

Heckenberg Public School

Annual Report



2017



4336

Introduction

The Annual Report for **2017** 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.

As the new Principal of Heckenberg Public School, I am proud of the dedicated teachers, students and families that make up our school community. I look forward to working together over the coming years to ensure that Heckenberg Public School is a place of aspiration, opportunity and success.

Ben Kirkman

Principal

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Message from the Principal

Heckenberg Public School, is committed to ensuring all students are at the centre of all our decision-making. We are a caring school that ensures every student is known, valued and cared for. As an Early Action for Success School, we continue to build a culture of quality teaching, where teachers regularly collect data and make informed decisions to drive personalised learning.

The school also has a strong focus on wellbeing and has created a number of excellent strategies that support our students in becoming safe, respectful learners.

As the new Principal of Heckenberg Public School, I am proud to share data and information in this report and highlight the great things that happen at Heckenberg Public School every day. I look forward to in the years to come, sharing the innovative processes and projects that will be highlighted in our new School Plan 2018–2020.

Regards,

Ben Kirkman

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 approximately 220 students organised into mainstream classes. 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.

The School's on balance judgement for Learning is "Delivering". The school continues to deliver high expectations across the school and students are becoming more aware of their academic expectations. The school has a good relationship with neighbouring educational settings and transition plans are in place for students who are in pre-school as well as students who are entering high school. Throughout the year, year 6 students participate in a variety of programs with Ashcroft High School to support their transition. Staff continue to monitor attendance and the attendance percentage is similar to that of the average of NSW. There is a deep sense of care throughout the school and "Caring for Students" is an area that Heckenberg PS excels in.

In relation to teaching, Heckenberg PS is "delivering" in ensuring that there is an integrated approach to quality teaching and curriculum planning and delivery is focused on meeting the needs of every student. The school has developed programs to ensure all students that require additional support are catered for and the school has a well functioning Learning and Support Team. As an Early Action for Success school, teachers at Heckenberg PS collect and use assessment data to drive teaching programs and Early Action for Success Instructional Leader ensures that the data skills and use of teachers are continually improved. The school plots all students on the Literacy and Numeracy Continuums and uses this information to systematically improve teaching and learning programs.

In 2017, Heckenberg PS began a "Spirals of Inquiry" action research model with the aim of improving student achievement and teacher quality. Explicit teaching is the main practice used in the school, reflecting the current evidence base. Teachers routinely and explicitly review previous content and preview the learning planned with students in each class. Whilst participating in the Spiral of Inquiry, teachers use the Australian Professional Standards to measure themselves, reflect on their practice and plan for and monitor their own professional development to improve their performance.

The Leadership team ensures that the implementation of syllabuses and associated assessment and reporting processes meet NESA and DoE requirements, forming a sound basis of student learning. School resources are targeted to meet the needs of the students and community and the school's physical learning spaces are used flexibly to meet a

broad range of student learning interests and needs.

Our self-assessment 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

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

The teachers at Heckenberg Public School have participated in a number of professional learning initiatives to develop their pedagogy. These initiatives include, but are not limited to; An Inquiry based professional learning model, where teachers consistently studied student data and reflected on their classroom practice. Early Action for Success initiatives, including the expert professional learning on formative assessment strategies and literacy and numeracy teaching methods that support high student growth. Teachers continued to take part in an authentic PDP process and used experts from within and outside the school to participate in differentiated professional learning.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
100% of teachers implementing quality teaching strategies as evidenced by growth shown in HPS Quality teaching survey and classroom observations.	Professional Learning Funds – \$15,000 Additional Instructional Leadership (Assistant Principal) for Term 1 and 2 \$60,000	All staff are implementing elements of visible learning in their classrooms. Formative assessment continues to be evident through learning intentions and success criteria (LISC), the use of Bump It Up walls, learning goals and student self-assessment opportunities. Staff are confident in their ability to use LISC in literacy and numeracy and continue to work on transferring this knowledge and confidence to all Key Learning Areas. Utilising students background knowledge and experience continues to be a predominant strategy to make learning relevant and connected for our students and to engage them in their learning.
All teachers demonstrate enhanced knowledge and understanding of formative assessment strategies as evidenced by teacher surveys.	Professional Learning Funds – \$15,000 Additional Instructional Leadership (Assistant Principal) for Term 1 and 2 \$60,000	All teachers demonstrate an increasing understanding and knowledge of formative assessment strategies. Teachers report confidently embedding LISC into teaching and learning programs in literacy and numeracy. The use of Bump It Up walls and student learning goals has been an effective way for teachers to monitor students' individual progress. Some staff have expressed an interest in further developing student self-assessment skills to strengthen assessment practices.
100% of teachers utilising formative assessment practices across Reading, Writing and Numeracy as evidenced walk-throughs and program supervision checklists.	Professional Learning Funds – \$15,000 Additional Instructional Leadership (Assistant Principal) for term 1 and 2. \$60,000	All staff display evidence of using formative assessment practices in reading, writing and numeracy during classroom walk-throughs. Staff either orally or visually communicated learning intentions and success criteria (LISC) to students and built reflection components into their lessons. Some self-assessment practices were evident for students' to participate in and evaluate their own

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
100% of teachers utilising formative assessment practices across Reading, Writing and Numeracy as evidenced walk-throughs and program supervision checklists.		learning. Evidence of student learning goals present, with many students being able to communicate their own personal goals and what they need to do next as a future direction.
Components of balanced literacy and numeracy lessons are evident through collaboratively planned teaching programs, observations, lesson studies, discussions and reflections.	Professional Learning Funds – \$15,000 Additional Instructional Leadership (Assistant Principal) for term 1 and 2 \$60,000	All K–2 staff embedded Language, Learning and Literacy (L3) pedagogy in their literacy sessions throughout 2017. Students were exposed to modelled, guided and independent learning experiences, which were conducted through whole class, small group or individual means. Lessons observations by school executive and L3 trainers confirmed students received explicit instruction in reading and writing strategies. Teaching programs displayed evidence of differentiation to meet the needs of learners. In numeracy, all staff embedded Targeted Early Numeracy (TEN) into their numeracy sessions. This was followed by explicit modelled lessons, with guided or independent opportunities to demonstrate and/or knowledge and skills. Reflection opportunities were evident in many classrooms.
All teachers achieve their PDP goals and progress through the various stages of accreditation.	Professional Learning Funds – \$15,000	Teachers aspired to achieve all of their personal development goals. Strategies and processes were established to support all staff to monitor, implement and evaluate their own learning. Professional learning opportunities were provided both internally and externally, utilising professional learning funds. Opportunities to meet and discuss goals were provided for all staff. The leadership capacity of classroom teachers was supported and resulted in a classroom teacher undertaking executive responsibilities. Some staff expressed an interest in the continuation of goals into 2018.

Next Steps

At Heckenberg Public School, the executive team, classroom teachers and specialist staff are committed to high quality practice. In 2018, the school will be committed in ensuring that the teaching pedagogy at Heckenberg PS is consistent and based on evidence based research. The next steps for the school is to ensure that the new executive have a consistent understanding to what inspired teaching looks like. This consistent approach will then be explicitly modelled to the whole staff. The executive team will be provided with professional learning in regards to coaching and mentoring to support this implementation. The next steps of curriculum implementation will also revolve around research such as "What Works Best" from CESE as well as Visible Learning research from John Hattie. The executive team (as of December 2017) will be attending a Visible Learning symposium that will drive a consistent approach to teaching and learning in 2018. The school is also looking to inspire and encourage teaching staff to obtain higher levels of accreditation and to support and build the leadership capacity of classroom teachers. As an Early Action for Success school, the school is committed to ensuring that future directions are related to quality K–2 pedagogy. L3 and TEN will continue to be supported through staff training and new staff to Heckenberg Public School will work through strong induction processes to ensure that they have a strong sense of the school learning culture that is engrained in the school.

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

The teachers of Heckenberg PS, developed high quality programs that are reflective of NSW syllabus documents. All teachers reflected on programs using the HPS teacher professional development and support policy. The staff are committed to creating quality learning environments with high expectations, elements of visible learning and opportunities for students to reflect on their learning.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
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.	\$15 000 Professional Learning Funds	100% of teachers have developed high quality programs that are reflective of NSW syllabus documents. All teachers participated in collaborative planning practices where they worked collegially with Assistant Principals and team members to create high quality teaching and learning programs. These programs were reflected on termly using the HPS Teacher Professional Development and Support Policy – Program Feedback document by supervising Assistant Principals. These individual program reflections are evidence that show all teachers across the school were creating individualised, high quality programs that target the needs of students across K–6.
100% of teachers create quality learning environments and embed visible learning and effective use of ICT as evident through lesson planning, walk throughs and lesson studies.	\$15,000 Professional Learning Funds	100% of teachers used elements of quality learning environments to create engaging, safe and encouraging learning spaces. As evident in program feedback, all teachers have planned explicit quality criteria that meets the needs of all students in the class. Teaching and learning activities aimed to engage all students and are designed with a range of hands on learning opportunities. All teachers expressed high expectations through differentiated success criteria. These criteria provide opportunities for student direction. Most students could express where to next in their learning. All teachers embedded technology through lessons developing emerging 21st century capabilities.
Increased percentage of students achieving greater than or equal to expected growth in NAPLAN reading, writing, and numeracy by at least 15%.	<p>\$15,000 Professional Learning Funds</p> <p>\$5000 RAM Supplementation for program to support identified students.</p> <p>\$50,000 RAM funds for SLSO support</p>	Students strived to improve their learning in reading, writing and numeracy where all staff to aim to achieve one years progress per year for each student. In Year 5 and Year 7, Numeracy data showed an upward trend where Year 5 data increased by 36.6% impacted by the high quality teaching and learning programs which are differentiated in addition to whole number initiatives implemented K–6. Year 7 Mathematics increased by 5.5%. In Reading Year 5 data decreased by 9% and Year 7 data decreased by 16.3%. With the

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increased percentage of students achieving greater than or equal to expected growth in NAPLAN reading, writing, and numeracy by at least 15%.		changes to early initiatives and consistency in programming we aim for this to increase in the near future. Due to changes in types of text no data is specified for student growth in writing.
Increased average percentage of students achieving stage-appropriate clusters on the Literacy and Numeracy Continuums by at least 15%.	\$15,000 Professional Learning Funds \$5,000 RAM Supplementation for program to support identified students. \$50,000 RAM funds for SLSO support	Based on end of year 2017 data there were 64.6% of students working at or above stage expected outcomes on the numeracy continuum and 51.17% in Literacy. The quality early initiatives and continuation of these initiatives into primary has supported progress in data in both Literacy and numeracy.
100% of identified students are achieving individualised learning goals.	\$50,000 SLSO support for individual student support.	All staff have implemented individualised and group learning goals to ensure students are striving towards achieving success based on individual lessons, learning sequences and the stage outcomes to progress in areas of need. This is reflective in teaching and learning programs supported by differentiated learning goals and individualised learning plans which are developed in collaboration with students, families and support staff. Many students have achieved their individualised goals or goals have been modified to target more specific areas. Students are becoming more aware of their learning goals and developing greater self regulation.
Average percentage growth of Aboriginal students and EALD students is within 5% of the average growth of the total school population.	\$22,000 Aboriginal Funds \$50,000 additional SLSO to support EALD students in the classroom.	The growth of our Aboriginal students has plateaued based on the difference between 2016 and 2017 NAPLAN data whereas our EALD students are making consistent growth towards with an increase from 2015–2017.

Next Steps

The Australian Professional Standards for Teachers are a public statement of what constitutes teacher quality. They define the work of teachers and make explicit the elements of high-quality, effective teaching in 21st-century schools that will improve educational outcomes for students. The Standards do this by providing a framework that makes clear the knowledge, practice and professional engagement required across teachers' careers. Heckenberg PS strives to ensure that the teaching standards are in action across the school. In 2018, all teachers (Pre 2004) will be accredited and the school is committed in ensuring that all teachers have a strong understanding of what the Standards are and how best they can be implemented in the classroom.

As stated in Strategic Direction 1, Visible Learning will continue to be a focus but there will be a stronger emphasis on making Visible Learning a consistent approach to pedagogy.

Data Collection continues to be a focus at Heckenberg PS. As an EAfS school, the school in 2018 will be using the Learning Progressions as opposed to the Literacy and Numeracy Continuums. There will be a strong focus on Professional Learning in relation to the progressions and PLAN 2 to reflect the importance of collecting student data to drive teaching and learning programs.

Identified Students (EALD, Aboriginal, Refugee, Disability) will also continue to be a focus and the school's Learning and Support Team will be undertaking a full review in 2018.

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

Heckenberg PS is renowned for its commitment to fostering the wellbeing of the school community. HPS provides a school readiness program called "Head Start" that supports transition to school priorities. We are committed to supporting our students by providing quality intervention programs through external agencies. Parents and carers are encouraged to participate in all aspects of the school and are a valued and cared for part of our learning community.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
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.	\$40,000 Teacher for Head Start (Prior to School Transition Program)	Heckenberg Public School experienced an increase number of students accessing the transition to school program before beginning kindergarten. This has led to increased school readiness being displayed by a larger number of beginning Kindergarten students. Incoming Kindergarten students were screened by Speech Therapist, in readiness for targeted early intervention.
Identified students are provided with support for wellbeing issues and have access to intervention programs in speech therapy, OT and mental health.	\$12,000 RAM Funds – Speech Therapist	Ten students accessed Mission Australia Drumming program which targeted social skills, anger management and conflict resolution. All identified students were referred to the Communication Partners program for speech assessments. 130 students benefited from team teaching with the speech therapist, 8 students received individual therapy and 40 students were provided with support through speech sound clinics. All targeted students were provided with support in order to work towards and achieve personal wellbeing and academic goals. Four children were able to access personalised support from Mission Australia staff at the school.
School wide reduction in repeat negative incidents recorded on Sentral by 20% from 54% in 2014 to 34% in 2017.	\$100,000 Additional teaching staff. Funded 10th class. \$50,000 SLSO support for playground	School PBL team delivered professional learning to all staff to ensure consistency of process, in behaviour interventions across the school. Specific, targeted interventions were put in place by the PBL team and LST, such as the Playground Initiatives program, to address repeat incidents. The number of repeat negative incidents recorded on Sentral reduced during 2017.
Increase the number of parents and carers engaged in authentic partnerships with the school by 10%.	Community Liaison Officer – 2 days per week. \$20,000	Communication continued to be enhanced by school website and Facebook page. School continued to offer parent information workshops and cafes. Parent helpers were trained in Multiliteracy and Speech Sound Clinics. Parents and carers supported the school over the year through attendance at school events and assemblies.

Next Steps

Heckenberg Public School is a complex school that strives to ensure that all students are supported to reach their potential. The social and emotional wellbeing of students will make up a large part of the school plan 2018–2020. Through consultation with staff, students and the community, a wellbeing and engagement coordinator will be employed to lead the Learning Support Team and ensure that the school displays best practice in ensuring we meet the needs of every learner.

In the past, the school provided enrichment programs in sport, but other areas were lacking. Future directions include an increase in enrichment programs that lead to an increase in student participation in Creative Arts, Creative and Critical Thinking, Science and Public Speaking and Debating. Our next steps are to simply offer more enrichment programs to a variety of students so the school can improve the confidence and wellbeing of a larger proportion of students.

PBL will also be reviewed and improved to improve the success of student social and emotional wellbeing. Rewards and awards will be reviewed and even though wellbeing is a strong point of the school, next steps will be networking with similar schools to improve our practices and ensure best practice.

In regards to community wellbeing, the school is committed to ensuring there are strong links between organisations that support wellbeing. The School Plan 2018–2020 will focus on continuing to ensure that parents and caregivers are supported to increase the general wellness of the greater community. To improve community participation in events, the P&C will be disbanded in 2018 and there will be a strong emphasis on community involvement in the future.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$26, 116	The school employed an Aboriginal SLSO and provided time off class for an identifying Aboriginal teacher to work with Aboriginal students. The students learnt about Aboriginal culture and participated in a significant program that supported their personal learning pathway. One of the highlights of the programs was a boys group who created Didgeridoos and started a "Didge Group". These programs had a significant impact on the students. They felt an increasing connection to country, identified with their culture and were more engaged in their learning. This data was collected from feedback from the students.
English language proficiency	\$43,983	Teachers were up-skilled in relation to supporting students from a Non English Speaking Background. Students were supported in classes through a variety of support mechanisms. Teachers, also had the opportunity to engage in professional learning to support English Language Proficiency. Teachers, CLO's and SLSO's were used to begin a parent workshop to improve the English skills of community members. This has positively impacted on the skills of students and community members as well as improved the participation rate of parents from NESB backgrounds at our school.
Low level adjustment for disability	\$199,670	Additional SLSO's have been purchased to support students in the classroom as well as additional LAST support. This has improved student data, especially in K-2. Over 57% of students in K-2 are working above EAfS standards in reading. SLSO and LAST support increases in K-2 classes have contributed to this data.
Quality Teaching, Successful Students (QTSS)	Staffing entitlement of 0.378 FTE	QTSS staffing entitlements has supported teachers in collaboratively planning, participating in structured professional learning and observing best practice in Heckenberg PS. QTSS was timetabled in a way to support teachers in participating in the Spirals of Inquiry. This impacted on the quality of teaching at the school and evidence based practices are consistently evident in the vast majority of classrooms.
Socio-economic background	\$443,782	An additional class was formed to help support learning and engagement priorities at the school. The impact of this additional class decreased the amount of negative classroom behaviours and supported increased supervision on the playground. Additional class teacher support was able to ensure that enrichment programs such as sport and dance were able to be supervised appropriately and not at the detriment of other programs.. SLSO support was also purchased to support students with additional learning needs. A prior to school learning program exists at the school and is supported by Socio Economic Funds. School based

Socio-economic background	\$443,782	data suggests that students who participate in the year long program out perform students who didn't participate in the program. A speech pathologist was also purchased by the school to provide one to one student support, teacher mentoring and they also assisted in parents accessing external support. All of these programs develop self esteem, empower students, develop teacher quality and positively impact on student achievement.
Targeted student support for refugees and new arrivals	0.1 FTE new arrivals for terms 1 – 3 0.2 FTE in term 4	Targeted support was provided for specific students. This support assisted the student in learning core English skills as well as supported teacher professional learning in methods to support refugee and new arrival learners.
Early Action for Success	1 Instructional Leader for Heckenberg Public School (Deputy Principal)	The School has a Deputy Principal (Instructional Leader) for EAfS. The impact of this program has been significant, with an improvement in student data K–2 as well as improved teacher quality across all staff. The teachers at Heckenberg PS have continued to participate in L3 and TEN training and receive weekly mentoring from the instructional leader. The school has developed sound processes for the collection of student data and this data drives programs designed to meet a point of need at a point in time for our learners.

Student information

Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	111	110	106	105
Girls	109	111	107	110

The school continues to hover between 210 and 220 students. High mobility of students continues to pervade our local area. Historically the school has 10 classes spread across K–6, one of which is self funded.

Student attendance profile

School				
Year	2014	2015	2016	2017
K	94.2	92.3	94.3	91.1
1	92.5	93.3	92.6	93.2
2	94.1	92.6	94.3	91.6
3	93.2	90.5	92.1	93.4
4	93.6	91.4	91.8	89.6
5	96.2	93.7	92	89.9
6	96.7	94.7	94.3	91.2
All Years	94.3	92.4	92.9	91.4
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

The school has a strong focus on student attendance and staff are aware of the necessary procedures related to attendance.

Maintenance of student attendance rolls is completed daily by the classroom teacher. The school has completely rolled over to EBS4 and uses this system to maintain accurate rolls/

Roles and responsibilities for staff, senior executive and SASS is consistent with DoE policy and regular monitoring and following up of attendance is part of the everyday experience for staff at Heckenberg PS.

Communication of expectations of attendance for students and parents continues to be a focus at Heckenberg PS and the school develops positive relationships with parents and carers when students display concerning attendance patterns.

Professional learning for staff regarding the School Attendance policy is completed annually and new staff are inducted effectively to ensure they have a solid understanding of their role in the processes regarding attendance. The school also has a strong relationship with the Home School Liaison Officer who supports the school and families if required.

The attendance rate for Heckenberg PS in 2017 was 91.4% and sits below the state average. According to data from SCOUT, Heckenberg PS out performs similar schools and is committed to ensuring that the attendance of students at Heckenberg PS increases every year.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	2
Head Teacher(s)	0
Classroom Teacher(s)	8.24
Teacher of Reading Recovery	0.42
Learning & Support Teacher(s)	1.4
Teacher Librarian	0.6
Teacher of ESL	0
School Counsellor	0
School Administration & Support Staff	2.42
Other Positions	0

*Full Time Equivalent

In 2017, the Heckenberg PS employed an Aboriginal SLSO to support our Aboriginal students and the school also has 1 identifying Aboriginal member of staff.

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

Accreditation 2017 – 3 teachers

Maintenance 2017 – 1 teacher

Higher Levels of Accreditation – 0 teachers

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	252,363
Revenue	2,912,469
Appropriation	2,847,875
Sale of Goods and Services	12,524
Grants and Contributions	49,484
Gain and Loss	0
Other Revenue	0
Investment Income	2,587
Expenses	-2,853,323
Recurrent Expenses	-2,853,323
Employee Related	-2,604,091
Operating Expenses	-249,231
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	59,146
Balance Carried Forward	311,509

Heckenberg PS has completely rolled over to LMBR.

LMBR (Learning Management and Business

Reform) is a modern, integrated IT system in human resources, payroll, finance and student administration to provide better service and value to staff, students, parents and the community. Among other things, LMBR provides;

- Accurate reporting of financial operations.
- Better definition and reporting on services.
- A unique and secure student registration number and single source of up-to-date information about our students.
- Increased and improved information about student academic achievement and plans.
- Better tracking of important health, well-being and emergency contact information.

The relevant legislation for school financial management is the Public Finance and Audit Act 1983. The policies, procedures and best practices of Heckenberg PS are derived from the Public Finance and Audit Act 1983. Under this Act, the principal is the accounting officer responsible for school financial management. The office administration staff and Principal receive ongoing training to lead the financial obligations.

The principal is accountable to the Secretary, through the Executive Director, Public Schools NSW, and to the local community for the management of school funds (public money). Public monies include State and Commonwealth grants, school and community income and revenue from other bodies. The responsibility for financial management cannot be delegated and remains with the principal.

The school was fortunate enough to have approximately \$10 000 donated from the P&C for playground refurbishments. This money will be added to finances that were rolled over from OASIS to LMBR that the school has saved over the last three years. This money will be used to provide improved playground infrastructure in the next school plan. This money is classified as 6300, Learning and Community Funds.

The school receives a significant amount of RAM funding and this is spent on additional staffing. Over the last number of years an additional class has been paid for (Approx \$100 000) to meet the needs of the learners at Heckenberg PS. The school also purchased a Community Liaison Officer and School Learning Support Officers to support students with additional needs and to support our community.

The school rolls over a small figure annually to ensure that priorities can be funded whilst transitioning from one year to the next. Approximately \$20 000 is rolled over into professional learning, school resources and staffing each year. As the school has high mobility of students, a small pool of money is rolled over to ensure that classes can be covered appropriately at the beginning of each year without having to cancel or postpone important initiatives.

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	1,644,324
Base Per Capita	32,552
Base Location	0
Other Base	1,611,772
Equity Total	713,551
Equity Aboriginal	26,116
Equity Socio economic	443,782
Equity Language	43,983
Equity Disability	199,670
Targeted Total	14,638
Other Total	373,438
Grand Total	2,745,951

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.

In 2016 the expected growth for;

- Reading was 42.3% in reading and in 2017 it was 33.3%. This decreased by 9%
- Writing was not available due to change in stimulus and in 2017 it was 55%
- Mathematics was 25.9% and in 2017 it was 62.5%. This increased by 36.6%
- Reading was 54.8% and in 2017 it was 38.5%. This decreased by 16.3%
- Writing was not available and in 2017 it was 50%
- Mathematics was 62.5% and in 2017 it was 68%. This increased by 5.5%

Percentage in Bands:

Year 3 - Grammar & Punctuation

Band	1	2	3	4	5	6
Percentage of students	16.2	13.5	24.3	24.3	13.5	8.1
School avg 2015-2017	10.3	16.1	32.1	26.4	12.4	2.7

Percentage in Bands:

Year 3 - Reading

Band	1	2	3	4	5	6
Percentage of students	2.7	21.6	35.1	21.6	16.2	2.7
School avg 2015-2017	11.6	19.5	32.1	24.9	11.0	0.9

Percentage in Bands:

Year 5 - Reading

Band	3	4	5	6	7	8
Percentage of students	14.0	34.9	23.3	18.6	9.3	0.0
School avg 2015-2017	13.2	42.2	25.9	13.2	5.4	0.0

Percentage in Bands:

Year 5 - Grammar & Punctuation

Band	3	4	5	6	7	8
Percentage of students	11.6	41.9	23.3	20.9	2.3	0.0
School avg 2015-2017	12.8	36.6	30.4	18.2	2.0	0.0

Numeracy is an area that will be a focus in the 2018–2020 school plan. In Year 3, 14% of students are at proficiency in Numeracy and in Year 5, 5% of students are at proficiency in Numeracy.

In Year 3, there has been a significant increase in the amount of students achieving bands 4 and 5. However the majority of students in year 3 are achieving bands 1 to 3. (69%)

In Year 5, there has been an increase in students working at the top 3 bands (28%) and student growth is tracking positively compared to 2015 and 2016.

Percentage in Bands:

Year 3 - Numeracy

Band	1	2	3	4	5	6
Percentage of students	18.9	27.0	24.3	16.2	13.5	0.0
School avg 2015-2017	17.5	31.6	34.4	11.2	5.3	0.0

Percentage in Bands:

Year 5 - Numeracy

Band	3	4	5	6	7	8
Percentage of students	4.8	35.7	31.0	23.8	2.4	2.4
School avg 2015-2017	16.0	40.6	30.4	9.2	1.9	1.9

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.>

Premier's Priorities: Improving education results and State Priorities: Better services – Improving Aboriginal education outcomes for students in the top two NAPLAN bands.

In Year 5, 25% of Aboriginal students were in the top 2 bands in Reading and Spelling.

In Year 3, 20% of Aboriginal students were in the top 2 bands in Spelling.

In Year 3, 40% of Aboriginal students were in the top 2 bands on Grammar.

Heckenberg PS continues to support Aboriginal students in attaining proficiency in Literacy and Numeracy and utilises additional support including teacher professional learning and the employment of an Aboriginal SLSO.

Parent/caregiver, student, teacher satisfaction

Heckenberg PS strives to gain input from staff, students and the community to ensure each stakeholder is satisfied with school procedures, events and culture.

The school regularly meets with parents and utilises a CLO to build relationships. The school executive regularly meet with the CLO and parent groups to discuss ways in which to improve the school. Parent participation rates in school events are inconsistent and the school is committed to ensuring that the community is able to provide regular feedback in improving these events. At the conclusion of 2017, the Parents and Citizens Group was disbanded based on parent feedback and will be replaced to a less formal Parents and Friends Group. This was based on data collected

at the end of 2017 in relation to parent satisfaction.

In regards to teaching and learning, the community continue to be satisfied with the quality of education provided at Heckenberg PS. The community suggested that the school could provide additional enrichment activities and this component has been embedded into the School Plan 2018–2020.

Staff satisfaction remains satisfactory and the school is developing strategies to build a consistent learning culture across K–6. Staff mobility continues to be an issue at the school and is regularly discussed in surveys and feedback in relation to school satisfaction. The school executive team is committed in ensuring that staff mobility is kept at a minimum to drive consistency and school improvement.

The school regularly surveys students using anecdotal notes, video conferences and surveys including the Tell Them From Me Survey. Students are satisfied with the school and share a deep sense of belonging. They have provided feedback for improvements such as infrastructure, technology and enrichment programs and these areas will be a focus of the next school plan.

Policy requirements

Aboriginal education

Heckenberg PS is committed to improving the educational outcomes and wellbeing of Aboriginal and Torres Strait Islander students so that they excel and achieve in every aspect of their education.

School staff regularly attend LLAECG meetings and are financial members. The school is committed to ensuring that current trends in Aboriginal education are part of school wide procedures and there is consultation between the local AECG and the school on all matters pertaining to Aboriginal Education

100% of Aboriginal students have a Personalised Learning Pathway that is a shared responsibility between the school, parents and the student. The impact of these PLP's support improvements in literacy and numeracy and also identify cultural goals relevant to the student's connection to country.

The School is committed in ensuring that Aboriginal culture is taught across all Key Learning Areas. Additional support was also provided by an Aboriginal SLSO who led a Didgeridoo group and weekly "Yarning Group" time was developed, where our identified Aboriginal teacher would take an Aboriginal withdrawal group and teach them about Aboriginal culture.

Multicultural and anti-racism education

Heckenberg Public School is a Multicultural and inclusive school. The school promotes inclusive teaching practices which recognise and respect the cultural, linguistic and religious backgrounds of all students and promote an open and tolerant attitude

towards cultural diversity, different perspectives and world views. These views are celebrated annually by hosting Harmony Day celebrations and Multicultural Day. These celebrations continue to provide an opportunity for Heckenberg PS to celebrate the diversity that makes our school unique. Our school has 68% of students come from a Non English Speaking Background with Arabic and Pacific Islander students being our largest NESB demographic.

Heckenberg PS promote positive community relations through effective communication with parents and community members from diverse cultural, linguistic and religious backgrounds and by providing opportunities for their active engagement in the life of the school. The school utilises a Community Liaison officer 1 day per week and during that day, the CLO has organised English classes to assist our non English speaking parents engage with the school.

In regards to Anti Racism, the school has a trained ARCO and the school executive ensures students and staff are aware of their role. The school continually ensures that the community exhibits appropriate behaviours and the processes are in place in line with policy to ensure that guidelines are met.