

2020 Annual Report

Heckenberg Public School



4336

Introduction

The Annual Report for 2020 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.

School contact details

Heckenberg Public School

Jindabyne St

HECKENBERG, 2168

www.heckenberg-p.schools.nsw.edu.au

heckenberg-p.school@det.nsw.edu.au

9607 8672

Message from the principal

This annual report reflects the achievements, plans and processes that underpinned the school during 2020.

I would like to take this opportunity to thank the community for their unwavering support during lockdown. Our families were amazing and on behalf of the staff, I would like to thank them for being flexible during remote learning.

To our students, thank you for being remarkable. We have amazingly resilient students at Heckenberg PS and I have been fortunate to watch them learn and grow under challenging circumstances.

I would also like to acknowledge the wonderful staff at Heckenberg PS. They constantly go above and beyond to support our students and 2020 saw our teachers shine. They are amazing advocates of Public Education and I am very proud of the support they provided to our families and students.

School vision

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>

Self-assessment using the School Excellence Framework

Elements	2020 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.

Overall summary of progress

Professional Learning in 2020

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)
Through quality observations, co-teaching and collaboration, data has been collected in regards to quality pedagogical practices. 100% of teachers have been identified and using consistent quality teaching elements. This commitment to quality teaching led to stage 2 completing a research project with the University of Newcastle in regards to quality teaching and stage 2 leaders and teachers shared their positive findings with the school. This additional information further confirmed the high quality teaching practices at the school and helped our Situational Analysis for the next school plan.	Staffing Instructional Leader QTSS Support for teacher professional learning. Funding Sources: <ul style="list-style-type: none">Quality Teaching, Successful Students (QTSS) (\$19361.00)Early action for success (\$167335.50)

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)
In 2020 teachers across the school built their capacity through coaching and mentoring. 100% of staff completed at least 2 PDP goals related to quality teaching. In staff surveys, 94% of staff reported a positive learning culture at the school and felt they were supported to becoming improved practitioners. 89% of classroom teachers believed that executive staff (AP) had supported their learning through coaching and mentoring. 83% of staff believed there was an improvement in the consistency of pedagogy at the school and 90% of staff attributed the Instructional Leader as someone who had explicitly improve their teaching in 2020. The data collected from staff, alongside consistent student growth indicates that the bespoke professional learning model designed by staff at	Resources for this Strategic Direction are identical to "Process 1" with QTSS funding supporting teacher release to work on EAFS initiatives and professional learning. Funding Sources: <ul style="list-style-type: none">Quality Teaching, Successful Students (QTSS) (\$19361.00)Socio-economic background (\$30000.00)

Progress towards achieving improvement measures

Heckenberg PS is having an overwhelmingly positive effect on the quality of teaching at the school.

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

Evaluation	Funds Expended (Resources)
The school undertook a large situational analysis of reading data to coincide with the new school plan and the retirement of L3. Highlights included a decrease from 88% to 41% of students being "at risk" with their reading achievement showing impact of additional LaST and interventions from our reading projects in semester 2. Our Year 2 and 3 data showed that approximately 75% of our students are on track with their reading when assessed against the learning progressions and that school based initiatives continue to lead to academic growth. Currently our K-2 growth is measured at "excelling" and from 3-5 "sustaining and growing". In 2021 the school aims to improve our results across the top 2 bands in NAPLAN.	Funding source relates to the use of an EAFS Instructional Leader

Next Steps

The school participated in a situational analysis to prepare for the 2021-2024 school plan and collected data that suggested that the school's teaching and learning programs were based on a range of consistent evidence based practices. The school continues to show exceptional student growth from years K-3 and the school is committed to developing improved strategies to support students from 3-6. A key component of our next steps will be the implementation of the High Potential, Gifted Education policy where the school will be looking to drive improved growth across 3-6 as well as improving the number of students reaching the top 2 bands in NAPLAN.

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>TTFM data consistently demonstrates an improvement of Positive Behaviours at school. Suspension data continues to fall as a direct result of teacher quality and executive support. The school consistently gains data in the TTFM surveys of over 90% of students having a sense of belonging and internal data suggests that students feel valued, known and cared for at school. The school continues to drive improvements in this area through whole school PBL strategies.</p> <p>The teaching staff of the school continued to support the community through the variety of COVID lockdown measures and in 2021 will continue to support a variety of wellbeing measures to support the community.</p>	<p>- Casual relief for data collection and programming.</p> <p>Funding Sources:</p> <ul style="list-style-type: none">• Socio-economic background (\$1000.00)

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>The STEM program has been a wonderful addition to our school. In 2020, even during the Pandemic, we were able to establish a STEM room with the latest technology for our students to use. Two staff members participated in professional learning across a network of local schools for 10 weeks will build the rest of the staff's capacity in 2021.</p> <p>All students have used the STEM room in 2020 and the school is investigating ways to assess and explicitly teach creative and critical thinking. By the end of 2020, the school has investigated research by ACER in relation to equipping teachers with the tools to assess and teach general capabilities, has reviewed SOLO Taxonomy as a tool to improve teachers and students to engage in deep learning and plans to self assess our students in 2021 against ACARA's Critical and Creative Thinking learning continuum.</p> <p>The school has excellent engagement with external agencies and plans to re-engage in 2021 to improve access to engagement for our students to improve overall student and community wellbeing.</p>	<p>School's Plus Grant = \$30,000</p>

Progress towards achieving improvement measures

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

Evaluation	Funds Expended (Resources)
<p>Many programs were cancelled in 2020 for the students of Heckenberg PS. However, with 2021, being a year where restrictions will lift and vaccinations will occur, we have committed to a number of additional programs to ensure our students have access to high quality programs. These include: The re-introduction to PSSA, Musica Viva 3 year program, Bell Shakespeare Gifted and Talented Program, Tournament of the Minds.</p> <p>Of the one program we were able to run in 2020, 20 students with talent and potential in art, worked with the Casula Powerhouse for a 10 week program, learning and creating artistic works. 100% of students enjoyed the program and the Casula Powerhouse continues to become a source of additional opportunities for our students. The school intends to leverage external organisations to support our students into the future.</p>	<p>Teacher release for professional learning and supervision of the creative arts program</p> <p>Funding Sources:</p> <ul style="list-style-type: none">• Socio-economic background (\$5000.00)

Next Steps

COVID severely impacted this strategic direction with only the STEM project and Creation Station being available to students. The school has a long history of providing extra curricular and enrichment programs that meet the varying needs of our learners. The school has already booked and planned for a variety of programs in 2021. This includes partnerships with School's Plus, Bell Shakespeare and Musica Viva.

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.

Overall summary of progress

Community Hub

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)
The school is part of the Community Hubs Australia program, a federal initiative that supports school communities. This program is the backbone of our parent and community engagement. The school utilised the Hub by employing a teacher to work in a community liaison role. This supported our families during lockdown and COVID enforced isolation.	Community Hub Grant - \$30,000 Funding Sources: <ul style="list-style-type: none">• Socio-economic background (\$25000.00)

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

Evaluation	Funds Expended (Resources)
This was a challenging process to achieve in 2020. Data collected from parents for our situational analysis was positive with over 90% of parents satisfied with the relationship between school and home. However, with parents off site for 2020, it was difficult to improve engagement in school events, an area that we are trying to improve on.	Communication Methods - Social Media, letters, phone calls to support during lockdown.

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

Evaluation	Funds Expended (Resources)
The school in 2020 was able to develop a range of relationships with external agencies and organisations that have benefited our school. The school has utilised Speech Pathologists from Liverpool Hospital, Psychologists from Karitane, and music tutors from Musica Viva. In fact, Musica Viva will be continuing in 2021 and 2022 and Karitane will be using our school in 2021 as a hub for community support once or twice a week. The school has a range of organisations that use our school as a driver of community support. We are very proud of the amount of external agencies available to support our students.	

Next Steps

This area of our school is an area that we are very proud of. The school continues to go above and beyond to support our students and wider community. In 2021 the school has confirmed relationships with Liverpool Hospital, Karitane, Musica Viva, School's Plus and Bell Shakespeare. These programs and initiatives aim to support the wellbeing and academic skills of our students. Coupled with the Community Hub, our school continues to support the wider 2168 community with care, skill and expertise.

Key Initiatives	Resources (annual)	Impact achieved this year
<p>Aboriginal background loading</p>	<p>Funding Sources:</p> <ul style="list-style-type: none"> Aboriginal background loading (\$10 791.00) 	<p>Questions: How have we increased cultural and academic pursuits for our Indigenous students.</p> <p>Data: Cultural courses: In 2020, the plan was to provide opportunities to participate in a 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 in term 1 and Aboriginal Education plans were completed. Due to COVID a variety of programs were cancelled and postponed. We were able to complete one large activity in term 4, where Aboriginal students built a large bush tucker garden with an Aboriginal artist and members of the Australian Botanic Garden. This linked to our NAIDOC celebrations that were completed in term 4.</p> <p>Implications: 2020 was a difficult year for students to connect with culture. The school is committed to developing a relationship with the AECG again in 2021 and working alongside that organisation and our families to reinvigorate Aboriginal Education post Covid.</p>
<p>English language proficiency</p>	<p>Funding Sources:</p> <ul style="list-style-type: none"> English language proficiency (\$56 462.00) 	<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 learners. In 2021 we will be supporting additional teachers to build their capacity in EALD education and leveraging the new</p>

<p>English language proficiency</p>	<p>Funding Sources:</p> <ul style="list-style-type: none"> English language proficiency (\$56 462.00) 	<p>EALD Liverpool Network Coordinator to run professional learning for the whole staff.</p>
<p>Low level adjustment for disability</p>	<p>Funding Sources:</p> <ul style="list-style-type: none"> Low level adjustment for disability (\$60 123.00) 	<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. During Covid, LAST teachers provided differentiated learning activities for students to complete at work and home. Unfortunately, our work with Speech Pathologists and other outside agencies was postponed.</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. The school has continued to identify students who require additional support and the school has increased its funding support allocation by 45% in 2020. As students settle back into schooling post covid, the school is conscious of ensuring targeted students are provided additional support.</p>
<p>Quality Teaching, Successful Students (QTSS)</p>	<p>Funding Sources:</p> <ul style="list-style-type: none"> Quality Teaching, Successful Students (QTSS) (\$38 722.00) 	<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 quality teaching project and our customised professional learning program led by the Instructional Leader.</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. The 2020 Professional learning model has continued to drive student achievement and teacher quality.</p> <p>Implications: QTSS is used as a valuable resource at Heckenberg PS. In 2020, staff indicated that having QTSS embedded into</p>

<p>Quality Teaching, Successful Students (QTSS)</p>	<p>Funding Sources: <ul style="list-style-type: none"> Quality Teaching, Successful Students (QTSS) (\$38 722.00) </p>	<p>our timetable supported their ability to plan for and implement effective teaching and learning programs. Due to COVID, our professional learning model needed to change in line with safety measures in place and the leadership team is conscious of providing additional support in 2020 to ensure staff are continuing reflecting on their practice to support student achievement,</p>
<p>Socio-economic background</p>	<p>Funding Sources: <ul style="list-style-type: none"> Socio-economic background (\$481 765.00) </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>In 2020, our additional staff were available to support students with online and remote learning and when students were back at school, our additional staff members were able to support the wellbeing and academic needs of our students. Our Situational Analysis data from teacher's student's and the community, overwhelmingly support the programs that are financed through our equity funds.</p> <p>Implications: There is a direct correlation between the support students receive at Heckenberg PS and their academic and social success. With a FOEI of approximately 180 over the last few years, 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 2021 will include strategies to support our new School Plan targets.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	105	98	94	103
Girls	110	117	113	105

Student attendance profile

School				
Year	2017	2018	2019	2020
K	91.1	91.7	90.7	87
1	93.2	84.6	89.4	91.5
2	91.6	90.4	87.8	88.6
3	93.4	91.9	89	90.9
4	89.6	89.1	88.7	87.9
5	89.9	88.8	90.8	86.7
6	91.2	90.1	89.2	90.7
All Years	91.4	89.8	89.5	89
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)	8.43
Literacy and Numeracy Intervention	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, 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.

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	617,576
Revenue	3,250,242
Appropriation	3,143,109
Sale of Goods and Services	15,142
Grants and contributions	91,215
Investment income	676
Other revenue	100
Expenses	-3,482,380
Employee related	-3,025,214
Operating expenses	-457,166
Surplus / deficit for the year	-232,137
Closing Balance	385,439

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	59,418
Equity Total	762,279
Equity - Aboriginal	10,791
Equity - Socio-economic	481,765
Equity - Language	56,462
Equity - Disability	213,260
Base Total	1,762,275
Base - Per Capita	49,784
Base - Location	0
Base - Other	1,712,491
Other Total	469,373
Grand Total	3,053,345

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

As part of the school's situational analysis for the 2021-2024 School Plan. The school surveyed 60 parents via phone in relation to parent satisfaction. The results were overwhelmingly positive.

93% of parents believed that the school had high expectations of their students.

97% of parents indicated that the school valued the wellbeing of their children.

89% of parents indicated that their children had positive relationships with the majority of their peers.

97% of parents indicated that their children had a positive relationship with teachers at the school.

100% of parents indicated that the school met the needs of their children.

97% of parents were overall, highly satisfied with the school.

The school was proud of their achievements. For 2021, data suggested that parents would like to be contacted more by their child's classroom teacher once COVID restrictions were lifted.

Teachers were also surveyed extensively.

As reported previously in the Annual Report, staff have sense of support from the school, where the learning culture is primed for improving teacher quality. Teachers believed (87% that the executive team is supportive in the area of improving teacher capacity) and 100% of staff agreed and/or strongly agreed that the Principal was supportive. Overall, data indicates that staff are supported and enjoy working at Heckenberg PS.

Due to COVID, students completed the Tell Them From Me Survey but were unable to complete additional surveys in 2020. Historically, students have a high level of belonging at our school and our 2021-2024 negotiated target is 98% of students indicating positive wellbeing. Students have discussed an area of improvement to "student voice" and in 2021 the school aims to create a parliament program to develop leadership opportunities for students as well as promoting authentic student voice. This will coincide with our continuation of the Children's Parliament initiative.

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.