

2020 Annual Report

Heaton Public School



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Introduction

The Annual Report for 2020 is provided to the community of Heaton Public School as an account of the school's operations and achievements throughout the year.

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

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Message from the principal

2020 was a year like no other and presented challenges across all elements of our lives. I am particularly proud of the way Heaton Public School supported our students and community members through the impact of the Covid-19 pandemic. After a fast paced start to the year, we were faced with the prospect of the 'Learning from Home' period. The school decided upon a multi-faceted approach to providing support for students. Families were provided with laptops to use at home which provided rich learning opportunities. The staff used a combination of learning packs, Google Classroom, Class Dojo and Smore Online Newsletter technology to provide learning to students.

In order to support wellbeing, our staff were provided regular opportunities to call and check in with students and families. The school provided wellbeing packs that were delivered to families. We were able to employ a social worker who worked with families online and via phone during this time. Executive provided video updates for families.

On return to school, we were able to adapt and host a range of different learning and community events. Online Zoom debating took place, we hosted our annual Book Parade, a combination of online and face-to-face Kindergarten and Year 6 to Year 7 transitions took place, Harmony Day and NAIDOC Day were celebrated and we were able to conduct a whole school online concert. We concluded the year welcoming a small number of parents back on site to our Presentation Day at the new auditorium on Callaghan Jesmond Senior Campus.

To say I am proud of our staff, students and community for the way we navigated the challenges of 2021 is an understatement. It is a privilege to work in such a diverse, welcoming school.

Andrew Hilton

School vision

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

School context

Heaton Public School is situated in the Newcastle suburb of Jesmond and is the local school for children from the northern part of Jesmond and the suburb of Birmingham Gardens. Heaton Public School has a proud tradition of delivering high quality teaching and learning from Kindergarten to Year 6. There is a current student enrolment of 165 students.

Our local area is a vibrant multi-cultural community and Heaton Public School is a truly multi-cultural school. Approximately 61% of students come from a Language Background Other Than English. We have students who were born in over 20 different countries and who speak in excess of 20 different languages. These students and their families come from a wide range of circumstances including refugee, humanitarian, new citizens and children of overseas university students. We also have approximately 10% of students who are from Aboriginal and/or Torres Strait Islander backgrounds.

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

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



Self-assessment and school achievement

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>

Self-assessment using the School Excellence Framework

Elements	2020 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	Sustaining and Growing
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
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

Excellence in Learning

Purpose

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

Improvement Measures

90% of students show growth in NAPLAN from Year 3 to Year 5 and from Year 5 to Year 7.

Growth in the number of ATSI students in top two bands in NAPLAN

Progress towards achieving improvement measures

Process 1: Literacy and Numeracy

- High quality PL focusing on writing, practical mathematical tasks and systems to track performance.

Evaluation	Funds Expended (Resources)
Due to Covid 19, the Check-In Assessment data has been used as it has been scaled to match NAPLAN bands. This is the best external measure available for use in 2020 due to the significant disruption. In Year 5 reading, 23.8% of the cohort was scaled in the top two bands. In Year 5 numeracy, 19% of the cohort was scaled in the top two bands. Progression tracking was introduced midway through the year, strong baseline and targeted intervention will be introduced in 2021, to improve the percentage of students achieving in the top two bands and student growth.	Learning & Support Teacher 1.0 (0.7 staffing + 0.3 Flexible Low level adjustment for disability) Literacy & Numeracy Support (0.315 FTE) Funding Sources: <ul style="list-style-type: none">• Low level adjustment for disability (\$109061.00)• Literacy and numeracy (\$34456.00)

Process 2: Multicultural Education:

- High quality PL focusing on students from a multicultural background.

Evaluation	Funds Expended (Resources)
Due to Covid 19, the Check-In Assessment data has been used as it has been scaled to match NAPLAN bands. This is the best external measure available for use in 2020 due to the significant disruption. In Year 5 reading, 16.7% of the EAL/D students were scaled in the top two bands and 41.7% of in the middle two bands. In Year 5 numeracy, 9.1% of the cohort was scaled in the top two bands and 54.5% in the middle two bands. Progression tracking was introduced midway through the year, strong baseline and targeted intervention will be introduced in 2021, to improve the percentage of students achieving in the top two bands and student growth.	EAL/D Teacher 1.18 (0.8 Staffing + 0.38 flexible) Bilingual SLSOs Funding Sources: <ul style="list-style-type: none">• English language proficiency (\$141295.00)• Socio-economic background (\$66442.00)• Targeted support for refugees and new arrivals (\$21137.00)

Process 3: Aboriginal and Torres Strait Islander Students:

- High quality teaching and learning focusing on students from an ATSI background.

Evaluation	Funds Expended (Resources)
Due to Covid 19, the Check-In Assessment data has been used as it has been scaled to match NAPLAN bands. This is the best external measure available for use in 2020 due to the significant disruption. In Year 5 reading, 33% of ATSI students were scaled in the top two bands. In Year 5 numeracy, 33% of Aboriginal and Torres Strait Islander students students	Teacher & SLSO support Funding Sources: <ul style="list-style-type: none">• Aboriginal background loading (\$15227.00)

Progress towards achieving improvement measures

were scaled in the top two bands. Highly targeted intervention and monitoring processes will be introduced in 2021, to improve the growth of Aboriginal and Torres Straight Islander students.

Next Steps

After a rigorous self-assessment against the School Excellence Framework during Semester 2 and the development of a robust Situational Analysis, the school has developed future Strategic Directions to support the learning of every student in our school. The initiatives of 'High Quality Teaching and Learning', 'Data Drive Practices' and 'Personalised Learning for all Students' will shape the structure of our new plan. Our classroom teachers and support staff will work in a deep collaborative way with opportunities to share data, target grouping structures and differentiate curriculum to support student learning. Our Aboriginal students and English as a Second Language / Dialect students will be supported through Personalised Learning Pathways and Personalised Learning Support Plans to drive student growth. Consistency in classroom practice, rich in evidence based pedagogy will be a focus in 2021.



Strategic Direction 2

Excellence in Teaching

Purpose

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

Improvement Measures

Improvement in teacher confidence to support EAL/D students.

All teachers use professional standards and Performance and Development Framework processes to identify and monitor specific areas for development or continual improvement.

Teacher programs demonstrate that teaching and learning incorporates professional learning that ensures differentiation.

Progress towards achieving improvement measures

Process 1: Effective classroom practice:

Professional Learning and feedback to support evidence-based teaching.

Evaluation	Funds Expended (Resources)
During 2020, all staff are on track with the Professional Learning of Dylan William - Formative Assessment, this training was continued and engaged in during COVID. During the LEED process, a situational analysis was conducted with staff and Formative Assessment was identified as a strength across the school. Formative Assessment is being utilised across the school within all classes in the forms of:- entry/exit slips, whiteboards, one on one conferencing, goal setting, rubrics and work samples. Staff have been given the opportunity to collaborate on trialing and reviewing different forms of formative assessment within their class. A staff member is part of the Callaghan Education Pathway Team Leader Steering Committee for embedding Formative Assessment across the Callaghan network. During 2021, we will continue to build upon this learning and further embed the process of Formative Assessment across the school.	17 X casual days for collaboration and professional learning. Funding Sources: • Socio-economic background (\$9350.00)

Process 2: Strength-based practice:

Identification and utilisation of the strengths/talents of students.

Evaluation	Funds Expended (Resources)
After a rigorous evaluation in 2019, this process was rolled into Process 1 so that the school could effectively drive the Callaghan Education Pathways - Formative Assessment Initiative.	Not applicable to this process in 2020.

Process 3: Collaborative practice:

Systems to support collaboration and effective feedback to enhance teacher capacity.

Evaluation	Funds Expended (Resources)
After a rigorous evaluation in 2019, this process was rolled into Process 1 so that the school could effectively drive the Callaghan Education Pathways - Formative Assessment Initiative.	Not applicable to this process in 2020.

Next Steps

In 2021, the school will continue its two-year Callaghan Education Pathway Initiative to support Formative Assessment practices across the school. Teachers will continue to build on their use of formative assessment and data tracking techniques in order to tailor learning at the point of need for every student. Support teachers will be pinned more directly to each stage group of students to enhance the amount of support that can be provided.



Strategic Direction 3

Excellence in Leading

Purpose

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

Improvement Measures

All staff identify authentic leadership goals, including those who aspire to executive positions.

The school, its staff, communication processes and teaching and learning are recognised as 'excellent' by parents/carers.

Progress towards achieving improvement measures

Process 1: Professional Leadership:

All staff identify, set goals and track their leadership journey.

Evaluation	Funds Expended (Resources)
The school has created a number of opportunities for all teachers to access leadership opportunities. The school offered an Aspiring Executive position for one staff member through an Expression of Interest process. The Relieving Assistant Principal was successful in obtaining a permanent position which allowed the Aspiring Executive to move into the Relieving Assistant Principal role. This opened up another position a staff member to become part of the Executive Team as an Aspiring Executive. Each teacher was allocated a team, related to school plan focuses and was provided the opportunity to lead various initiatives within. The principal provided mentoring sessions to the executive to build upon their individual leadership needs. All staff were offered professional learning opportunities in a number of courses to then share with staff, however due to COVID these course were postponed to 2021. These processed will continue to be imbedded into the school in 2021.	Funding Sources: <ul style="list-style-type: none">• Quality Teaching, Successful Students (QTSS) (\$33253.00)

Process 2: Student Leadership:

Students aspire to leadership within their classroom and across the school.

Evaluation	Funds Expended (Resources)
In 2020, it was identified through a staff survey that students across the school need to be given more leadership opportunities. As a result a parliament was formed which consisted of representatives from each class. All staff were involved in Professional Learning where a mock parliament was conducted. Parliament sessions have been successfully held where students are given a voice in suggesting and voting on ideas to implement to improve Heaton. Public School. As a staff we found it a very positive experience for all students. The Parliament will continue to evolve in 2021 with more quality leadership opportunities being embedded.	4 x casual days to support leadership initiatives Funding Sources: <ul style="list-style-type: none">• Socio-economic background (\$2200.00)
Other Leadership opportunities consist of school leaders that run assemblies and special events, sports leaders and recycling leaders.	

Process 3: School communication:

Enhanced systems to improve two-way communication.

Progress towards achieving improvement measures

Evaluation	Funds Expended (Resources)
Parents scored the school as 8.4 in 2-way communication during the Tell Them From Me survey in 2020. All scores were above stage average. The school implemented a range of new communication techniques to inform our English as a Second Language / Dialect communities. The most successful was group translated text chats. Parents report feeling welcome in the school, that teachers take the time to listen to their concerns and they feel well informed about school events via the online newsletter and text alerts.	\$3700 6 x \$550 for casual release

Next Steps

In 2021, we will continue to develop leadership opportunities for all students. Student Parliament will be consolidated and student voice will be listened to around the potential for a new logo change. Staff will be given leadership opportunities through rich Professional Development Plans, distributed leadership opportunities and the External Validation process that school will go through in 2021. The school will continue to refine methods of communication to our diverse community to ensure all messages are clear, simple and well-received.



Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$15227	<p>In 2020, there were 19 Aboriginal students enrolled at Heaton Public School. The school's one permanent Aboriginal classroom teacher took one year leave without pay to travel to the Northern Territory to work in a remote Aboriginal / Torres Straight Islanders community. Although this meant the school did not have an Aboriginal staff member in 2020, we look forward to this staff member returning with a wealth of cultural knowledge to impart on all staff and students when they return. A teacher was released at the beginning of the year to coordinate Personalised Learning Pathway plans with students, the classroom teacher and community. Parents were unable to be on site for this process due to the onset of Covid-19. Consultation took place with families over the phone. When school returned, two teachers were released for three days each to conduct wellbeing check-ins, revise PLSPs and to track our Aboriginal students' academic progress on the Learning Progressions. Aboriginal links to the Callaghan Senior Campus were hindered due to Covid and as a result the school established a cultural team to meet the needs of our Aboriginal / Torres Straight Islander students. Learning Support Teachers worked with the students to strengthen literacy and numeracy skills. In 2021, there will be a focus on strengthening authentic community relationships, streamlining of the Personalised Learning Pathways process and a targeted approach to academic improvement.</p>
English language proficiency	\$141295	<p>An English as an Additional Language or Dialect Teacher was employed in a full time capacity in 2020. 0.8 staffing, as well as 0.2 English Language Proficiency / Flexible Funding were used to create this full time role. This was complemented with two bilingual SLSOs the school employed. In 2020 the school Learning and Support Team and English and Language Team combined to ensure more targeted approach in supporting English as an Additional Language or Dialect students in the classroom and in a withdrawal environment. The team worked to withdraw students for intensive English lessons in the morning sessions and tracked their progress on the progressions. In Term 3 a numeracy focus was established once a week to align with our school needs and to reach school targets. Two report interviews were scheduled, however due to Covid these had to be held over the phone. Families continued to provide positive feedback. In Term 3, the English as an Additional Language or Dialect / Learning and Support Team collaborated to ensure a stronger cross over between classroom teachers, support teaching staff and school learning and support officers. teaching staff. This will see the implementation of targeted students</p>

English language proficiency	\$141295	support program meetings in 2021.
Low level adjustment for disability	\$109061	<p>In 2020, Heaton Pubic School employed a teacher 4 days a week for the year to support the LaST. This was funded from the Literacy, Numeracy and Socio Economic Background funds. Throughout the year, this teacher supported all students across all stages. They worked alongside the LaST and EAL/D teacher to identify student needs, using the PLAN2 diagnostic assessments, the school's online data tracking system and through Learning and Support Team meetings. The teacher implemented programs in phonological awareness, Newman's analysis and individualised needs through PLSP's. This teacher assisted other classroom teachers to create learning walls for students to refer to during writing and number lessons. An increase in student results have been noted across the varying domains. Students have continued setting individualised learning goals within their classroom.</p>
Quality Teaching, Successful Students (QTSS)	\$33253	<p>In 2020, both Assistant Principals were provided with time off class each week to mentor and coach teachers within their team. This involved strong Personal Development Plans that were linked to the school's strategic directions and individual careers goals. Teachers were released from class and worked one-on-one with their supervisor. QTSS sessions were used for peer observations with feedback provided in a formal manner. The Assistant Principals worked with teachers on their team to improve programming techniques and to refine assessment. Strong mentoring has seen teachers become more confident in NESAs requirements and using data to inform their practice. Staff have also reported feeling supported by their supervisors and gave extremely positive feedback about supervision during the Covid Learning from Home period.</p>
Socio-economic background	\$123415	<p>In 2020, the school had a significant focus on setting high expectations for staff and students in an effort to raise both internal and external assessment results. Teachers were provided with opportunities twice a term to collaborate in stage teams. The Learning and Support Team and English as a Second Language or Dialect Team also worked together to assess students progress and target future learning across the school. Teachers were provided professional learning and time off class to review Scope and Sequences to ensure strategic planning maximised opportunities to embed key concepts in classrooms. There was a large focus on improving internal data tracking and teachers were provided professional learning on The Learning Progressions. The Executive Team and Aspiring Leaders collaborated to create a school wide interactive data tracking system. Every student across the school is now tracked from K-6 with this assessment</p>

Socio-economic background	\$123415	results moving with them across their schooling journey. All staff can access every student's data to target school improvement. Extra time was allocated for Learning & Support staff to be off class to support Personalised Learning Plan development, Cultural Groups and team teaching activities. 15 new laptops were purchased and all staff were provided with Surface Pros to support student learning.
Support for beginning teachers	\$14481	In 2020, Heaton P.S supported one beginning teacher in their teaching career. The teacher's supervisor supported this person in developing a plan, aligned to their PDP. This plan addressed areas of improvement, along with areas of interest to strengthen. The teacher chose a mentor from the staffing group and was released off class, on average, every three weeks a term from Term 2 to Term 4. Strong mentoring sessions ensured she obtained skills in CV writing and implementing sustainability projects throughout the school environment. This teacher also utilised the remaining beginning teacher funds to enrol in professional learning opportunities, related to behaviour management and child wellbeing. The teacher has indicated that she felt strongly supported throughout this year of teaching and has gained many valuable skills to continue the journey in the profession.
Targeted student support for refugees and new arrivals	\$21137	In 2020, the school utilised Targeted Support for Refugee funding to support students both in an intensive English withdrawal setting as well as providing in class support. The school employed bilingual SLSOs to support Arabic and Swahili speaking students. In Term 2, additional Bilingual Support was provided by the Government for COVID- 19 support, this was utilised to provide social academic support to our EAL/D community, via the "What's App", "Class Dojo", "Google Classroom" and ongoing regular phone welfare check ins.



Student information

Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	114	111	104	96
Girls	99	82	88	89

Student attendance profile

School				
Year	2017	2018	2019	2020
K	92.8	88.3	90.3	92.3
1	93	90.8	89.7	92.7
2	93.1	89.1	92.4	88
3	93.8	91.8	90.6	93.8
4	93.3	94.6	90.8	90.8
5	94.6	89.8	93.6	90.4
6	93.1	93.3	90.6	94
All Years	93.4	91	91.2	91.9
State DoE				
Year	2017	2018	2019	2020
K	94.4	93.8	93.1	92.4
1	93.8	93.4	92.7	91.7
2	94	93.5	93	92
3	94.1	93.6	93	92.1
4	93.9	93.4	92.9	92
5	93.8	93.2	92.8	92
6	93.3	92.5	92.1	91.8
All Years	93.9	93.4	92.8	92

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

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)	6.94
Literacy and Numeracy Intervention	0.32
Learning and Support Teacher(s)	0.7
Teacher Librarian	0.4
Teacher ESL	0.8
School Administration and Support Staff	2.02

*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, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2020, 3.7% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2020 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	6.30%
Teachers	3.30%	2.80%

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.

In 2020, an additional School Development Day was included at the start of Term 2 to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

In 2020, the school had major professional learning focuses around the 'What Works Best' document update, our Executive drove school wide data analysis from their training in 'Leading, Evaluation, Evidence and Data' and all staff were involved in Dylan Wiliam - Formative Assessment training.



Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2020 to 31 December 2020. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2020 Actual (\$)
Opening Balance	493,191
Revenue	2,481,265
Appropriation	2,407,646
Sale of Goods and Services	980
Grants and contributions	71,256
Investment income	782
Other revenue	600
Expenses	-2,464,452
Employee related	-2,111,091
Operating expenses	-353,361
Surplus / deficit for the year	16,813
Closing Balance	510,004

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.

	2020 Approved SBA (\$)
Targeted Total	103,980
Equity Total	388,997
Equity - Aboriginal	15,227
Equity - Socio-economic	123,415
Equity - Language	141,295
Equity - Disability	109,061
Base Total	1,564,729
Base - Per Capita	46,177
Base - Location	0
Base - Other	1,518,552
Other Total	108,906
Grand Total	2,166,611

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.

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.

2020 NAPLAN

As agreed by the Education Council, the National Assessment Program (or NAPLAN) did not proceed in 2020 due to the COVID-19 pandemic. This was to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

The Education Council also agreed to defer the full transition to NAPLAN Online from 2021 to 2022 and the continuation of current NAPLAN governance arrangements through 2021.



Parent/caregiver, student, teacher satisfaction

Parents rated the school above state average in all areas of two way communication.

89.7% of parents rated the support from home as 'outstanding' or 'very good' during the Learning from Home period.

Students and parents have provided a significant amount of feedback to staff around feeling valued and welcomed in the school.

85% of staff rated 'collaboration' as 'outstanding' during the Learning from Home Period and the other 15% rated collaboration as 'very good'.



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.

In 2020 our students were supported in the following ways:

- * Personalised Learning Plan development with students and families.
- * Sista and Bro Speak links with the Jesmond Campus of Callaghan College.
- * Authentic perspectives being embedded across all stage curriculum.
- * NAIDOC week celebrations in school.
- * Learning and Support targeted intervention in literacy and numeracy.
- * Leadership opportunities for students to present the Acknowledgement of Country at assemblies.
- * The Callaghan Education Pathways Aboriginal Education Team was supported by school staff to develop the vision 'Shared histories, empowered futures'.

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.

Heaton Public School has effective structures in place to connect with our diverse community. We know our community and work closely with them to support our high percentage of English as a Second Language or Dialect families.

In 2020 we conducted the following events:

- * Capoeira for our refugee students.
- * Harmony Day celebrations.
- * Targeted Learning and Support interventions to provide learning assistance.
- * Bi-lingual Student Learning Support Officers to enhance learning opportunities for our students.

* Wellbeing support for families during the Learning from Home period.

* Social worker support.

Other School Programs (optional)

In 2020, the following programs were offered to students:

* Drumming Groups

* Junior and Senior Dance Group

* Environmental Groups

* Gardening Club

* Capoeira Group

