school wide approach to quality teaching and learning programs with our PDP and reflective practices processes ensuring all staff worked in collaboration. In 2018 we will be introducing the PDP process to non teaching staff.

To improve the learning growth and achievement of every student in writing all students K–6 were placed on the continuum and demonstrated expected growth throughout the year as a result of explicit instruction, data collection, peer observations and feedback.

We promoted a culture of excellence by providing challenging and stimulating learning experiences and opportunities that enabled all students to explore and build on their gifts and talents.

Students were supported to be creative and collaborative learners using writing strategies as evidenced by peer observations and peer mentoring to refine best practice.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Numeracy (2017 focus area) Teachers will have a broad range of consistent assessment strategies for, as and of learning as measured by the consistency between work samples, anecdotal records and continuum data. All teachers have a deep knowledge of content and explicit teaching as evidenced by peer observations and self-evaluation.		Common assessment tasks and meetings across the 3 MAPS schools has developed consistency of teacher judgement and moderation of assessment for all 3 MAPS students. This has resulted in more accurate placement of students on the numeracy continuum, greater evidence of differentiated teaching and a noticeable increase in student ownership of learning and self directed learning. Teachers now have a broad range of consistent assessment strategies for, as and of learning as measured by the consistency between work samples, anecdotal records and continuum data.
Focus on Reading All students K–6 from the 3MAPS are accurately placed in reading on the Literacy Continuum. And demonstrate expected growth throughout each year. All students have an individualised reading progress plan and have achieved expected growth.		

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Parent feedback surveys indicate a growing confidence within the community to support home reading activities.		
STEAM (Science, Technology, Engineering, Art & Maths) 2017 Teachers jointly construct units of work in line with a developed scope and sequence that aligns the key outcomes of Science, Technology, engineering, art and mathematics. Early analysis of student achievement indicates stronger engagement in these connected syllabus areas.		Our STEAM Scope and Sequence supports the combination of syllabus outcomes and established units of work and lessons that are developing student capacity in problem solving, critical and creative thinking and collaborative learning.
Focus on Writing 2015 – 17 Common assessment tasks and meetings across the 3 MAPS schools has developed consistency of teacher judgement and moderation of assessment for all 3 MAPS students. This has resulted in more accurate placement of students on the writing continuum, greater evidence of differentiated teaching and a noticeable increase in student ownership of learning and self directed learning.		Common assessment tasks and meetings across the 3 MAPS schools has developed consistency of teacher judgement and moderation of assessment for all 3 MAPS students. This has resulted in more accurate placement of students on the writing continuum, greater evidence of differentiated teaching and a noticeable increase in student ownership of learning and self directed learning. Teachers now have a broad range of consistent assessment strategies for, as and of learning as measured by the consistency between work samples, anecdotal records and continuum data. All teachers have a deep knowledge of content and explicit teaching as evidenced by peer observations and self evaluations.
Teacher Performance and Development 2015–2016 Our combined PDP focus on Literacy and Numeracy has resulted in students receiving learning specifically tailored to their identified literacy and numeracy needs. As a result students are demonstrating growth and achieving expected cluster goals.		
LMBR 2017 Principals and SAM admin staff demonstrate growth in understanding and confidence in all aspects of LMBR and commit to continued guidance from Herons Creek 229 school.		All school budgeting processes align to SAP processes. The student Wellbeing Management Tool is fully operational. Principal and SAM are fully trained in SAP finance functions ie Procurement, HR, financial porting, budgeting, forecasting and payroll.

Next Steps

LMBR, STEAM and Numeracy will become an improvement measure focus for 2018. Teachers will continue peer monitoring to refine best practice. 3MAPS teachers will be involved in regular classroom observations and actively seek

support to improve best practice as evidenced by video records and observational reflections.

Strategic Direction 2

Creative and Successful Learners

Purpose

To enhance support for every student to build positive emotional and mental health and well being and develop personal values and attributes such as honesty, resilience, empathy and respect for others. (*Melbourne Declaration on Educational Goals Young Australians*)

To create confident and creative students that have a sense of self-worth, self awareness and personal identity that enables them to manage their emotional, mental and physical well being. (*Melbourne Declaration on Educational Goals Young Australians*)

To achieve our vision of creative and successful learners who are responsible and resilient, curriculum priorities will provide students with the skills and strategies to engage with, and better understand their world at a range of levels. Learners will gain success when programs are highly relevant developing the knowledge and skills of all students with evidence based teaching practices and innovative delivery mechanisms used where appropriate.

Overall summary of progress

In 2017 every student was supported to build positive emotional and mental health through the refinement of 3MAPS PBL expectations and the ongoing analysis of Big 5 data to inform priorities and lessons for intensive instruction.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
PBL 2016–2017 Analysis of staff, student and parent survey demonstrates strong community alignment of PBL processes and expectations. CAMP OUT data indicates 98% of parents will increase their knowledge of their child's development needs and their skills have increased to support this development.	RAM signage \$500.00	Each 3MAPS school has successfully devised a set of school-wide behaviour expectations which were explicitly taught to students. Clear visual displays and signage have been assembled across the school. Students, staff and the broader 3 MAPS community understand the behaviours, attitudes and expectations that enhance wellbeing and lead to improved student outcomes.

Next Steps

3MAPS to continue on with Universal training and follow 3MAPS PBL Action Plan.

Strategic Direction 3

Strong Community Partnerships

Purpose

Research demonstrates that effective schools have high levels of parental and community involvement” (*Family School Partnerships Framework*)

To achieve our vision that “families and schools work together as partners in the education of children and young people” the school community including staff , students, parents and the broader community will be welcomed into and engaged with the development of school programs. In turn the school will contribute positively to community events and actions endorsing and promoting the integrity of its role in this partnership.

Learners gain a strong sense of belonging and are able to provide responsible input into future directions for the local community, including environmental and social actions.

Overall summary of progress

To achieve our vision that “families and schools work together as partners in the education of children and young people” the school community including staff , students, parents and the broader community were welcomed into and engaged with the development of the following 3MAPS programs

Harmony Day

Grandparents Day

L3 parent workshop

Colour Run

3MAPS Athletics Carnival

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Parent surveys indicate high levels of satisfaction and involvement in school improvement plans. Surveyed parents demonstrate an understanding of how our schools teach reading, numeracy and STEAM and support student wellbeing through PBL.	Nil	Parent surveys indicate high levels of satisfaction and involvement in school improvement plans , there is increased opportunities for parents to be involved in school based programs. Parents demonstrate an understanding of how our schools teach reading, writing and support student wellbeing through PBL. Parents workshops were held for L3 and Writing. There has been a dramatic increase in parent/carer/grandparent interest and attendance in these workshops.

Next Steps

Ongoing information sessions with parents and grandparents presented at combined 3MAPS activities to include numeracy and STEAM.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$13 326	Improved student learning with all identified students achieving or exceeding expected growth in CAS Quicksmart testing and achieving or exceeding growth in reading on the literacy continuum.
Low level adjustment for disability	\$15 421	Improved student learning with all identified students achieving or exceeding expected growth in CAS Quicksmart testing and achieving or exceeding growth in reading on the literacy continuum.
Quality Teaching, Successful Students (QTSS)		QTSS money supported teacher release for lesson observations as part of our PDP and professional learning process.
Socio-economic background	\$15 281	Improved student learning with all identified students achieving or exceeding expected growth in CAS Quicksmart testing and achieving or exceeding growth in reading on the literacy continuum.

Student information

Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	17	13	20	14
Girls	22	26	24	19

Student attendance profile

School				
Year	2014	2015	2016	2017
K	89.3	81.9	88	89.5
1	93.6	83.5	81.9	84.9
2	92.4	83.6	88.6	88.3
3	92	88.9	86.7	90.3
4	83.5	83.2	92	79.1
5	91.8	79.5	91.9	89.8
6	87.4	82.4	93.5	87.8
All Years	90.3	83.5	88.2	86.7
State DoE				
Year	2014	2015	2016	2017
K	95.2	94.4	94.4	94.4
1	94.7	93.8	93.9	93.8
2	94.9	94	94.1	94
3	95	94.1	94.2	94.1
4	94.9	94	93.9	93.9
5	94.8	94	93.9	93.8
6	94.2	93.5	93.4	93.3
All Years	94.8	94	94	93.9

Management of non-attendance

Parents are required to explain the absences of their children from school promptly and within seven days to the school. An explanation for absence must be provided to the school within 7 days of the first day of any period of absence

Unexplained absences are followed up with absentee notes sent home to parents. Followed by family contact if note not returned. After two days of an unexplained absence classroom teacher is to make contact with family.

The learning and support team regularly discusses the welfare and well being of students. Attendance reports are analysed every five weeks .If an attendance issue

is identified by the LST , school staff will informally discuss it with students and parents. If a pattern of poor attendance is identified a formal meeting will be convened to discuss positive attendance strategies. If attendance issues continue following the above interventions a parent meeting will be convened and a school attendance plan will be developed and implemented. If above interventions are unsuccessful the student will be referred to the Regional Attendance Team for action while school interventions continue.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	0
Head Teacher(s)	0
Classroom Teacher(s)	1.29
Teacher of Reading Recovery	0
Learning & Support Teacher(s)	0.1
Teacher Librarian	0.08
Teacher of ESL	0
School Counsellor	0
School Administration & Support Staff	0.9
Other Positions	0

*Full Time Equivalent

One permanent full time teacher identifies as being Aboriginal.

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	0

Professional learning and teacher accreditation

A key focus of 2017 was to continue to build staff capacity within our 3MAPS to achieve our three strategic directions.

Throughout the 2017 school year staff, were also able to take part in professional development which included:

Child Protection

Emergency Care

LMBR/SALM

Anaphylaxis

CPR and Senior First Aid

Live, Life Well

PBL Universal Training

Robotics and Coding

ARCO Training

Behaviour Management and Support

Digital Literacy

Personalised Learning and Support

iPLAY

Peer Mentoring and Lesson Observations

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

Financial summary

The information provided in the financial summary includes reporting from 1 January 2017 to 31 December 2017.

	2017 Actual (\$)
Opening Balance	20,990
Revenue	497,586
Appropriation	474,412
Sale of Goods and Services	0
Grants and Contributions	22,800
Gain and Loss	0
Other Revenue	0
Investment Income	374
Expenses	-472,756
Recurrent Expenses	-472,756
Employee Related	-423,981
Operating Expenses	-48,776
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	24,830
Balance Carried Forward	45,820

Financial summary equity funding

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

	2017 Actual (\$)
Base Total	422,112
Base Per Capita	6,724
Base Location	1,687
Other Base	413,701
Equity Total	44,028
Equity Aboriginal	13,326
Equity Socio economic	15,281
Equity Language	0
Equity Disability	15,421
Targeted Total	0
Other Total	3,562
Grand Total	469,702

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

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.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to <http://www.myschool.edu.au> to access the school data.

Aboriginal perspective is present in all units of work to foster empathy and understanding of issues. Our school is committed to the development of cultural awareness and promoting Aboriginal history. The students participated in a cultural awareness day and NAIDOC celebrations. Acknowledgement of Country is used at whole school assemblies, all meetings and professional learning.

Multicultural and anti-racism education

Multicultural Education is addressed across the curriculum and includes all students at Herons Creek Public School. As the school population is primarily Anglo-European background, school planning ensures students experience other cultures. 3MAPS held a combined Harmony Day celebration.

A staff member is trained as an Anti-Racism Contact Officer within the school environment. It is their role to ensure that instances of racism are dealt with effectively to ensure a continuing harmonious school environment.

Parent/caregiver, student, teacher satisfaction

In 2017, the school sought the opinions of parents, students and teachers about the school. Their responses are presented below:

Most parents, students and staff agreed or strongly agreed they felt welcomed in the school, the school provides helpful information about their child's progress, the school is always looking for ways to improve what it does, they share in the education of their child, the school is a safe and secure environment, the teachers provide a stimulating and challenging environment for their child, the school has high expectations of its students.

Parents reported some of the positive attributes of the school are small school community feel, teachers available for discussions, inclusive, positive and caring school environment, respect and trust the students have for their teachers and amazing teachers that love their job.

The programs and activities that the parents, students and staff believe the students enjoyed and benefited from are School's Out Radio, swim school, Quick Smart, Multi-Lit, Mini-Lit, 3MAPS Grandparent's Day, 3MAPS Harmony Day, Canberra, Glass House Excursions, Sport Clinics, 3MAPS Colour Run, STEAM, Surfing and Paddle Boarding, Kitchen Garden, Aussie Bush Camp and Robotics.

Policy requirements

Aboriginal education