

2021 Annual Report

Heaton Public School



Heaton

PUBLIC SCHOOL

4129

Introduction

The Annual Report for 2021 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 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.

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Message from the principal

2021 was another year filled with a range of challenges due to the ongoing pandemic, however, there were many highlights throughout the year. I would like to thank our entire community for the way they continued to come together in the face of such disruption. The community, our staff and students went above and beyond during the 'Learning from Home' period. Online learning was refined in 2021 after the lessons learned from the first lock down during 2020. The school provided technology to be used at home. Students used Google Classroom, See Saw and learning packs to learn during this period.

The school went through major community consultation around a new logo and uniform design during 2021. The process was extremely powerful and was aimed at creating continuous improvement. We were also fortunate enough to complete significant upgrades to our playground facilities, classroom, and outdoor speaker systems.

The school's NAPLAN growth was above similar school groups and state average and our 'Value Add' was the best it has been in 9 years.

Whilst it was a disrupted year due to Covid we created wonderful, varied learning opportunities for our students.

Andrew Hilton

Proud Principal of Heaton Public School.

Message from the students

2021 was a great year at Heaton, even though we had long 'Learning From Home' periods. We used Google Classroom during this time to work and connect with our friends and teachers. All of the students in our school had the opportunity to help design the new school logo and uniform colours. This process was led by our Student Parliament and school leaders. The new school playground was under construction which meant there were some changes to the spaces we could use in the school. Some of our sporting events were cancelled, however, the different experiences of 2021 still made our school an awesome place to be.

Sulaiman & Alexis (2022 School Captains)

School vision

We nurture and inspire every child to dream big.

School context

Heaton Public School is located 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. The school has a FOEI index of 136. The school enrolment as at January 2021 is 170 students. Students come from a wide range of socio-economic backgrounds with 11% of students identified as Aboriginal and Torres Strait Islander and 61% from an English as an Additional Language or Dialect (EAL/D) background. Our local area is a vibrant multi-cultural community and Heaton Public School is a truly multi-cultural school. The school enjoys strong links with the Heaton P&C, the local Muloobinbah AECG, and the school is represented in the Callaghan Education Pathways Aboriginal Education Team (CEPAET).

Our school provides a range of high quality extra-curricular opportunities including Sport, Debating, Environmental Sustainability and Creative and Performing Arts, Dance, Drumming and Choir, supporting the diverse cultural groups represented across the school. The school culture is based on the values of learning together with Respect, Responsibility and Inclusion. We have a strong wellbeing program that is consistent across the school, where every student is Ready to Learn.

The whole school community, involving students, staff, parents, and the local AECG Muloobinbah, were consulted in a thorough situational analysis followed by the development of the Strategic Improvement Plan.

Through our Situational Analysis, we have identified a need to embed school-wide practices that focus on personalised learning, one-on-one conferencing and aspirational target setting for all students. A strong emphasis will be placed on exemplary attendance practices and our school-wide wellbeing initiatives will be enhanced and driven across the school with enthusiasm. The success of all students will be celebrated and shared with our community.

The school will continue to develop authentic collaboration and team-teaching opportunities to enhance pedagogy and target student learning at point of need. Learning and Support teachers, English as a Second Language or Dialect teachers and Student Learning & Support Officers will consult regularly with classroom teachers and the Executive to analyse data and collaboratively program to ensure every student is catered for, in order to maximise their learning.

All staff will be provided with extensive mentoring and distributed leadership opportunities in order to build capacity across the entire school and to ensure for strong succession planning.

We will consult regularly with our diverse community to enhance and strengthen our school-wide events, so that every single member of the community has the opportunity to support the learning of each and every student.



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 and participated in an external validation. 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. Every four years, our school undergoes an external validation process.

During the external validation process, an independent panel consisting of a Principal School Leadership and a peer principal considered our evidence and assessment of our school's progress against the School Excellence Framework.

Our self-assessment and the external validation 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/school-excellence>

Self-assessment using the School Excellence Framework

Elements	2021 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	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	Excelling
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1: Student growth and attainment

Purpose

In order to maximise student learning outcomes in reading and numeracy, we will develop high quality teaching and learning programs and enhance data driven practices.

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.

- High Quality Teaching and Learning
- Data Driven Practices

Resources allocated to this strategic direction

Refugee Student Support: \$32,718.80

English language proficiency: \$118,673.00

Professional learning: \$14,683.08

Summary of progress

High Quality Teaching and Learning

The school implemented new Effective Reading Strategies including phonemic awareness, vocabulary, and comprehension programs. This included the Heggerty phonemic awareness program K-6, decodable readers, and the unpacking of vocabulary across literacy and numeracy. Feedback from staff was extremely positive around the professional learning delivered on the implementation of decodable texts and the Heggerty phonemic awareness program. Lesson observations demonstrated that all staff were implementing high quality, explicit teaching of the focuses. There has been strengthening of teaching practices around the programs implemented with high student engagement resulting in improved outcomes in phonemic awareness. All staff report that students are much stronger in using phonics skills. Value add results in NAPLAN were the highest they have been over the past 9 years. In 2022 the school intends to deepen the way it collects data to evaluate Effective Reading Strategies. The school will continue to deliver high quality professional learning, lesson modelling and teacher observation to enhance teaching practices and improve student results.

Data Driven Practices

'Ready to Learn' data meetings that were held twice a term supported all staff using deep meaningful data analysis and the identification of students who required support or extension. Strategies were put in place so that every staff member knew which groups or students they were targeting and the strategies they would use to support the students. The LEED project support Exec to drive these meetings and built capacity across the school. The meetings provided the opportunity to create strong individualised programs because meaningful data was collected and collaboratively analysed. Staff improved in their ability to collect and analyse meaningful data and strengthened their capacity to use Plan 2 software. The consistent collection of data and further individualised teacher support around using SCOUT data will be a focus for 2022.

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
In 2021, 30.15% (baseline) or greater of Year 3 & 5 students will achieve the top two bands in NAPLAN Reading.	• Data indicates 26.67% of students are in the top two skill bands for reading which is a decrease 3.48% against baseline data.
In 2021, 57.1% (baseline) or greater of Year 3 & Year 5 students will achieve	• Percentage of students achieving expected growth in reading was 71.43%. This increased by 14.33% above the 2020 baseline, bypassing the

<p>expected growth in NAPLAN Reading.</p>	<p>lower bound system-negotiated target of 66% and also bypassing the upper bound 2021 system-negotiated target of 71%.</p>
<p>In 2021, 21.5% (baseline) or greater of Year 3 & Year 5 students will achieve the top two bands in NAPLAN Numeracy.</p>	<ul style="list-style-type: none"> • In numeracy, 26.67% of students are in the top two skill bands indicating an increase of 5.17% against baseline data.
<p>In 2021, 61.6% (baseline) or greater of Year 3 and Year 5 students will achieve expected growth in NAPLAN numeracy.</p>	<ul style="list-style-type: none"> • Percentage of students achieving expected growth in numeracy was 78.57%. This increased by 16.97% above the 2020 baseline, bypassing the lower bound system-negotiated target of 62.2% and also bypassing the upper bound 2021 system-negotiated target of 67.2%.
<p>Improvement as measured by the School Excellence Framework:</p> <p>LEARNING</p> <p>Element: Curriculum (S&G)</p> <p>Focus - Curriculum Provision (S&G)</p> <p>Element: Assessment (S&G)</p> <p>Focus: Whole Theme (S&G)</p> <p>Student Performance Measures (D)</p> <p>Focus: Student Growth (D)</p> <p>TEACHING</p> <p>Element: Data Skills & Use (S&G)</p> <p>Focus: Data Literacy (D)</p>	<p>LEARNING</p> <p>Element: Curriculum (S&G) - Meeting 2021 progress measure of Sustaining & Growing</p> <p>Focus - Curriculum Provision (S&G) - Meeting 2021 progress measure of Sustaining & Growing</p> <p>Element: Assessment (S&G) - Meeting 2021 progress measure of Sustaining & Growing</p> <p>Focus: Whole Theme (S&G) - Meeting 2021 progress measure of Sustaining & Growing</p> <p>Student Performance Measures (D) - Meeting 2021 progress measure of Delivering</p> <p>Focus: Student Growth (E) - Exceeding the 2021 progress measure of Delivering</p> <p>TEACHING</p> <p>Element: Data Skills & Use (S&G) - Meeting 2021 progress measure of Sustaining & Growing</p> <p>Focus: Data Literacy (S&G) - Exceeding the 2021 progress measure of Delivering</p>

Strategic Direction 2: Personalised learning for all

Purpose

In order to maximise student learning outcomes and staff capacity, the school will personalise learning for all staff and students.

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.

- Personalised Learning for Students
- Personalised Learning for Staff

Resources allocated to this strategic direction

Integration funding support: \$97,876.00

Socio-economic background: \$67,050.00

Low level adjustment for disability: \$110,974.37

Literacy and numeracy intervention: \$35,317.17

Literacy and numeracy: \$4,556.05

QTSS release: \$35,429.29

School support allocation (principal support): \$13,604.80

Summary of progress

Personalised Learning for Students

All students K-6 had a personalised goal mat created with learning goals established during one-on-one conferencing. The SeeSaw online platform was implemented in all classrooms to promote and share goal achievement with the community. Learning and Support meetings were refined to include all relevant stakeholders to further individualise and strengthen support. Dylan William Formative Assessment techniques were implemented in across all classrooms to ensure meaningful individualised learning was taking place. The changes made to in-class support systems have been highly successful at allowing for intervention and extension within the classroom setting with students being supported through a differentiated collaborative created program. Lockdowns made individualised learning more challenging, however, teachers worked in consultation with parents to ensure the highest quality home learning could occur. Students have demonstrated improved confidence and are able to articulate their learning goals and describe how they can achieve them. Value add NAPLAN results are the highest they have been in nine years. In 2022, the school will consolidate the systems developed to enhance individualised learning and will collect the frequency of student goal achievement.

Personalised Learning for Staff

A school-wide culture of daily professional learning has been established because staff can work collaboratively, observe lessons, and provide each other feedback. High Impact Professional learning around K-2 Effectively Reading Strategies, Dylan William Formative Assessment and Vocabulary was conducted in 2021. Teams have been established to deliver professional learning and to cater for succession planning. Distributed leadership opportunities have been created to build staff capacity with the Executive Team mentoring staff. All professional learning has been meaningful targeted to the strategic directions to ensure maximum impact. The Executive Team has worked tirelessly to support all staff to upskill them across all facets of the educational system. Collegial sharing and professional dialogue are observed both informally and formally. There is a high level of staff trust with extensive feedback from staff saying they feel supported in their development. The school will begin to further evaluate staff professional learning as this has been identified as an area for improvement. Professional learning will then be followed up in stage meetings.

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
Value add from Kindergarten to Year 3: Delivering	The value add for Year 3 to Year 5 is Delivering. In 2021 the school had the highest result that it has had over the past nine years.

<p>Value add from Year 3 to Year 5: Delivering</p> <p>Value add from Year 5 to Year 7: Delivering</p>	<p>The value add for Year 5 to Year 7 is Sustaining and Growing. In 2021 the school had the highest result that it has had over the past nine years.</p>
<p>All students have an individualised goal mat. Systems put in place to track achievement of goals. See Saw established as a platform to share goals with families.</p>	<p>100% of students have had a goal mat created in 2021 with learning goals established during one-on-one conferencing with their classroom teacher. SeeSaw was established for every students as a way of sharing goal success with students.</p>
<p>High Impact Professional Learning model is implemented by Executive. Strong PDP structures are enhanced and implemented by the Executive Team. Distributed leadership opportunities built on from 2020.</p>	<p>High Impact Professional Learning that is directly linked to Growth and Attainment was delivered throughout 2021. All staff were given distributed leadership opportunities that were driven by the Personalised Development Plan processes.</p>
<p>Improvement as measured by the School Excellence Framework:</p> <p>LEARNING</p> <p>Element: Wellbeing (E)</p> <p>Focus - Individual Learning Needs (E)</p> <p>Element: Reporting (S&G)</p> <p>Focus - Student Reports (S&G)</p> <p>TEACHING</p> <p>Element: Data Skills & Use (S&G)</p> <p>Focus: Data Literacy (D)</p> <p>Learning & Development (S&G)</p> <p>Focus: Learning & Development (S&G)</p> <p>LEADING</p> <p>Educational Leadership (S&G)</p> <p>Focus theme: Instructional Leadership (S&G)</p>	<p>Element: Wellbeing (E) - Meeting 2021 progress measure of Excelling</p> <p>Focus - Individual Learning Needs (S&G) - <i>Below 2021 progress measure of Excelling</i></p> <p>Element: Reporting (S&G) - Meeting 2021 progress measure of Sustaining & Growing</p> <p>Focus - Student Reports (S&G) - Meeting 2021 progress measure of Sustaining & Growing</p> <p>TEACHING</p> <p>Element: Data Skills & Use (S&G) - Meeting 2021 progress measure of Sustaining & Growing</p> <p>Focus: Data Literacy (D) - <i>Bypassing the 2021 progress measure of Delivering</i></p> <p>Learning & Development (S&G) - Meeting 2021 progress measure of Sustaining & Growing</p> <p>Focus: Learning & Development (S&G) - Meeting 2021 progress measure of Sustaining & Growing</p> <p>LEADING</p> <p>Educational Leadership (S&G) - Bypassing the 2021 progress measure of Sustaining & Growing</p> <p>Focus theme: Instructional Leadership (S&G) - <i>Bypassing the 2021 progress measure of Sustaining & Growing</i></p>

Strategic Direction 3: Strengthening Connections

Purpose

In order to maximise social and emotional wellbeing for all students and enhance community connections, we will embed a culture of shared responsibility.

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.

- Strengthening wellbeing and attendance
- Strengthening connections

Resources allocated to this strategic direction

Aboriginal background: \$13,687.59

Socio-economic background: \$20,000.00

Summary of progress

Strengthening Wellbeing and Attendance

A number of Attendance initiatives were implemented during 2021. This included creating a mantra for attendance. "Here Every day, Ready on Time" has been embedded as a catch phrase with students receiving a Heaton Hero ticket and being welcomed by staff each morning at the front gate. The importance of attendance has been communicated to the community on a regular basis and attendance data is discussed with students in class daily. Students with lower attendance patterns have been matched with staff who monitor attendance, contact families, and set attendance goals with students. The 'Happiness Hub' wellbeing room has created a safe space in the school. A social worker was employed to support wellbeing across the school. Consistent school wide expectations around wellbeing and attendance have been implemented. Attendance across the school has been the highest it has been in three years; however, the lockdowns have skewed attendance data. The Heaton Hero whole school reward system has been successful with students working towards a common goal. Learning support systems have been refined to ensure ongoing support of students. Students report that they love coming to school and the targeted attendance interventions have seen students improve in their confidence and social interactions. Lockdowns had an impact on the attendance initiatives. The staff have worked hard to support students' emotional wellbeing as they returned to school. The highly successful attendance and wellbeing initiatives will be embedded and build upon next year. A revision of the Heaton Hero system take place to ensure consistency across the school.

Strengthening Connections

Community events including the Welcome BBQ and Harmony Day celebrations were opportunities to bring families into the school allowing for the sharing of cultures. Three-way interviews were established to create a connection between school and home. The SeeSaw app was implemented to share achievements and engage and promote learning. Bi-lingual SLSOs have built strong connections by creating communication pathways for EAL/D families ensuring that they always up to date with school business and specific learning needs of their children. All staff have a vested interest in the wellbeing of all children and forming connections with the community. The community report feeling supported by the school and thoroughly enjoy participating in community events. The connections and consultation formed with community around the new school colours and logo was extremely strong. There was a high level of connection through lockdowns with staff phoning families, creating support Zooms, and checking in around wellbeing.

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
The percentage of students attending 90% will reach the baseline of 71.9%.	The Covid lockdowns heavily impacted attendance data. However comparisons for the first six months of the year can be drawn with attendance data from 2019 which was pre-Covid. During Semester 1, 2021, 70.3% of students attended 90% or more, however there were less students in the below 85% category.

<p>The percentage of students arriving to school on time is greater than the baseline of ___%</p>	<p>This measure was challenging to monitor in 2021 due to the significant and complex disruptive features of lockdowns.</p>
<p>The percentage of students in Years 4, 5, & 6 stating that they have strong advocacy, expectations for success and sense of belonging at Heaton Public School will be at or above the baseline of 83.7%, with Aboriginal and Torres Strait Islander students reaching the same percentage marker.</p>	<p>The percentage of students in Years 4, 5, & 6 stating that they have strong advocacy, expectations for success and sense of belonging at Heaton Public School is 85.87% which is 2.17% higher than the Baseline of 83.7%. Aboriginal students performed better than non-Aboriginal students in sense of belonging but lower in positive behaviour at school.</p>
<p>All teachers are consistently recording every minor, major and serious behaviour using Sentral.</p>	<p>The Executive Team worked with staff to build consistency in incident reporting, however, there were gaps in data collection during Covid lockdowns. During this time, staff recorded phone call correspondence with families.</p>
<p>The Tell Them From Me - Parent Survey 'Parents Feel Welcome' element will remain at or above the 2020 baseline of 8.4.</p>	<p>The Tell Them From Me survey - Parents Feel Welcome' element is 8.3 in 2021. This is was down by 0.1% from baseline data.</p>
<p>The Tell Them From Me - Parent Survey 'Inclusive School' element will remain at or above the 2020 baseline of 7.7.</p>	<p>The Tell Them From Me - Parent Survey 'Inclusive School' element is 7.8 which is 0.1 higher than the baseline data is 7.7.</p>
<p>Improvement as measured by the School Excellence Framework:</p> <p>LEARNING</p> <p>Element: Learning Culture (S&G)</p> <p>Focus: Whole theme (S&G)</p> <p>Element: Wellbeing (S&G)</p> <p>Focus: Caring for Students (S&G)</p> <p>Element: Reporting (S&G)</p> <p>Focus: Parent Engagement (S&G)</p> <p>LEADING:</p> <p>Element: Educational Leadership (S&G)</p> <p>Focus: Community Engagement - (S&G)</p>	<p>Improvement as measured by the School Excellence Framework:</p> <p>LEARNING</p> <p>Element: Learning Culture (S&G) - Meeting 2021 progress measure of Sustaining & Growing</p> <p>Focus: Whole theme (S&G) - Meeting 2021 progress measure of Sustaining & Growing</p> <p>Element: Wellbeing (E) - Exceeding 2021 progress measure of Sustaining and Growing</p> <p>Focus: Caring for Students (S&G) - Meeting 2021 progress measure of Sustaining & Growing</p> <p>Element: Reporting (S&G) - Meeting 2021 progress measure of Sustaining & Growing</p> <p>Focus: Parent Engagement (S&G) - Meeting 2021 progress measure of Sustaining & Growing</p> <p>LEADING:</p> <p>Element: Educational Leadership (E) - Exceeding 2021 progress measure of Sustaining and Growing</p> <p>Focus: Community Engagement (S&G) - Meeting 2021 progress measure of Sustaining & Growing</p>

Funding sources	Impact achieved this year
<p>Refugee Student Support</p> <p>\$32,718.80</p>	<p>Refugee student support funding is provided to support students from refugee backgrounds who have been enrolled in an Australian school for less than three years.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • High Quality Teaching and Learning <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of additional staff for targeted student support • strengthening orientation and transition program for identified students • intensive English language and learning support to increase educational outcomes for students • release time to engage staff in targeted professional learning <p>The allocation of this funding has resulted in:</p> <p>Two bi-lingual SLSOs working one-on-one and in small group settings with refugee students. EAL/D teachers and the bi-lingual SLSOs worked together to differentiate curriculum and to support the students to learn English. Strong community connections were created throughout the year as the bi-lingual SLSOs connected non-English with speaking families with the school to gain information on their child's learning and wellbeing.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>The school will continue with this model as it has been highly successful in supporting students. There is a potential for a Dari speaking SLSO to be sourced to support newly arrived Afghan students.</p>
<p>Integration funding support</p> <p>\$97,876.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Heaton Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Personalised Learning for Students <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing to assist students with additional learning needs • staffing release for targeted professional learning around [course] • staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs) • employment of staff to provide additional support for students who have high-level learning needs • release for classroom teachers to liaise with carers and stakeholders to develop and conduct regular reviews of students' personalised learning and support plans (PLSP) <p>The allocation of this funding has resulted in:</p> <p>All students receiving Integration Funding Support were allocated equitable Student Learning and Support Officers support, ensuring high quality personalised learning took place through the year. SLSOs worked side by side with classroom teachers and support staff to ensure quality differentiated learning for students. Student Learning and Support Officers were integral in connecting with parents, developing Personalised Learning and Support Plans and undertook professional learning throughout the year.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>The school will continue to utilise the in-class support model to support students. In 2022, the school will employ a new Student Learning and</p>

<p>Integration funding support</p> <p>\$97,876.00</p>	<p>Support Officer as there has been an increase in the number of students with Integration Funding Support.</p>
<p>Socio-economic background</p> <p>\$195,152.80</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Heaton Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Personalised Learning for Students • Strengthening connections • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • additional staffing to implement team teaching, extra support groups targeting comprehension, vocabulary and numeracy and EAL/D programs to support identified students with additional needs • equitable access to specialist resources • staff release to increase community engagement • resourcing to increase equitability of resources and services • providing students without economic support for educational materials, uniform, equipment and other items <p>The allocation of this funding has resulted in:</p> <p>Extra support staff and Student Learning and Support Officers being employed to support the learning needs of our diverse community. NAPLAN value add Years 3-5 and Years 5-7 is the strongest it has been in 9 years with students growth higher than state and SSG average across all 5 assessments. The school purchased laptops so that every Stage 3 students has a computer and the school undertook a community wide consultation resulting in a new logo and uniform design. The school is supporting the switch to the new uniform by purchasing items for all families. Physical upgrades to classroom environments also took place to enhance learning experiences.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>To streamline the 2021 model of targeted support for all students by further employing teachers to work in tandem with the classroom teachers to enhance differentiation, support or extend students through small groups and to maximise learning impact around reading, writing and numeracy. The school will continue to invest in learning resources for students. The physical environment will require less focus after significant upgrades took place in 2021 due to the Regional Renewal Program.</p>
<p>Aboriginal background</p> <p>\$18,423.59</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Heaton 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>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Strengthening connections • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to deliver personalised support for Aboriginal students • staffing release to support development and implementation of Personalised Learning Plans

<p>Aboriginal background</p> <p>\$18,423.59</p>	<ul style="list-style-type: none"> • employment of additional staff to support literacy and numeracy programs • engaging an Aboriginal Education Officer (AEO) to facilitate improved community engagement, including the engagement of students and their families with the personalised learning pathway (PLP) process <p>The allocation of this funding has resulted in: Aboriginal students being support in literacy and numeracy through targeted differentiated learning in individual, small group and whole class settings. Strong Personalised Learning Pathways (PLPs) were established by creating meaningful relationships with families. Heaton staff are part of the Callaghan Education Pathways Aboriginal Education Team. In 2021, the team drove consistent PLPs across the network and Aboriginal students from Heaton worked with other students across the network to create an Acknowledgement to Country.</p> <p>After evaluation, the next steps to support our students with this funding will be: To train staff in Connecting to Country and Aboriginal Pedagogies in order to ensure a deep understanding of how to support our Aboriginal students. Funding will continue to be used to support students in data driven, differentiated learning.</p>
<p>English language proficiency</p> <p>\$118,673.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Heaton Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • High Quality Teaching and Learning <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional bilingual staff to support communication • employment of additional staff to support delivery of targeted initiatives • provision of additional EAL/D support in the classroom and as part of differentiation initiatives • additional staffing to implement co-teaching programs to provide intensive support for all students from EAL/D backgrounds • additional staffing intensive support for students identified in beginning and emerging phase • additional teacher time to provide targeted support for EAL/D students and for development of programs • engagement of an EAL/D specialist teacher to model EAL/D strategies, with the aim of increasing teacher confidence and practice in their classrooms <p>The allocation of this funding has resulted in: Two bi-lingual SLSOs were employed to support students learning English from Arabic and Swahili in all classrooms. They also assisted in sending out messages into the community and communicating students academic achievements and concerns. Support staff were utilised as a co-teaching model to target learning for all students throughout all 7 classes. The EAL/D coordinator supported all teachers in implementing quality programs aimed at improving the literacy and numeracy abilities of EAL/D students, along with implementing a New Arrivals Program.</p> <p>After evaluation, the next steps to support our students with this funding will be: The school will continue to employ bi-lingual SLSOs to support in all translating aspects within the school. The school will also continue to implement a co-teaching model aimed at catering for all students learning abilities in the classroom. An Assistant Principal will become the EAL/D coordinator for 2022 due to the current coordinator going on maternity leave, with a future focus of working alongside the Assistant Principal Curriculum Instruction to develop high quality, sustainable programs.</p>
<p>Low level adjustment for disability</p>	<p>Low level adjustment for disability equity loading provides support for students at Heaton Public School in mainstream classes who have a</p>

<p>\$110,974.37</p>	<p>disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Personalised Learning for Students <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students • engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting • employment of additional staff to support teachers to differentiate the curriculum and develop resources and classroom activities resulting in improvement for students with additional learning needs <p>The allocation of this funding has resulted in: Learning and Support staff working in stage teams to target and support the learning of students requiring extra assistance in their learning. 'Ready to Learn' data meetings took place twice a term in stage teams. This identified the students who required targeted assistance and allowed teams to timetable small group intervention to support students. All students across the school have individual goals mats and students with a diagnosed disability have Personalised Learning Support Plans. The school worked hard to streamline learning & support process in 2021.</p> <p>After evaluation, the next steps to support our students with this funding will be: To continue with the 2021 model of in-class support structures and our 'Ready to Learn' data meetings. This will consolidate teacher practice and ensure high level differentiated learning is taking place.</p>
<p>Literacy and numeracy</p> <p>\$4,556.05</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Heaton Public School from Kindergarten to Year 6.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Personalised Learning for Students <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • employment of an additional Learning and Support intervention teacher • purchasing of literacy resources such as quality picture books for guided and shared instruction <p>The allocation of this funding has resulted in: The school used the funds as a percentage of employing a staff member to differentiate learning for students across in-class small group work. The staff worked as part of the 'Ready to Learn' support team to complete professional learning, unpack data and to differentiate programs.</p> <p>After evaluation, the next steps to support our students with this funding will be: Consolidating the in class support 'Ready to Learn' model in 2022 with the newly appointed Assistant Principal Curriculum and Instruction working with support staff to enhance curriculum practices.</p>
<p>QTSS release</p> <p>\$35,429.29</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Heaton Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p>

<p>QTSS release</p> <p>\$35,429.29</p>	<ul style="list-style-type: none"> • Personalised Learning for Staff <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • assistant principals provided with additional release time to support classroom programs • staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff <p>The allocation of this funding has resulted in: The Executive worked one-on-one with 4 different staff members each week to unpack and refine classroom programs to point of need. The Executive took classroom teachers and support teachers through class data and assisted them to target the learning of students. The Executive also worked with all staff to address their Professional Development Plan through multiple sessions a semester.</p> <p>After evaluation, the next steps to support our students with this funding will be: Feedback through informal conversations from staff, along with meeting minutes, have suggested a need to revise the QTSS model adopted by the school. The school has appointed above establishment an Assistant Principal Curriculum Instruction and Deputy Principal to assist strengthening the explicit teaching, programming and leadership.</p>
<p>Literacy and numeracy intervention</p> <p>\$35,317.17</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Heaton Public School who may be at risk of not meeting minimum standards.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Personalised Learning for Students <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • employment of classroom teacher to provide intensive learning support for students requiring additional support, focusing on literacy and numeracy • implementation of literacy and numeracy strategies to support targeted intervention for students at point of need, in line with identified targets outlined in the School Improvement Plan <p>The allocation of this funding has resulted in: Targeted in-class small group literacy and numeracy intervention that was aimed at moving students from the middle two bands to the top two bands.</p> <p>After evaluation, the next steps to support our students with this funding will be: To work with the Assistant Principal of Curriculum and Instruction that will be employed above establishment in 2022 to analyse student data in an effort to create targeted interventions, learning sprints and improved pedagogical practice.</p>
<p>COVID ILSP</p> <p>\$129,799.76</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>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of teachers/educators to deliver small group tuition • releasing staff to analyse school and student data to create, plan and

COVID ILSP

\$129,799.76

implement targeted intervention in every classroom

- providing targeted, explicit instruction for student groups in literacy/numeracy
- providing intensive small group tuition for identified students who were identified through assessment.
- leading/providing professional learning for COVID educators
- releasing staff to participate in professional learning

The allocation of this funding has resulted in:

The majority of the students in the program achieving significant progress towards their learning goals. Year 3 CILSP students answered 63% of Reading questions correct in the 2021 Check In Term 4, which is on par with the State average and higher than the Year 3 cohort overall. Educators using PLAN2 effectively to plan, observe and monitor student learning.

After evaluation, the next steps to support our students with this funding will be:

To continue the implementation of literacy and numeracy small group tuition using data sources to identify specific student need. The model of having CILSP educators working in classrooms has minimised disruption to students and will be utilised again in 2022.



Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	111	104	96	89
Girls	82	88	89	81

Student attendance profile

School				
Year	2018	2019	2020	2021
K	88.3	90.3	92.3	92.5
1	90.8	89.7	92.7	94.7
2	89.1	92.4	88	93.6
3	91.8	90.6	93.8	90.3
4	94.6	90.8	90.8	94.4
5	89.8	93.6	90.4	92.9
6	93.3	90.6	94	92.6
All Years	91	91.2	91.9	93
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

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)	5.91
Literacy and Numeracy Intervention	0.32
Learning and Support Teacher(s)	0.7
Teacher Librarian	0.4
Teacher ESL	0.6
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 2021, 4.3% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2021 Aboriginal and/or Torres Strait Islander representation ²
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 Actual (\$)
Opening Balance	510,004
Revenue	2,476,984
Appropriation	2,369,313
Sale of Goods and Services	670
Grants and contributions	106,024
Investment income	178
Other revenue	800
Expenses	-2,649,816
Employee related	-2,102,875
Operating expenses	-546,942
Surplus / deficit for the year	-172,832
Closing Balance	337,172

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.

	2021 SBAR Adjustments (\$)
Targeted Total	130,595
Equity Total	443,224
Equity - Aboriginal	18,424
Equity - Socio-economic	195,153
Equity - Language	118,673
Equity - Disability	110,974
Base Total	1,449,770
Base - Per Capita	45,606
Base - Location	0
Base - Other	1,404,164
Other Total	120,262
Grand Total	2,143,851

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.



Parent/caregiver, student, teacher satisfaction

- Tell Them From Me teacher surveys indicate that we are above NSW DoE average norms in Collaboration 8.4 (7.8), Leadership 8.3 (7.1) and Inclusivity 8.5 (8.2).
- Tell Them From Me parent surveys indicate that we are above State average norms in making parents feel welcome 8.3(7.4) and parents feel informed 7.7 (6.6).
- There was significant informal feedback around the consultation processes associated with the new logo and uniform implementation.
- Tell Them From Me student surveys show students feel strong advocacy at school higher than state average 8.6 (7.7) and positive learning climate was rated above state average 7.6 (7.2).
- Students reported that they loved being part of the consultation process around the logo and uniform and wear the new uniform with pride.



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.

Aboriginal Education - School statement

In 2021 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 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

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.

Multicultural and anti-racism education - School Statement

In 2021 our students were supported in the following ways:

- 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.

