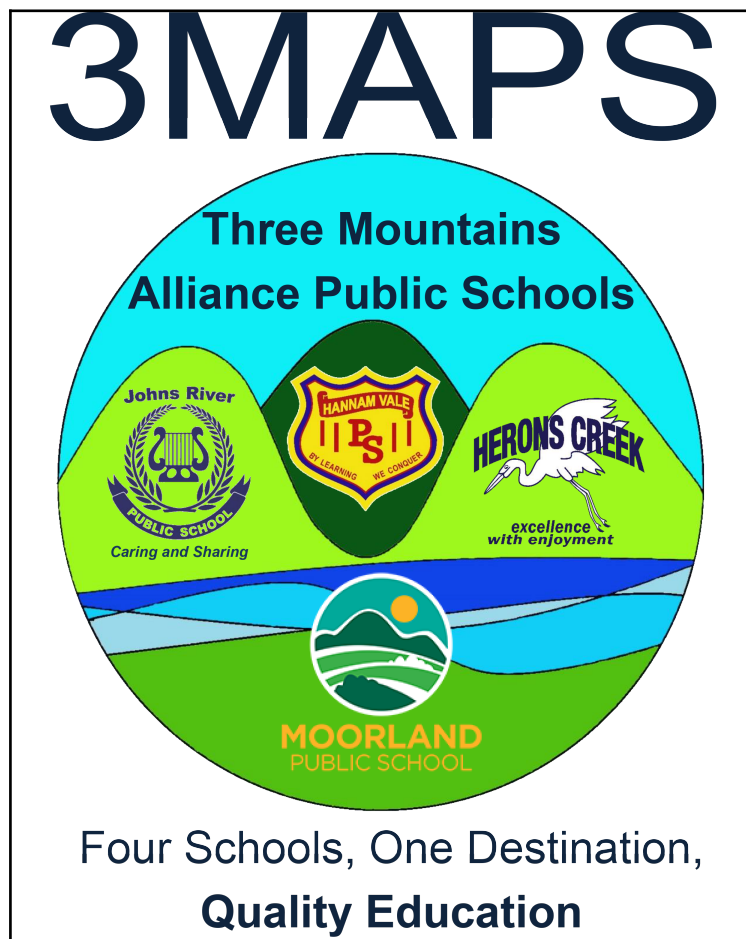


Herons Creek Public School

2019 Annual Report



Introduction

The Annual Report for 2019 is provided to the community of Herons Creek Public School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

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School background

School vision statement

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, Moorland 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 2019 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

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 is a statement of what is valued as excellence for NSW public schools, both now and into the future. 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.

Each year, we assess our practice against the Framework to inform our school plan and annual report.

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/school-excellence>

Self-assessment using the School Excellence Framework

Elements	2019 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Delivering
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Delivering
LEADING: School planning, implementation and reporting	Delivering
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Delivering

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)

Improvement Measures

There is a consistent school wide approach to support the social, emotional, physical and cognitive needs of all students.

Progress towards achieving improvement measures

Process 1: Student Well-being

Support whole school student well-being through the implementation of PBL and a whole school focus on resilience and growth mindset.

Evaluation	Funds Expended (Resources)
Questions: How has the professional Learning in How2Learn and PBL influenced the range of strategies and initiatives being implemented across the 3MAPS alliance to foster the personal and social capabilities and mindsets of students?	<i>HOW2Learn</i> professional learning <i>Postive Behaviour for Learning (PBL)</i> professional learning
Data: 3MAPS collaborative day surveys, HOW2Learn deliverables, PBL sets.	Personal and social capabilities framework
Analysis: PBL at MPS and HCPS – embedded and ongoing. JRPS and HVPS – implementing and establishing	
Implications: HOW2Learn on hold for 2020	

Process 2: Student Well-being

Support whole school student well-being through the implementation of PBL and a whole school focus on resilience and growth mindset.

Evaluation	Funds Expended (Resources)
Combined with whole school well being.	

Strategic Direction 2

Reflective Teachers and Learners

Purpose

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.

Improvement Measures

Schools self-evaluation against the SEF indicates a positive shift in the *Teaching Domain* elements of *Effective Classroom Practice* and *Data Skills and Use*.

All students achieve their aspirational learning goals that are determined using the *Learning Progressions* in *Additive Strategies*, *Quantifying Numbers* and *Creating Texts*.

Progress towards achieving improvement measures

Process 1: Effective classroom practice and consistent collaboration

Use of consistent teacher judgment (CTJ) with collaboration across the 3MAPS schools to be less isolated and to validate teacher knowledge and lift expectations.

Evaluation	Funds Expended (Resources)
<p>3MAPS Staff Collaborative Learning– Writing</p> <p>Question: How can staff show that the English unit they have developed is responsive to the needs of their particular students with evidence of impact?</p> <p>Data: Initial rubric used again as a diagnostic as comparative data, reflective journal questions, lesson observation.</p> <p>Analysis: The teacher survey results are showing evidence of increased collaborative practices across the 3MAPS teacher network. Seven Steps to Writing Success approach is being used effectively in classrooms.</p> <p>Developing units that are responsive to student needs, link deeply with the NSW English syllabus and our 3MAPS scope and sequences will be beneficial moving forward.</p> <p>Implications: Shift in focus to quality unit development on collaborative learning days for teachers., led by IL from MPS and JRPS.</p> <p>3MAPS Data Analysis</p> <p>Question: What further professional learning would be beneficial in supporting student outcomes in literacy and numeracy?</p> <p>Data: PLAN2 data and reports and teacher survey results, PAT assessment reports</p> <p>Analysis: The teacher survey results show increased collaborative practices across the 3MAPs network. Writing still a priority focus area (ongoing), numeracy and reading priority areas for 2020</p> <p>Implications: MPS and HCPS engaged in Close Reading PL and these teachers will lead PL in this area across 3MAPS. HCPS engaged in Mathematics K6 PL and will lead PL in this area across 3MAPS.</p>	<p>Collaborative learning days with IL (5 casual days), PL, How to Learn PL data, Assessment for Common Misunderstandings, Leadership Development Initiative.</p> <p>Funding Sources:</p> <ul style="list-style-type: none">• Quality Teaching, Successful Students (QTSS) (\$5336.00)

Progress towards achieving improvement measures

Process 2: Future Focused Learning

Develop the capacity of teachers to implement future focused teaching and learning strategies to enable the development of students skills and capabilities.

Evaluation	Funds Expended (Resources)
<p>Question– In what ways can staff provide evidence to demonstrate their commitment to improving their practice in promoting learning culture, embedding formative assessment and future focused teaching and learning strategies?</p> <p>Data– Module deliverables, survey</p> <p>Analysis: Feedback through teacher and student surveys has been very positive. This PL has recently been established and will continue to be evaluated.</p> <p>Implications: Embedding Formative Assessment (2020) – 2 sessions per term, staff meetings and SDD variations with in between tasks and observations completed. HOW2Learn – on hold for 2020. STEMShare resources – ongoing commitment to utilising this resource.</p>	<p>SDD PL, How to Learn modules, Kate Brace (Principal of Hannam Vale), HOW2Learn Student Learning Culture Survey, <i>Embedding Formative Assessment</i> two year professional development pack, Lead trainer in <i>Embedding Formative Assessment</i> (Robyn), NSW STEMShare resources, STEMShare learning library.</p>

Process 3: iPlay

Focus process for 2018 only

Evaluation	Funds Expended (Resources)
Focus for 2018 only.	

Process 4: Data Informed Practice

School focus on the introduction of the Learning Progressions to replace PLAN2 was for 2018 only.

Evaluation	Funds Expended (Resources)
School focus on the introduction of the Learning Progressions to replace PLAN2 was for 2018 only	

Strategic Direction 3

Leadership by Design

Purpose

School leaders enable sustained and measurable whole school improvement across the 3MAPS network through a commitment to self-assessment and by fostering a culture of high expectations with 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.

Improvement Measures

Aspiring and substantive leaders have a mentor/coach and set clear directions for their professional learning over their career that is appropriate to their individual needs, while meeting department accountabilities as evidenced in their Professional Development Plan (PDP).

Professional learning is delivered by 3MAPS staff beyond the teaching principals.

Effective evaluative practices result in at least three quality evidence sets being developed each year with validated judgements against the SEF.

Progress towards achieving improvement measures

Process 1: Educational Leadership to support collective efficacy

Quality evidence based pedagogical practices are shared and developed within and across schools.

Aspiring leaders will be able to transition from being an exemplary teacher into a leader with the ability to lead and manage complex educational settings, while improving student learning outcomes.

Systems are developed that support a high level of collaboration and advocate collective efficacy across the 3MAPS learning community.

3MAPS executive and staff meetings will include an agenda item that provides an opportunity for schools to discuss their judgements about their practice – and the evidence that underpins them – with peers.

Evaluation	Funds Expended (Resources)
<p>Q: Does the alliance have a systematic and strategic system in place that produces high quality evidence of improvement?</p> <p>Data: SEFSaS, updated meeting schedule with agenda that includes annual self assessment, 3 key documents.</p> <p>Analysis/Impact: The first draft is completed</p> <p>Implications: Updated meeting schedule with agenda that includes annual self assessment 2020. Refining and updating the draft documents where necessary.</p>	<p>Realignment of key documents across the alliance form 2 to 3.</p> <p>Updated meeting schedule with reviews and data collection included.</p> <p>Alliance annual self assessment meeting involving all staff.</p>

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Funding Sources: • Aboriginal background loading (\$6 203.00)	All students accessing these programs have shown growth in their numeracy and literacy skills as evidenced in internal and external assessment measures. Students supported in Seasons for Growth and Zones for Regulation programs have shown growth in their ability to self regulate their behaviours and increased resilience and coping strategies.
Low level adjustment for disability	Funding Sources: • Low level adjustment for disability (\$5 257.00)	All students accessing these programs have shown growth in their numeracy and literacy skills as evidenced in internal and external assessment measures. Students supported in Seasons for Growth and Zones for Regulation programs have shown growth in their ability to self regulate their behaviours and increased resilience and coping strategies.
Quality Teaching, Successful Students (QTSS)	Funding Sources: • Quality Teaching, Successful Students (QTSS) (\$5 336.00)	<p>3MAPS Staff Collaborative Learning–Writing</p> <p>Question: How can staff show that the English unit they have developed is responsive to the needs of their particular students with evidence of impact?</p> <p>Data: Initial rubric used again as a diagnostic as comparative data, reflective journal questions, lesson observation.</p> <p>Analysis: The teacher survey results are showing evidence of increased collaborative practices across the 3MAPS teacher network. Seven Steps to Writing Success approach is being used effectively in classrooms.</p> <p>Developing units that are responsive to student needs, link deeply with the NSW English syllabus and our 3MAPS scope and sequences will be beneficial moving forward.</p> <p>Implications: Shift in focus to quality unit development on collaborative learning days for teachers., led by IL from MPS and JRPS.</p>
Socio–economic background	Funding Sources: • Socio–economic background (\$24 412.00)	All students accessing these programs have shown growth in their numeracy and literacy skills as evidenced in internal and external assessment measures. Students supported in Seasons for Growth and Zones for Regulation programs have shown growth in their ability to self regulate their behaviours and increased resilience and coping strategies.
3MAPS	Schools to negotiate and contribute staffing requirements for each event. Approximate cost \$5 per student.	Student feedback based on the Personal Capabilities Framework, collected via a standard Google form template. Standard Community poll distributed via Facebook by host school. Staff Reflection task completed with a focus on 3MAPS teacher network and the students peer relationships.

Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	20	14	13	13
Girls	24	19	15	11

Student attendance profile

School				
Year	2016	2017	2018	2019
K	88	89.5	97.7	87
1	81.9	84.9	91.9	91.8
2	88.6	88.3	94.3	92.9
3	86.7	90.3	90.3	93.3
4	92	79.1	86.3	87
5	91.9	89.8	82.5	80.5
6	93.5	87.8	87.5	87.3
All Years	88.2	86.7	89.1	88.6
State DoE				
Year	2016	2017	2018	2019
K	94.4	94.4	93.8	93.1
1	93.9	93.8	93.4	92.7
2	94.1	94	93.5	93
3	94.2	94.1	93.6	93
4	93.9	93.9	93.4	92.9
5	93.9	93.8	93.2	92.8
6	93.4	93.3	92.5	92.1
All Years	94	93.9	93.4	92.8

Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Classroom Teacher(s)	1.3
Learning and Support Teacher(s)	0.2
Teacher Librarian	0.08
School Administration and Support Staff	0.9

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2019, 3.9% of the Department's workforce identify as Aboriginal people.

Workforce ATSI

Staff type	Benchmark ¹	2019 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	7.20%
Teachers	3.30%	2.90%

Note 1 – The NSW Public Sector Aboriginal Employment Strategy 2014–17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

Note 2 – Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice.

Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2019 to 31 December 2019. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2019 Actual (\$)
Opening Balance	93,927
Revenue	564,395
Appropriation	553,623
Grants and contributions	10,338
Investment income	433
Expenses	-558,045
Employee related	-496,548
Operating expenses	-61,497
Surplus / deficit for the year	6,350

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.

Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2019 Approved SBA (\$)
Targeted Total	0
Equity Total	57,215
Equity - Aboriginal	6,203
Equity - Socio-economic	24,412
Equity - Language	0
Equity - Disability	26,601
Base Total	468,143
Base - Per Capita	6,570
Base - Location	1,366
Base - Other	460,207
Other Total	17,105
Grand Total	542,464

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.

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 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in 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 be treated with care.

Literacy and Numeracy Graphs

Literacy data – The information in this report must be consistent with privacy and personal information policies. Where there are fewer than 10 students in a cohort, summary statistics or graphical representation of student performance is not available. The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data.

Numeracy data – The information in this report must be consistent with privacy and personal information policies. Where there are fewer than 10 students in a cohort, summary statistics or graphical representation of student performance is not available. The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data.

Parent/caregiver, student, teacher satisfaction

In 2019 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:

Ten responses to the **parent survey** were received which represents almost 60% 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 including combined 3MAPS activities, the fun positive learning environment, the kitchen garden program, CHAFFS performance, robotics 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&C, more volunteers and assistance at events.

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

inclusive, positive, happy, safe, a place their children don't want to leave, and how lucky parents felt to have such wonderful, dedicated, positive 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 and valued, they support their friends and that their teachers encourage 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. Students enjoy the combined 3MAPS days especially The Colour Run and soccer gala day.

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 with a focus on writing. Teachers indicated they felt the combined 3MAPS teachers collaboration days were extremely rewarding. Future directions identified included: continued focus on building resilience within students, professional learning to further support literacy (reading focus) and numeracy.

Policy requirements

Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

Anti-Racism Policy

All teachers are responsible for supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. Principals are responsible for examining school practices and procedures to ensure they are consistent with the policy. All schools have an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.