

Heaton Public School

Annual Report



4129

Introduction

The Annual Report for **2018** is provided to the community of Heaton 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.

Brett Meek

Principal

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Message from the Principal

2018 was a year of comings and goings at Heaton Public School.

Mrs Evans took up her position as Assistant Principal but it soon became apparent that her little boy's health needs would mean she needed to take maternity leave for the year. In her absence Mrs Faulkner relieved as Assistant Principal K–2.

Mr Magennis took leave from Term 2 and headed into retirement at the end of the year. I would like to acknowledge the years that Mr Magennis has contributed to public education in NSW and for the support he has given me over the past four years. I already miss his sage advice and his 'black hat' thinking. With Mr Magennis making his decision, it was only natural that Mrs Magennis would also call it a day at the end of 2018. I wish them both all the happiness in the world for their retirement together. Mrs Harborne relieved as Assistant Principal 3–6. I would like to thank Mrs Faulkner and Mrs Harborne for their hard work and support in their relieving roles. We will welcome Mr Chris Taylor to our school in 2019. Mr Taylor was successful in attaining the Assistant Principal position vacated by Mr Magennis through merit selection. He will lead our 3–6 team.

One of our longest serving teachers, Mrs Littlewood will be taking leave in 2019 as practice for her own retirement. She has some exciting travel plans organised with Mr Littlewood and we wish them both well. Mrs Osmond has been an outstanding School Administration Manager at our school and I have really appreciated the opportunity to work with, and learn from her since I arrived. Mrs Osmond has accepted a position at New Lambton South PS from 2019 and I wish her all the best for the future. Mrs Watkins will return to relieve in the position from the beginning of the year.

2018 was the first year of our 2018–2020 School Plan and we have made a number of adjustments as the needs of our school change. We will be working hard to improve our communication methods in 2019 as a result of feedback from our families. We are hopeful that moving to digital communication methods will allow us to keep our families informed and up to date.

We have invested in technology throughout this year to ensure that our students are exposed to the latest in coding and robotics. Our Stage 3 students participated in the MiniMe project with sixteen other schools across the Hunter. Their involvement culminated in a showcase day at the University of Newcastle. Our students demonstrated their programming skills and received praise for the way they helped other teams on the day. Well done to Miss Pleash for her work with the team.

Miss Field worked with our Aboriginal and Torres Strait Islander students throughout the year to enhance their cultural awareness. It was fantastic to see children delivering their Acknowledgment of Country at assemblies and school events. Miss Field also worked with the other teachers to embed the 8–Ways of Aboriginal Learning into classroom practice across the school. We will be strengthening our ties with the Aboriginal programs at Callaghan College Waratah and

Jesmond Campuses in 2019.

Change can be difficult but it is an inevitable part of life. Heaton Public School looks quite different to when I first arrived in 2015. A number of long-term teachers and Assistant Principals have moved into retirement or to other schools. This has led to opportunities for new teachers to bring exciting ideas and practices to the school. I look forward to 2019 with excitement, in the knowledge that everything we do at Heaton Public School has the students at the centre.

School background

School vision statement

Heaton Public School nurtures each child in an inclusive environment. We are committed to providing a quality education so that all students develop the skills required to become responsible and respectful members of society.

School context

Heaton Public School is situated in the Newcastle suburb of Jesmond and is the local school for children from the northern part of Jesmond and the suburb of Birmingham Gardens. Heaton Public School has a proud tradition of delivering high quality teaching and learning from Kindergarten to Year 6. There is a current student enrolment of 195 students (Apr 2018).

Our local area is a vibrant multi-cultural community and Heaton Public School is a truly multi-cultural school. Approximately 50% of students come from a Language Background Other Than English. We have students who were born in over 20 different countries and who speak in excess of 20 different languages. These students and their families come from a wide range of circumstances including refugee, humanitarian, new citizens and children of overseas university students. We also have approximately 7% of students who are from Aboriginal and/or Torres Strait Islander backgrounds.

Heaton Public School is an active member of the Callaghan Educational Pathways group of schools and is a proud member of the Callaghan College Waratah Technology Campus cluster. Our multi-cultural nature and our relationships with other schools provide our students a range of experiences and the privilege of exposure to the rich cultures and traditions of families across our area.

At Heaton Public School, we learn together with respect, responsibility and inclusion.

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 Learning Domain, Heaton Public School has judged itself to be Sustaining and Growing. We have strong learning culture across the school and manage student transition, to school, between years and to other schools, well. We have strong practices in place to ensure the wellbeing of students. We ensure each child is known, valued and cared for. We focus on Curriculum to ensure that student learning is at the core of all we do and we monitor and review curriculum provision to ensure the needs of students are met. Assessment strategies have been a focus and will continue to be so in 2019. Assessment is used as a tool to support learning and to guide teaching. We report student success regularly, including twice-yearly written reports and personal meetings for each student throughout the year. We judged ourselves to be Delivering in the Student Performance Measures element and this area will be a focus in 2019.

In the Teaching Domain, Heaton Public School has judged itself as Sustaining and Growing. Teachers collaborate with each other in planning, programming and assessment. They provide regular and timely constructive feedback to students and their families. There is improving consistency in behaviour management across the school which will continue to be a focus in 2019. Another area in which Heaton Public School has made progress is the way in which data is collected, analysed and used to guide teaching and learning. Despite this improvement there will be a continued focus in this area in 2019. Teachers use the professional standards to identify areas of strength and improvement. Teachers participate in targeted professional learning as part of the Performance and Development Framework.

In the Leading Domain, Heaton Public School has judged itself to be Delivering. We are constantly looking for ways to improve our community engagement strategies and in 2019 we will be looking at electronic solutions to communication. The leadership team regularly reviews school practices in consultation with staff and community members, to identify ways in which we can make continuous improvement. The leadership team ensures that resources, including staff and physical resources are strategically used to improve student outcomes.

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

Excellence in Learning

Purpose

To demonstrate a culture in which the whole-school community is committed to the pursuit of excellence in learning so that all students develop the skills required to become responsible and respectful members of society.

Overall summary of progress

Heaton Public School had an insufficient number of students from Aboriginal background in Years 3 & 5 in 2018 to satisfy the reporting requirement in relation to the *Premier's Priorities: Improving education results and State Priorities: Better services – Improving Aboriginal education outcomes* for students in the top two NAPLAN bands. We recognised that this will continue to be the case into the foreseeable future. We will monitor individual growth for our ATSI students and adjust our improvement measures in our school plan accordingly in 2019.

Our increasingly large cohort of students from non-English speaking backgrounds has affected results in all areas of Literacy over the past 3–4 years. Students who have been at Heaton from Year 3 to Year 5 have shown growth as outlined below.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
90% of students show growth in NAPLaN from Year 3 to Year 5 and from Year 5 to Year7.	Professional Learning and Resources (Seven Steps of Writing) \$3000 Professional Learning (Teaching English Language Learners) \$4000 EALD Support \$106000 + NAP Support	The following percentage of Year 5 students showed growth in these areas. Grammar and Punctuation – 87% Reading – 96% Spelling – 91% Writing – 78% Numeracy – 96%
Growth in the number of ATSI students in top two bands in NAPLA	Aboriginal Learning Project (Improved Cultural Awareness and Connectedness to School) \$25000	Insufficient number of ATSI students to demonstrate this performance measure.

Next Steps

In 2019 we will;

- develop improved practices in data collection, analysis and use to ensure that teaching is data informed.
- embed the EALD Framework to monitor our practice and to guide planning
- continue to implement improvements in teaching Writing with all teachers trained in Sevens Steps by the end of 2019.
- ensure all remaining teachers participate in Teaching English Language Learners (TELL) training. In 2018 all 3–6 teachers completed TELL training
- adjust our performance measure for ATSI students to monitor individual student growth.

Strategic Direction 2

Excellence in Teaching

Purpose

To demonstrate the commitment of teaching staff to continuous improvement in teaching practice to ensure that all students achieve success in their learning and develop the skills required to become responsible and respectful members of society.

Overall summary of progress

All teacher programs clearly demonstrate the ways in which learning is differentiated for individual students. Our Years 3–6 teachers completed Teaching English Language Learners (TELL) training in 2018 which has resulted in ongoing improvement in the ways in which teachers meet the needs of our students from non-English speaking backgrounds. All teachers have participated fully in the Performance and Development Framework processes.

Progress towards achieving improvement measures		
Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Teacher programs demonstrate that teaching and learning incorporates professional learning that ensures differentiation.		<p>Teacher programs clearly show the ways in which teaching and learning is differentiated for individual students.</p> <p>Teacher programs show evidence that professional learning is being implemented and is resulting in ongoing improvement in classroom practice</p>
Improvement in teacher confidence to support EAL/D students.	Professional Learning (Years 3–6 teachers in 2018 – Teaching English Language Learners (TELL)) \$4000	Teachers who have completed TELL training have indicated improved confidence and an increased understanding of effective strategies.
All teachers use professional standards and Performance and Development Framework processes to identify and monitor specific areas for development or continual improvement.	QTSS Release (One day per week for supervisors to work with their teams) \$42000	Teachers' professional goals are linked to the school plan and the needs of the students in their class and professional learning is targeted to allow teachers to meet their goals.

Next Steps

In 2019 we will:

- develop electronic programming using OneNote to enhance collaborative practice and accessibility for all staff involved with individual children
- ensure that all Kindergarten – Year 2 teachers, support teachers and teachers new to the school complete TELL training.
- refresh all teachers in the use of the Professional Standards for Teachers to monitor and ensure ongoing improvement in their own practice.

Strategic Direction 3

Excellence in Leading

Purpose

To demonstrate the commitment of school leaders to provide strong, strategic and effective leadership which fosters a school-wide culture of high expectations and support to ensure that all students achieve success in their learning and develop the skills required to become responsible and respectful members of society.

Overall summary of progress

Conversations with parents indicate an overall satisfaction in their interactions with the school. More quantitative and qualitative feedback data is required throughout the term of this 3-year plan to ensure we meet the performance measure. There has been an increase in the number of different notes and other information being translated into different languages. Bi-lingual SLSO support has allowed improved communication.

Two classroom teachers had the opportunity to develop their leadership skills by relieving as Assistant Principal throughout 2018.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
All staff identify authentic leadership goals, including those who aspire to executive positions.	Principal Support funds (Release for aspiring leaders to work with the principal and each other) \$12000	Two permanent teachers relieved as Assistant Principal during the year.
The school, its staff, communication processes and teaching and learning are recognised as 'excellent' by parents/carers.		Ongoing improvement in our communication strategies is required. Most parents indicated they are happy with current methods but communication with our non-English speaking community members is currently unsatisfactory.

Next Steps

In 2019 we will;

- phase out paper-based communication in favour of electronic communication to allow community member =s to use online software to translate information.
- embed practices that build the capacity of the Principal to more effectively communicate with the community
- embed practices that allow aspiring leaders and newly appointed Assistant Principals to work closely with the principal to build their capacity.
- fully participate in Tell Them From Me surveys to ensure quality feedback is received.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Classroom teacher MGoals Purchase of additional resources to complement classroom practice <ul style="list-style-type: none"> • Aboriginal background loading (\$18 500.00) • Socio-economic background (\$8 000.00) 	All Aboriginal and Torres Strait Islander students; <ul style="list-style-type: none"> • deliver personalised Acknowledgement of Country at assemblies and/or school functions • have a PLP developed in collaboration with their families in the MGoals online platform. • families engage with the MGoals platform throughout the year • families attend school events and functions.
English language proficiency	Teacher allocation (0.4) plus Equity Funds <ul style="list-style-type: none"> • English language proficiency (\$78 389.00) • Socio-economic background (\$25 611.00) 	All children from non-English speaking backgrounds receive individualised support to develop their English language skills and make progress against the ESL scales.
Low level adjustment for disability	Teacher allocation (0.7) plus Equity funds <ul style="list-style-type: none"> • Low level adjustment for disability (\$72 879.00) • Low level adjustment for disability (\$23 055.00) 	All students who have identified learning needs are supported by the LaST and make progress against the appropriate syllabus outcomes.
Quality Teaching, Successful Students (QTSS)	Teacher (0.377) plus Equity Funds <ul style="list-style-type: none"> • Quality Teaching, Successful Students (QTSS) (\$39 251.00) • Socio-economic background (\$2 394.00) 	Increased level of collaborative planning across teams. Increased teacher confidence in planning and programming.
Socio-economic background	<ul style="list-style-type: none"> • Teachers (LaST, Literacy and Numeracy Recovery, EALD, QTSS) • Additional resources • Socio-economic background (\$76 725.00) 	Student movement along the Literacy and Numeracy continuums shown using PLAN data. Successful transition to school for students at risk (Refugee, New Arrivals)
Support for beginning teachers	Teacher and professional learning <ul style="list-style-type: none"> • Support for beginning teachers (\$4 063.00) 	Regular meetings with the beginning teacher indicate increased confidence and satisfaction with the use of the funds.
Targeted student support for refugees and new arrivals	Refugee funding New Arrivals Program allocations <ul style="list-style-type: none"> • Targeted student support for refugees and new arrivals (\$8 938.00) 	Monitor students transition to school to ensure they settle into school routine and develop their English language skills against ESL scales.

Student information

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	87	112	114	111
Girls	91	93	99	82

Our student population increased throughout 2016 and 2017 as a result of an increased number of students from refugee backgrounds. As these families are placed in temporary accommodation in our zone a large percentage of these students moved on to their local school when their families found permanent rentals. As a result student numbers returned to historically average levels by the end of 2018 as Australia's refugee program intake slowed. We expect to see a period of stability in our enrolment numbers, although there may be an increase as a result of the increase in on-campus student accommodation at the University of Newcastle freeing up housing within our catchment area. We continue to enrol children of overseas students who are studying at the University of Newcastle and refugee enrolments have settled back to normal levels.

Student attendance profile

School				
Year	2015	2016	2017	2018
K	90.8	93.5	92.8	88.3
1	95.2	94.4	93	90.8
2	91.1	96.1	93.1	89.1
3	92	94.3	93.8	91.8
4	95.2	94	93.3	94.6
5	93.6	95.6	94.6	89.8
6	92.6	95.7	93.1	93.3
All Years	92.9	94.7	93.4	91

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

Student attendance is regularly monitored in accordance with Department of Education Policy. Student attendance is an agenda item on our communication meeting each week and HSLO support is sought as required to ensure appropriate student attendance is maintained. Heaton Public School student attendance data continues to be on or about State average. The 2018 figures were affected by our refugee student population who are required to attend numerous appointments with health and other services for some time after their arrival. We also saw an increase in the number of children whose parents study at the University of Newcastle, returning to their country of origin to visit family during mid-semester break.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	2
Classroom Teacher(s)	7.01
Teacher of Reading Recovery	0.32
Learning and Support Teacher(s)	0.7
Teacher Librarian	0.4
Teacher ESL	0.4
School Administration and Support Staff	2.02

*Full Time Equivalent

Heaton Public School has two staff members who identify as 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

All staff participated in professional learning, both internally and through external providers. All learning was linked to individual staff members' goals as

outlined in their Professional Learning Plan as part of the Heaton Public School Performance and Development Framework. All staff completed mandatory training and planned professional learning each week throughout the year. Two beginning teachers were allocated additional funding to allow them to attend professional learning and to provide additional release time to establish their practice.

One teacher who is from an Aboriginal background participated in learning to enhance her understanding of Aboriginal Education and her ability to lead this area across the school in 2019 and beyond. Aboriginal Funds were used to release her from her classroom one day per week. On this day she ran special programs for our Aboriginal students and developed professional learning for all staff. She led the implementation of the 8–Ways of Aboriginal Learning across the school.

All staff participated in gazetted School Development Days in Terms 1, 2 and 3. One of the two end-of-year SDDs were brought forward to Thursday of Week 5 in Term 2, during which teachers participated in workshops to enhance their skills in teaching coding within their classrooms and Term 3, during which teachers improved their understanding of accreditation requirements. All teachers are now accredited as Proficient with NESA and are in the maintenance period.

All teachers from Years 3–6 participated in the Teaching English Language Learners (TELL) program. Our Kindergarten to Year 2 teachers, and teachers new to the school, will complete the program in 2019. TELL has been identified as a valuable learning experience to enhance teachers' ability to meet the needs of our multi-cultural 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	321,498
Revenue	2,143,049
Appropriation	2,064,221
Sale of Goods and Services	1,514
Grants and Contributions	73,589
Gain and Loss	0
Other Revenue	100
Investment Income	3,624
Expenses	-1,996,613
Recurrent Expenses	-1,996,613
Employee Related	-1,775,457
Operating Expenses	-221,156
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	146,435
Balance Carried Forward	467,933

Funds have been reserved to enable the school to develop the new entry which has been created as a result of the construction of the new road which is part of the Callaghan College Jesmond Senior Campus redevelopment. The work will include new signage, landscaping and an electronic sign to enable multi-lingual communication with our school community.

Funds were used throughout 2018 to update resources, release teachers to attend professional learning and to collaboratively plan teaching and learning. Stage curtains were installed in the hall which will complement our CAPA program into the future. The school purchased a number of robotics packages to enable us

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	1,505,707
Base Per Capita	41,188
Base Location	0
Other Base	1,464,519
Equity Total	268,614
Equity Aboriginal	17,567
Equity Socio economic	76,725
Equity Language	78,389
Equity Disability	95,934
Targeted Total	67,223
Other Total	74,426
Grand Total	1,915,971

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.

Year 3

In Reading 38% of students were at or above state average.

In Spelling 38% of students were at or above state average.

In Writing 36% of students were at or above state average.

In Grammar and Punctuation 47% of students were at or above state average.

Year 5

In Reading 52% of students were at or above state average.

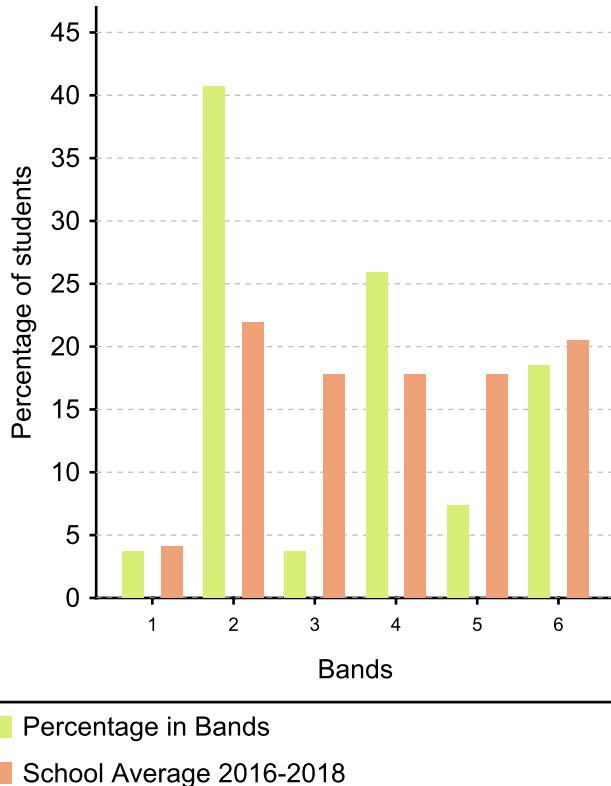
In Spelling 48% of students were at or above state average.

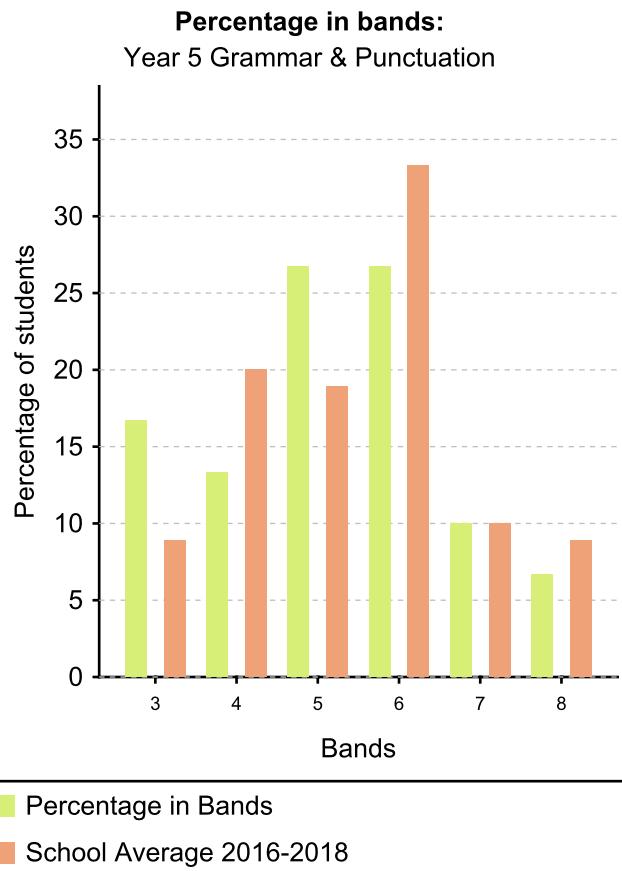
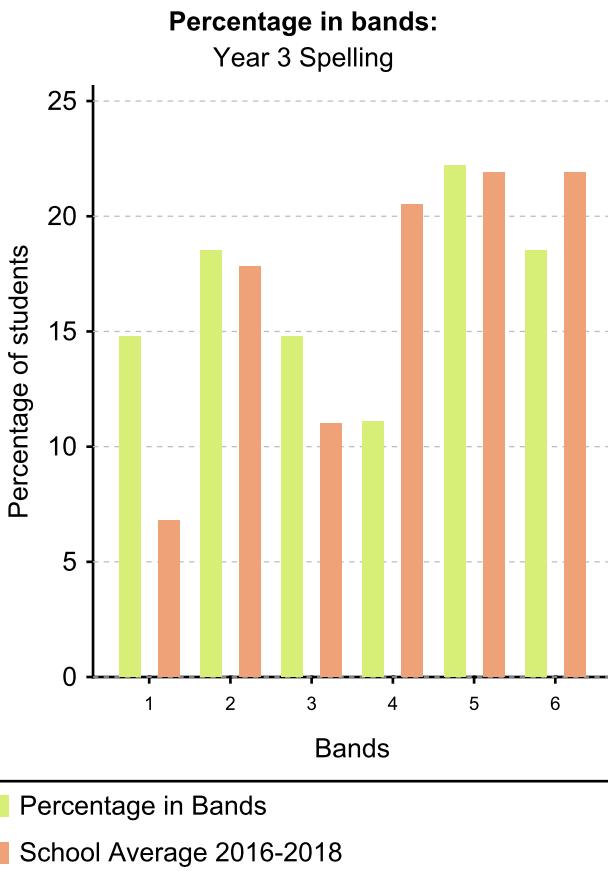
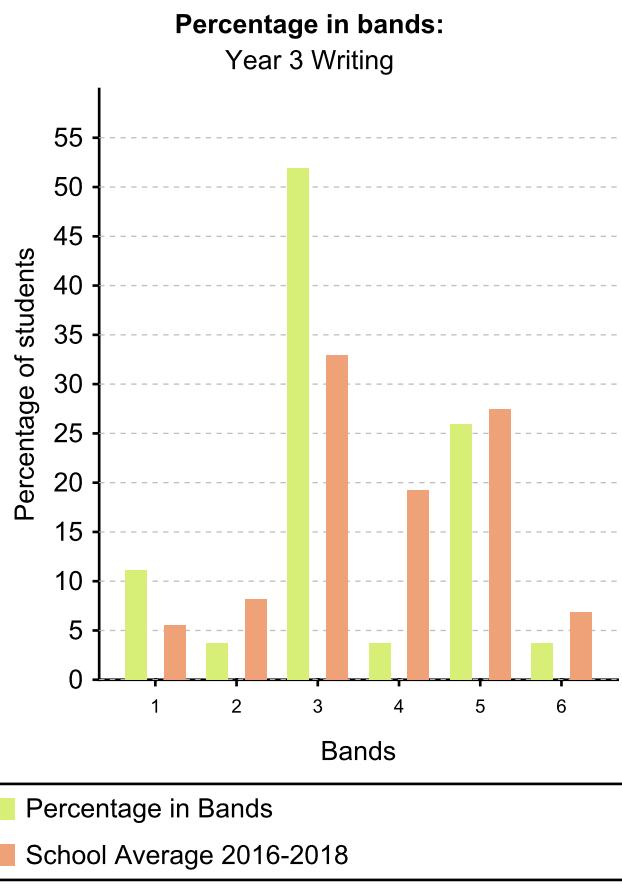
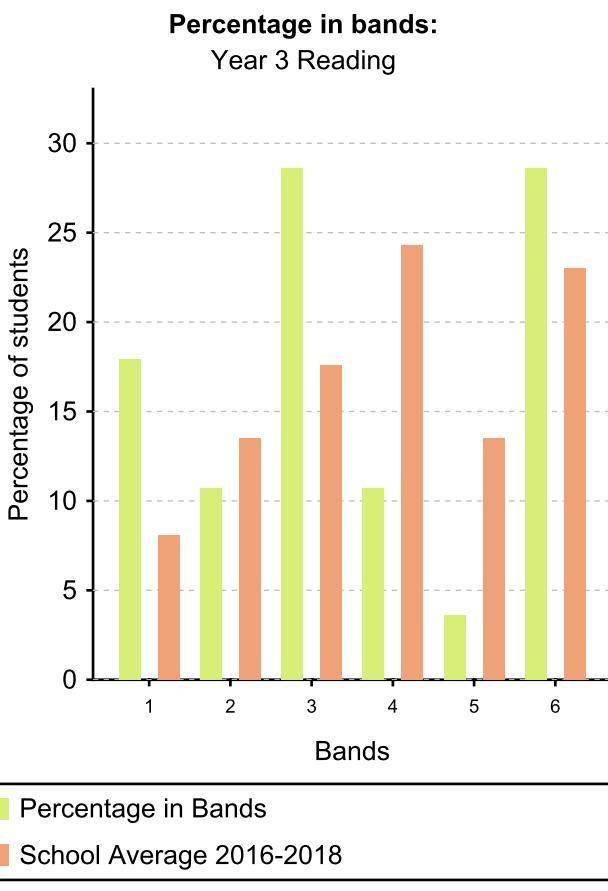
In Writing 44% of students were at or above state average.

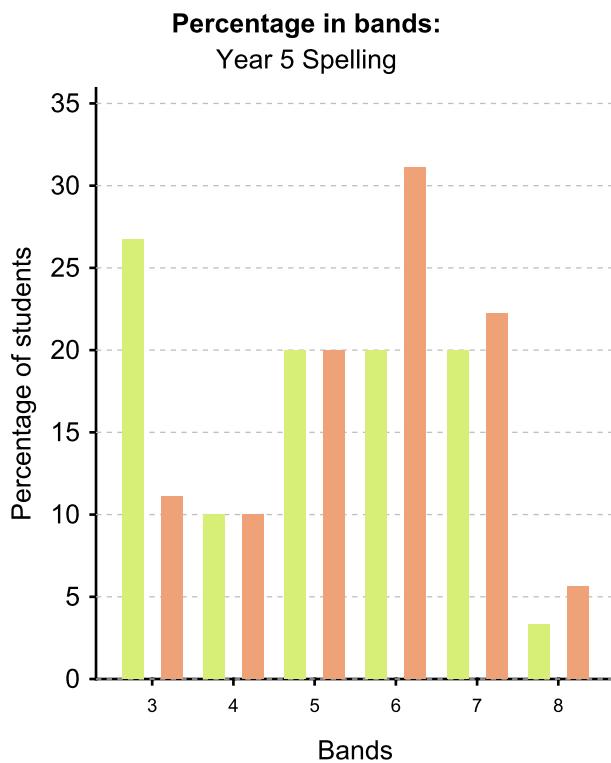
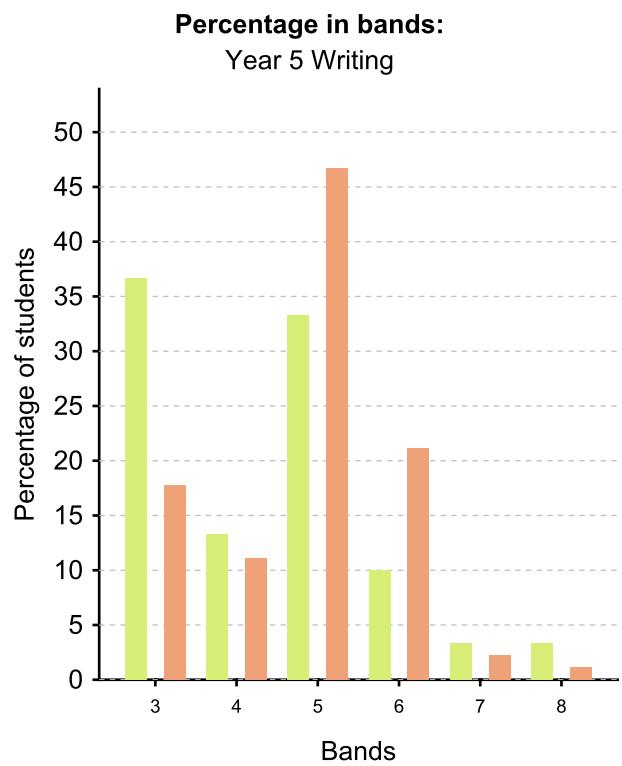
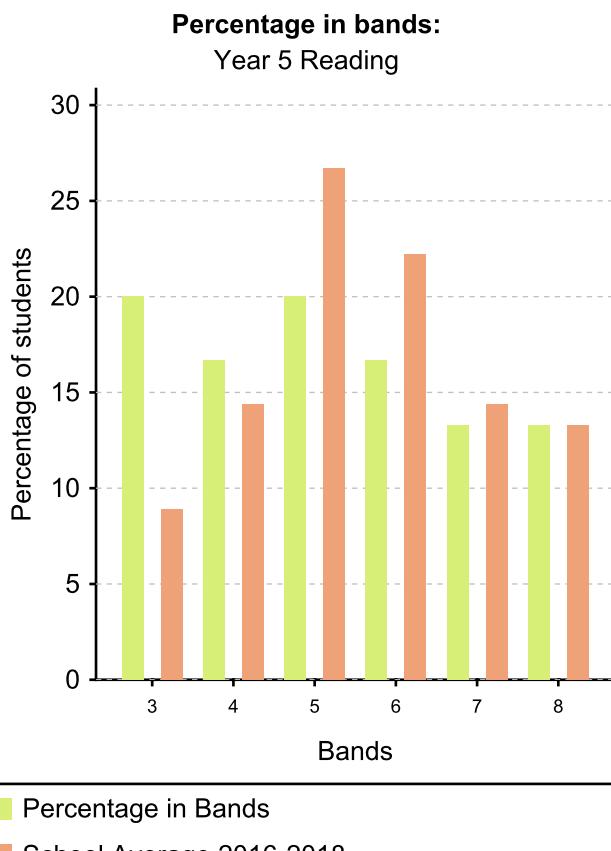
In Grammar and Punctuation 35% of students were at or above state average.

Percentage in bands:

Year 3 Grammar & Punctuation







Year 3

In Numeracy 50% of students were at or above state average in 2018.

Year 5

In Numeracy 53% of students were at or above state average in 2018.

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.

Heaton Public School had an insufficient number of students from Aboriginal background in Years 3 & 5 in 2018 to satisfy the reporting requirement in relation to the *Premier's Priorities: Improving education results* and *State Priorities: Better services – Improving Aboriginal education outcomes* for students in the top two NAPLAN bands.

Parent/caregiver, student, teacher satisfaction

Based on school self-evaluation processes and event feedback, there is a high level of satisfaction with programs, events and celebrations implemented by Heaton Public School.

Policy requirements

Aboriginal education

Aboriginal

Education continues to be a significant focus across the school. Despite a relatively small cohort of Aboriginal students we have prioritised Aboriginal Education to ensure it is embedded in teacher programs and celebrations throughout the year. Aboriginal funding was used to release a teacher from her normal classroom responsibilities one day per week. On this day she worked with our Aboriginal and Torres Strait Islander students to develop their cultural awareness. Each student delivered a personalised Acknowledgment of Country during the year. Our ATSI families were engaged in the MGoals online platform and we had approximately 85% of families involved in the development of student learning plans as a result. The 8-Ways of Aboriginal Learning was embedded into classroom programs and teachers participated in collaborative planning, led by the teacher who was the leader of our Aboriginal Education team.

have arrived from Central Africa over the past six months. We expect the percentage of refugee families to arrive from Central Africa to increase over the next year.

The school

has a designated Anti-Racism Contact Officer (ARCO). In 2019 a second teacher will be participating in ARCO training to ensure that we can continue to meet the needs of our multi-cultural community. Any incidents of racism are dealt with and recorded in accordance with NSW Department of Education Policy.

Multicultural and anti-racism education

Heaton

Public School has a long tradition of students from non-English speaking backgrounds attending the school. These students come from a wide range of backgrounds and each bring their own experiences with them. We have many students whose parents are studying at the University of Newcastle. These students often stay for 4–5 years while their parents complete their studies. We have a large cohort of students from refugee backgrounds who now call Australia home. We also have a large number of students who are Australian citizens whose parents or grandparents migrated to Australia and who live in the Jesmond/Birmingham Gardens area. This is indicative of the make-up of the community in which our school is situated and we celebrate the diversity of our school population each day. Throughout 2018 we had a number of teachers working with students to develop their English language skills. These teacher positions were funded using English Language Proficiency, Refugee Student Support and New Arrivals Program funding and/or allocations. Students were withdrawn for individualised instruction or the teachers would work within students' classrooms to ensure access to classroom content. We also employed a Bi-lingual SLSO for much of the year to work with the large number of children from Arabic speaking backgrounds and to enhance communication with families. In 2019 we will seek to employ a bi-lingual SLSO (Swahili) to work with our families who