

2022 Annual Report

Heaton Public School



Heaton

PUBLIC SCHOOL

4129

Introduction

The Annual Report for 2022 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.

School contact details

Heaton Public School

Janet St

Jesmond, 2299

<https://heaton-p.schools.nsw.gov.au>

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

4952 6022

Message from the principal

Much has been accomplished at Heaton Public School throughout 2022 and this Annual Report provides a summary that allows us to look at the accumulated sum of student achievement, effort and the contributions that staff, students, parents, carers and community members have made to school life in 2022.

Every teacher at Heaton has worked passionately to bring our vision of 'We nurture and inspire every child to dream big' to life. I am always impressed by the quality of teaching that the staff display and by the level of engagement and enthusiasm of the wonderful students as they participate in learning activities. I know that our teachers work incredibly hard to engage students and to build the foundations for lifelong learning through genuine positive relationships. Our teachers are capably supported by the School Administrative staff and Student Learning and Support Officers, working together to ensure efficiency and success.

We have welcomed valuable new members staff to our school team; Mrs Kate Quinnell (Assistant Principal Curriculum Instruction), Miss Claudia Russell (Classroom Teacher), Mr Daniel Laird (Classroom Teacher), Mr Mitch King (Student Liaison Support Officer) and Ms Melody James (School Youth Worker).

I would also like to acknowledge the Student Leadership Team, supported by the Student Parliament, who have organised numerous fundraising events throughout the year for charitable organisations. Other initiatives that the Student Leadership Team have contributed towards this year include; providing feedback on the updated Student Wellbeing Policy; suggested school rewards; and most recently making adjustments to the positive reward system at Heaton. The Student Leadership Team has fulfilled their responsibilities admirably and I wish them all the best as they move on to high school.

Thank you for making this year at Heaton Public School a successful one and congratulations to the whole school community on another outstanding year.

Proud Principal,

Andrew Hilton.

Message from the students

2022 has been a wonderful year at Heaton Public School. We had the opportunity to use our brand-new school playground that every kid still loves using. This year, kids had the opportunity to be a part of school parliament and other

extra-curricular activities, like representative soccer and cricket. A handful of students took part in debating, which they all loved. This year was the first time we got to come back to school for the whole year since Covid 19. Our new school uniform was worn with pride and joy every day. 2022 has been a momentous year for Heaton and we hope 2023 is another wonderful year at Heaton Public School.

Sulaiman and Alexis (School captains of 2022).



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 130. The school enrolment as at March 2022 is 167 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. 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	2022 School Assessment
LEARNING: Learning Culture	Excelling
LEARNING: Wellbeing	Excelling
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Excelling
LEARNING: Student performance measures	Sustaining and Growing
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	Excelling
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Excelling

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

Professional learning: \$14,524.64
Literacy and numeracy intervention: \$36,200.12
Socio-economic background: \$17,716.00
Literacy and numeracy: \$4,556.06
Refugee Student Support: \$19,022.13
English language proficiency: \$184,787.70
QTSS release: \$32,407.72

Summary of progress

High Quality Teaching and Learning

In 2022, A High Impact Professional Learning model was developed. A three-tiered Professional Learning model was introduced with learning divided into whole school, stage and individualised learning. The Assistant Principal Curriculum Instruction worked collaboratively with all class teachers to determine the focus of class Teaching Sprints. Staff absences during Terms 2 and 3 impacted on the consistent delivery of the sprints. Staff participated in Turning Policy into Action professional learning and selected teaching staff (25%) were involved in a network initiative of Aboriginal Perspectives professional learning. Effective timetabling of human resources allowed for all staff to collaborate with the APCI to establish Teaching Sprints focused on class' point of need. The Assistant Principal Curriculum Instruction and Executive Team have mentored staff through best pedagogical practice, however at times this process was hindered by staff absences. An additional hour was timetabled and implemented in Term 3, this hour provided staff an hour of individualised professional learning prior to Data Talks to enhance the Teaching Sprint process. 100% of staff are engaged in the three-tiered Professional model and alignment with Professional Development Plan goals. Evidence-based best practice was used to drive discussions and planning in regard to the K-2 English and Mathematics Curriculum, Consistent Teacher Judgement and to refine the process for COVID intervention. These collaborative discussions and organisation have impacted staff knowledge and skills resulting in improved student outcomes. All teaching staff are able to effectively engage with the Teaching Sprints scaffold. Utilising teaching sprint data (pre and post PLAN 2) students' growth in regards to the learning focus' showed significant increase in students' ability to demonstrate indicator/s. In 2023, all Teaching Sprints will be aligned to the System Based Targets with staff collaboratively corporate programming for the new K-2 Syllabus. There will be a focus on pedagogical change to enhance the implementation of the K-2 Syllabus. Years 3-6 will program using the same template with a focus upon differentiation and supporting all students. Staff will utilise the new corporate template to collaboratively program and embed Aboriginal perspectives across all KLAS.

Data Driven Practices

Data talks were timetabled to ensure all staff had to mentored sessions per term. The timetabling included time to develop staffs' individual knowledge and understanding PLAN 2 and its functions. Staff are confident in entering, analysing and utilising data in PLAN 2 to inform explicit teaching and learning. A whole school assessment scope and sequence was collaboratively established in Term 1, 2022. As part of the end of year process, a tracking tool was collaboratively developed to ensure consistency of student data and intervention. Staff will utilise the school tracking system at the end of 2022 as part of the handover process. At completion of handover a review of the tracking tool will be completed, to determine and refine necessary changes. A scaffold template of the Learn, Do, Reflect: Teacher template will be utilised as part of data talk practices. This template will support, drive and direct individual staff learning that is reflective of their class needs, while ensuring consistency.

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 2023, the percentage of Year 3 & Year 5 students achieving in the top two bands in NAPLAN Reading will trend above the lower bound of 2022 target of 37.1%.	<ul style="list-style-type: none"> Data indicates 26.67% of students are in the top two skill bands for reading which is a decrease 3.48% against baseline data.
Our school will continue an upwards trend or greater on 2021 baseline targets for Year 3 & Year 5 students achieving expected growth in NAPLAN Reading.	<ul style="list-style-type: none"> Percentage of students achieving expected growth in reading cannot be calculated in 2022 as NAPLAN did not take place during 2020 because of the global pandemic.
The percentage of students in Year 3 & Year 5 achieving in the top two bands in NAPLAN Numeracy reaches 28.4%.	<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.
Our school will continue an upwards trend or greater on 2021 baseline targets for Year 3 & Year 5 students achieving expected growth in NAPLAN Numeracy.	<ul style="list-style-type: none"> Percentage of students achieving expected growth in reading cannot be calculated in 2022 as NAPLAN did not take place during 2020 because of the global pandemic.
<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 (E)</p> <p>Focus: Whole Theme (E)</p> <p>Student Performance Measures (D)</p> <p>Focus: Student Growth (S&G)</p> <p>TEACHING</p> <p>Element: Data Skills & Use (S&G)</p> <p>Focus: Data Literacy (S&G)</p>	<p>Improvement as measured by the School Excellence Framework:</p> <p>LEARNING</p> <p>Element: Curriculum (S&G) - Meeting 2022 progress measure of Excelling</p> <p>Focus - Curriculum Provision (S&G) - Meeting 2022 progress measure of Sustaining & Growing</p> <p>Element: Assessment (S&G) - Meeting 2022 progress measure of Sustaining & Growing</p> <p>Focus: Whole Theme (S&G) - Meeting 2022 progress measure of Excelling</p> <p>Student Performance Measures (D) - Meeting 2022 progress measure of Sustaining & Growing</p> <p>Focus: Student Growth (E) - <i>Exceeding the 2022 progress measure of Delivering</i></p> <p>TEACHING</p> <p>Element: Data Skills & Use (S&G) - Meeting 2022 progress measure of Sustaining & Growing</p> <p>Focus: Data Literacy (S&G) - Exceeding the 2022 progress measure of Sustaining & Growing</p>

Strategic Direction 2: Differentiation and High Potential and Gifted Education

Purpose

In order to maximise student learning outcomes, the school will differentiate learning.

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.

- Differentiation
- High Potential & Gifted Education

Resources allocated to this strategic direction

Aboriginal background: \$22,213.76

Integration funding support: \$161,205.00

Low level adjustment for disability: \$118,087.83

Summary of progress

Differentiation

Goal mats and See Saw were established. The school embedded and reviewed systems to support the Personalised Learning Pathway of every Aboriginal student, using the Callaghan Education Pathways Aboriginal Education Team (CEPAET) - Personalised Learning Pathways Quality Practice Document: The creation of a robust transition program was developed to support every student. 100% of students had established goal mats, however these were not directly linked to literacy and numeracy internal school data. 100% of Aboriginal students had a Personalised Learning Pathway and were working towards achieving their goals. Due to staff constraints this hindered the review of the Personalised Learning Pathway process. The Kindergarten transition program was effective and supported all students' needs, along with students who required additional needs. The transition will need to be implemented later in Term 4 of 2023 as some new families missed the initial induction meetings. In 2023, goal mats will be implemented and will use student data in literacy and numeracy to target a point of need for each student. The Personalised Learning Pathway process will be mapped out at the beginning of the year to ensure regularly reviewing and implementation. Next year, the school will continue to refine transition points of entry and exit to primary school and between school years.

High Potential & Gifted Education

The High Potential Gifted Education - Evaluation Toolkit was used to identify where the school is currently at with High Potential and Gifted Education. High Impact Professional learning was initiated in Term 1 through short sharp professional learning sessions during stage meetings. High Potential Gifted Education professional learning was re-assessed in Term 2, and it was decided to integrate it with the implementation of the new syllabuses. High Potential Gifted Education Evaluation data displayed that we need to provide more learning opportunities for High Potential and Gifted students. Comparisons of rosters and classroom schedules allowed us to timetable extra-curricular activities more effectively across the whole school such as the playground roster being adjusted to include specialty sport training for identified students. In 2023, we will continue to seek extra-curricular opportunities that cater for diverse student needs in areas such as language classes, STEM, design and technology, sport, tournaments of the mind. A focus on pedagogical change will include teacher professional learning on how to meet the needs and embed High Potential Gifted Education into classroom practices and programs.

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: Sustaining & Growing	The value add for Kindergarten-Year 3, Year 3-Year 5 and Year 5-Year7 can not be calculated for 2020/2022 because NAPLAN was not run in 2020

<p>Value add from Year 3 to Year 5: Sustaining & Growing</p> <p>Value add from Year 5 to Year 7: Sustaining & Growing</p>	<p>due to the global pandemic.</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: Professional learning (S&G)</p> <p>LEADING</p> <p>Educational Leadership (S&G)</p> <p>Focus theme: Instructional Leadership (S&G)</p>	<p>Improvement as measured by the School Excellence Framework:</p> <p>LEARNING</p> <p>Element: Wellbeing (S&G) - Below 2022 progress measure of Excelling</p> <p>Focus - Individual Learning Needs (E) - Meeting 2022 progress measure of Excelling</p> <p>Element: Reporting (E) - Exceeding 2022 progress measure of Sustaining & Growing</p> <p>Focus - Student Reports (E) - Exceeding 2022 progress measure of Sustaining & Growing</p> <p>TEACHING</p> <p>Element: Data Skills & Use (S&G) - Meeting 2022 progress measure of Sustaining & Growing</p> <p>Focus: Data Literacy (E) - Exceeding the 2022 progress measure of Delivering</p> <p>Learning & Development (S&G) - Meeting 2022 progress measure of Sustaining & Growing</p> <p>Focus: Professional Learning (S&G) - Meeting 2022 progress measure of Sustaining & Growing</p> <p>LEADING</p> <p>Educational Leadership (S&G) - Meeting 2022 progress measure of Sustaining & Growing</p> <p>Focus theme: Instructional Leadership (S&G) - Meeting 2022 progress measure of Sustaining & Growing</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: \$5,000.00

Summary of progress

Strengthening wellbeing and attendance

During Term 1, the school re-established the 'Here Every Day, Ready on Time', initiative. Throughout the year our attendance data was regularly reviewed. The attendance and well-being information was regularly communicated with the community through the Heaton Hotline. Multicultural Ambassadors and an Aboriginal Student voice were introduced into Student Parliament. During Term 4, the Wellbeing Procedures were updated to be in line with the Inclusive Education Review. Throughout the year, attendance initiatives were driven extensively from the Executive Team, which flowed into classroom practice and into individual attendance conversations with students. Bi-lingual Student Learning Support Officers, supported the initiatives across our community. There has been a relentless focus across the school on understanding the story behind attendance patterns to ensure systems are in place to improve the attendance of all students. The school has employed specialist staff and is working with external providers to support the delivery of well-being programs. Highly strategic timetabling has allowed for classroom teachers and Bi-lingual Student Learning Support Officers to provide dedicated well-being time to students. In Term 4, focus groups and surveys were conducted to review and improve well-being procedures for 2023. Across the year, attendance data has been higher than State and Similar School Groups. In 2023, the school will continue to maintain a focus on attendance by refining current practices, reviewing data and utilising Department of Education resources. A yearly wellbeing overview will be established in 2023 to ensure there is a clear focus on wellbeing targets across the school.

Strengthening Connections

The school held a large number of community events in 2022. This was a welcome return to bringing community on site after two years of disruption due to Covid. There was a focus on delivering strong initiatives to support the Callaghan Education Pathway's vision for Aboriginal Education of 'Shared Histories, Empowered Futures'. This included professional learning for all staff. Across the Callaghan Network, staff from each school undertook Aboriginal Pedagogies professional development. All staff at Heaton participated in Turning Policy into Action professional learning. A review of wellbeing data highlighted a need for stronger cultural knowledge to be delivered to students in order to improve connections. The school addressed this by employing a cultural mentor and by adding an Aboriginal Voice to Student Parliament. Highly organised teams were developed to run school events with prior data and feedback taken into account during preparation. Strong, positive feedback was received with high participation and engagement observed across all events. In 2023, all staff will participate in an 'On Country' professional learning day to further enhance connection and understanding. The school has formed a partnership with an external agency to facilitate a cultural camp. Due to the highly successful community events of 2022, a similar approach to school events will be taken in 2023.

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% of the time will trend towards the target of 77.7%	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,

<p>The percentage of students attending 90% of the time will trend towards the target of 77.7%</p>	<p>70.3% of students attended 90% or more, however there were less students in the below 85% category. 62.6% of students attended 90% of the time or more. This figure was impacted in 2022 by the volume of sickness and Covid that was endured by the student population of Heaton Public School.</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 trend towards the target of 88.5%.</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 81.07% which is below the baseline of 84%. Year 6 students rated this lower in 2022.</p>
<p>The Tell Them From Me - Parent Survey 'Parents Feel Welcome' element will remain at or above the 2021 score.</p>	<p>The Tell Them From Me survey - Parents Feel Welcome' element is 9.1 in 2022. This is an increase of 0.8 on the 2021 score of 8.3 and 0.7 higher than baseline data of 8.4. Forty-six families participated in the survey which was significantly higher than previous years.</p>
<p>The Tell Them From Me - Parent Survey 'Inclusive School' element will remain at or above the 2021 score.</p>	<p>The Tell Them From Me - Parent Survey 'Inclusive School' element is 8.6 in 2022. This is an increase of 0.8 on the 2021 score of 7.8 and 0.9 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 (E)</p> <p>Focus: Caring for Students (E)</p> <p>Element: Reporting (S&G)</p> <p>Focus: Parent Engagement (S&G)</p> <p>LEADING:</p> <p>Element: Educational Leadership (E)</p> <p>Focus: Community Engagement - (E)</p>	<p>Improvement as measured by the School Excellence Framework:</p> <p>LEARNING</p> <p>Element: Learning Culture (E) - Exceeding 2022 progress measure of Sustaining & Growing</p> <p>Focus: Whole theme (E) - Exceeding 2022 progress measure of Sustaining & Growing</p> <p>Element: Wellbeing (E) - Meeting 2022 progress measure of Excelling</p> <p>Focus: Caring for Students (E) - Meeting 2022 progress measure of Excelling</p> <p>Element: Reporting (E) - Exceeding 2022 progress measure of Sustaining & Growing</p> <p>Focus: Parent Engagement (E) - Exceeding 2022 progress measure of Sustaining & Growing</p> <p>LEADING:</p> <p>Element: Educational Leadership (S&G) - Working towards 2022 progress measure of Excelling</p> <p>Focus: Community Engagement (E) - Meeting 2022 progress measure of Excelling</p>

Funding sources	Impact achieved this year
<p>Refugee Student Support</p> <p>\$19,022.13</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 • intensive English language and learning support to increase educational outcomes for students • strengthening orientation and transition program for identified students <p>The allocation of this funding has resulted in the following impact: Three bilingual Student Learning Support Officers were employed at Heaton to enhance the learning of our students from refugee backgrounds. This year, the school added Multicultural Student Ambassadors to the Student Leadership Team and the bilingual staff supported the implementation of student-led cultural presentations. Strong community connections were created throughout the year as the bi-lingual Student Learning Support Officers connected non-English with speaking families with the school to gain information on their child's learning and wellbeing needs.</p> <p>After evaluation, the next steps to support our students will be: To strategically plan for our bilingual Student Learning Support Officers to run small group programs and differentiated support for current refugee students. The school will review new students that enrol to ensure their native language is being supported through the employment of a bi-lingual Student Learning Support Officers where available.</p>
<p>Integration funding support</p> <p>\$161,205.00</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"> • Differentiation <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 individual case conferences and development of Personalised Learning and Support Plans (PLSPs) • implementation of targeted programs to differentiate teaching and learning programs • release for classroom teachers to liaise with carers and stakeholders to develop and conduct regular reviews of students' personalised learning and support plans (PLSP) • release for classroom teachers to liaise with carers and stakeholders to develop and conduct regular reviews of students' personalised learning and support plans (PLSP) • consultation with external providers for the implementation of behavioural strategies <p>The allocation of this funding has resulted in the following impact: An equitable timetable for human resource support was developed to ensure all students were allocated the correct amount of Student Learning Support Officer (SLSO) support to match their Integration Funding Support allocation. Executive supported staff through the development of Personalised Learning and Support Plans (PLSPs) that were developed with families. Support staff were part of meetings that involved internal and</p>

<p>Integration funding support</p> <p>\$161,205.00</p>	<p>external agencies to ensure a wholistic approach was taking to enhancing the social, emotional and academic outcomes of students.</p> <p>After evaluation, the next steps to support our students will be: To explicitly timetable a more comprehensive structure for PLSP development plan for the entire year of 2023. Staff absences due to Covid in 2022 made some of the PLSP processes challenging and the school has mapped out a plan to alleviate any issues like this in 2023.</p>
<p>Socio-economic background</p> <p>\$17,716.00</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"> • 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"> • professional development of staff through collaborative planning to support student learning • resourcing to increase equitability of resources and services • employment of additional staff to support 'Ready to Learn' targeted small group intervention in all classes <p>The allocation of this funding has resulted in the following impact: The school utilised funds to employ extra teaching staff in order to target small group, differentiated learning to assist the student needs of our diverse community. Year 5 average student scores in NAPLAN are the highest they have been since 2015. Year 3 average scores were lower than prior years. The school provided opportunities for staff to collaborate together for two days each term to review data, plan teaching sprints and complete professional learning directly linked to school targets. Smart boards were purchased in all seven classrooms to provide equity in resourcing.</p> <p>After evaluation, the next steps to support our students will be: The school will utilise funds to ensure there is a guaranteed second teacher in all seven classrooms during the morning session next year. The support teacher will target Tier 2 student intervention and Executive will work in classrooms in a small group Tier 3 intervention space.</p>
<p>Aboriginal background</p> <p>\$27,213.76</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 • Differentiation <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 • community consultation and engagement to support the development of cultural competency • employment of additional staff to support literacy and numeracy programs <p>The allocation of this funding has resulted in the following impact:</p>

<p>Aboriginal background</p> <p>\$27,213.76</p>	<p>The Callaghan Education Pathways Aboriginal Education Team (CEPAET) worked across our network in 2022 to deliver a range of activities. This included providing Aboriginal Pedagogies professional learning across our network and adding an Aboriginal lens over the network's High Impact Professional Learning procedures. The school implemented the initiatives within our school context and staff utilised the network's Quality Practice: Personalised Learning Pathways (PLP) document to establish authentic PLPs with families that drove student learning. Additional staff supported literacy and numeracy targeted interventions across all classrooms.</p> <p>After evaluation, the next steps to support our students will be: The Covid pandemic and lockdowns were challenging and on reflection the school realised their was a need to work more closely with our Aboriginal community cultural knowledge holders. In 2023, the school will employ and Aboriginal mentor to support cultural knowledge. The school is also working with the senior campus to provide S-BAT traineeships to two senior students who will works in a Student Learning Support Officer (SLSO) capacity to support student learning at Heaton.</p>
<p>English language proficiency</p> <p>\$184,787.70</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 staff to support delivery of targeted initiatives • provision of additional EAL/D support in the classroom and as part of differentiation initiatives • additional staffing intensive support for students identified in beginning and emerging phase • establish a core practice for supporting students learning English as an Additional Language or Dialect <p>The allocation of this funding has resulted in the following impact: This funding was used to employ English as a Second Language or Dialect (EAL/D) staff to ensure there was a high level EAL/D support in all classrooms. Teachers also worked in an intensive English withdrawal structure for newly arrived students and EAL/D students who required extra support. The EAL/D staff supported classrooms teachers to differentiate teaching, learning and programming within the classrooms. Bi-lingual Student Learning Support Officers (SLSOs) worked with EAL/D staff to translate for families and to unpack reports. Classroom teachers worked with the EAL/D network specialist during Term 4 to enhance their ability to differentiate lessons to meet the needs of EAL/D students.</p> <p>After evaluation, the next steps to support our students will be: To ensure that there is a strong focus on providing EAL/D teachers time to collaborate with classroom teachers to ensure targeted differentiation, oral language, vocabulary and comprehension focuses meet the need of EAL/D learners. Teachers will differentiate the new K-2 units to ensure all EAL/D students are catered for explicitly. Professional learning time and collaboration days will be used to ensure this takes place with authenticity.</p>
<p>Low level adjustment for disability</p> <p>\$118,087.83</p>	<p>Low level adjustment for disability equity loading provides support for students at Heaton Public School in mainstream classes who have a 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"> • Differentiation <p>Overview of activities partially or fully funded with this equity loading</p>

<p>Low level adjustment for disability</p> <p>\$118,087.83</p>	<p>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 • providing support for targeted students within the classroom through the employment of School Learning and Support Officers <p>The allocation of this funding has resulted in the following impact: This funding was used to employ learning support teaching staff during 2022. The strong 'Ready to Learn' support structures created during 2022 were consolidated to ensure that highly authentic, point-of-need grouping structures targeted the learning of students. Staff were released from class to work on Personalised Learning and Support Plans (PLSPs), be part of Learning and Support Team meetings with parents and to review and evaluate support structures within their class and across the school.</p> <p>After evaluation, the next steps to support our students will be: To further improve and refine our PLSP development, review and evaluation with parents. This will ensure the school is catering to the needs of every student with a diagnosed disability by ensure the voice of the student and family is heard.</p>
<p>Professional learning</p> <p>\$14,524.64</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 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 initiative funding include:</p> <ul style="list-style-type: none"> • Assistant Principal Curriculum and Instruction delivered professional learning around the new K-2 Curriculum • Aboriginal Education and Wellbeing Officer delivering professional to staff • Collaborative Professional Learning Days • Casual Staff employed to release staff to plan for new curriculum reform <p>The allocation of this funding has resulted in the following impact: The school implemented a three-tiered professional learning model in 2022. This aligned directly to staff Professional Development Plan goals where Goal 1 - was linked to Growth and Attainment, Goal 2 - was linked to embedding Aboriginal Perspectives across the curriculum and Goal 3 - was an individual goal. Timetabling and planning days driven by Executive allowed for all three tiers of professional learning to be delivered. All staff participated in Turning Policy into Action and one staff member per stage worked on Aboriginal Pedagogies. The second semester saw much of the professional learning delivered by the Assistant Principal Curriculum and Instruction linked directly to curriculum reform PL.</p> <p>After evaluation, the next steps to support our students will be: In 2023, a similar three-tiered model will be embedded with much of the whole school focus being aimed at corporate programming and differentiation for the new syllabus roll-out.</p>
<p>Literacy and numeracy</p> <p>\$4,556.06</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"> • High Quality Teaching and Learning <p>Overview of activities partially or fully funded with this initiative</p>

<p>Literacy and numeracy</p> <p>\$4,556.06</p>	<p>funding include:</p> <ul style="list-style-type: none"> • staff training and support in literacy and numeracy • targeted professional learning to improve literacy and numeracy • teacher release to engage staff in professional learning around curriculum reform <p>The allocation of this funding has resulted in the following impact: The school used casuals days for staff to come off and work collaboratively in infants and primary teams to ensure they had a deep understanding of data, teaching sprint development and an understanding of the new syllabi.</p> <p>After evaluation, the next steps to support our students will be: To continue as similar mode of staff collaboration in 2023. Staff will be working heavily in the Strategic Direction 1 - Growth and Attainment phase as they collaboratively program to implement the new K-2 syllabus.</p>
<p>QTSS release</p> <p>\$32,407.72</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> <ul style="list-style-type: none"> • High Quality Teaching and Learning <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 • teachers worked with Assistant Principal Curriculum and Instruction on data talks <p>The allocation of this funding has resulted in the following impact: Each staff member was given time off class to complete individual professional learning linked to their Personalised Development Plan (PDP) in 2022. They then met with the Assistant Principal Curriculum and Instruction to unpack that professional learning, plan for teaching sprints work on their Professional Development Plan goals.</p> <p>After evaluation, the next steps to support our students will be: The time provided to all staff through this initiative in 2022 has been highly successful in supporting staff with walk-throughs of classrooms indicating that there is a direct line of site between the work completed in data talk meetings and the teaching being delivered in all classrooms. The school will refine and embed this practice in 2023.</p>
<p>Literacy and numeracy intervention</p> <p>\$36,200.12</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"> • High Quality Teaching and Learning <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 Strategic Improvement Plan • employment of interventionist to support the delivery of evidence-based literacy and numeracy programs and data driven practices

<p>Literacy and numeracy intervention</p> <p>\$36,200.12</p>	<p>The allocation of this funding has resulted in the following impact: This funding made up staffing elements of our 'Ready to Learn' support team. Teachers worked in stage pods to deliver 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 will be: The Senior Executive are timetabling a three-tiered intervention response for all classes. This will consist of whole class explicit teaching, a small group intervention support teacher targeting Tier 2 literacy and numeracy intervention and Executive working on Tier 3 intervention for their stage classes. Groups will be formed by drilling down deep into internal and external data sources.</p>
<p>COVID ILSP</p> <p>\$103,840.00</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 2022.</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 identify students for small group tuition • employing/releasing staff to coordinate the program <p>The allocation of this funding has resulted in the following impact: An allocation of Covid ILSP teacher support in every classroom. The Assistant Principal Curriculum and Instruction worked with staff to identify and group students in need of Literacy and Numeracy support in PLAN2. Significant staff absences during Term 2 and Term 3 meant that some classes were not able to run the Covid groups during this time. There was a strong focus and commitment to have these groups running again during Term 4.</p> <p>After evaluation, the next steps to support our students will be: In 2023, Covid funding is reduced, however, Senior Executive have timetabled strategically using support staff to ensure there are two teachers in each classroom during the morning session. This will ensure targeted, small group intervention will still take place in each classroom to support literacy and numeracy.</p>
<p>Per capita</p> <p>\$42,955.53</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students 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"> • Other funded activities <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • Purchase of literacy & numeracy resources • Purchase of technology such as lap tops • Purchase of day to day classroom resources <p>The allocation of this funding has resulted in the following impact: Every student at Heaton was provided with access to equitable resources and technology that have been utilised by all staff to enhance the quality of learning.</p> <p>After evaluation, the next steps to support our students will be: This funding will be used in a similar manner in 2023. The School Business</p>

Per capita
\$42,955.53

Manager and Executive Team have worked together to audit technology and review resources needed. The results of this work will be used drive which resources are needed in 2023.



Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	104	96	89	86
Girls	88	89	81	81

Student attendance profile

School				
Year	2019	2020	2021	2022
K	90.3	92.3	92.5	88.3
1	89.7	92.7	94.7	90.5
2	92.4	88.0	93.6	91.2
3	90.6	93.8	90.3	89.4
4	90.8	90.8	94.4	87.7
5	93.6	90.4	92.9	91.7
6	90.6	94.0	92.6	89.3
All Years	91.2	91.9	93.0	89.6
State DoE				
Year	2019	2020	2021	2022
K	93.1	92.4	92.8	87.9
1	92.7	91.7	92.7	87.4
2	93.0	92.0	92.6	87.8
3	93.0	92.1	92.7	87.6
4	92.9	92.0	92.5	87.4
5	92.8	92.0	92.1	87.2
6	92.1	91.8	91.5	86.3
All Years	92.8	92.0	92.4	87.4

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 from 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 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.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2022, student attendance was impacted by a range of factors:

- Families evacuating and relocating due to NSW floods
- Sick students staying at home until a negative COVID-19 test was returned
- Household members testing positive to COVID-19
- The easing of COVID-19 border controls at the beginning of 2022 which allowed families to travel inter-state and overseas.

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)	5.88
Literacy and Numeracy Intervent	0.32
Learning and Support Teacher(s)	0.7
Teacher Librarian	0.4
Teacher ESL	1.2
School Administration and Support Staff	2.02

*Full Time Equivalent

Workforce composition statement

From 2022 onwards, the new Assistant Principal Curriculum and Instruction (APCI) roles form part of entitlement. The FTE of these roles are counted as per entitlement in line with other non-deputy principal/head teacher executive positions as there is no off-set requirement from the teaching allocation. The APCI is included under the assistant principal(s) position grouping.

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 2022, 4.6% of the department's overall workforce identify as Aboriginal and/or Torres Strait Islander Peoples.

Aboriginal and Torres Strait Islander school workforce composition

Staff type	Benchmark ¹	2022 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.00%	4.10%
Teachers	3.00%	3.30%

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 2022 to 31 December 2022. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2022 Actual (\$)
Opening Balance	330,494
Revenue	2,786,930
Appropriation	2,635,956
Sale of Goods and Services	405
Grants and contributions	147,121
Investment income	1,748
Other revenue	1,700
Expenses	-2,888,545
Employee related	-2,502,264
Operating expenses	-386,281
Surplus / deficit for the year	-101,614
Closing Balance	228,880

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.

	2022 SBAR Adjustments (\$)
Targeted Total	180,227
Equity Total	511,146
Equity - Aboriginal	27,214
Equity - Socio-economic	181,057
Equity - Language	184,788
Equity - Disability	118,088
Base Total	1,476,134
Base - Per Capita	42,956
Base - Location	0
Base - Other	1,433,179
Other Total	147,446
Grand Total	2,314,953

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

STUDENT

The Heaton Public School Student 'Tell Them From Me' survey was conducted in 2022. Students across Years 4, 5 and 6 completed this survey. A NSW Government Norm (GN) provided a mechanism to compare results across the State.

75% of students feel accepted and valued by their peers and by others at their school (GN=81%).

91% of students believe they have positive behaviour at school (GN=83%)

82% of students believe they have someone at school who consistently provides encouragement and can be turned to for advice (GN=77%).

85% of students believe teachers set clear goals for learning, establish expectations, check for understanding and provide feedback (G.N=75%).

PARENT/CAREGIVER

The Heaton Public School Parent 'Tell Them From Me' survey was conducted in 2022. Forty-Five parents/caregivers across all years completed this survey. A NSW Government Norm (GN) provided a mechanism to compare results across the State.

91% of parents feel welcomed (GN=74%)

86% of parents feel informed (GN=66%)

85% of parents feel that the school supports their child/s learning (GN=73%)

86% of parents feel that the school supports positive behaviour (GN=77%)

86% of parents feel that it is safe at school (GN=74%)

86% of parents believe that the school is inclusive (GN=67%)

TEACHER

The Heaton Public School Teacher 'Tell Them From Me' survey was conducted in 2022. All teachers completed this survey. A NSW Government Norm (GN) provided a mechanism to compare results across the State.

91% of teachers feel that the school's leadership team is improving the students learning, teaching and overall school progress (GN=71%)

88% of teachers feel that they have time to collaborate (GN=78%)

88% of teachers feel that Learning culture is effective (GN=80%)

86% of teachers feel that data is informing their practice (GN=78%)

88% of teachers use a range of teaching strategies (GN=79%)

73% of teachers feel that technology is utilised effectively (GN=67%)

89% of teachers feel that the school is inclusive (GN=82%)

74% of teachers feel that parent involvement is high (GN=68%)

Teacher

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 2022 our students were supported in the following ways:

- * Personalised Learning Pathway development with students and families.
- * 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.
- * Multicultural Ambassadors elected into School Parliament.
- * The Callaghan Education Pathways Network Aboriginal Pedagogies Training was completed by four teachers (1 teacher per stage)
- * All staff completed Turning Policy into Action PL
- * Introduction of Aboriginal mentor, Jeremy Coward to work closely with our Aboriginal and non-Aboriginal students each week to enhance knowledge of culture.
- * On Country excursion took place for Primary Boys to Mount Sugarloaf.

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.

Anti-Racism - School statement

Two staff members are trained as the Anti-Racism Officer. When disrespectful comments are made by students in regards to race, the students are counselled and educated about the impact of inappropriate words and actions can have and how to make more appropriate and respectful choices.

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

Heaton Public School has a culturally diverse community, with 106 students representing 17 different ethnicities. These cultural backgrounds are celebrated through various whole school initiatives, such as Harmony Day and NAIDOC Week, and as an embedded perspective within lessons taught across all Key Learning Areas. These initiatives and perspectives promote respect, inclusivity and encourage community engagement.

