

2023 Annual Report

Heaton Public School



Heaton

PUBLIC SCHOOL

4129

Introduction

The Annual Report for 2023 is provided to the community of Heaton Public School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the Strategic Improvement Plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

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Message from the principal

It was a busy year at Heaton in 2023 and we are proud of the academic, wellbeing and community initiatives that we have delivered. At Heaton, our community plays such an integral role in our school, and we truly value the work you do at home with your children. Our vision is 'We nurture and inspire every child to dream big' and partnerships between home and school allow our children to thrive.

In 2023, our staff worked diligently to implement the new curriculum. We provided on-going strategic planning time for our staff to work in their teams to ensure the new pedagogy is engaging every student and meeting their learning needs. We are very fortunate at Heaton to have two teachers in every classroom for most of the day. This has allowed for us to differentiate, support, and extend the learning of every child. I am so fortunate to have a team of the most dedicated, kind, caring and collaborative teaching, support and administration staff that put the children at the centre of everything they do. The impact of our teaching structures has seen our senior students move past state average and similar school group average literacy and numeracy scores in Check-In assessments. This is particularly impressive given the fact that 61% of our students speak English as a Second Language.

Attendance is the key to learning success, and we have worked so hard to maintain an outstanding attendance rate as a school community. Our 'Here Every day, Ready on Time' initiative has been a huge success. Our school attendance sits above State average and that of similar schools.

Student voice plays such a powerful part in our planning at Heaton. We have had an outstanding student leadership team in 2023, our student parliament has voiced their opinions and provided valuable insights and ideas into school learning and initiatives. In 2023, we added a student voice component to our reporting structure, with students having one-on-one conferences with their teachers to discuss their learning goals and their progress. All classes contributed to the Cultural Mural which was installed in Term 4.

We have seen wonderful parent group contributions and excursions as part of our Inclusive Cultural Communities work with Jesmond PS and our volunteer parents' group. We are grateful to all the parents who have volunteered their time to support student learning and the improvement of our school resources.

We could not be prouder of our students.

It is truly a privilege to work at Heaton Public School.

I look forward to working with every stakeholder in 2024 so the learning, social and emotional outcomes of every student are maximised.

Andrew Hilton

Principal

Message from the school community

In 2023, the Parent Group coordinated a range of events at Heaton Public School to support initiatives such as providing funds for books for Presentation Day prizes, subsidising the Year 6 Farewell and Student Excursions. The events included running the canteen, supporting the Athletics Carnival, coordinating a disco, creating Mother's and Father's Day stalls, and events like Harmony Day were supported by the Parent Group.

We look forward to supporting the children and the school in 2024.

Parent Group

Message from the students

This year at Heaton Public School has been amazing! We've had so much fun and accomplished a lot as a leadership team and as a school.

Our swimming carnival and water sports day were a success. Our debating team won numerous debates, and our soccer and netball teams did us proud by making it to the semi-finals and playing in a gala day.

In academics, we are always 'Ready to Learn'. Our Check-In test results were really great and the students went on excursions to places like Sydney, Oakvale farm, and the Shark and Ray Centre.

We've also been focusing on well-being, with daily draws and class sessions to make sure everyone feels good.

Year 6 has some awesome fundraising events. We've been inclusive and leaders too, with conferences and workshops preparing us for high school.

Thanks to everyone for the support, and let's keep shining bright at Heaton Public School.

2023 Student Leadership Team



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 109. The school enrolment as at March 2023 is 174 students. Students come from a wide range of socio-economic backgrounds with 11% of students identified as Aboriginal and Torres Strait Islander and 50% 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 Callaghan 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 Callaghan, 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	2023 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Excelling
LEARNING: Student growth and performance	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	Excelling
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Excelling
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

AP Curriculum & Instruction
Professional learning
QTSS release
Refugee Student Support
Socio-economic background
Low level adjustment for disability
English language proficiency
Aboriginal background
New Arrivals Program

Summary of progress

High Quality Teaching on Learning

In 2023, the focus of almost all professional learning was steeped around K-2 curriculum reform and building the capacity of primary staff around mathematical pedagogy. The Assistant Principal Curriculum Instruction staff developed strong professional learning networks and undertook significant amounts of online training to ensure staff were supported. Professional learning was initially delivered to whole staff after the school day was completed. This has been the traditional model at Heaton Public School. Executive staff undertook a leadership course which identified that a problem of practice may have been that professional learning and new pedagogy was not being delivered to its potential in every classroom. The creation of stage pods was developed in Semester 2. This allowed the Assistant Principal Curriculum and Instruction and the Assistant Principals of stage teams to lead differentiated professional learning, data talks and authentic collaborative programming that initiated pedagogical change in all classrooms. Executive staff then followed up with classroom team teaching visits to see this pedagogical change in action. Staff have been universally positive in their feedback around being supported at their point of need by Executive. Cognitive load has been reduced around programming, data, and pedagogy with staff stating that the extra time provided has been extremely helpful. Stage Check In results have now lifted above similar school and state average for the first time in most year groups. The teaching pods have been overwhelming successful and will be continued next year. A refinement will be made to have the two Assistant Principal Curriculum and Instruction staff lead the pods to ensure string consistent delivery of pedagogy. The focus for 2024, will be for the Assistant Principal Curriculum and Instruction staff and Assistant Principals to undertake professional learning around the 3-6 curriculum implementation and the delivery of this to all teaching staff.

Data Driven Practices

In 2023, the emphasis was on strengthening assessment practices throughout the school to tailor teaching to individual student needs and communicate their progress effectively. All classes adopted the school-wide Assessment Tracking Tool and most are using the Learning Progression Tool, to gather, monitor, and analyse data in English and mathematics. Regular, collaborative data discussions were built into the agenda for our stage-based teaching pods and planning days. This enabled both class teachers and intervention teachers to better address the varied needs of students, enhancing student engagement and improving learning outcomes. Next year, we will continue to refine our practices in this area by establishing stronger protocols around data collection and engaging teachers in professional learning to effectively analyse data to drive learning.

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
<p>There is an uplift of 5% in student growth in reading from Year 3 from 2021 compared to the same Year 5 cohorts in 2023.</p>	<p>In 2021, 54.5% of the questions were answered correctly by the Year 3 cohort. In 2023, 70% of questions were answered correctly by the Year 5 cohort. This was an increase of 15.5% and significantly exceeds the set target of an increase of 5%.</p>
<p>There is an uplift of 5% in student growth in numeracy from Year 3 from 2021 compared to the same Year 5 cohorts in 2023.</p>	<p>In 2021, 49.7% of the questions were answered correctly by the Year 3 cohort. In 2023, 57.1% of questions were answered correctly by the Year 5 cohort. This was an increase of 7.4% and exceeds the set target of an increase of 5%.</p>
<p>Improvement as measured by the School Excellence Framework:</p> <p>LEARNING</p> <p>Element: Curriculum (S&G) Focus - Curriculum Provision (E)</p> <p>Element: Assessment (E) Focus: Whole Theme (E)</p> <p>Student Performance Measures (D) Focus: Student Growth (S&G)</p> <p>TEACHING</p> <p>Element: Data Skills & Use (E) Focus: Data Literacy (E)</p>	<p>LEARNING</p> <p>Element: Curriculum (S&G) - Meeting 2023 progress measure of Sustaining & Growing Focus - Curriculum Provision (S&G) - Working towards 2023 progress measure of Excelling</p> <p>Element: Assessment (S&G) - Working towards 2023 progress measure of Excelling Focus: Whole Theme (S&G) - Working towards 2023 progress measure of Excelling</p> <p>Student Performance Measures (S&G) - Exceeding the 2023 progress measure of Delivering Focus: Student Growth (S&G) - Meeting the 2023 progress measure of Sustaining and growing</p> <p>TEACHING</p> <p>Element: Data Skills & Use (S&G) - Working towards the 2023 progress measure of Excelling Focus: Data Literacy (E) - Meeting the 2023 progress measure of Exceeding</p>

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

Refugee Student Support
Low level adjustment for disability
Integration funding support
English language proficiency
New Arrivals Program
Aboriginal background

Summary of progress

Differentiation

Throughout the year, the school executed a comprehensive tiered intervention approach, involving multiple teachers providing differentiated support for literacy and numeracy across various student proficiency levels. Simultaneously, the focus was on realigning departmental networks, creating and reviewing individualised Personalised Learning Plans for Aboriginal and Torres Strait Islander students, and implementing targeted activities within the High Potential and Gifted Education framework. Despite occasional challenges due to staffing demands, the tiered intervention approach demonstrated resilience. The initial focus on in-class activities allowed a smooth transition to specialised spaces. PLAN data was integrated, reflecting a commitment to data-driven decision-making. The restructuring of the RFF roster in Term 3 facilitated collaborative planning and professional learning, enhancing overall teaching quality. The school showcased a commitment to Aboriginal education through continuous sharing and reviewing of the Callaghan Education Pathways Personalised Learning Plan Guidelines and the inclusion of policy reviews in the yearly calendar. Informal conversations and anecdotal records indicated a positive impact on student progress in intervention groups. Teachers acknowledged the effectiveness of the structure and a commitment to using data for student tracking and progress was evident. The shift towards targeted teaching programs resulted in significant growth in literacy and numeracy activities, benefiting students through tailored support. All Aboriginal and Torres Strait Islander students having current 2023 plans had a significant impact. Survey data from the High Potential Gifted Education initiative showcased parental agreement on staff catering to students' high potential in the physical domain, informing future planning for talent development. Moving forward, the school plans to embed a more formalised system for tracking and recording student progress collectively. The commitment to data-driven decision-making will continue, with a focus on refining and improving the tiered intervention approach based on ongoing assessments. Strategies to enhance family engagement in the PLP process will be embedded into the yearly planner. Next steps also involve continued use of survey data for planning within the HPGE framework, including potential integration of suggested sports and seeking external agencies for talent development support. The bite-sized PL approach will persist in Term 2, with considerations for additional opportunities for whole-staff reflection on HPGE practices.

High Potential & Gifted Education

In 2023, the school analysed data against the High Potential and Gifted Education Framework, resulting in targeting high impact professional learning initiatives and strategic networking with other schools and agencies, to embed a whole school approach which emphasised the importance of providing opportunities to amplify student voice and community input. Teachers participated in professional learning to deepen their knowledge in identifying and supporting high potential students. Parent surveys were conducted to gain insight of students' potential in the physical and intellectual domains. This resulted in specialist activities targeting the physical domain. Survey data highlighted agreement on staff catering to students' high needs, and we after analysing results we directed our focus on building the intellectual potential of students through debating and public speaking. Student Parliament will continue to be an area of focus in 2024. Next year, we will continue with the initiative, and we will adapt to be more inclusive of student voice and embed

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
<p>Value add from Kindergarten to Year 3: Sustaining & Growing</p> <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>Value is Sustaining and Growing across Year 3-5 and Years 5-7 with results being higher than both 2019 and 2021 in both measures.</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 (S&G)</p> <p>Learning & Development (S&G)</p> <p>Focus: Professional learning (S&G)</p> <p>LEADING</p> <p>Educational Leadership (E)</p> <p>Focus theme: Instructional Leadership (E)</p>	<p>LEARNING</p> <p>Element: Wellbeing (S&G) - Working towards the 2023 progress measure of Excelling</p> <p>Focus - Individual Learning Needs (S&G) - Working towards the 2023 progress measure of Excelling</p> <p>Element: Reporting (E) - Exceeding the 2023 progress measure of Sustaining and Growing</p> <p>Focus - Student Reports (E) - Working towards the 2023 progress measure of Excelling</p> <p>TEACHING</p> <p>Element: Data Skills & Use (S&G) - Meeting the 2023 progress measure of Sustaining and Growing</p> <p>Focus: Data Literacy (E) - Exceeding the 2023 progress measure of Sustaining and Growing</p> <p>Learning & Development (S&G) - Meeting the 2023 progress measure of Sustaining and Growing</p> <p>Focus: Professional learning (S&G) - Meeting the 2023 progress measure of Sustaining and Growing</p> <p>LEADING</p> <p>Educational Leadership (E) - Meeting the 2023 progress measure of Excelling</p> <p>Focus theme: Instructional Leadership (E) - Meeting the 2023 progress measure of Excelling</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

Socio-economic background

Aboriginal background

Summary of progress

Strengthening wellbeing and attendance

In 2023, the school continued to integrate the 'Ready to Learn' and 'Here Every Day, Ready on Time' wellbeing initiatives, with fortnightly school-wide well-being themes aligned with the Heaton 5 principles. Rewards were managed through Class Dojo, while attendance data was regularly reviewed by Executives and discussed with students at all levels, from the Leadership Team to the classroom. The 'Here Every Day, Ready on Time' initiative has demonstrated success over the past three years, yet there was a sense in 2023 that the program required revitalisation, which is set to occur in 2024. The Executive Team maintained consistent monitoring of attendance initiatives, sharing information with both the community and students. On occasion, student attendance rates dipped, mirroring a state-wide trend, prompting the decision to reinvigorate attendance initiatives in the upcoming year. While the overall attendance rate of our students consistently surpasses both state and similar school averages, there is a need for increased attention to students attending 90% of the time or more in the coming years. The wellbeing initiatives of 'Ready to Learn' have effectively bolstered student well-being. However, it has become evident that a revitalisation of these initiatives is in order. The school has applied for a three-year grant to hire a psychologist dedicated to supporting students facing barriers in accessing services. Additionally, the school has secured a four-year Student Wellbeing Support Officer learning grant, enabling the employment of a youth worker to continue fostering well-being among students. Attendance progress measures will be set with narrow, deep focusses aimed at raising the overall student attendance rate.

Strengthening connections

In 2023, the school maintained its tradition of hosting various community events and introduced new ones, including parent excursions and a parent group. Additionally, the school organised a cultural group, cultural excursions, and oversaw a mural installation, further enhancing community engagement. The Strategic Direction 3 Team actively reviewed and improved community events through regular meetings, ensuring careful organisation of risk assessments, organisational notes, and evaluations for their success. The Multicultural Liaison Officer and Youth Worker meticulously planned and executed community parent groups and excursions in collaboration with Jesmond Public School. The school's 'Shared Histories, Empowered Futures' vision came to life through a collaborative effort with Wesley Mission, a Cultural Mentor, and a local Aboriginal artist deeply connected to the area. This partnership resulted in a meaningful and impactful approach to community engagement. The parent excursion saw a significant turnout with 60 attendees, primarily aimed at assisting newly arrived families in navigating the transportation system. All community events garnered strong attendance and received positive feedback, with the cultural camp, cultural groups, and mural projects offering exciting opportunities for student engagement and connection. The Strategic Direction 3 Team is set to improve existing events through collaboration with the newly established parent group, while the Youth Worker and Multicultural Liaison Officer will further strengthen community connections to drive innovative community projects. In 2024, the school has expanded its support network by employing a cultural mentor for Cultural Groups, a mentor for school-wide cultural pedagogy, and female cultural mentors, aiming to foster cultural knowledge throughout the entire school.

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
<p>Achieve an increase in the number of students attending 90% of the time compared to the baseline established in 2022. This improvement will reflect the ongoing commitment to strengthening school initiatives and sense of belonging and engagement among students.</p>	<p>The percentage of students attending 90% of the time or more is 62.5%. This is above state average of 53.1%, network average of 57% and similar schools average of 53.7%.</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 reach the target of 88.5%.</p>	<p>The percentage of students in Years 4, 5, & 6 stating that they have strong advocacy is 7.1, expectations for success is 7.7 and sense of belonging at Heaton Public School is 80% which is below the baseline of 84%. These were measured separately in 2023 making it less easy to compare than previous years.</p>
<p>The Tell Them From Me - Parent Survey 'Parents Feel Welcome' element will remain at or above the 2022 score.</p>	<p>The Tell Them From Me survey - Parents Feel Welcome' element is 8.9 in 2023. This is a decrease of 0.2 on the 2021 score of 8.3 and 0.5 higher than baseline data of 8.4. Forty-three families participated in the survey in 2023.</p>
<p>The Tell Them From Me - Parent Survey 'Inclusive School' element will remain at or above the 2022 score.</p>	<p>The Tell Them From Me - Parent Survey 'Inclusive School' element is 8.3 in 2022. This is a decrease of 0.3 on the 2022 score of 8.6 and 0.7 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 (E) Focus: Whole theme (E)</p> <p>Element: Wellbeing (E) Focus: Caring for Students (E)</p> <p>Element: Reporting (E) Focus: Parent Engagement (E)</p> <p>LEADING:</p> <p>Element: Educational Leadership (E) Focus: Community Engagement - (E)</p>	<p>LEARNING</p> <p>Element: Learning Culture (S&G) - Working towards the 2023 progress measure of Sustaining & Growing</p> <p>Focus: Whole theme (S&G) - Working towards the 2023 progress measure of Sustaining & Growing</p> <p>Element: Wellbeing (S&G) - Working towards the 2023 progress measure of Excelling</p> <p>Focus: Caring for Students (S&G) - Working towards the 2023 progress measure of Excelling</p> <p>Element: Reporting (E) - Meeting the 2023 progress measure of Excelling</p> <p>Focus: Parent Engagement (E)- Meeting the 2023 progress measure of Excelling</p> <p>LEADING:</p> <p>Element: Educational Leadership (E) - Meeting the 2023 progress measure of Excelling</p> <p>Focus: Community Engagement - (E) - Meeting the 2023 progress measure of Excelling</p>

Funding sources	Impact achieved this year
<p>Refugee Student Support</p> <p>\$12,104.33</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"> • Data Driven Practices • Differentiation • 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 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 • engage with external providers and specialist to provide intensive language support to identified EAL/D students <p>The allocation of this funding has resulted in the following impact: Students were effectively supported in the classroom by teachers and Student Learning Support Officers, with curriculum being differentiated and tailored at point of need. The social and emotional needs of students were supported by Student Learning Support Officers in the classroom and playground.</p> <p>After evaluation, the next steps to support our students will be: In 2024, the school will continue with exactly the same structures as this has worked successfully and we will consolidate this practice.</p>
<p>New Arrivals Program</p> <p>\$88,966.00</p>	<p>The New Arrivals Program funding provides on arrival, intensive English tuition for eligible, newly arrived English as an additional language or dialect (EAL/D) students at the beginning and emerging phases of English language proficiency 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"> • Data Driven Practices • Differentiation • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employing a Specialist Teacher to provide intensive English language support focusing on language development to participate successfully in schooling • Bilingual Student Learning Support Officers employed to support the intensive English language lessons <p>The allocation of this funding has resulted in the following impact: Students in the intensive English classes developed language skills quickly with the support of teachers and bi-lingual Students Learning Support Officers and felt more confident when returning to their homebase class.</p> <p>After evaluation, the next steps to support our students will be: In 2024, the New Arrivals Program will be scheduled across all 5 days of the week to ensure continuity of learning and consolidation of language skills. Any further New Arrival Program funding will support class teachers in differentiating curriculum.</p>
<p>Integration funding support</p> <p>\$295,618.00</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>Integration funding support</p> <p>\$295,618.00</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 • Other funded activities <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) • employment of staff to provide additional support for students who have high-level learning needs <p>The allocation of this funding has resulted in the following impact: Students were supported to effectively self-regulate, socialise and access curriculum to their point of need.</p> <p>After evaluation, the next steps to support our students will be: In 2024, the school will continue to build upon their current structures to support students to self-regulate, socialise and access curriculum to their point of need. The school will strengthen the way PLSP's are developed and utilised to ensure meaningful impact and planning is made throughout class programs.</p>
<p>Socio-economic background</p> <p>\$178,886.62</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"> • Data Driven Practices • Strengthening wellbeing and attendance • Strengthening connections • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • professional development of staff to support student learning • 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 Tiered Intervention program implementation <p>The allocation of this funding has resulted in the following impact: Students were provided extra teaching support in the classrooms with data driving teaching programs, and rich pedagogy being delivered to students that was directly linked to Curriculum Reform and individualised professional learning for staff.</p> <p>After evaluation, the next steps to support our students will be: To employ extra staff to ensure there is a guaranteed second teacher in all seven classrooms during the literacy and numeracy sessions for 4 days per week 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>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Heaton Public School. Funds under this</p>

<p>\$24,864.15</p>	<p>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"> • Data Driven Practices • Strengthening connections • Differentiation • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to deliver personalised support for Aboriginal students • community consultation and engagement to support the development of cultural competency • staffing release to support development and implementation of Personalised Learning Plans • employment of additional staff to support literacy and numeracy programs <p>The allocation of this funding has resulted in the following impact: An improved sense of belonging has been observed in students participating in cultural groups with students. A large cultural mural was designed and by a local artist, with all community members provided the opportunity to consult around the story of the art work.</p> <p>After evaluation, the next steps to support our students will be: In 2024, the school will continue to employ a cultural mentor who will come in three days a term and share Cultural stories and perspectives across all classes. The school is expanding the mentorship program and has employed two Aboriginal Student Learning Support Officers for next year to further support and engage the cultural groups.</p>
<p>English language proficiency</p> <p>\$256,971.93</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"> • Data Driven Practices • Differentiation • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional bilingual staff to support communication • employment of additional staff to support delivery of targeted initiatives • provision of additional EAL/D support in the classroom and as part of differentiation initiatives • additional staffing to implement co-teaching programs to provide intensive support for all students from EAL/D backgrounds • additional staffing intensive support for students identified in beginning and emerging phases • provide EAL/D Progression levelling PL to staff • engagement of an EAL/D specialist teacher to model EAL/D strategies, with the aim of increasing teacher confidence and practice in their classrooms <p>The allocation of this funding has resulted in the following impact: EAL/D students were supported to access the curriculum with teachers using visuals and unpacking vocabulary and language to ensure all students progress.</p> <p>After evaluation, the next steps to support our students will be: In 2024, teachers will adjust programs with the support of specialised</p>

<p>English language proficiency</p> <p>\$256,971.93</p>	<p>English as Additional Language teachers to enhance vocabulary and comprehension support.</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"> • Data Driven Practices • Differentiation • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students • employment of additional staff to support teachers to differentiate the curriculum and develop resources and classroom activities resulting in improvement for students with additional learning needs • 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 • 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: High level adjustments were made across all classrooms for students receiving Integration Funding Support and for students to access the curriculum. Strong Learning Support processes facilitated the implementation of these adjustments.</p> <p>After evaluation, the next steps to support our students will be: In 2024, the school will strengthen how they program and plan for students who require low level adjustments. The school will continue to refine and build upon the resources within the school to support students needs.</p>
<p>Professional learning</p> <p>\$16,414.76</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 • Data Driven Practices • Other funded activities <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 to deliver differentiated professional learning around the new K-2 curriculum • 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: This activity had a positive impact on both teaching staff and students, elevating instructional practices, fostering a dynamic learning environment and bridging the gap between current curriculum demands and requirements of the new curriculum reform. It has contributed to heightened teacher efficacy and student achievement.</p> <p>After evaluation, the next steps to support our students will be: In 2024, the 3-6 curriculum reform will become a major focus for the primary</p>

Professional learning \$16,414.76	and the embedding of the K-2 curriculum will continue to be implemented and supported via professional learning in teaching pods.
QTSS release \$32,669.57	<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 • Other funded activities <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 • additional teaching staff to implement quality teaching initiatives • additional staffing to support staff collaboration in the implementation of high-quality curriculum <p>The allocation of this funding has resulted in the following impact: Staff engaged in meaningful professional development opportunities, whilst refining their pedagogical practice in positive collaborative learning environments. This approach has seen a noticeable improvement in students application to task and improved learning outcomes.</p> <p>After evaluation, the next steps to support our students will be: In 2024, the school will continue to use the QTSS allocation to provide high quality differentiated professional development in a collaborative and meaningful way to all staff. At the end of 2023, Check-in data highlighted that this model is working with a students showing a positive upward trend in their results.</p>
COVID ILSP \$77,879.93	<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 2023.</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 and tiered intervention • employing/releasing staff to coordinate the program <p>The allocation of this funding has resulted in the following impact: The funds were used to employ and timetable staff for a section of the day in all seven classrooms. Students were identified and grouped with the support of Assistant Principal Curriculum & Instruction using PLAN 2 data and other assessments. Students participated in literacy and numeracy groups with narrow, deep learning focusses and were tracked using PLAN 2.</p> <p>After evaluation, the next steps to support our students will be: Next year, we will continue to implement small group intervention by utilising strong Learning and Support systems to target and enhance the literacy of identified learning cohorts.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2020	2021	2022	2023
Boys	96	89	86	91
Girls	89	81	81	82

Student attendance profile

School				
Year	2020	2021	2022	2023
K	92.3	92.5	88.3	89.5
1	92.7	94.7	90.5	90.6
2	88.0	93.6	91.2	89.2
3	93.8	90.3	89.4	89.7
4	90.8	94.4	87.7	88.5
5	90.4	92.9	91.7	88.7
6	94.0	92.6	89.3	89.3
All Years	91.9	93.0	89.6	89.3
State DoE				
Year	2020	2021	2022	2023
K	92.4	92.8	87.9	91.1
1	91.7	92.7	87.4	90.5
2	92.0	92.6	87.8	90.8
3	92.1	92.7	87.6	90.9
4	92.0	92.5	87.4	90.6
5	92.0	92.1	87.2	90.3
6	91.8	91.5	86.3	89.8
All Years	92.0	92.4	87.4	90.6

Attendance

NSW student attendance data in 2020 is not comparable to other 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.

While there were no lockdowns or learning from home periods in Semester 1 2023, there was still a high prevalence of sick attendance codes as students were encouraged to stay home if they were even slightly unwell. Advice for families were still in place, recommending students and staff to stay home when sick and only returning to school when they were symptom free. (See <https://education.nsw.gov.au/schooling/covid-19/advice-for-families> for advice).

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)	3.2
Classroom Teacher(s)	5.87
Learning and Support Teacher(s)	0.7
Teacher Librarian	0.4
Teacher EAL/D	1.6
School Administration and Support Staff	2.02

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2023, 2.5% 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	2023 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.00%	3.60%
Teachers	3.00%	3.40%

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 2023 to 31 December 2023. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2023 Actual (\$)
Opening Balance	218,566.45
Revenue	3,152,676.43
Appropriation	3,069,635.13
Sale of Goods and Services	681.75
Grants and contributions	74,621.38
Investment income	6,638.17
Other revenue	1,100.00
Expenses	-3,090,890.30
Employee related	-2,801,175.18
Operating expenses	-289,715.12
Surplus / deficit for the year	61,786.13
Closing Balance	280,352.58

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.

	2023 SBAR Adjustments (\$)
Targeted Total	253,254
Equity Total	578,811
Equity - Aboriginal	24,864
Equity - Socio-economic	178,887
Equity - Language	256,972
Equity - Disability	118,088
Base Total	1,521,672
Base - Per Capita	43,463
Base - Location	0
Base - Other	1,478,208
Other Total	280,410
Grand Total	2,634,147

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

The National Assessment Program - Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9.

From 2023, student achievement in NAPLAN is reported against 4 levels of proficiency (<https://www.nap.edu.au/naplan/results-and-reports/proficiency-level-descriptions>). These measure student progress against challenging yet reasonable expectations based on the Australian curriculum. They replace the previous numerical NAPLAN bands and national minimum standards.

In addition to the shift to proficiency standards, the NAPLAN testing window moved up from May to March and the scale was reset. As such, NAPLAN scaled scores from 2023 and onwards cannot be compared to NAPLAN results prior to 2023.

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

Information was taken from the Tell Them From Me Survey, People Matter Survey, internal school surveying and community feedback at events:

Students:

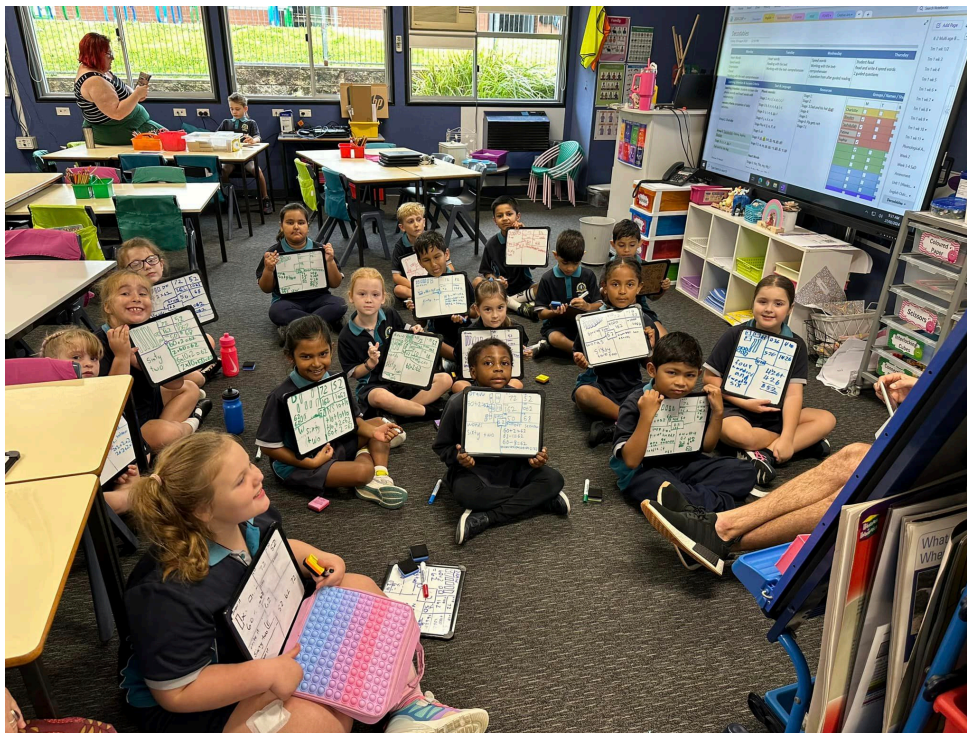
- 80% of students state they have a strong sense of belonging at school.
- Teachers set clear goals for learning, establish expectations, check for understanding and provide feedback received a score of 7.9 which is above state average.
- Student feedback demonstrated that having two teachers in every classroom provided them with more opportunity to seek support and feedback.

Teachers

- 100% of staff believe that the Leadership Team value their input and work when questioned in the People Matter Survey.
- 97% of staff believe that have clarity in their role and understand exactly what is expected of them when questioned in the People Matter Survey.
- Staff have reported the allocation of professional learning, Assistant Principal Curriculum and Support guidance and time to implement new curriculum has been overwhelmingly beneficial to practice.

Parents

- Parents ranked the school very highly in the Tell Them From Survey with 'Parents feel welcome' being scored at just under 9/10.
- 'Two way communication with parents' was rated as 8.2 which is well above the state average score.
- There was significant support for a change in report format, community events and the introduction of Intercultural Communities and the Parent Group.



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.

