

Heckenberg Public School

2019 Annual Report



4336

Introduction

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

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

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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

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 | Excelling |
| LEARNING: Curriculum | Sustaining and Growing |
| LEARNING: Assessment | Sustaining and Growing |
| LEARNING: Reporting | Sustaining and Growing |
| LEARNING: Student performance measures | Sustaining and Growing |
| 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 | Excelling |
| LEADING: School planning, implementation and reporting | Sustaining and Growing |
| LEADING: School resources | Sustaining and Growing |
| LEADING: Management practices and processes | Sustaining and Growing |

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.

Improvement Measures

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.

Increase the percentage of students demonstrating expected growth in writing in Year 5 NAPLAN and Internal School data.

Increase the proportion of students in the top two bands in reading and numeracy in line with the Premiers Priority.

Progress towards achieving improvement measures

Process 1: Draw on evidenced based research to develop and implement high quality pedagogical practices across all Key Learning Areas.

| Evaluation | Funds Expended (Resources) |
|--|---|
| <p>Question: Was it worth it? Have we achieved a years worth of growth for our students and teachers by focusing on the use of evidence based practices being embedded in school programs.</p> <p>Data: Value Add K-3 EXCELLING Value Add 3-5 SUSTAINING AND GROWING Value Add 5-7 Excelling.</p> <p>Analysis: Value Add results across the school show positive growth in all areas.</p> <p>Implications: The school is currently investigating explicit teaching of phonics to increase reading results across K-6. Staff have already completed professional learning in this area and full roll out of the program begins in 2020. Numeracy results have been targeted for improvement and Action Plans are being created to address this area of need in 2020. Teachers continue to utilise evidence based lesson components, led by our instructional leaders and leading learners to meet the needs of our students. Students on average have shown excellent growth in all areas and the focus of 2020 is to continue this growth whilst ensuring our students gain the necessary skills to meet National Minimal Standards.</p> | <p>Quality Teaching Rounds Grant \$10,000</p> <p>Professional Learning and Casual expenses related to Evidence Based Practices \$5,000</p> <p>Professional Learning Casual Budget \$7,500</p> |

Process 2: Drive teacher development through coaching and an innovative professional learning model based on inquiry, which supports collaboration, a consistent approach to teaching and learning and strategic reflection of practice.

| Evaluation | Funds Expended (Resources) |
|---|---|
| <p>Questions: Does true collaboration exist at Heckenberg PS?</p> <p>Data: 100% collaborative RFF, Instructional Leader meets 1:1 with all K-2 staff weekly. QTSS funding supports collaborative approach to professional learning, Quality Teaching Rounds embedded in stage 2 with support of University of Newcastle.</p> <p>Analysis The learning culture has continued to positively change at Heckenberg PS. Both internal and external opportunities have arisen in 2019</p> | <p>Utilisation of QTSS in Timetable.</p> <p>Collaborative RFF model</p> <p>Use of EAfS Instructional Leader</p> <p>Additional Assistant Principal</p> |

Progress towards achieving improvement measures

to support increased collaboration.

Implications: In 2020 a new model of Instructional leadership will roll out to support collaboration and professional learning. The school will be providing additional time for teachers to work in small groups with an Instructional Leader with the focus on increased knowledge of content and relevant quality teaching practices.

Process 3: Implementation of programs that complement Early Action for Success initiatives and the successful utilisation of the Learning Progressions.

| Evaluation | Funds Expended (Resources) |
|--|--|
| <p>Questions: What will L3 look like now that EAfS is potentially coming to an end?</p> <p>Data: All teachers K–2 currently trained in L3 and OPL.</p> <p>Analysis: The school has all current K–2 teachers trained in L3 or participating in ongoing professional learning.</p> <p>Implications: At the end of 2019, Heckenberg PS has begun to explicitly teach using a synthetic phonics approach. This program will run concurrently with L3 methodologies as K–2 staff, led by the K–2 EAfS Instructional Leader evaluate and refine current practices in literacy.</p> | <p>EAfS Instructional Leader to support initiatives</p> <p>Resources for classrooms to support L3</p> <p>Professional Learning funds for L3 training and ongoing professional learning</p> |

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.

Improvement Measures

Increase the proportion of students participating in enrichment activities.

Increase the proportion of students displaying positive behaviours in the classroom and playground.

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.

Progress towards achieving improvement measures

Process 1: Use the Wellbeing Framework for schools to drive a comprehensive and inclusive strategy to explicitly teach wellbeing and promote consistent expectations across the school.

| Evaluation | Funds Expended (Resources) |
|---|--|
| <p>Questions: Is PBL currently an effective model to explicitly teach social skills across the school?</p> <p>Data: Suspensions and playground incidents continue to dramatically fall at Heckenberg PS. In 2019 the school had 5 suspensions. Historical data from the last school planning cycle had suspension of over 50. The school currently teaches explicit social skills on Tuesday afternoons and restorative justice style reflections occur daily to support student behaviour. All students participate in PBL lessons and the school has refined practices in regards to processes and procedures related to PBL.</p> <p>Analysis: The PBL team continues to monitor trends and data on playground and classroom behaviour. Professional learning in 2019 included Non Violent Crisis Intervention and individual teachers developed plans with Department staff to support complex students who display a range of challenging behaviours.</p> <p>Implications: The school continues to develop strong PBL processes and each year these processes are refined. In 2020, these processes will continue to be refined and shared across the Liverpool Network</p> | <p>PBL Budget – \$5000</p> <p>This includes casual days and resources that support the improvement of PBL practices.</p> |

Process 2: Systematically enable leadership of programs that support engagement, wellbeing and creative and critical thinking across the whole school.

| Evaluation | Funds Expended (Resources) |
|--|--|
| <p>Questions: Have students participated in programs related to STEM that support wellbeing across the school?</p> <p>Data: Nil</p> <p>Analysis: 2020 SchoolsPlus grant to support this process (\$30,000)</p> <p>Implications: In 2020 Heckenberg PS will create a STEM Hub to support creative and critical thinking skills. The school will be developing the skills of</p> | <p>After school programs and volunteered time from teachers</p> <p>Community Hub grant to support some initiatives</p> |

Progress towards achieving improvement measures

two staff in STEM by providing additional professional learning. The school has also developed a network with neighbouring schools to share practice. Action Plans are currently being drafted for full implementation in 2020.

Process 3: Improve access to enrichment activities and programs that support engagement across academia, the arts, technology and sports.

| Evaluation | Funds Expended (Resources) |
|--|--|
| <p>Questions: Has the school committed to offering more enrichment activities for our students?</p> <p>Data: 2 Tournament of the Minds Teams (new in 2019)</p> <p>Analysis: 15 students provided with additional opportunities for enrichment in Science.</p> <p>Implications: The school continues to be committed to ensuring there are different enrichment activities offered for students. In 2019, two teams entered Tournament of the Minds and in 2020 the school will re-enter. The school has also established a relationship with Casula Powerhouse and 10 students have been selected to work on a program called "Creation Station" where they will create artworks for a local art festival. The school is committed to increasing enrichment opportunities in 2020.</p> | <p>Funding to support participation in enrichment activities. (\$2000)</p> |

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.

Improvement Measures

Increase the number and quality of school events and increase overall parent attendance and satisfaction.

Increase the proportion of teachers collaborating with networks, external agencies and community groups.

Increase the amount of student and parent engagement through authentic two-way communication and engagement strategies.

Progress towards achieving improvement measures

Process 1: Develop and improve the relationship between home and school through a variety of strategies.

| Evaluation | Funds Expended (Resources) |
|---|----------------------------------|
| <p>Questions: Are parents accessing Curriculum information at school?</p> <p>Data: 100% attendance for parents at kinder orientation, 100% contact of parents to work on Individual Learning Plans.</p> <p>Analysis: The Community Hub program, a school program that has supported families engaging in school has begun in 2019. This program will roll out in 2020 to provide curriculum support for parents.</p> <p>Implications: In 2020, there are 3 parent sessions already planned, organised through our community hub to support parent engagement in curriculum areas. 2019 was very much a year where parents were encouraged to engage with the school in a more social way.</p> | Community Hub Grant \$60,000 p.a |

Process 2: Promote school and community engagement through authentic, sustainable collaboration with the Heckenberg Parents and Friends Group.

| Evaluation | Funds Expended (Resources) |
|---|------------------------------|
| <p>Questions: How effective has our communication been to parents in 2019?</p> <p>Data: Additional notes translated in additional languages. Increased use of Facebook page.</p> <p>Analysis: Use of QR codes to translate notes into audio files.</p> <p>Implications: The school has experimented with a variety of strategies to improve parent communication. The school has used staff members that speak another language to create audio files and have embedded them in school notes. The school has also used the Department's translated documents to ensure that families have quality access to information. In 2020, the school will continue to support families in receiving updated and relevant information.</p> | Community Hub Grant \$60,000 |

Process 3: Develop strong partnerships with the wider community through increased networking and collaboration.

| Evaluation | Funds Expended (Resources) |
|------------|----------------------------|
| | |

Progress towards achieving improvement measures

Questions: Has parent and student wellbeing been positively impacted on by the Community Hub?

Data: 2,283 additional student activities. 76 official Family Engagements, 54 English classes for parents, 440 Early Childhood Literacy programs. 34 referrals to support services.

Analysis: The Community Hub continues to engage multiple service providers to support our students and families.

Implications: The Community Hub has become a source of pride within our school and has connected many families with services and activities that support their wellbeing. Heckenberg PS has completed 6 months of a 3 year relationship with Community Hubs Australia and will continue to seek feedback from students, parents and the wider community to meet their needs. In 2019 the school made strong connections with Liverpool Hospital, Karitane, Liverpool Local Connections, GKR Karate, Step N Style Dance Studio, Western Sydney Wanderers, Liverpool Community Kitchen and Liverpool Council. These connections will continue to thrive in 2020 and the school will create engaging and fun activities for our community to positively impact their wellbeing.

Community Hub grant \$60,000

| Key Initiatives | Resources (annual) | Impact achieved this year |
|--------------------------------------|--------------------|--|
| Aboriginal background loading | \$16,929 | <p>Questions: How have we increased cultural and academic pursuits for our Indigenous students?</p> <p>Data: Cultural courses: Dance Course for students with Sydney Theatre Company, Financial support for students to participate in NAIDOC week celebrations. Employment of Aboriginal artist to complete cultural activities with Indigenous students, employment of Aboriginal SLSO to support students, purchase of Indigenous items for classroom use.</p> <p>Analysis: All Indigenous students were supported through individual or small group support. Each year our Aboriginal Education Coordinator meets with Aboriginal families to consult on decisions based on Aboriginal Education. Meetings usually occur in Term 1 and programs are planned for throughout the year.</p> <p>Implications: 2019 saw many successful programs occur. Links were made with local groups and the Australian Botanic Garden and early discussions have centred around using funds in 2020 to complete a bush tucker garden. The school has a quality relationship with our local AECG and continues to use sound consultation strategies to support our Aboriginal families. The community have appreciated and enjoyed our school completing Aboriginal murals and paintings around our school and we continue to ensure that the local Aboriginal stories and identity remains strong in Heckenberg PS.</p> |
| English language proficiency | \$51,251 | <p>Questions: How have we supported our EALD learners at Heckenberg PS?</p> <p>Data: EALD teacher support, native language SLSO support, parent and community support</p> <p>Analysis: Historically, about 65–70% of students at Heckenberg PS come from an EALD background. Our largest EALD groups are Arabic, Samoan and Vietnamese. Students are identified in the EALD phases of Beginning, Emerging, Developing and Consolidating and provided with a range of supports including 1:1, small group and whole class interventions.</p> <p>Implications: At the beginning of each year the EALD staff of Heckenberg PS assess the level of student's language proficiency. Heckenberg PS uses a mix of the tutorial or withdrawal method where students from different classes or years are grouped together of intensive EALD tuition as well as collaborative team teaching where the EALD supports the class teacher to create strategies to meet the needs of EALD</p> |

| | | |
|---|--------------------------|--|
| English language proficiency | \$51,251 | <p>learners.</p> <p>To support EALD learners and families, the school has also organised English classes for families to support their skills at home. The purpose of this family support is to continue to develop English skills and confidence in the classroom, at home and within the community.</p> |
| Low level adjustment for disability | \$59,004 | <p>Questions: How effective is LAST support at Heckenberg PS?</p> <p>Data: Personalised Learning Goals and support for identified children.</p> <p>Analysis: The school is provided with about 2.5 days additional LAST support as part of our RAM equity package. The school has added this to our timetable to support our students K–2. LAST teachers have been employed to support students that have been identified by our Speech Pathologist and Learning Support Team. Our LAST support is flexible, based on student learning data (Learning Progressions, classroom data) and intends to meet student need. Programs include individual reading support, in class support and supporting students with personalised learning plans.</p> <p>Implications: The school uses its Learning and Support Team to identify students that need extra support in the classroom. Teachers continue to follow school procedures to ensure that students are identified early and have access to differentiated and personal support.</p> |
| Quality Teaching, Successful Students (QTSS) | 0.354 Teacher Allocation | <p>Questions: Has our QTSS allocation led to improved teaching and learning programs across the school?</p> <p>Data: 100% participated in QTSS time. QTSS time used to support PDP goals. QTSS time used to support stage 2 teachers who worked with University of Newcastle on Quality Teaching Rounds. Pre/Post observation of teachers utilising evidence based research in their programs.</p> <p>Analysis: As above. Post assessment and observation indicates that 100% of teachers have shown improvement (using quality teaching rubric) of using evidence based lesson components. Over 90% of staff have achieved or are working towards achieving their PDP goals.</p> <p>Implications: QTSS is used as a valuable resource at Heckenberg PS. In late 2019, staff indicated that having QTSS embedded into our timetable supported their ability to plan for and implement effective teaching and learning programs. After feedback, in 2020, QTSS will be embedded on one day to match the days of our Instructional Leaders. This will support increased coaching and mentoring</p> |

| | | |
|---|--------------------------|---|
| Quality Teaching, Successful Students (QTSS) | 0.354 Teacher Allocation | time for our teachers. |
| Socio-economic background | \$424,903 | <p>Questions: Have we used our RAM equity money in a way that supports the academic and social needs to our students?</p> <p>Data: Extra teacher for smaller class sizes, up to 5 part time SLSO's, additional assistant principal. Additional LAST support, Speech Pathologist</p> <p>Analysis: Our Socio-Economic money is used in the vast majority of cases to purchase additional staff. From an academic standpoint, we have seen outstanding growth, especially in K-3, where our weekly speech pathologist, smaller class sizes, additional SLSO support and additional executive support, provide increased support for teachers and students. In the Primary years, our suspension rates have dramatically decreased and our school continues to develop strong PBL and social/emotional learning plans. Classes again, are supported by being significantly smaller than regular cohorts and our off class assistant principal is there to support students at times of need. This academic and social improvements in our school community is a direct result of the additional staff that are available to support the varying needs of students at our school.</p> <p>Implications: There is a direct correlation between the support students receive at Heckenberg PS and their academic and social success. As a school with an ICSEA score of 895 (2018) and a FOEI of 178 (2019) our school is fortunate to receive considerable equity funds. The school will continue to place an emphasis on teacher professional learning as well as providing additional in class support for students in areas of need. Focus areas for 2020 will include strategies to support our NAPLAN school targets and social/emotional programs that support happy, caring and settled students.</p> |

Student information

Student enrolment profile

| Students | Enrolments | | | |
|----------|------------|------|------|------|
| | 2016 | 2017 | 2018 | 2019 |
| Boys | 106 | 105 | 98 | 94 |
| Girls | 107 | 110 | 117 | 113 |

Student attendance profile

| School | | | | |
|-----------|------|------|------|------|
| Year | 2016 | 2017 | 2018 | 2019 |
| K | 94.3 | 91.1 | 91.7 | 90.7 |
| 1 | 92.6 | 93.2 | 84.6 | 89.4 |
| 2 | 94.3 | 91.6 | 90.4 | 87.8 |
| 3 | 92.1 | 93.4 | 91.9 | 89 |
| 4 | 91.8 | 89.6 | 89.1 | 88.7 |
| 5 | 92 | 89.9 | 88.8 | 90.8 |
| 6 | 94.3 | 91.2 | 90.1 | 89.2 |
| All Years | 92.9 | 91.4 | 89.8 | 89.5 |
| 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 |
| Assistant Principal(s) | 2 |
| Classroom Teacher(s) | 8.43 |
| 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

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 | 405,013 |
| Revenue | 3,183,348 |
| Appropriation | 3,038,510 |
| Sale of Goods and Services | 12,249 |
| Grants and contributions | 130,794 |
| Investment income | 1,695 |
| Other revenue | 100 |
| Expenses | -2,970,785 |
| Employee related | -2,694,975 |
| Operating expenses | -275,810 |
| Surplus / deficit for the year | 212,563 |

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 | 43,036 |
| Equity Total | 733,504 |
| Equity - Aboriginal | 16,929 |
| Equity - Socio-economic | 456,918 |
| Equity - Language | 51,251 |
| Equity - Disability | 208,406 |
| Base Total | 1,707,184 |
| Base - Per Capita | 50,447 |
| Base - Location | 0 |
| Base - Other | 1,656,737 |
| Other Total | 473,160 |
| Grand Total | 2,956,884 |

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.

NAPLAN Online

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. As schools transition to NAPLAN online, the band distribution of results is not directly comparable to band averages from previous years. While the 10 band distribution available to schools who completed NAPLAN online is a more accurate reflection of student performance, caution should be taken when considering results relative to what was formerly a six band distribution. As the full transition of NAPLAN online continues, the most appropriate way to communicate results for NAPLAN online is by scaled scores and scaled growth. This is the reporting format agreed by state and territory education ministers, and is reflected on the myschool website.

Parent/caregiver, student, teacher satisfaction

Parent Caregiver/Satisfaction: Parent satisfaction has continued to rise of the last number of years. The school is committed to improving the relationship between home and school by providing many opportunities for parent engagement. Parent surveys indicated that 86% satisfied/very satisfied with the school. The school has been responsive to Feedback in 2019 and has been developing strategies to further parent engagement. Our Community Hub grant has supported this satisfaction. From July to December 2019, our school organised 54 English language classes for parents, 76 family engagements, 34 referrals for families to external agencies, ran TAFE courses for parents and developed a drop in centre for parents and community members that need assistance. The school continues to refine communication strategies and develop additional strategies to support our parents and community.

Student Satisfaction: Student satisfaction is high at Heckenberg PS. Over the last three years the main strategy for this has been to create a range of extra curricular and enrichment programs for children. These programs, as well as a very strong wellbeing programs, have seen our 2019 student satisfaction and sense of belonging at over 94%. Our 2020–2022 targets for student satisfaction is approximately 98%. This is extremely high as almost all feedback from students is overwhelmingly positive. Feedback from students is overwhelmingly positive in regards to school based relationships and over 80% of the student population has participated in enrichment programs either after school, during school or on the weekend.

Teacher Satisfaction: Staff at Heckenberg PS are regularly asked for feedback in informal and formal situations. The school collaborates with staff and morale and school culture is high. 85% of staff feel that their job gives them a feeling of accomplishment and 93% of staff have a strong understanding of their role in the school. The school has developed professional learning based on teacher need that supports this data. 85% of staff also indicate that the school focuses on improving the work that they do. Areas of improvement in 2019 included the receiving of appropriate training and development to do my job well (+24%) and that staff are able to keep work stress at an acceptable level (+7%). The school continues to monitor and work with teachers to ensure they feel valued, known and cared for as much as our students and community.

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.