

2022 Annual Report

Heckenberg Public School



4336

Introduction

The Annual Report for 2022 is provided to the community of Heckenberg Public School as an account of the school's operations and achievements throughout the year.

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

Heckenberg Public School will build the intellectual, creative, social-emotional and physical potential of students in a caring and nurturing environment. The school demonstrates high expectations for all stakeholders and is focused on ongoing improvements in student growth and teacher quality.

We value authentic connections with the wider community and leverage these partnerships to be innovative and responsive to our needs. The school is guided by the values of excellence, equity, accountability, trust, integrity and service.

School context

Heckenberg Public School is part of the Liverpool Network in South West Sydney. It is 5 km west of the Liverpool CBD and is in the 2168 local area. The school was built in 1965 and is an important part of our small community. Heckenberg PS has an enrollment of 207 students and this number generally hovers between 205 and 215. The community is largely transient with over 60% of students leaving the school by year 6. The main languages spoken at home by our families are English, Arabic, Vietnamese, Samoan and Hindi resulting in the school having an EALD rate of 67%. Overall, there are 21 language groups that make up the Heckenberg PS community. The school prides itself on providing a variety of extra curricular activities for our students in the area of sport, technology and the creative arts. In 2020/2021, the school engaged DanceFever MultiSport to provide additional sport and personal development programs for students, led and participated in a local STEM initiative across four local schools, participated in 2168 Children's Parliament and engaged with the Casula Powerhouse Arts Centre to create a Gifted and Talented art program. This was on top of our regular sporting and academic activities that are annual events at our school. The school was part of the Early Action for Success Initiative and has a strong culture of instructional leadership and professional development of staff. The school has created a bespoke model of professional learning, drawing upon current research and evidence related to best practice. This has resulted in our students K-3 "Excelling" in regards to literacy and numeracy. "Sustaining and Growing" from 3-5 and "Excelling" from 5-7. This growth is a testament to the diligent and professional staff that are employed at Heckenberg PS. Heckenberg PS has a number of partnerships that support the vision of our school. The school is in a multi year partnership with Community Hubs Australia, Musica Viva, Liverpool Council, South West Sydney Area Health Service and Karitane. These partnerships support the students, families and staff in a variety of ways. Some actions that are able to be completed with these partnerships include, Parent, Child Interaction Therapy, Speech Therapy, Parent English Classes, a variety of extra curricular activities provided by external agencies, social skills programs, student leadership initiatives and gifted and talented creative arts program. The school invests significant funds and regularly obtains financial grants to create outstanding and varied opportunities for our students.



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	Delivering
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Delivering
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Delivering
TEACHING: Learning and development	Delivering
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Delivering
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1: Student growth and attainment

Purpose

Heckenberg PS aspires to support outstanding, evidence based teaching practices in English and Mathematics through quality instructional leadership.

The school is fully committed in ensuring that planned future changes to Department of Education strategies and new syllabus documentation is deliberately and strategically implemented to foster student growth.

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.

- Instructional Leadership
- Effective Classroom Practice (English and Mathematics)

Resources allocated to this strategic direction

AP Curriculum & Instruction: \$180,685.20
Socio-economic background: \$160,476.30
Professional learning: \$20,774.08
QTSS release: \$31,653.77
Aboriginal background: \$24,000.00

Summary of progress

Instructional Leadership

Through instructional leadership, High Impact Professional Learning (HIPL) in numeracy and literacy and support provided by the Assistant Principal Curriculum and Instruction (APCI) team, teachers effectively engaged in dialogue, reflecting on current literacy and numeracy teaching practices. Teachers utilised a K-6 Mathematics template for programming and used consistent pedagogical practices across the school, such as the daily implementation of Number Talks and Word Problems. Across literacy, teachers utilised explicit teaching strategies in modelled reading to effectively implement quality reading programs in classrooms. Through professional learning, teachers have continuously reflected on evidenced based pedagogy to support the development of teaching and learning programs. Teachers were supported in class through co-teaching and the Gradual Release Model, which focused on individual teacher need.

The APCI team held weekly meetings to analyse data from school based assessment tasks and compare results with data on SCOUT. This analysis indicated that external and internal data aligned and provided a well defined focus to inform future teaching and learning. These findings were then shared with Assistant Principals and stage teams which led to a more targeted approach to differentiation, groupings and explicit instruction.

In order to embed these practices into school routines, the focus for 2023 will be to continue timetabled meetings between APCIs and APs to critically analyse data. Continued professional learning to build teacher knowledge and skills in the new English and mathematics syllabus documents will be provided to all staff throughout 2023.

Effective Classroom Practice

In Term 1, APCIs and APs reviewed the school based documents: Literacy Expectations and Numeracy Expectations and updated the procedures to ensure best practice. This was then delivered to all staff in stage meetings to develop a consistent and transparent approach to literacy and numeracy across the school. The Gradual Release Model (I do, we do and you do) was presented to all staff through team teaching, demonstration lessons, formal observations and feedback to build the capacity of teachers. As a result of this whole school initiative, number talks for mathematical reasoning and communication is now embedded in teaching and learning programs and is evident in all classrooms.

The Early Stage One team developed reading resources which supported the use of decodable texts in line with the new curriculum requirements. A Google document was developed to provide teachers information on the impact of intervention procedures through monitoring and evaluating student progress. The APCI and Learning and Support Teacher (LaST) utilised whole school data to identify areas of need in K-2 and 3-6 reading. A comprehension pre and post assessment task was developed using the Universal Resource Hub as an intervention strategy to identify focus areas to drive teaching and learning. PLAN2 was used to observe, track and monitor student growth.

Overall effective classroom practice was positively impacted by data driven programs in mathematics. Data was collated

in a spreadsheet to identify students who required support, potential to move and working at stage expectation. This data drove the teaching and learning cycle, and at the conclusion of the cycle a post assessment was conducted. The post data indicated growth in 40% of students. In addition, 100% of classroom teachers started to use pre and post assessments to drive teaching and learning.

In 2023, continued professional learning around evidence based practices, with a focus in mathematics, to deepen staff understanding will be presented by the APCI in Semester 1. K-6 staff will participate in professional learning to better understand the research behind using decodable texts and how to effectively utilise these in the classroom. The middle leadership team will continue to provide differentiated support through the Gradual Release Model by working with teachers in classrooms.

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
An uplift of 6.6% of students in the top 2 bands for Reading in NAPLAN.	There was an uplift of 1.5% of students in the top two bands in Reading, and exceeded baseline by 3.3%.
An uplift of 7% of students in the top 2 bands for Numeracy in NAPLAN.	There was an increase in students moving from the bottom 2 bands into the middle bands. There was a 1.63% increase in the achievement in the top two bands in comparison to 2021.
An uplift of 8% of students reaching expected Growth in Reading.	Expected Growth was not calculated in 2022 as there was no NAPLAN data in 2020 for comparison.
An uplift of 5% of students reaching expected growth in Numeracy.	Expected Growth was not calculated in 2022 as there was no NAPLAN data in 2020 for comparison.

Strategic Direction 2: Curiosity, Enrichment, Creativity

Purpose

Heckenberg PS values the diverse range of skills and attributes learners at our school possess and is committed to ensure students reach their potential.

Students at Heckenberg PS will be confident and creative individuals, successful life long learners and problem solvers that are supported by a school that promotes opportunity.

A confident teaching staff, with expertise in differentiating a rich and engaging curriculum will drive curiosity and a love of 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.

- High Expectations and Differentiation
- Enriched Curriculum

Resources allocated to this strategic direction

Socio-economic background: \$160,960.73

QTSS release: \$6,500.00

Integration funding support: \$139,373.00

English language proficiency: \$57,813.24

Low level adjustment for disability: \$215,445.95

Professional learning: \$250.00

Summary of progress

High Expectations and Differentiation

K-6 staff were supported through the thorough analysis of PLAN2 data in literacy and numeracy to understand the link between syllabus documents, teaching and learning and assessments. Consistent teacher judgement (CTJ) fortnightly sessions were conducted within stage groups to establish a common understanding and shared language when evaluating student outcomes based on assessment tasks. This resulted in teachers collaboratively developing differentiated teaching and learning programs to focus on areas of need and identify individual student learning goals. A review of K-6 teaching and learning programs, each term, demonstrated evidence of differentiation in literacy and numeracy.

From Semester 1, teachers prepared reports on Sentral and have included individual student goals to provide parents further information on achievement.

From Term 3, bump it up walls, which correlated with PLAN2 data, were evident in 100% of classrooms and provided students with autonomy around their learning. Students developed ownership of learning through goal setting, feedback and reflection. A walk through was conducted and identified that all classrooms had individual student learning goals displayed.

In Semester 1, 2023 the processes teachers and students use to develop individual learning goals will be reviewed, along with considering alternative methods of documentation and displays to ensure cohesive practices across the school. In line with the High Potential and Gifted Education Policy, effective processes for identifying students across the four domains - Creative, Socio-Emotional, Physical, Academic- will be further developed. Opportunities will be provided for students to engage in programs to enhance potential.

Enriched Curriculum

Extension opportunities were timetabled throughout 2022 across a broad selection of creative arts. The school expanded its partnership with Musica Viva to move to a whole school post-COVID model with students exposed to a range of percussion, vocal and string instruments. All students were provided performance opportunities at whole school events with extension opportunities provided through Western Liverpool Festival of Performing Arts (WLFPA) and specialist groups as part of Musica Viva. A thorough audit of musical equipment and storage facilities led to the refurbishment of the musical resource room, as well as, the ongoing maintenance and purchasing of additional musical equipment.

In 2023, a new music coordinator will be appointed to liaise between Musica Viva and the school and advise on appropriate programming K -6. Professional Learning (PL) will be presented to upskill all staff and further develop staff knowledge of creative arts. Additional student leadership roles across the school will be explored in 2023 including the establishment of an SRC to ensure student voice is expanded to incorporate Years 1-6.

Curriculum Reform

PL sessions for K - 6 staff were conducted to deepen knowledge and understanding of the new syllabus. Staff also engaged in the MyPL Micro Learning sessions for the new curriculum independently and in groups. Early Stage One teachers trialed the new syllabus throughout 2022 to develop skills and confidence in navigating the online syllabus. During Semester 2, the APCI team conducted executive planning sessions with middle leaders to develop knowledge of syllabus and supporting documents, including scope and sequences and units of work. Through this the executive team compared and contrasted current school practices to the new requirements and discussed changes in pedagogy and programming that will be required. To support the implementation of the new syllabus, the APC&I team developed modified documents in line with the Department of Education scope and sequences to assist K -2 teachers with a smooth transition into teaching, programming and assessments.

The APCI team, along with the AP team, ran PL on Staff Development Day in Term 4 to solidify understanding of the new curriculum. A staff survey and exit slips, showed that through ongoing PL and collaborative planning sessions, staff members' knowledge and understanding, and ability to implement the new English and mathematics syllabus documents, were well developed.

In 2023, continual PL and collaborative planning sessions will be timetabled to ensure effective implementation of the new curriculum and further understanding of the use of decodable texts.

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 added data in Scout K-3 and 3-5 continues to show an upward trend with the upper confidence interval above the state average line.	There is currently no recorded data for 2022 due to NAPLAN not being completed state-wide 2020.
A 5% increase in accuracy of student answers in the top three levels across Science and Working Scientifically within the VALID assessment.	In 2022, VALID 6, there was a 10.3% increase of students achieving in the top 3 levels.
50% of classroom teachers incorporate the General Capabilities into collaboratively developed programs.	60% of classroom teachers incorporate the General Capabilities into collaboratively developed programs.

Strategic Direction 3: A Place to Flourish

Purpose

Heckenberg PS strives to build upon the values of integrity and service when supporting our school.

Staff will build upon strong foundations of community engagement to advocate for the needs of our learning community and ensure our community feels valued, known and cared for.

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.

- Community Connections
- Social-Emotional Learning

Resources allocated to this strategic direction

Socio-economic background: \$194,500.04

Aboriginal background: \$3,001.04

Summary of progress

Community Connections:

Community Hub

The Community Hub has supported the community, parents and students at Heckenberg Public School and has been extremely responsive in further building home-school partnerships. It operates by delivering programs which are targeted to the needs of the students and the community.

To support the whole school community, a multicultural and Aboriginal garden was established with school funds and a \$5000 grant from Liverpool Council to support intercultural understanding. The Royal Botanical Garden and Domain Trust provided support and guidance to the project through a Community Greening Coordinator. The garden was maintained by multicultural and Aboriginal students, supervised by classroom teachers. A gardening club was established to enable all students, Playgroup and Headstart families to develop skills in sustainability. This has resulted in a culturally safe school and fostered a sense of belonging.

Multicultural families were provided access to English courses through whole day programs with qualified English teachers, in partnership with Adult Migrant English Program (AEMP) at Miller TAFE. Citizenship classes allowed greater access to resources which addressed the needs of parents in applying and completing the Citizenship test. Computer classes were offered with sessions allocated to technology skills and cyber safety. Through the Drop in Support program, the Community Hub leader and Arabic translator assisted vulnerable students and families requiring access to external services and provide support with financial, legal and housing needs. These sessions supported community members to build essential skills in the use of the English language and technology, resulting in a stronger sense of connection across the school and community.

Transition to school programs, Headstart and Stay and Play Playgroup, provided greater access to families of young children to developmentally appropriate play and early numeracy and literacy skills. Through this, teaching staff were able to observe relationships between parent and child and to identify and refer at risk students to the Allied Health Services team to access early intervention programs. As a result, 2023 Kindergarten enrollments have increased and Kindergarten teachers noted that students who accessed early intervention programs displayed higher levels of appropriate school readiness skills.

Before and after school programs were implemented to address student needs. Breakfast Club supported students with healthy daily breakfast options, which set students up for a positive and productive day, supporting their learning, engagement and concentration. Hampers of food were packaged and distributed to identified families to provide healthy eating and nutrition in the home. Through dialogue, community expressed that the hampers guided healthy food choices and well-being at home. The after school program, Kids Corner, partnered with Liverpool Neighborhood Connections to provide access to extra curricular activities to families for free. This increased students and families connection to school, and supported students to further build on social connections. As part of this program, Homework Club ran in Terms 1 and 2, writing support in Term 3 and mathematics games in Term for identified students.

To continue this high level of support in 2023, the Community Hub will continue to operate with variations to programs

based on student, community and staff feedback. A workshop will be held to increase parents ability to apply for Active Kids Vouchers and provide information regarding opportunities to utilise the vouchers for extra curricular activities. The multicultural and Aboriginal garden will play a more significant part in classroom learning through links with the syllabus.

Intervention

The external Allied Health Team visited the school weekly and consisted of Speech Pathologists, a Behaviour Therapist and a Wellbeing and Health In-Reach Nurse Coordinator (WHIN). These specialists supported identified students across Kindergarten to Year 6. The Speech Pathologists built the capacity of K -2 teachers through PL and team teaching opportunities. They further supported at risk students through targeted interventions. As a result of this intervention, teachers observed improvements in Kindergarten students use of language and ability to pronounce words. Speech pathology assessments were administered as part of the transition to school programs, Headstart and Play Group. Families of at risk students were referred to Rainbow Cottage for early intervention programs.

To support staff to manage challenging behaviour within the classroom, a Behaviour Therapist was employed K -6. Following observations, behaviour management plans were collaboratively developed indicating strategies for implementation as well as regular monitoring and reviewing. Through small group teaching and intervention strategies, teachers addressed individual student needs through effective differentiation. Information on behaviour interventions was provided to families to ensure home-school consistency in strategies and language. The Behaviour Specialist prepared behaviour therapy reports for medical specialists and supported parents through the NDIS process. The school acquired a WHIN through a pilot program funded by the NSW Government. The referral process supported families to access paediatricians through NSW Health. Strategies were put into place to ensure continued access to services after initial WHIN intervention.

The focus for 2023 will be to continue implementing intervention programs through Allied Health Services, additionally employing an Occupational Therapist. A review of role statements of the Learning and Support Coordinator and Learning and Support Teacher will be held early in 2023 with processes and procedures refined to ensure a more streamlined approach.

Social Emotional Learning:

As a Positive Behaviour for Learning school, teachers support social emotional learning through regular lessons, shared language and scope and sequences based on student need. Through this, students are encouraged to participate safely in class and the playground, using positive wellbeing strategies to manage and self regulate. Behaviour and Risk Management Plans were developed for identified students using Department of Education guidelines and shared with relevant staff.

In 2023, a review of current processes and procedures will be actioned in Semester 1 to support emotional and social wellbeing. An analysis of behaviour and risk management plan formats is required to ensure all relevant information is included to better support students and teachers. Data has indicated a need to support teachers with uploading data onto Sentral for both positive and negative behaviors to support holistic approach and consistency across the school.

To further support students, a variety of external agencies, including Smith Family, Mission Australia and Karitane were engaged within the school. The Smith Family Group supports the school through their sponsorship program called the Learning for Life Scholarship. This provides financial support for families twice a year and follows the students to university. Mission Australia provided differentiated programs for students K - 6, targeting students behavioral, social and academic needs. Art Therapy, a transition to high school program run by Mission Australia, supported the emotional and psychological well being of vulnerable students. Karitane ran parent-child interaction therapy workshops to support behaviour in partnership with the school. The inclusion of these agencies has resulted in building relational trust between home, school and teacher, resulting in a decrease in the number of negative behaviour incidents.

In 2023, partnerships with Smith Family, Mission Australia and Karitane will continue, with the introduction of a financial literacy program for parents. Following the review, PL for staff will be provided to further develop knowledge around accessing external services.

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
An increase of students reporting a	73% of Year 6 students felt accepted and valued by their peers and by

positive sense of belonging in the Tell Them From Me surveys.	others at their school indicating a positive sense of belonging.
67.3-72.3% of students will attend school 90% of the time.	34.52% of students attended school greater than 90% of the time.

Funding sources	Impact achieved this year
<p>Refugee Student Support</p> <p>\$1,375.36</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"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • engagement of a refugee support leader to coordinate personalised support for students and families from refugee backgrounds <p>The allocation of this funding has resulted in the following impact: Identified refugee students received immediate, targeted interventions to develop their English language skills, based on needs, to enable greater access to the curriculum. Individual students have shown increased confidence and participation, resulting in improved learning outcomes and growth.</p> <p>After evaluation, the next steps to support our students will be: Refugee students will continue to be supported through targeted interventions. Classroom teachers and SLSOs will be supported to implement quality teaching practices to increase educational outcomes for students.</p>
<p>Integration funding support</p> <p>\$139,373.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Heckenberg 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"> • High Expectations and 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 (PLaSPs) • staffing release to build teacher capacity around behaviour intervention/curriculum adjustments • intensive learning and behaviour support for funded students <p>The allocation of this funding has resulted in the following impact: Students with IFS were supported with PLaSPs that were regularly reviewed and adjusted to best meet their needs. Ongoing face-to-face support was provided by the employment of School Learning and Support Officers to aid the implementation of their plan and at point of need. Identified students are achieving PLaSP goals and this is reflected within their classroom learning.</p> <p>After evaluation, the next steps to support our students will be: Students' progress will continue to be monitored and quality teaching strategies implemented in consultation with the LaST to improve student outcomes. Provide additional professional learning to SLSO staff that aligns more closely with the needs of the targeted students being supported. LaST and classroom teachers will regularly engage in parent and student conversations to improve parent and student voice within the PLaSPs.</p>
<p>Socio-economic background</p> <p>\$515,937.07</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Heckenberg Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p>

<p>Socio-economic background</p> <p>\$515,937.07</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"> • Instructional Leadership • High Expectations and Differentiation • Enriched Curriculum • Community Connections • Social-Emotional 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 High Potential and Gifted Education (HPGE) and extra curricular program implementation. • resourcing to increase equitability of resources and services • providing students without economic support for educational materials, uniform, equipment and other items • employment of additional staff to support the Community Hub. <p>The allocation of this funding has resulted in the following impact: The Community Hub program has enabled community engagement, increased home-school partnerships, and strengthened transition to school processes. Through this, the community has indicated that they feel welcomed into the school. Students were provided with rich learning opportunities across the curriculum with extension programs offered to identified HPGE students in Creative Arts and STEM, enabling students to further develop higher order skills in extracurricular activities. Teachers have built knowledge and skills around curriculum reform in literacy and numeracy. Professional learning has enhanced teacher practice in the explicit teaching of reading and mathematics, as evidenced by classroom observations and professional discussions. Differentiated small group and individual programs accurately addressed student learning needs.</p> <ul style="list-style-type: none"> - 21% increase of students in Year 3 achieved in the top 3 bands in NAPLAN numeracy - 10% increase of students in Year 5 achieved in the top 2 bands in NAPLAN writing - 8% increase of students in Year 5 achieved in the top 2 bands in NAPLAN reading - 50% of students in Year 5 achieved in the top 2 bands in NAPLAN spelling <p>After evaluation, the next steps to support our students will be: Further develop teachers' skills through on-going PL and raise awareness of the 3-6 English and mathematics curriculum ready for implementation in 2024. Continue to employ a Community Hub leader to further engage parents in learning. Ongoing partnerships with external providers and local schools to strengthen and extend enrichment programs across the curriculum.</p>
<p>Aboriginal background</p> <p>\$27,001.04</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Heckenberg 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"> • Effective Classroom Practice (English and Mathematics) • Social-Emotional Learning <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of specialist additional staff (SLSO) to support Aboriginal students <p>The allocation of this funding has resulted in the following impact: All Aboriginal and/or Torres Strait Islander students had a collaboratively developed Personalised Learning Pathway plan with clear literacy,</p>

<p>Aboriginal background</p> <p>\$27,001.04</p>	<p>numeracy, cultural and/or personal goals that were regularly reviewed with the successful attainment of goals celebrated. Aboriginal staff members provided cultural programs for students across the school, resulting in a culturally respectful yarning space through the establishment of an Aboriginal native garden. The impact of this initiative has raised student awareness across the school of Aboriginal culture and developed confidence in Aboriginal students to share their culture with their peers and staff. 100% of Aboriginal students indicated they feel good about their culture when at school as measured by the Tell Them from Me survey.</p> <p>After evaluation, the next steps to support our students will be: Continue to provide targeted literacy, numeracy, and cultural support for all Aboriginal and/or Torres Strait Islander students with regular progress monitoring. Further build authentic partnerships with the Aboriginal and/or Torres Strait Islander community by providing more opportunities for collaboration and engagement.</p>
<p>English language proficiency</p> <p>\$57,813.24</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Heckenberg 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 Expectations and Differentiation <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 • engagement of an English as an Additional Language or Dialect (EAL/D) specialist teacher to model strategies, with the aim of increasing teacher confidence and practice in their classrooms <p>The allocation of this funding has resulted in the following impact: Targeted students have achieved growth, as evidenced through tracking and monitoring on the EAL/D Learning Progressions.</p> <p>After evaluation, the next steps to support our students will be: In 2023, employ additional staff to support EAL/D students. Continue to provide additional teacher support and monitor student growth using the EAL/D Learning Progressions.</p>
<p>Low level adjustment for disability</p> <p>\$215,445.95</p>	<p>Low level adjustment for disability equity loading provides support for students at Heckenberg 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"> • High Expectations and 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 support teachers in differentiating the curriculum and developing resources, resulting in improvement for students with additional learning needs • employment of LaST and interventionist teacher • development of a needs-based learning and support program in which specialist staff collaborated with classroom teachers to build capacity in meeting the literacy needs of identified students <p>The allocation of this funding has resulted in the following impact: Additional LaST and teacher intervention for targeted students in literacy and numeracy has resulted in more students receiving additional support through smaller groupings and an improvement in student achievement in these areas. Employment of an SLSO supported students with social and emotional needs resulting in fewer negative behaviour incidents.</p>

<p>Low level adjustment for disability</p> <p>\$215,445.95</p>	<p>After evaluation, the next steps to support our students will be: Internal and external data will continue to be analysed and evaluated to meet the individual needs of identified students in consultation with teachers, external professional services, parents, and carers.</p>
<p>Professional learning</p> <p>\$21,024.08</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 Heckenberg 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"> • Instructional Leadership • Effective Classroom Practice (English and Mathematics) • High Expectations and Differentiation <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • provide targeted PL for all staff to enhance knowledge and skills of syllabus documents and increase capacity to effectively implement quality teaching programs <p>The allocation of this funding has resulted in the following impact: Teachers have embedded evidence-based, high-impact teaching strategies in literacy and numeracy within their classroom practice as observed in teaching and learning programs and teacher walk throughs. Teachers were upskilled in effective classroom practice with a stronger focus on formative assessment.</p> <p>After evaluation, the next steps to support our students will be: Teachers continue to work with the APC&Is, in stage groups and in the classroom, to further develop explicit teaching practices.</p>
<p>QTSS release</p> <p>\$38,153.77</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Heckenberg 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"> • Instructional Leadership • High Expectations and Differentiation <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Assistant Principals were provided with additional release time to support classroom programs • additional staff to release classroom teachers to enable collaborative planning <p>The allocation of this funding has resulted in the following impact: Regular meetings between the APC&Is and class teachers have resulted in ongoing data analysis and the use of data to inform future collaborative teaching and learning programming. All differentiated class programs are responsive to student needs.</p> <p>After evaluation, the next steps to support our students will be: Continue to release teachers for weekly data-driven conversations with the APC&Is and stage APs.</p>
<p>COVID ILSP</p> <p>\$232,459.00</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</p>

COVID ILSP

\$232,459.00

including:

- Other funded activities

Overview of activities partially or fully funded with this targeted funding include:

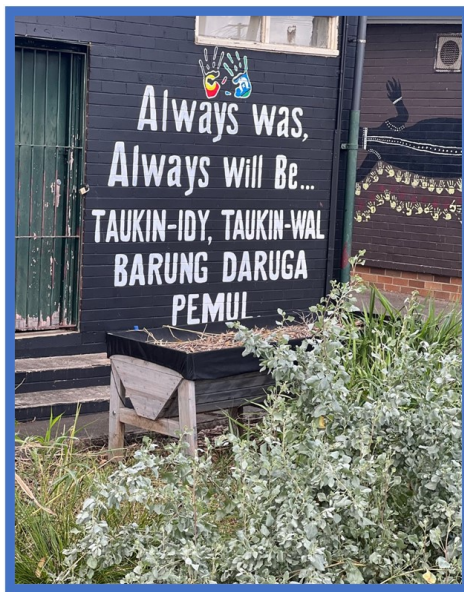
- employment of teachers/educators to deliver small group tuition
- releasing staff to analyse school and student data to monitor progress of student groups

The allocation of this funding has resulted in the following impact:

Additional staff have been employed to implement COVID Intensive Learning Support Program (ILSP) interventions. This program provided identified students with opportunities to improve their literacy and numeracy skills. Each tuition cycle has been analysed, evaluated and reflected upon based on assessment data collected at regular intervals.

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

The COVID ILSP will continue to support students with identified literacy and numeracy needs through small group tuition, closely tracking and monitoring student growth and achievement.



Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	94	103	102	108
Girls	113	105	100	95

Student attendance profile

School				
Year	2019	2020	2021	2022
K	90.7	87.0	87.7	77.1
1	89.4	91.5	82.2	81.6
2	87.8	88.6	89.6	76.1
3	89.0	90.9	89.4	77.7
4	88.7	87.9	90.4	80.8
5	90.8	86.7	86.6	83.8
6	89.2	90.7	88.2	76.0
All Years	89.5	89.0	87.9	78.8
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)	4.2
Classroom Teacher(s)	10.6
Learning and Support Teacher(s)	1.4
Teacher Librarian	0.4
School Administration and Support Staff	2.42

*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	242,557
Revenue	3,923,259
Appropriation	3,845,495
Sale of Goods and Services	17,026
Grants and contributions	57,934
Investment income	2,803
Expenses	-3,582,964
Employee related	-3,115,727
Operating expenses	-467,237
Surplus / deficit for the year	340,295
Closing Balance	582,852

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	140,748
Equity Total	816,197
Equity - Aboriginal	27,001
Equity - Socio-economic	515,937
Equity - Language	57,813
Equity - Disability	215,446
Base Total	1,692,565
Base - Per Capita	51,041
Base - Location	0
Base - Other	1,641,523
Other Total	819,124
Grand Total	3,468,634

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

Heckenberg Public School regularly seeks feedback from parents, teachers and students and embraces opportunities to enhance our practices.

As part of the school's annual reflection for the year 2022, the school surveyed parents in relation to parent satisfaction. On a ten point scale, Parents said:

I can easily speak with my child's teacher- 8.8

I feel welcome when I visit the school- 7.9

My child is clear about the rules for school behaviour- 8.8

My child feels safe at school- 8.2

100% agreed that the school is a culturally safe place for all students

On a ten point scale, Teachers surveyed reported:

School leaders have helped me establish challenging and visible learning goals for students- 7.8

I talk with other teachers about strategies that increase student engagement- 7.9

Students receive feedback on their work that brings them closer to achieving their goals- 7.8

I establish clear expectations for classroom behaviour- 8.8

100% agreed that the school is a culturally safe place for all students

Students surveyed in years 4-6 reported:

71% of students feel proud of their school

100% of Aboriginal and/or Torres Strait Islander students feel good about their culture when at school

95% of students agreed that their teacher takes time in class to review prior learning

71% of students set challenging goals for themselves in their schoolwork and aim to do their best

Policy requirements

Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

Anti-Racism Policy

All teachers are responsible for 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.