

# 2021 Annual Report

Herons Creek Public School

## 3MAPS



Four Schools, One Destination,  
**Quality Education**

2157

## Introduction

The Annual Report for 2021 is provided to the community of Herons Creek Public School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the Strategic Improvement 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

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Herons Creek Public School

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## School vision

In partnership with our communities, 3MAPS staff and students are empowered by high expectations, a focus on personalised learning and a strong sense of belonging. Our schools remain committed to continuous improvement and delivering opportunities for every student to become a successful, self-directed learner and a confident, collaborative and compassionate citizen.

**Three Mountains Alliance Public Schools (3MAPS) - Four Schools, One Destination; Quality Education.**

## School context

The Three Mountains Alliance Public Schools (3MAPS) is a strategic collaboration between the small rural schools of Hannam Vale, Johns River and Herons Creek and Moorland, each located on the Mid North Coast of NSW between Taree and Port Macquarie. The alliance, initially established in 2016, has developed into a strong, practical and productive partnership that provides opportunities for staff, students and community to collaborate and expand their schooling experiences. There is a culture of trust and mutual respect within and across 3MAPS schools; a foundation that supports our motivation and capacity to work together.

In 2021, 77 students are known, valued and cared for across the four schools, with 20% identifying as Aboriginal. 3MAPS students come from a range of socio-economic backgrounds and contexts, but each of our schools has a common family orientated culture that values a personalised student-focused approach to learning. Our learning environments, comprised of multi-stage classes in each school are warm, inclusive and valued by our communities. 3MAPS has a practical focus on supporting health and wellbeing. Staff and students are committed to Positive Behaviour for Learning (PBL) and sustaining a nurturing, productive culture by modelling, teaching and reinforcing behaviours that align with our core values: Be Respectful, Be Responsible, Be a Learner and Work as a Team. Extra-curricular opportunities are provided in each school, including Kitchen Garden programs. Student access to sporting, cultural, STEM and social experiences are expanded via 3MAPS gatherings, excursions and camps. In this way, 3MAPS students and staff experience the dual benefits of a small, familiar setting and programs that are only possible with larger student numbers.

The 2021-2024 3MAPS School Improvement Plan (SIP) was collaboratively developed after each school completed a comprehensive data-driven situational analysis. Through rigorous analysis and in consultation with staff, our school communities and departmental expertise, we identified Strategic Directions that seek improvements in teaching, learning and leading. NAPLAN gap analysis, triangulated with internal school data informed the development of system-negotiated targets in reading and numeracy. There is a strong commitment to improving our use of data-driven practices to maximise literacy and numeracy outcomes for every student, understanding that this will support their success in all areas of schooling and beyond. Our strategic directions are informed by research and evidence-based best practice. 3MAPS maintains a strong focus on quality teaching and supporting our learners via personalised learning, explicit teaching and quality feedback.

3MAPS maintains high expectations and a commitment to continuous improvement. We pool physical, financial and human resources strategically and provide expanded opportunities for professional development that would be otherwise unattainable in an isolated small school setting. Collaborative professional learning and reflective practice remain our core mechanisms for achieving measurable and sustainable improvements in teaching and learning.

## 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 Strategic Improvement Plan and annual report.

Our self-assessment process will assist the school to refine our Strategic Improvement 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	2021 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	Delivering
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	Delivering

## Strategic Direction 1: Student growth and attainment

### Purpose

To maximise reading and numeracy outcomes for every student, all staff will expertly use data to understand the learning needs of individual students, set aspirational learning goals and inform responsive teaching practice.

### Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Data driven practice
- Responsive teaching

### Resources allocated to this strategic direction

Professional learning: \$3,806.00

### Summary of progress

Our focus for 2021 was on the use of highly effective teaching practices to improve fluency when reading, vocabulary and additive strategies. Focusing on High Impact Professional Learning, teachers were guided through the process of developing consistent evidence-informed practices across K-6 and used short formative assessments to identify the point of need with student learning based on the Progressions.

Professional dialogue on teaching strategies drawn from the evidence-base was a focus in staff feedback meetings to ensure student learning was at the forefront of all practices and these practices were targeted at student need. Teachers used student data to plan and embed quality practices into their everyday teaching, and as a result, adapted teaching and learning programs to reflect this.

Differentiated support across 3MAPS, in the form of coaching and mentoring, has been provided for staff at their point of need.

As a result student learning outcomes have been tracked through the collection and analysis of assessment data through PLAN2, Check in assessments and Essential Assessments and have shown improvement across the board. This has been shared with all stakeholders.

Next year in this initiative we will work with staff and newly appointed 3MAPS Assistant Principal Curriculum and Instruction to continue focusing on effective teaching practices to improve additive strategies, multiplicative strategies in Numeracy and fluency, vocabulary and spelling for Literacy.

### Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
Reading - more than 60% of students in Years 3 and 5 achieve in the <i>top two bands</i> in NAPLAN Reading.	• An increased percentage of students achieved in the top two bands for reading. Due to the small size of the cohort accurate/actual percentages cannot be reported. Individual student progress is reported directly to parents and carers throughout the year.
Numeracy - more than 60% of students in Years 3 and 5 achieve in the <i>top two bands</i> in NAPLAN Numeracy.	• An increased percentage of students achieved in the top two bands for numeracy. Due to the small size of the cohort accurate/actual percentages cannot be reported. Individual student progress is reported directly to parents and carers throughout the year.
70% of Year 5 students achieve or exceed <i>expected growth</i> in NAPLAN in Reading and Numeracy.	• The proportion of Year 5 students achieving expected growth in NAPLAN numeracy & reading has increased. Due to the small size of the cohort accurate/actual percentages cannot be reported. Individual student progress is reported directly to parents and carers throughout the year.

<p>School self-assessment (SEFSaS) in the elements of <b>'Data skills and use'</b> moves towards <i>Sustaining and Growing</i> in theme areas of <i>'Data Analysis'</i> and <i>'Data use in Teaching'</i> &amp; <b>'Assessment'</b> in the theme areas of <i>'Formative assessment'</i>, <i>'Student Engagement'</i> &amp; <i>'Summative assessment'</i></p>	<p>Self-assessment against the School Excellence Framework in the elements of <b>'Data skills and use'</b> in theme areas of <i>'Data Analysis'</i> and <i>'Data use in Teaching'</i> &amp; <b>'Assessment'</b> in the theme areas of <i>'Formative assessment'</i>, <i>'Student Engagement'</i> &amp; <i>'Summative assessment'</i> shows the school currently performing at <i>Sustaining and Growing</i>.</p>
<p>School self-assessment (SEFSaS) in the element of <b>'Curriculum'</b> improves to <i>Sustaining and Growing</i> in the theme areas of <i>'Teaching and Learning Programs'</i> &amp; <i>'Differentiation'</i>.</p>	<p>Self- assessment against the School Excellence Framework in the element of <b>'Curriculum'</b> in the theme areas of <i>'Teaching &amp; Learning Programs'</i> &amp; <i>'Differentiation'</i> shows the school currently performing at <i>Sustaining &amp; Growing</i>.</p>

## Strategic Direction 2: High Expectations Learning Culture

### Purpose

To optimise learning progress for all students, we will promote a whole school community culture of high expectations and ensure that all students have access to the most effective evidence-based *explicit teaching* methods and feedback.

### Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Visible Learning and Feedback
- Effective Learning Partnerships

### Resources allocated to this strategic direction

### Summary of progress

Our focus for 2021 was on promoting school attendance. This involved embedding systems for the regular collection and monitoring of accurate attendance data. Designing, monitoring and evaluating whole school programs, including Positive Behaviour for Learning (PBL) initiatives to promote and reinforce positive attendance patterns that support individual students and their families to deliver measurable improvements in their attendance.

As a result all staff are aware of and implemented DoE and school based policy and procedure to promote, support and monitor student attendance. Despite the impact of covid disruption on attendance internal data and observations indicates consistent improved attitudes towards attendance. Parent partnerships are supporting positive attendance patterns as well as the whole school incentives and celebrations. Some of our attendance data has been inconsistent but this is due to covid disruptions.

Next year our focus will be consolidating established processes and continuing our five weekly data check in with subsequent intervention programs to support any identified attendance concerns. We will also focus more broadly on whole school well being strategy.

### Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
Increase the percentage of students attending more than 90% by 0.5-1%	The number of students attending greater than 90% of the time or more has increased by 33%
Self- evaluation (SEF-SaS) indicates that the school is <i>Sustaining &amp; Growing</i> in the elements of <b>Learning Culture</b> in the theme areas of 'High expectations' & 'Attendance' & <b>Effective Classroom Practice</b> in the theme areas of 'Explicit Teaching' & 'Feedback' as identified in our 2020 SEF-SaS	Self- evaluation against the School Excellence Framework shows the school currently performing at <i>Sustaining &amp; Growing</i> in the elements of <b>Learning Culture</b> in the theme areas of 'High expectations' & 'Attendance' & <b>Effective Classroom Practice</b> in the theme areas of 'Explicit Teaching' & 'Feedback'.
Self- evaluation (SEF-SaS) indicates that the school is working towards <i>Sustaining &amp; Growing</i> in the element of <b>Educational Leadership</b> with a focus on the theme 'Performance management and development' & 'Instructional Leadership' as identified in our 2020 SEF-SaS.	Self- evaluation against the School Excellence Framework shows the school currently performing at <i>Sustaining &amp; Growing</i> in the elements of <b>Educational Leadership</b> with a focus on the themes 'Performance management and development' & 'Instructional Leadership'

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$23,547.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Herons Creek Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to assist students with additional learning needs</li> <li>• employment of staff to provide additional support for students who have high-level learning needs</li> <li>• intensive learning and behaviour support for funded students</li> </ul> <p><b>The allocation of this funding has resulted in:</b> The allocation of this funding has resulted in all eligible students demonstrating progress towards their personalised learning goals. All PLSP's were regularly updated and responsive to student learning needs and progress ensuring eligible students receive personalised learning and support within their classroom environment.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> After evaluation, the next steps to support our students with this funding will be to formally incorporate integration funding decision making into the learning and support team meeting agenda to ensure funding use is regularly reviewed. The use of integration funding will be adjusted throughout the year in response to student PLSP reviews to ensure funding is used to specifically address each student's support needs.</p>
<p>Socio-economic background</p> <p>\$30,860.35</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Herons Creek Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to implement Quick Smart Numeracy, Multi-Lit &amp; Mini-Lit Literacy, Seasons for Growth and Zones for Regulation (Behaviour and Well Being ) to support identified students with additional needs</li> </ul> <p><b>The allocation of this funding has resulted in:</b> On going formative assessment followed by targeted literacy and numeracy programs for identified students performing below the expected level for their stage. This intensive approach has resulted in improved engagement in learning and improved student outcomes. Evidence can be seen in a combination of reading assessment, teacher observations and Check in Assessment data. All of these identified students showed significant growth in term 4 2021 Check in Assessment. All students in Stage 1-Stage 3 have completed the Seasons for Growth program and continue to show increased resilience and coping strategies.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Design, monitor and evaluate individualised supports for targeted students for literacy, numeracy and wellbeing using evidenced programs of Minilit, Macqlit, Quicksmart and Seasons for Growth.</p>



<p>Aboriginal background</p> <p>\$8,721.74</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Herons Creek Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to implement Quick Smart Numeracy, Multi-Lit &amp; Mini-Lit Literacy, Seasons for Growth and Zones for Regulation (Behaviour and Well Being ) to support our Aboriginal students.</li> <li>• staffing release to support development and implementation of Personalised Learning Plans</li> </ul> <p><b>The allocation of this funding has resulted in:</b> All of our Aboriginal students accessing these evidenced based programs have shown growth in their numeracy and literacy skills as evidenced in internal and external assessment measures. Students supported in Seasons for Growth and Zones for Regulation programs have shown and continue to show growth in their ability to monitor and self regulate their behaviours and shown increased resilience and coping strategies. These programs have been evaluated and will continue to support our Aboriginal students in 2022.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Ongoing monitoring of student progress, review of targets and development of teaching and personalised learning plans to ensure student progress. The facilitation of the BROSPEAK program to assist our Aboriginal boys to become strong in their hearts, proud of their identity and solid in their community, focused on high expectations and high achievement and connected to their Aboriginal culture.</p>
<p>Low level adjustment for disability</p> <p>\$27,780.70</p>	<p>Low level adjustment for disability equity loading provides support for students at Herons Creek Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• targeted students are provided with an evidence-based intervention Quick Smart Numeracy, Multi-Lit/Mini-Lit Literacy and Seasons for Growth &amp; Zones for Regulation (behaviour and well being) to increase learning outcomes</li> </ul> <p><b>The allocation of this funding has resulted in:</b> On going formative assessment followed by targeted literacy and numeracy programs for identified students performing below the expected level for their stage. This intensive approach has resulted in improved engagement in learning and improved student outcomes. Evidence can be seen in a combination of reading assessment, teacher observations and Check in Assessment data. All of these identified students showed significant growth in term 4 2021 Check in Assessment. All students in Stage 1-Stage 3 have completed the Seasons for Growth program and continue to show increased resilience and coping strategies.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p>

<p>Low level adjustment for disability</p> <p>\$27,780.70</p>	<p>Design, monitor and evaluate individualised supports for targeted students for literacy, numeracy and wellbeing using evidenced programs of Minilit, Macqlit, Quicksmart and Seasons for Growth.</p>
<p>Location</p> <p>\$1,106.59</p>	<p>The location funding allocation is provided to Herons Creek Public School to address school needs associated with remoteness and/or isolation.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this operational funding include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to implement Quick Smart Numeracy, Multi-Lit &amp; Mini-Lit Literacy, Seasons for Growth and Zones for Regulation (Behaviour and Well Being ) to support identified students with additional needs</li> </ul> <p><b>The allocation of this funding has resulted in:</b> On going formative assessment followed by targeted literacy and numeracy programs for identified students performing below the expected level for their stage. This intensive approach has resulted in improved engagement in learning and improved student outcomes. Evidence can be seen in a combination of reading assessment, teacher observations and Check in Assessment data. All of these identified students showed significant growth in term 4 2021 Check in Assessment. All students in Stage 1-Stage 3 have completed the Seasons for Growth program and continue to show increased resilience and coping strategies.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Continue to design, monitor and evaluate individualised supports for targeted students for literacy, numeracy and wellbeing using evidenced programs of Minilit, Macqlit, Quicksmart and Seasons for Growth.</p>
<p>Professional learning</p> <p>\$5,942.00</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Herons Creek Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Responsive teaching</li> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• Professional Learning Literacy- Vocabulary and Fluency</li> <li>• Professional Learning Numeracy- Additive &amp; Multiplicative Strategies</li> </ul> <p><b>The allocation of this funding has resulted in:</b> An increased capacity of all teachers to embed effective practices in explicit teaching of reading fluency and vocabulary and numeracy additive and multiplicative resulting in improved internal student results.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Personalised and targeted professional learning in the form of mentoring and co-teaching, utilising our newly appointed Assistant Principal of Curriculum.</p>
<p>Literacy and numeracy</p> <p>\$3,129.59</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Herons Creek Public School from Kindergarten to Year 6.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan</b></p>

<p>Literacy and numeracy</p> <p>\$3,129.59</p>	<p><b>including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• resources to support the quality teaching of literacy and numeracy</li> <li>• updating reading resources to meet the needs of students</li> <li>• purchasing of literacy resources such as quality picture books for guided and shared instruction</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Decodable readers purchased to compliment our literacy program for K-3.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Personalised and targeted professional learning in the form of mentoring and co-teaching, utilising our newly appointed Assistant Principal of Curriculum.</p>
<p>QTSS release</p> <p>\$4,821.07</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Herons Creek Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• All teaching staff participate in at least one 3MAPS Collaborative Planning workshop days per term lead by the Instructional Leader to form a professional learning community and develop their understanding of English and Maths syllabus expectations, learning progressions sub elements and assessment tools such as rubrics.</li> </ul> <p><b>The allocation of this funding has resulted in:</b> The teacher survey results are showing evidence of increased collaborative practices across the 3MAPS teacher network. Close Reading approach is being used effectively in classrooms.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> These funds will be used in 2022 to increase our 3MAPS APCI position to a full time 1.0 position working across all schools.</p>
<p>COVID ILSP</p> <p>\$42,367.30</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2021.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• Covid ILSP (0.1) combined with additional school operational funds to finance additional teacher time and create a 2 class model (K-2, 3-6) during Literacy and Numeracy teaching blocks Monday-Friday. This enables targeted, small group explicit teaching instruction across all stages.</li> </ul> <p><b>The allocation of this funding has resulted in:</b> All of our students achieving significant progress towards their personal learning goals, all students achieving growth in additive strategies and multiplicative strategies as evidenced in Term 4 Check-in assessment and all students achieved growth in reading in the sub elements of fluency and</p>

<p>COVID ILSP</p> <p>\$42,367.30</p>	<p>understanding text as captured in PLAN2.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b>          To continue the implementation of literacy and numeracy small group explicit instruction facilitated by a two class model using data sources to identify specific student need. The school learning and support processes involve regular monitoring of students providing additional support for some students to continue to meet their personal learning goals will be a priority.</p>
<p>Per capita</p> <p>\$6,655.95</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students at Herons Creek Public School</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this operational funding include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to implement Quick Smart Numeracy, Multi-Lit &amp; Mini-Lit Literacy, Seasons for Growth and Zones for Regulation (Behaviour and Well Being ) to support identified students with additional needs</li> </ul> <p><b>The allocation of this funding has resulted in:</b>          On going formative assessment followed by targeted literacy and numeracy programs for identified students performing below the expected level for their stage. This intensive approach has resulted in improved engagement in learning and improved student outcomes. Evidence can be seen in a combination of reading assessment, teacher observations and Check in Assessment data. All of these identified students showed significant growth in term 4 2021 Check in Assessment.          All students in Stage 1-Stage 3 have completed the Seasons for Growth program and continue to show increased resilience and coping strategies.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b>          Design, monitor and evaluate individualised supports for targeted students for literacy, numeracy and wellbeing using evidenced programs of Minilit, Macqlit, Quicksmart and Seasons for Growth.</p>

## Student information

### Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	13	13	12	13
Girls	15	11	15	10

### Student attendance profile

School				
Year	2018	2019	2020	2021
K	97.7	87	91.2	80.8
1	91.9	91.8	96.3	85.3
2	94.3	92.9	95.7	95.2
3	90.3	93.3	91.1	91.9
4	86.3	87	94.7	83.6
5	82.5	80.5	90.6	89.9
6	87.5	87.3	89.6	89.9
All Years	89.1	88.6	92.1	86.6
State DoE				
Year	2018	2019	2020	2021
K	93.8	93.1	92.4	92.8
1	93.4	92.7	91.7	92.7
2	93.5	93	92	92.6
3	93.6	93	92.1	92.7
4	93.4	92.9	92	92.5
5	93.2	92.8	92	92.1
6	92.5	92.1	91.8	91.5
All Years	93.4	92.8	92	92.4

### Attendance

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 2020. 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.

Attendance figures in 2021 were calculated differently to align with the third edition of ACARA's National Standards for Student Attendance Data and Reporting. Changes include treating partial absences over 120 minutes as a half day absence (instead of their actual value, calculated as a proportion of a nominal 6-hour day) and covers all weeks during Semester 1. Prior to 2021, the final week of Term 2 was excluded.

Furthermore, the Department implemented an automated attendance feed (AAF) system in Semester 1 2021. AAF transfers data automatically from third-party attendance management systems to the Department's centralised data warehouse every night. The AAF has significantly improved data quality in 2021, which has affected data comparability with previous years.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2021, COVID-19 continued to affect student attendance. Analysis of attendance codes showed a change in the structure of absence reasons in 2021.

## Management of non-attendance

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

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

## Workforce information

### Workforce composition

Position	FTE*
Principal(s)	1
Classroom Teacher(s)	0.67
Learning and Support Teacher(s)	0.2
Teacher Librarian	0.08
School Administration and Support Staff	0.7

\*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 2021, 4.3% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

### Workforce ATSI

Staff type	Benchmark <sup>1</sup>	2021 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
School Support	3.30%	4.40%
Teachers	3.30%	3.20%

Note 1 - The NSW Public Sector Aboriginal Employment Strategy 2019-2025 takes a career pathway approach in that it sets an ambitious target of 3% Aboriginal employment at each non-executive grade of the public sector by 2025.

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 2021 to 31 December 2021. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2021 <b>Actual</b> (\$)
<b>Opening Balance</b>	6,284
<b>Revenue</b>	649,710
Appropriation	635,209
Grants and contributions	13,692
Investment income	9
Other revenue	800
<b>Expenses</b>	-653,335
Employee related	-552,420
Operating expenses	-100,916
<b>Surplus / deficit for the year</b>	-3,625
<b>Closing Balance</b>	2,659

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

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

	2021 <b>SBAR Adjustments (\$)</b>
<b>Targeted Total</b>	23,547
<b>Equity Total</b>	67,363
Equity - Aboriginal	8,722
Equity - Socio-economic	30,860
Equity - Language	0
Equity - Disability	27,781
<b>Base Total</b>	401,661
Base - Per Capita	6,656
Base - Location	1,107
Base - Other	393,899
<b>Other Total</b>	26,351
<b>Grand Total</b>	518,922

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](https://myschool.edu.au) to access the school data.

## Parent/caregiver, student, teacher satisfaction

Informal discussions with parents suggest that families feel a positive connection with the school and report high levels of satisfaction with the schools programs and operations. They value learning opportunities offered at the school including our Kitchen Garden Program and Smiling Minds. Families cite the schools focus on each student's individual needs and interests as a significant asset. Families, staff, students and the wider community identify the school to be inclusive, safe, proud and creative. They feel the school enjoys a positive reputation within it's community.

Families have suggested an exploration of well being as a school focus and a desire to promote the school across the wider community to attract additional students, resources and sustain the schools positive reputation.

The school enjoys a positive relationship with a cohesive, highly engaged and productive P&C, comprised of past and present families and community members. The P&C's capacity to fund raise and actively engage with school staff and volunteering at 3MAPS and school events was reduced as a result of Covid-19. Our P&C look forward to recommencing their close relationship with the school and within our 3MAPS schools as restrictions ease.

A need to include 'student voice' mechanisms and gain student perspectives on a range of issues including their learning, their environment, their well being and expectations has been identified.

# Policy requirements

## Aboriginal Education Policy

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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

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

## Multicultural Education Policy

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Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is 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.