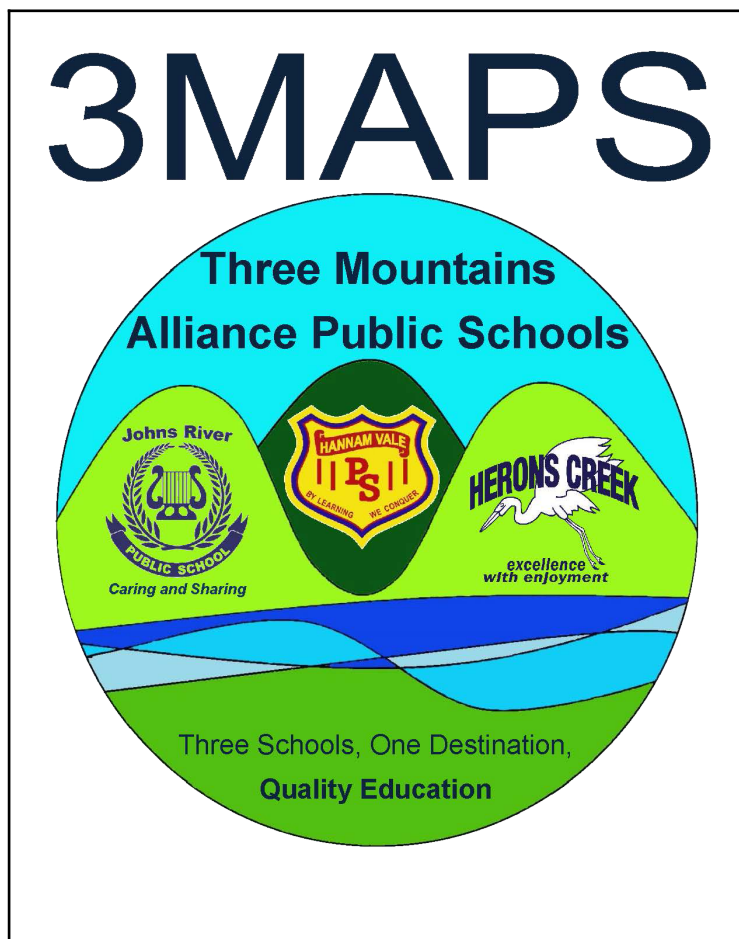


Herons Creek Public School

Annual Report



2018

3MAPS



2157

Introduction

The Annual Report for **2018** is provided to the community of Herons Creek PS 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

Three Mountains Alliance Public Schools "Three Maps, One Destination, Quality Education."

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 75 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 maintaining Positive Behaviour for Learning, 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 2018 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. 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.

In the domain of Learning our focus has been on the Wellbeing element. We have continued to work towards ensuring a whole school coordinated approach to supporting all aspects of wellbeing for every child. To promote positive respectful relationships we have engaged in professional learning enabling teachers to embed Positive Behaviour for Learning (PBL) into classrooms as well as in the playground so that expectations are consistently applied and understood. Our capacity to effectively support the social and emotional aspects of wellbeing has also been enhanced through the implementation of targeted programs to ensure the wellbeing of every child is supported.

In the domain of Teaching our focus has been on the Effective Classroom Practice and Professional Learning elements to ensure we optimize learning progress for every student. Teachers have worked collaboratively to embed evidence based practice in Literacy, Numeracy, STEAM (Science, Technology, Engineering, Art and Maths) and PDHPE (Personal Development, Health, Physical Education.) Teachers have engaged in a range of professional learning and collaborated with staff across the 3MAPS learning community to ensure they have the capacity to implement the most effective strategies to improve teaching and learning.

In the domain of Leading our focus has been on the Educational Leadership and School Resources elements. School improvement has continued to benefit from our collaborative partnership as a member of the 3MAPS group. This professional learning community has greatly enhanced our capacity to deliver high quality teaching and learning experiences for every student. Leadership has also focused on strategic financial management to ensure resources are used to achieve the best possible outcomes for students.

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

Connect, Succeed, Thrive and Learn

Purpose

Our school recognizes the close links between wellbeing and learning. Our purpose is to foster a learning environment in partnership with all members of the school community enabling our students to become resilient, confident, innovative and resourceful learners and reach their full potential.

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)

Overall summary of progress

In working towards a consistent school wide approach to all aspects of wellbeing this year we have concentrated on ensuring an effective environment for learning underpinned by positive respectful relationships. Teachers have participated in further professional learning in PBL resulting in expectations of behaviour being well established and consistently applied in classrooms and the playground. To ensure all students are effectively supported staff members have also been trained in additional targeted programs including Seasons for Growth and Zones of Regulation.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
There is a consistent school wide approach to support the social, emotional, physical and cognitive needs of all students.	5500	In working towards a consistent school wide approach to all aspects of wellbeing the school has focused on building an inclusive culture where the needs of every student are identified, supported and monitored. PBL is well embedded in all settings and the cognitive needs of students are addressed through a continued focus on building the capacity of teachers.

Next Steps

In 2019 we will continue to focus on building student resilience. One strategy to do this will be the Camp Out program to be held in Term One. We recognize the importance of a shared school-wide commitment to student well being and will strive to promote this through further engagement of parents and caregivers by providing opportunities for them to deepen their understanding of how they can most effectively support their children's emotional well being and growth.

Strategic Direction 2

Great Teaching, Inspired Learning

Purpose

Our purpose is to promote learning excellence by supporting all teachers to implement the most effective explicit teaching methods with the highest priority given to evidence-based teaching strategies. All teachers will be committed to a collaborative learning culture that promotes school-wide improvement in teaching practice and student outcomes.

Overall summary of progress

This year we have continued to promote improvement in teaching practice through engagement in professional learning opportunities including iPLAY and 8 WAYS. TEN (Towards Effective Numeracy) has been embedded in teaching practice in the K-2 classroom and a Numeracy scope and sequence has been developed to guide programming. Teachers have also had introductory training in the Literacy and Numeracy progressions which are designed to support planning for the learning needs of every student.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Internal and external data using formative and summative assessment measures indicates growth for all students in Literacy and Numeracy.	\$5000	
STEAM (Science, Technology, Engineering, Art & Maths) All students are at or above expected levels on General Capabilities Learning Continuums in Creative and Critical thinking.	\$14000 Professional Learning Laptops, WeDo, Spheros, Laptop Charging Station.	In 2018 teachers and students have been engaged in a variety of STEAM activities as part of the 3MAPS learning community. Professional learning in digital technologies has built teacher capacity and students have participated in robotics and coding.

Next Steps

In 2019 quality teaching in Writing will be a focus supported by professional learning for teachers in the Seven Steps to Writing program. There will be further professional learning in the Learning Progressions with the expectation that this will enable teaching programs to become more data driven and differentiated to meet the needs of all students. In 2019 teachers will also engage in further STEAM professional learning to enable them to provide engaging learning opportunities for students. Digital Literacy will be further supported through a regular weekly session for each class.

Strategic Direction 3

Leadership by Design

Purpose

School Leaders enable a self-sustaining and self-improving community that recognizes the impact of culture and cultural identity on student outcomes. 3MAPS Leaders have a commitment to fostering a school wide culture of high expectations and a shared sense of responsibility for student engagement, learning, development and success.. Students will benefit from the schools planned and proactive engagement with parents and the broader community.

Overall summary of progress

This strategic direction recognizes the importance of cultural identity in relation to student outcomes. To address this teachers across the 3MAPS learning community have engaged in extensive professional learning including MGoals and 8 WAYS of learning. In addition work has begun on establishing a bush tucker garden as a way of addressing the importance of cultural awareness and mutual respect across the whole school community.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Outcomes for Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.	\$4500 Professional Learning for MGoals, Connecting to Country, Sista Speak, 8Ways	To ensure ATSI students achieve expected growth their learning is supported through whole class quality teaching programs including TEN and L3, intervention programs including Quicksmart and personalised learning through personalised learning plans and learning goals.

Next Steps

In 2019 teachers will work collaboratively to ensure MGoals and 8WAYS of learning are embedded in their teaching programs and practice.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$9994	Funding was used to implement the Numeracy Program Quicksmart including the employment of a School Learning and Support Officer to work with individual students. Funding was also allocated to additional intervention programs (see Socio-economic background funding)
Low level adjustment for disability	\$5257	see Socio-economic background
Quality Teaching, Successful Students (QTSS)	\$6663	see Socio-economic background
Socio-economic background	\$15178	This funding was combined with other key initiatives funding to support the delivery of targeted intervention programs including Quicksmart, Zones of Regulation and Seasons for Growth.

Student information

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	13	20	14	13
Girls	26	24	19	15

Student attendance profile

School				
Year	2015	2016	2017	2018
K	81.9	88	89.5	97.7
1	83.5	81.9	84.9	91.9
2	83.6	88.6	88.3	94.3
3	88.9	86.7	90.3	90.3
4	83.2	92	79.1	86.3
5	79.5	91.9	89.8	82.5
6	82.4	93.5	87.8	87.5
All Years	83.5	88.2	86.7	89.1
State DoE				
Year	2015	2016	2017	2018
K	94.4	94.4	94.4	93.8
1	93.8	93.9	93.8	93.4
2	94	94.1	94	93.5
3	94.1	94.2	94.1	93.6
4	94	93.9	93.9	93.4
5	94	93.9	93.8	93.2
6	93.5	93.4	93.3	92.5
All Years	94	94	93.9	93.4

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(s)	1
Classroom Teacher(s)	1.32
Learning and Support Teacher(s)	0.2
Teacher Librarian	0.08
School Administration and Support Staff	0.9

*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	

Professional learning and teacher accreditation

In 2018 a key focus continued to be the opportunities to build collaborative practice across the 3MAPs learning community. Additional professional learning included:

Child Protection

8WAYS of Learning

MGoals

Connecting to Country

Learning Progressions

SAP

Anaphylaxis

CPR and Senior First Aid

PBL Universal Training

Robotics and Coding

Digital Literacy

iPLAY

Peer Mentoring and Lesson Observations through
3MAPS learning community

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2018 to 31 December 2018.

	2018 Actual (\$)
Opening Balance	45,820
Revenue	541,794
Appropriation	519,601
Sale of Goods and Services	0
Grants and Contributions	17,959
Gain and Loss	0
Other Revenue	3,690
Investment Income	545
Expenses	-493,688
Recurrent Expenses	-493,688
Employee Related	-392,112
Operating Expenses	-101,576
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	48,106
Balance Carried Forward	93,927

In line with the department's financial policy requirements Herons Creek Public School :

- has established a budget/finance committee to share decision making and to make recommendations
- has planned a budget
- controls and monitors revenue and expenses within the planned budget and

- shares financial matters with the school's parent bodies

Financial summary equity funding

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

	2018 Actual (\$)
Base Total	444,704
Base Per Capita	6,381
Base Location	1,518
Other Base	436,805
Equity Total	51,253
Equity Aboriginal	9,994
Equity Socio economic	15,178
Equity Language	0
Equity Disability	26,080
Targeted Total	0
Other Total	6,676
Grand Total	502,633

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.

From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should

take into consideration the different test formats and are discouraged during these transition years.

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.>

According to departmental guidelines in line with privacy and personal information, the school cannot report on the Premier's priorities because of the small cohort.

Parent/caregiver, student, teacher satisfaction

In 2018 the school sought the opinions of parents, staff and students in relation to various aspects of the school's operation. Their responses are summarized below:

Nine responses to the **parent survey** were received which represents almost 50% of families. Of these responses the majority of parents **strongly agreed** that the school provides a range of activities, that it is tolerant and accepting, that there is good school/home communication and that information about learning is shared between school and home. In regard to statements regarding school resources, the school being happy and safe, the focus on literacy and numeracy, parents being invited to school events, recognition of culture and advice to parents on supporting their child's learning the majority of responses were either **strongly agree or agree**.

Regarding what has been **most successful** this year parents identified:

the range of events and activities, the fun positive learning environment, the kitchen garden, the 125 years celebration, and the communication between school and home.

Suggestions **to improve** focused on parent engagement in the life of the school and included:

more parent involvement beyond the P and C, more volunteers and assistance at events.

General comments about the school identified the positive learning environment and included:

inclusive, happy, safe, a little school our kids love, and how lucky parents felt to have such wonderful, dedicated teachers.

All students K–6 were surveyed about how well our school supports their wellbeing. There was a strong indication from K–3 students that they feel safe at school and that they have friends. Responses to statements regarding their social skills and their self

esteem responses were spread between somewhat true and very true. Years 4–6 students completed a similar survey with strengths being that the school deals well with bullying, that they feel cared about, they support their friends and that their teacher encourages them. Other responses to statements regarding what to do when they have a problem and who to go to were spread between somewhat true and very true.

Teachers were surveyed in relation to the progress of our school plan and how it is supporting their professional practice and outcomes for students. Responses indicated strength in areas including quality teaching in Literacy and Numeracy, implementation of PBL, cultural awareness and provision of targeted well being programs. Future directions identified included: continued focus on building resilience, professional learning to support the management of challenging behaviours and further support to implement the Literacy and Numeracy learning progressions.

Policy requirements

Aboriginal education

Aboriginal perspectives are 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.