

Heckenberg Public School

Annual Report



2018



4336

Introduction

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

Heckenberg Public School is committed to the pursuit of excellence and the provision of high quality educational opportunities for every child and adult at our school.

Our school has a commitment to nurture, guide, inspire and challenge students through personalised learning experiences. At Heckenberg Public School, each individual child will be known and understood, and their individual potential developed. As a school community, our collective goal is to provide an educational environment that supports aspiration, equity and support.

Our aim is to maximise learning in our school. The staff of Heckenberg PS will participate in high quality professional learning to utilise current research into quality teaching and evidence based practices. Students will be engaged, motivated and reflective learners and our parents and caregivers will be informed and authentic members of our learning community.

Our staff, students and community members will develop positive relationships built on mutual respect and trust and there will be a commitment from all members of the learning community to act with humility, compassion, dignity, honesty and care.

Ben Kirkman

Principal

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Heckenberg Public School

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School background

School vision statement

Collaboratively pursuing excellence, opportunities and equity.

School context

Heckenberg Public School (HPS) is part of the Liverpool Network of Schools and the continual improvement of student learning outcomes is our priority.

HPS has 214 students organised into mainstream classes. The school has formed an additional class to support the engagement and wellbeing of our learners.

The students who attend our school come from a wide variety of backgrounds. We experience high mobility (35–40%) annually. Over 68% of students are of Language Backgrounds Other Than English (LBOTE) and 7% identify as Aboriginal and Torres Strait Islanders.

Heckenberg Public School receives additional funding to support teaching and learning programs and is currently part of the Early Action for Success initiative. The school offers, Learning and Support (LaST) and English as an additional dialect (EALD) and supports personalised learning through a well functioning Learning Support Team.

Our dedicated staff deliver highly engaging lessons with a focus on evidence based pedagogy. HPS is a caring and committed child-centred school, strongly focused on catering for individual needs, student wellbeing 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.

Heckenberg Public School is committed to developing and implementing quality teaching and learning programs, based on ongoing assessment and evaluation. All lessons are aligned to the NSW Quality Teaching Framework with a strong focus on high expectations. All teaching staff have met the professional requirements for teaching in NSW Public Schools and are fully supported by a strategic professional learning model.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

This section of the Annual Report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework and participated in an external validation. The framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading. During the external validation process, an independent panel of peer principals considered our evidence and assessment of the school's progress, aligned with the standards articulated in the School Excellence Framework.

The results of this process indicated that the school was delivering and sustaining and growing in all areas of the School Excellence Framework. Some of the areas below outline our strengths at Heckenberg PS.

Heckenberg Public School has focused on the delivery of high-quality, evidence-based teaching and learning. As a Phase 2 Early Action for Success school, we have utilised an Instructional Leader to support the implementation of K–2 programs including TEN and L3 as well drive whole school improvements in pedagogical practice. The school employs an additional Assistant Principal to support learning and further improve the likelihood that students at Heckenberg PS will access personalised, rich and engaging learning experiences.

In 2018, there has been a concerted effort to build a learning culture that is reflected by evidence informed practices. The leadership team has deliberately begun to expose staff to pedagogical practices that reflect current research and are set out in the CESE document "What Works Best" and are committed to developing teaching and learning strategies that support students effectively developing their knowledge and skills across all Key Learning Areas.

The school prides itself on developing programs and activities that support our learners. The school has strong Positive Behaviour for Learning practices and the explicit teaching of social skills happens regularly. Data is constantly collected

in regards to behaviour and programs are modified, adapted and shaped to best meet student need. To meet the significant additional needs of our community, the school has developed strong relationships with external agencies to support our students and their families.

The school continues to plan and utilise school wide practices for assessment to monitor, plan and report on student learning. As an EAfS school, K–2 teachers collect data every five weeks and upload this data into ALAN. The school is also beginning to use the Literacy and Numeracy Progressions to monitor student achievement. In 2018, the school created a new and improved reporting format using feedback from parents and staff. The reports are comprehensive and provide details of student achievement as well as identify learning goals in English and Mathematics that are explicitly taught in the classroom.

There has been a strong emphasis on collaboration at Heckenberg PS and systems have been put into place to ensure teachers have time to plan, adjust and reflect on their practice. Some of these strategies include collaborative RFF and weekly inquiry sessions.

As an Early Action for Success school, the school has introduced ALAN/PLAN 2 into its data collection processes in 2018. Data and knowing our students and how they learn is an integral part of the school plan and classroom practice at Heckenberg PS.

Teachers at Heckenberg PS receive feedback in relation to the Australian Professional Standards for Teachers and the school monitors the accreditation of all staff and encourages the pursuit of higher levels of accreditation. PDP's are used by teachers to drive their own professional learning and the school supports teachers through a range of coaching and mentoring strategies. All leaders at Heckenberg PS are trained in Growth Coaching and this is reflected in our professional learning processes.

The school also participates in an Inquiry Model of professional learning that aims to identify problems of practice through robust analysis of student data and improve student achievement through differentiated professional learning and the increased use of evidence informed practices. The school is also committed to supporting innovative pedagogies and has identified expertise from the teacher body to lead programs that include student voice (Children's Parliament and Student Representative Council SRC) and Critical and Creative Thinking. Leading The results of this process indicated that in the School Excellence Framework domain of Leading, the school demonstrates that the primary instructional leader within the school is the Principal and the executive team. The leadership team, albeit new, supports a culture of high expectations where each leader, teacher and student is expected to grow each year. The leadership team values collaboration and facilitates improvement through a differentiated professional learning model that includes: * strategic use of QTSS funds to support school targets and teacher professional learning* an Inquiry Model of professional learning with a focus on Instructional Leadership

* a dynamic and fluid professional learning timetable based on the needs of students, teachers and the community* effective use of beginning teacher funds to support early career teachers

* a culture where staff are encouraged and supported to proactively seek their own improvement The school regularly seeks feedback from all stakeholders and creates processes where feedback about the impact of change can be shared and monitored.

At the conclusion of 2017, the school embarked on a systematic process to evaluate the previous school plan and strategies such as logic modelling and evaluative thinking were used to drive the creation of the 2018–2020 School Plan. In Semester 1 2018, the leadership team has worked tirelessly to ensure that the school plan is at the core of everything the school does and that evaluative and reflective practices are built in to the school planning cycle.

With a FOEI of 181, Heckenberg PS receives substantial equity loadings, especially in the area of "Socio–Economic background". The leadership team regularly collaborates with school stakeholders to achieve improved students outcomes and improved service delivery. Some examples of how equity funds are spent include the employment of a Speech Pathologist, programs that support the social–emotional wellbeing of students and improved access to professional learning through instructional leadership.

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

For more information about the School Excellence Framework:

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

Strategic Direction 1

Instructional Collaboration

Purpose

To inspire excellence in teaching and learning through instructional collaboration, that promotes the use of evidence based teaching practices within high quality learning environments, providing personalised learning, collaborative support and accountability.

Overall summary of progress

Staff at Heckenberg Public School have worked collaboratively to implement high quality pedagogical practices across all Key Learning areas. All staff use a professional learning model to drive changes in teaching practice. Through this professional learning model teachers use evidence based research to improve student achievement. K–2 staff have worked collaboratively with the Instructional leader and Assistant Principal to design quality programs that compliment Early Action for Success initiatives utilising the learning progressions.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
An increase in the proportion of teachers that utilise evidence based practices in the classroom and whom participate in action research to drive quality teaching and student achievement.	Inquiry model of professional learning. Teachers utilise 3 hours in 3 weekly cycles.	<ul style="list-style-type: none">• 100% of teachers use evidence based practices in the classroom• 100% have participated in a Spiral of Inquiry in 2018
Increase the percentage of students demonstrating expected growth in writing in Year 5 NAPLAN and Internal School data.	Professional Learning opportunities in English	<ul style="list-style-type: none">• The expected growth for writing in NAPLAN has improved by 30% in 12months.
Increase the proportion of students in the top two bands in reading and numeracy in line with the Premiers Priority.	Specific RFF and Creative and Critical Thinking programs to lift the performance of high achieving students. Improved use of and TPL in evidence informed practices.	<ul style="list-style-type: none">• 4% growth in students in Band 6 Year 3 reading

Next Steps

Teachers at Heckenberg PS have continued to collaborate efficiently in 2018. The next step will be to use the Spiral of Inquiry model to continue to build the skills of teachers to address student need. In 2019, the school will be undertaking an evaluation of Spirals of Inquiry and will be altering the program to best meet the needs of our teachers.

Strategic Direction 2

Inspired Wellbeing and Belonging

Purpose

To ensure all students are known, valued and cared for by fostering positive relationships between students, teachers and the community and delivering high quality, innovative teaching and learning programs that focus on individual student growth, creative and critical thinking and enhanced wellbeing.

Overall summary of progress

Staff at Heckenberg Public School implement consistent behaviour and wellbeing expectations across the school. PBL is an integral strategy used to promote and support positive wellbeing at Heckenberg Public School. Staff have had opportunities to lead programs that lead to high levels of engagement such as Critical and Creative Thinking programs, technology, creative arts and sport. The school led the organisation of the Western Liverpool Performing Arts festival and many students took advantage of our afterschool dance program in 2018.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increase the proportion of students participating in enrichment activities.	Additional Creative Arts Programs. Additional Curriculum excursions and activities.	<ul style="list-style-type: none">• 80% of students at Heckenberg Public have participated in a voluntary initiative.• 70% of teachers collaborated with Critical and Creative Thinking leader in 2018. Up from 10% in 2017.
Increase the proportion of students displaying positive behaviours in the classroom and playground.	Use of PBL program to support explicit teaching of social skills.	<ul style="list-style-type: none">• Increase in positive incidents in 2017 to 2018 by 6%
To increase the number of students utilising higher order and creative and critical thinking as measured by Internal Data, Valid and Tell Them From Me Surveys.	VALID Assessment Participation Critical and Creative Thinking program	<ul style="list-style-type: none">• Increase in positive incidents in 2017 to 2018 by 6%

Next Steps

Wellbeing and belonging continue to be an important focus area at the school. In early 2019, staff will be trained in MAPA, (managing aggressive behaviour) to support a consistent approach to dealing with significant behavioural concerns. This will also provide important professional development around classroom management and positive relationships between students and teachers. PBL continues to be a strong component of our wellbeing model and this program will continue to be refined and improved in 2019.

Strategic Direction 3

Building Partnerships

Purpose

To promote a collaborative and aspirational learning community that values and contributes to a school wide culture of high expectations and a shared sense of responsibility for educational excellence, opportunity and success.

Overall summary of progress

The school is committed to improving the relationship between home and school. Strategies have included the employment of a CLO, ethnic speaking SLSO, and a variety of inclusive school events. The leadership team has attempted to create a parents and friends group and this group help support school events. The school has continued to foster a positive relationship with a local high school to create rich opportunities to support transitions and enrichment activities. The school liaises closely with external agencies such as Mission Australia, Smith Family, Stewart House and Benevolent Society to support the overall wellbeing of students and their families.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increase the number and quality of school events and increase overall parent attendance and satisfaction.	RAM Equity Funding	<ul style="list-style-type: none">• Baseline data collected at all school events in 2018. In 2019 comparative data will be analysed.
Increase the proportion of teachers collaborating with networks, external agencies and community groups.	TPL funding \$15,000 to support professional learning of teachers, executive and Principal	<ul style="list-style-type: none">• 100% of staff at Heckenberg Public School have been involved in networking opportunities with external agencies, networks or community groups.
Increase the amount of student and parent engagement through authentic two-way communication and engagement strategies.	Nil.	<ul style="list-style-type: none">• Baseline data collected for 2018 3-way conference parent attendance – 82 Parents attended. 2019 comparative data collected and analysed.

Next Steps

The school continues to work with external and internal networks and build a cohesive environment. In 2019, the school intends to branch out and work with local schools on staff development days to maximise professional learning opportunities. The school will continue to improve school events and increase parental involvement.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Approx \$20,000 of RAM equity and Aboriginal funding.	An Aboriginal artist was employed to work with our students. A NAIDOC art work was created as well as many small art works. The school community valued this program and Aboriginal students felt pride, inclusion and confidence. An SLSO was also purchased to support Aboriginal students who required additional learning support.
English language proficiency	\$51,251	EALD staff supporting students with an EALD background. A mix of 1:1 , small group and whole class intervention supporting the literacy skills of EALD learners.
Low level adjustment for disability	\$204,000	Additional SLSO and class teacher support for students. Impact was improved support for students with identified needs.
Quality Teaching, Successful Students (QTSS)	0.367 FTE	Included as staffing for professional learning. Each teacher provided with time to engage in professional learning. Timetabled across the week and linked to school plan.
Socio-economic background	\$448,000	<p>Additional executive: An additional assistant principal was purchased. Impact was improved teacher capacity and mentoring of newly appointed assistant principal's.</p> <p>1 X Additional class. An additional class was purchased to improve student to teacher ratios across stage 2 and 3. This impacted on the quality of teaching across primary.</p>
Support for beginning teachers	\$24,000	Additional RFF for early career teachers. Impact was improved support for ECT's. In this additional time, teachers were able to plan, program and prepare class work. They were also provided opportunities to work side by side with experienced teachers in mentoring and coaching capacities.

Student information

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	110	106	105	98
Girls	111	107	110	117

The school continues to have consistent enrolment across the grades, however a significant percentage of students come and go. The school has at least 5–10 new enrollments each term but loses approximately the same amount of students.

Student attendance profile

School				
Year	2015	2016	2017	2018
K	92.3	94.3	91.1	91.7
1	93.3	92.6	93.2	84.6
2	92.6	94.3	91.6	90.4
3	90.5	92.1	93.4	91.9
4	91.4	91.8	89.6	89.1
5	93.7	92	89.9	88.8
6	94.7	94.3	91.2	90.1
All Years	92.4	92.9	91.4	89.8
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

The school has a positive relationship with our local HSLO who works hard to support our families, particularly those who find school attendance challenging. The school manages non attendance according to the DoE attendance policy.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	2
Classroom Teacher(s)	8.45
Teacher of Reading Recovery	0.42
Learning and Support Teacher(s)	1.4
Teacher Librarian	0.6
School Administration and Support Staff	2.42

*Full Time Equivalent

The school has 1 teacher who identifies 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	1

Professional learning and teacher accreditation

in 2018, all pre 2003 teachers became proficient in accordance with new teacher accreditation procedures.

The school participates in internal professional learning using an inquiry model of professional learning. Each staff member is relieved of duties every three weeks to participate in an inquiry based on improving teacher capacity, studying student data and increasing student achievement. The inquiry model is based on the Spiral of Inquiry model.

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	311,509
Revenue	2,990,321
Appropriation	2,921,521
Sale of Goods and Services	13,183
Grants and Contributions	51,682
Gain and Loss	0
Other Revenue	1,127
Investment Income	2,807
Expenses	-2,896,817
Recurrent Expenses	-2,896,817
Employee Related	-2,607,618
Operating Expenses	-289,199
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	93,504
Balance Carried Forward	405,013

- The School Principal, Executive and School Administration Manager regularly meet to discuss, plan and implement the school's financial management processes and governance structures to meet financial policy requirements.
- any unusual spending patterns or substantial underspending/overspending (e.g. accommodating leave, illness, savings for planned capital expenditure). The school is saving money to build a playground and improve amenities in 2019.

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	1,692,718
Base Per Capita	41,574
Base Location	0
Other Base	1,651,144
Equity Total	715,861
Equity Aboriginal	22,572
Equity Socio economic	448,133
Equity Language	44,259
Equity Disability	200,897
Targeted Total	12,494
Other Total	404,289
Grand Total	2,825,362

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.

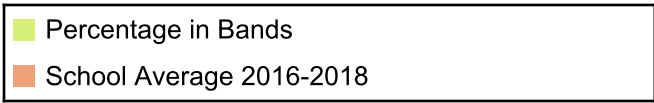
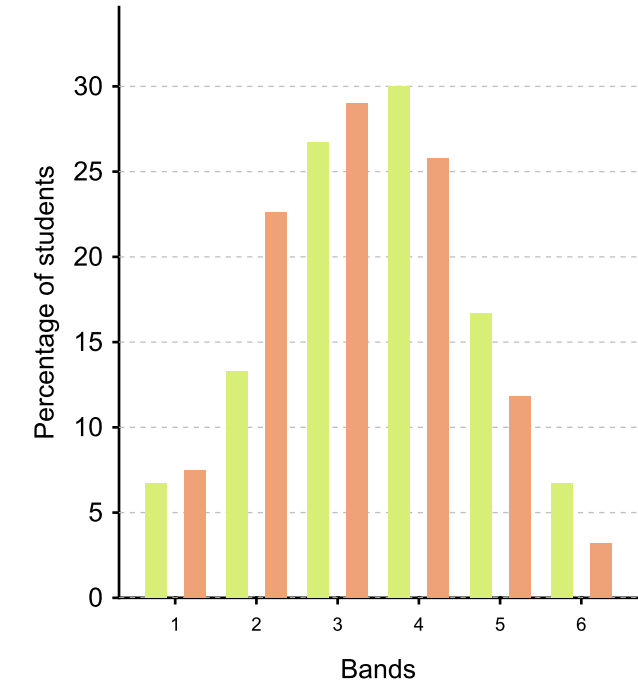
From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

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.

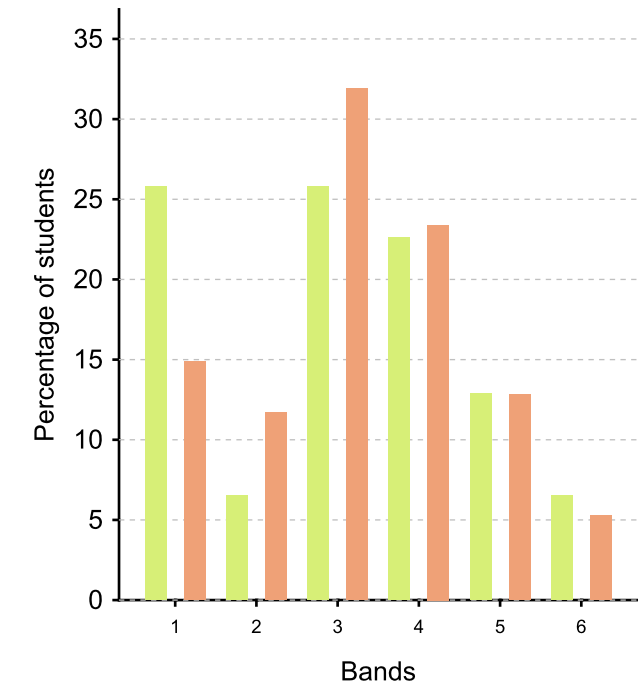
Literacy results for Heckenberg PS were comparable to

similar schools but below state averages. The majority of student results are skewed towards the lower bands but growth across all areas is strong for vast majority of students. Reading and Spelling results were impressive with strong growth in 2018. Year 5 writing was outstanding with close to state average results.

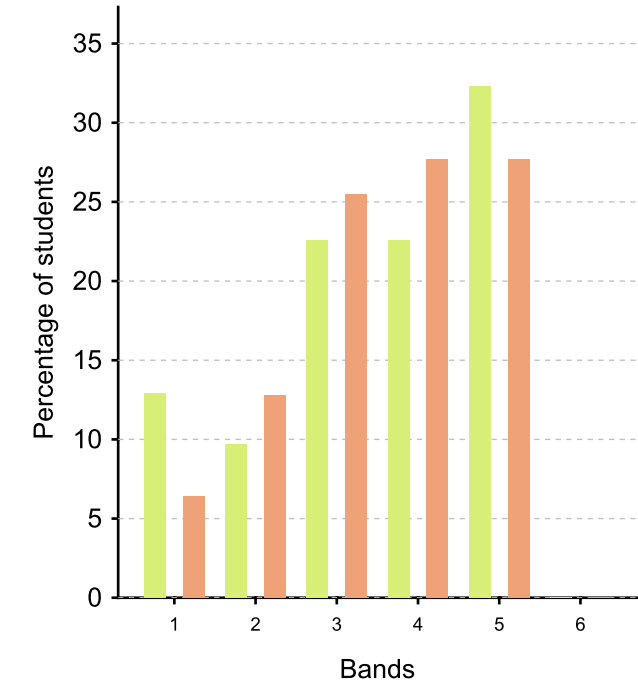
Percentage in bands:
Year 3 Reading



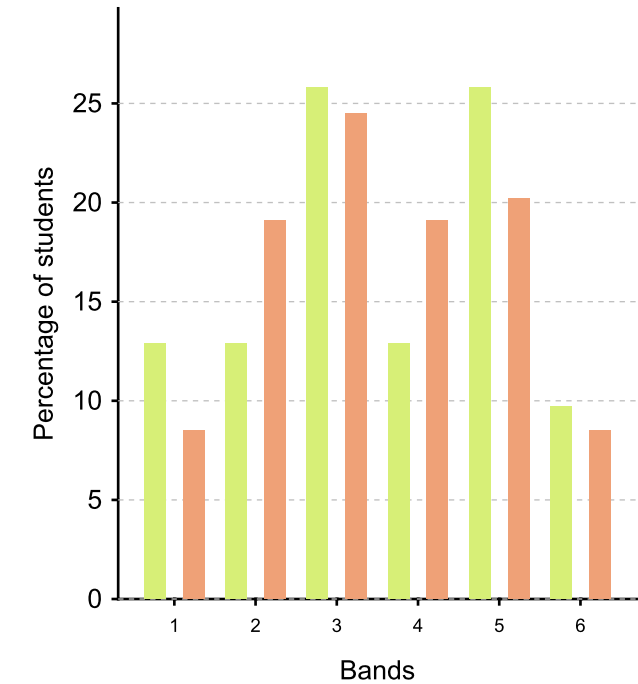
Percentage in bands:
Year 3 Grammar & Punctuation



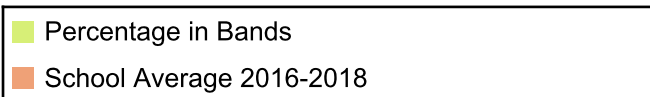
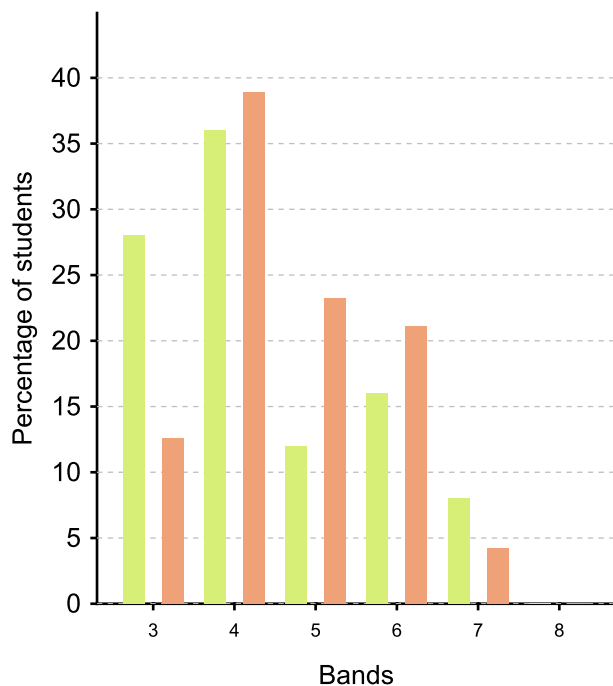
Percentage in bands:
Year 3 Writing



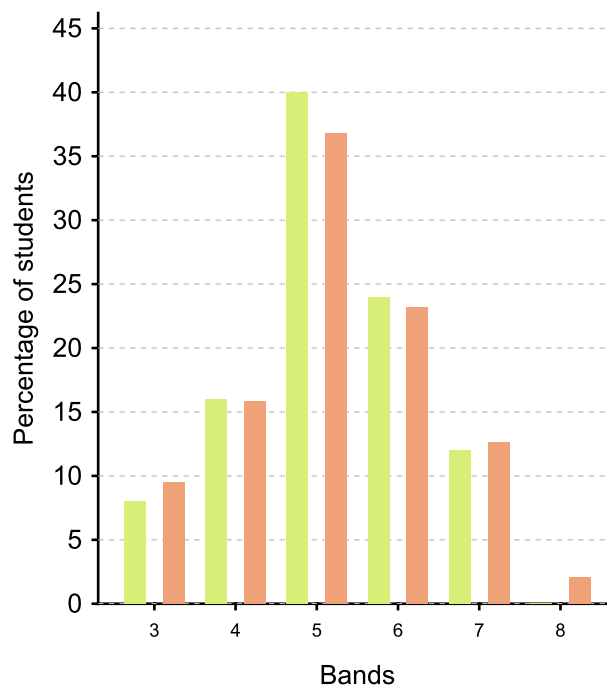
Percentage in bands:
Year 3 Spelling



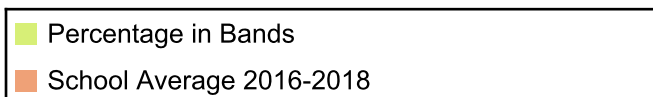
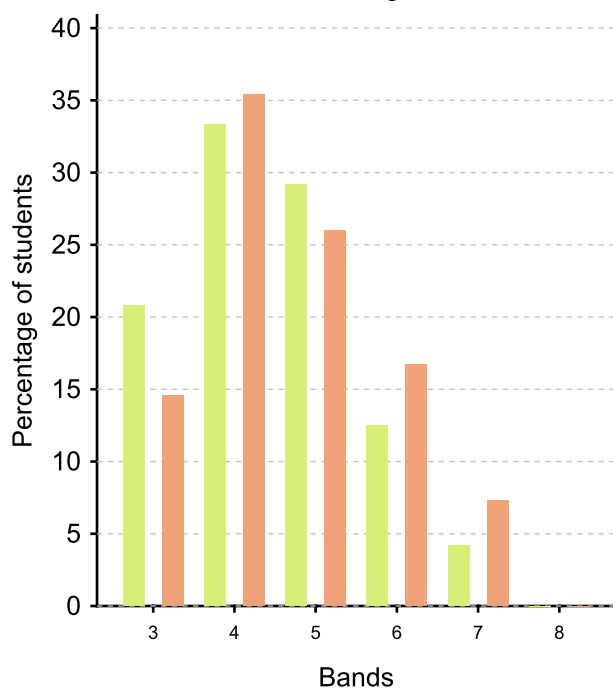
Percentage in bands:
Year 5 Grammar & Punctuation



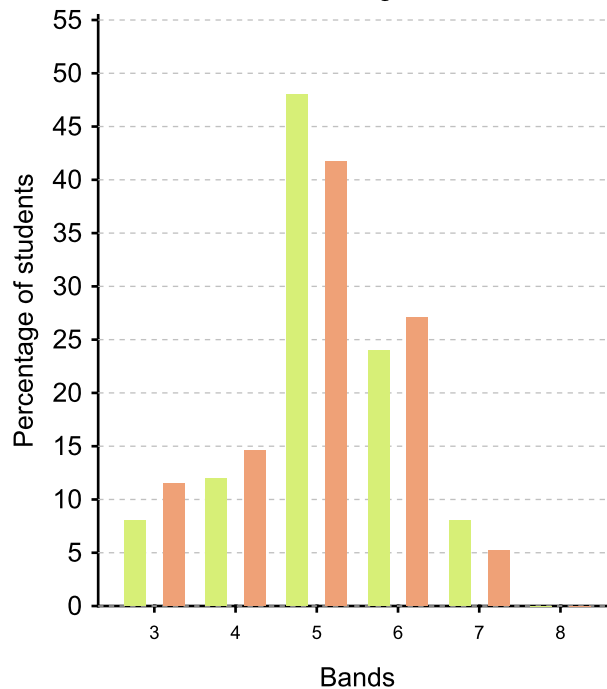
Percentage in bands:
Year 5 Spelling



Percentage in bands:
Year 5 Reading



Percentage in bands:
Year 5 Writing



Numeracy across year 3 and 5 was below state average. Results were still above 2016 results but were below 2017. The school sits below similar schools and Mathematics will be a area to improve in 2019.

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.

9.9% of students were in the top 2 bands. The 2 year average is close to 10% and is clearly improved from 2015–16.

Only 3 Aboriginal students in year 3 and 5 completed NAPLAN in 2018. Each student was below the state average in Literacy and Numeracy.

Parent/caregiver, student, teacher satisfaction

The school annually collects data in relation to satisfaction by completing surveys and completing the Tell Them From Me online surveys. Parent, teacher and student satisfaction continue to be above the state average in Tell Them From Me Surveys.

An area of improvement in 2019 will be in regards to student voice, as data in relation to the effectiveness of the SRC can be improved.

The school continues to receive positive feedback from parents and the community and is an important part of the local area. The school will be completing various infrastructure improvements based on community feedback in 2019.

Policy requirements

Aboriginal education

Aboriginal Education has been a highlight for Heckenberg PS in 2018.

Professional Learning: Our Aboriginal Education coordinator participated and attended a variety of Aboriginal Education conferences including the Aboriginal Education Conference at the Sydney Opera House. We continue to engage and stay informed of Educational themes in education.

Engagement: Our school participated in Sista Speak, a 12 months course with a variety of other local school. A number of our older Aboriginal students participated in this program with pride and our parents were invited each term to see the program that the students had completed. The students enjoyed this program and we aim to continue participation in 2019 and beyond.

The school continued its involvement in Kindiamama Day and the Combined NAIDOC day and supported with staff, resources and children participation.

Art Program: The school also completed an art program with Daren Dunn an Aboriginal Artist. The outcome of

this program was an appreciation of art, knowledge of culture and understanding of the Aboriginal local culture. The students, both Aboriginal and non Aboriginal enjoyed the program. The program concluded with the students creating a large mural for NAIDOC week and the purchase of school Aboriginal shirts. The staff, students and parents are proud of our achievements in 2018.

Multicultural and anti-racism education

Heckenberg PS has developed strong multicultural programs in 2019, designed to improve inclusivity, belonging and understanding amongst our vibrant and complex local community. Our annual highlight is our multicultural day celebrations that bring all cultures within our schools to the fore and promotes our diversity.

The school also has developed specific programs for our EALD and New Arrival Students. This is completed by specialist staff employed by the school through additional funding and substantive positions.

Racism

The Human Rights Commission defines racism as follows: Racism can take many forms, such as jokes or comments that cause offence or hurt, sometimes unintentionally; name-calling or verbal abuse; harassment or intimidation, or commentary in the media or online that inflames hostility towards certain groups. At its most serious, racism can result in acts of physical abuse and violence. Racism can directly or indirectly exclude people from accessing services or participating in employment, education, sport and social activities. It can also occur at a systemic or institutional level through policies, conditions or practices that disadvantage certain groups. It often manifests through unconscious bias or prejudice. On a structural level, racism serves to perpetuate inequalities in access to power, resources and opportunities across racial and ethnic groups. The belief that a particular race or ethnicity is inferior or superior to others is sometimes used to justify such inequalities.

Recognising racism in schools may be difficult, as racism manifests itself in a range of ways, some more clearly discernible than others. Some indicators of racism include the following: hostility or lack of co-operation between groups appearance of racist graffiti promotion of racist propaganda display of racist behaviour including comments, ridicule or abuse, cyber-racism as well as physical harassment and assault existence of discriminatory practices including: o low expectations for some groups of students o non-inclusive policies, curriculum and pedagogy denying certain groups access to a wide curriculum.

Heckenberg PS has a trained Anti-Racism Contact Officer (ARCO). This officer assists parents, staff and students who have complaints regarding racism and facilitates the complaints handling process. Our nominated ARCO is a member of the teaching staff who: has good communication and mediation skills

is trusted by parents, teachers and students does not have an advocacy role in the school is willing to further develop their understanding of racism is a full-time experienced member of staff.