

2023 Annual Report

Heckenberg Public School



4336

Introduction

The Annual Report for 2023 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 224 students. 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. The school provides 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 Liverpool School Ambassador Program. The school 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	2023 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 growth and performance	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
Socio-economic background
Professional learning
Aboriginal background
English language proficiency
Low level adjustment for disability
QTSS release

Summary of progress

Instructional Leadership

Building Capacity of Middle Leaders

The focus of this initiative for 2023 was to build capacity of middle leaders to effectively lead and manage curriculum, wellbeing, school systems and processes.

The executive roles and responsibilities document was developed to streamline processes and procedures throughout the school. The document provided clarity for the executive as to their role and also provided equity due to the distribution of responsibilities. The executive were provided with opportunities to discuss the document and then communicate to all staff in Stage Meetings. Executive members were provided differentiated support through coaching and mentoring to further understand their role of whole school planning and evaluation. Each executive member has taken on responsibility for strategic directions within the SIP, identifying activities and resources required to achieve the priorities. Scheduled professional learning meetings have allowed the executive to effectively support staff in understanding priorities and actions and be able to implement these in the classroom where relevant. In Stage Meetings, the executive led their teams in collaborative planning and programming, analysis of data and assessment of learning, which ensures consistency across the Stage. Processes and procedures streamlined this year for the Learning Support Team have provided clarity to the executive in providing support to students with special needs and their teachers. The result of this is wellbeing for students is addressed in a more timely and effective manner. The executive competently and confidently led Stage teams throughout the year in curriculum reform and wellbeing.

Next year in this initiative, the focus will be to support middle leaders as they practice and implement the skills developed with the support of senior executive.

Effective Classroom Practice

Data Skills and Use

The focus of this initiative for 2023 was to further develop staff capacity to collect and analyse data through systematic processes to inform future teaching.

The APCI team presented professional learning to stage groups on the collection and accurate analysis of data.

Discussion focused on linking stage outcomes to PLAN2. Data was used to identify gaps within learning and small groups were created to ensure teaching addressed specific needs. The APCIs continued to provide differentiated support to stage groups and individuals through collaboratively designed checklists, teaching and learning sequences and appropriate resources. The APCIs collated and analysed baseline data from PLAN2 and shared this information with staff. Graphs were created to provide a visual overview for each stage to track and monitor all students in Understanding Texts (UnT), Additive Strategies (AdS), Creating Texts (CrT) and Number and Place Value (NpV). The APCIs created a K-6 data wall, which was updated each term, to reflect the analysis and graphs of PLAN2 data providing a whole school overview and to celebrate successes. Planning proformas have been developed K-6 for consistency across the school and specifically include assessment checklists linking to PLAN2.

Next year in this initiative the focus will be to provide differentiated staff PL to ensure effective assessment practices in English and mathematics are embedded across the school.

Teaching Mathematics

The focus of this initiative for 2023 was to develop a consistent approach to planning and programming across the school to support staff to effectively implement the K-6 mathematics syllabus.

The APCI presented professional learning on the Big Ideas and evidence-based research around the teaching of Mathematics. In Term 4, The APCI ran differentiated discussion groups on developing a scope and sequence utilising DoE resources and guidelines. A whole school scope and sequence was developed around fortnightly Big Ideas and content groups. A whole school planning template was designed to ensure consistency across the school. Staff trialled using the template to plan a two-weekly series of lessons aligned to the scope and sequence and syllabus.

Next year in this initiative the focus will be for staff to effectively teach the mathematics syllabus.

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 achieving the upper quartile in Year 6 Check-in Assessment for reading in 2023 compared with the Year 5 2022.	In 2023, there was a 6.6% increase of students achieving in the upper quartile compared to their Year 5 2022 reading Check-in Data.
An increase of students achieving the upper quartile in Year 6 Check-in Assessment for numeracy in 2023 compared with Year 5 2022.	In 2023, there was a 1% increase of students achieving in the upper quartile compared to their Year 5 2022 reading Check-in Data.
Increase the percentage of Aboriginal students correctly answering questions in the 2023 reading Check-in Assessment compared with 2022 cohort data by atleast 5%.	In 2023, Aboriginal students improved the percentage of questions correctly answered by 11.1% compared to 2022 reading Check-in assessment data.

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

Low level adjustment for disability
Integration funding support
Socio-economic background
New Arrivals Program
AP Curriculum & Instruction
Aboriginal background
Professional learning
QTSS release
Beginning teacher support

Summary of progress

High Expectations and Differentiation

Learning and Support

The focus of this initiative for 2023 was to create effective Learning and Support Team processes and procedures for whole school consistency in identifying, referring and catering for individual student needs.

In Term 1 the Learning and Support Team (LST) was formed made up of teachers, executive, school counselor and the school principal. The team commenced a review of the current school policy, processes and procedures which indicated the need for a more consistent approach in meeting student needs across the school. This resulted in a draft LST Policies 2023 Booklet, communicated to all staff for feedback. Adjustments were made and a published copy of the 2023 LST Processes Booklet was provided to each staff member. Through Term 3 and 4, teachers implemented the new LST processes and procedures. The LST reviewed the implementation in Term 4 and noted teachers were effectively and consistently able to implement updated processes to identify and refer students to the LST. Weekly LST meetings were held to ensure more timely processes were in place to address student needs. Staff are referring to and consistently following the updated processes.

Next year in this initiative the focus will be to present further professional learning to refresh current staff knowledge and fully inform new staff to enable a consistent implementation of the new procedures across the school.

High Potential and Gifted Education

The focus of this initiative for 2023 was to build a deeper understanding of the HPGE policy for executive staff, with a particular focus on the social and emotional domain.

Executive staff members participated in a community of schools project to enhance their understanding of the social emotional domain within the HPGE policy. The executive led the staff through a suite of professional learning including: policy review, online learning and identifying areas within the curriculum to enhance social and emotional development. As a result, teachers have a greater understanding of the HPGE policy and have built knowledge and understanding of the four domains. Through professional discussions, staff identified opportunities within the curriculum to provide

feedback to students and began to identify students with high potential.

Next year in this initiative the focus will be to collaboratively plan curriculum adjustments that embed all 4 domains of the HPGE policy across K-6 teaching and learning programs.

Enriched Curriculum

Curriculum Reform-English/Mathematics

The focus of this initiative for 2023 was to develop the capacity and knowledge of all staff members to drive the implementation of the new 3-6 English and Mathematics curriculums.

The K-2 staff are fully implementing the new English and Mathematics curriculums. The 3-6 staff participated in professional learning online modules on the new English and Mathematics 3-6 curriculum. The Curriculum Advisor team provided support to create an implementation action plan for the 3-6 Mathematics curriculum. Stages 2 and 3 staff used the DoE sample units of work to create programs adjusted to the school context. Resources were purchased to supplement units of work in English and mathematics. A Mathematics scope and sequence was developed for each stage in consultation with the APC&I during extra curricular time. These were then used to form a K-6 whole school Mathematics scope and sequence to ensure continuity of learning and consistency across the school. Professional learning sessions presented by the APC&I were held with a focus on creating Mathematics units of work for Term 1 2024 implementation. As a result, all staff have indicated they feel confident to teach the new curriculum.

Next year in this initiative the focus will be to fully implement the new English and Mathematics curriculums.

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.	The Value Added data across 3-5 showed an upward trend from approximately 83% to approximately 93% indicating achieving at sustaining and growing.
A 3% increase in accuracy of student answers in the top three levels across Science and Working Scientifically within the VALID assessment.	In 2023, VALID 6, there was a 44.5% increase of students achieving in the top 3 levels exceeding our target of 3% increase. (76.5% in 2023)
70% of classroom teachers incorporate the General Capabilities into collaboratively developed programs.	100% of classroom teachers incorporate the General Capabilities within English and mathematics 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 English language proficiency

Summary of progress

The focus of this initiative for 2023 was to provide support structures to the community to enhance engagement with the school and to be responsive to the needs of community members through offering courses and learning opportunities to build skills.

In Term 1, the community hub leader referred to evaluations of programs from 2022 and surveyed school community members to identify possible programs and activities for implementation in 2023. External community program providers were contacted, and collaboratively planned programs were organised for implementation. The community hub leader advertised the programs and supports through flyers, articles in the newsletter and online Facebook posts for all families to access. Interpreters supported parents/carers in understanding the programs available for all community members to access.

A variety of activities were provided to increase parent/carer connection to the school and to support families to develop better understanding of their child's education at school. The Drop-In Support program operates out of the Community Hub room within the school once a week. This provides opportunities for all parents/carers to discuss any concerns related to their child at school, both academic and well-being, with the community hub leader and/or the Arabic speaking SLSO. Through active listening, collaboration with teaching staff and providing timely follow-ups and responses, parents/carers are provided with information they require, clarification of any concerns and specific advice on how their individual child will be supported. Attendance data collected indicates an average of 15 parents/carers accessing the program each week. To develop parents/carers English language and literacy skills, the community hub formed a partnership with Miller TAFE to provide a weekly Australian Migrant English Program. Participants in the program are required to have refugee or migrant status and/or to speak little or no English. Community Hub census data has indicated 60% of participants have indicated that they now speak and read English well.

The community hub census results show:

- 95% say that the hub has helped them support their child with their education
- 95% indicate the hub has helped them understand the school better
- 90% of hub participants visit at least once a week and
- 67% have started coming to school events and activities more.

Next year in this initiative the focus will be to continue to employ a community hub leader, in conjunction with Community Hubs Australia, to provide support to the community and evaluate current programs to guide future activities. 2024 to best support students and their families.

Attendance

The focus of this initiative for 2023 was to increase the percentage of students attending school at or greater than 90% of the time.

Staff implemented a variety of initiatives to support students' regular attendance, including attendance letters to parents for unexplained absences, letters to show parents attendance percentages per term, daily attendance raffles and attendance reward days. 100% of teachers are now actively involved in daily celebration and monitoring of attendance. A designated attendance coordinator regularly monitored whole school attendance Sentral data, and with the Home School Liaison Officer, met with parents/carers of at-risk students to design improvement plans. Students with high absences are also discussed and closely monitored at Learning and Support Team meetings and Stage Meetings. SCOUT data has indicated an improvement in the percentage of students attending at or greater than 90% of the time from 34.52% in 2022 to 63.25% in 2023.

Next year in this initiative the focus will be to increase our attendance rate to

Promoting Positive Behaviour

The focus of this initiative for 2023 was to strengthen systems and structures within our wellbeing practices and processes and to enhance staff capacity and commitment to consistently implement PBL.

In Term 1, a positive behaviour committee was formed comprising of teaching staff, support staff and executive members across the school K-6. In Term 2, the positive behaviour team created a survey for all staff to complete to gather information regarding what is currently working well and what needs to be changed. Staff also surveyed the SRC to collect student opinions. A deep analysis of survey data indicated an agreement across staff and students that they valued the award system (white Hectors), however, the lack of consistency in awarding blue Hectors was evident across all surveys. Following this analysis, the PBL team considered different strategies for the awarding of blue Hectors, informed staff and a decision was made at a whole school staff meeting to trial a more structured approach to blue Hectors in Term 4, culminating in a reward program. The PBL team also noted an inconsistency in the recording of behaviour data on Sentral. The Assistant Principal provided professional learning to staff on recording behaviour data on Sentral and ensuring all information is provided. The PBL team developed a draft PBL policy and implementation procedures document based on the data collected and the blue Hector trial. This was presented to staff at a whole school meeting for feedback and adjustment where required. Staff showed a willingness to trial this policy and procedures next year.

Next year in this initiative the focus will be to trial and review the procedures throughout Term 1, in preparation for full implementation from Term 2.

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 will measure positive wellbeing results in Tell Them from Me surveys from 2022 (73%)	A 7% increase of students measured positive wellbeing results in Tell Them from Me surveys.
67.3-72.3% of students will attend school at or greater than 90% of the time.	63.25% of students attended school at or greater than 90% of the time.

Funding sources	Impact achieved this year
<p>New Arrivals Program</p> <p>\$13,547.00</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 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 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 <p>The allocation of this funding has resulted in the following impact: 100% of students of students identified as new arrivals received targeted intervention through withdrawal groups utilising EAL/D staff. Identified students are showing improvement in contributing to class discussions and during social interactions with peers.</p> <p>After evaluation, the next steps to support our students will be: In 2024, continue to employ EAL/D staff to support identified students.</p>
<p>Integration funding support</p> <p>\$166,509.00</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 (PLSPs) • staffing release to build teacher capacity around behaviour intervention. • consultation with external providers for supporting students with physical or mental health needs. <p>The allocation of this funding has resulted in the following impact: Personalised Learning and Support Plans were consultative and responsive to student physical, learning and behaviour needs. All eligible students have demonstrated progress towards or achievement of their personalised goals.</p> <p>After evaluation, the next steps to support our students will be: In 2024, continue to employ extra staff to support identified students. Formal review meetings to be conducted with parents and relevant staff.</p>
<p>Socio-economic background</p> <p>\$554,712.95</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>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>Socio-economic background</p> <p>\$554,712.95</p>	<p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • providing students without economic support for educational materials, uniform, equipment and other items • employment of external providers (speech therapists, occupational therapists) to support students with additional learning needs • resourcing to increase equitability of resources and services • employment of additional staff and resources to support attendance • employment of staff to increase community engagement • professional development of staff through middle leadership network initiatives <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. 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. Team teaching, 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>\$43,487.82</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) • 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 specialist additional staff (SLSO) to support Aboriginal students <p>The allocation of this funding has resulted in the following impact: Continued support for Aboriginal and/or Torres Strait Islander students was provided to assist in the achievement of their determined goals and in turn improve student outcomes. All Aboriginal and/or Torres Strait Islander students collaboratively developed Personalised Learning Pathways and achieved their goals for 2023.</p> <p>After evaluation, the next steps to support our students will be: Continue to provide targeted literacy and numeracy support to our Aboriginal and/or Torres Strait Islander students and monitor their progress. Further build authentic partnerships with the Aboriginal and/or Torres Strait</p>

<p>Aboriginal background</p> <p>\$43,487.82</p>	<p>Islander community through providing more opportunities for collaboration and engagement.</p>
<p>English language proficiency</p> <p>\$74,526.81</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"> • Effective Classroom Practice (English and Mathematics) • Community Connections <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 EAL/D staff to support student learning in targeted literacy • provide EAL/D Progression levelling PL to staff <p>The allocation of this funding has resulted in the following impact: 100% of 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 2024, continue to employ additional staff to support EAL/D students. Continue to provide additional teacher support and monitor student growth using the EAL/D Learning Progressions. Provide further professional learning to all teachers on the EALD 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"> • Effective Classroom Practice (English and Mathematics) • High Expectations and Differentiation <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engaging a learning and support teacher to work with individual students within the classroom and whole school setting • providing support for targeted students within the classroom through the employment of School Learning and Support Officers • employment of Speech Pathologist to develop phonological awareness, articulation, receptive, expressive language and self-regulation for identified students • employment of an Occupational Therapist to provide intervention programs that support student needs <p>The allocation of this funding has resulted in the following impact: Additional LaST, SLSO and teacher intervention for targeted students in literacy and numeracy has resulted in more students receiving additional support. All identified students achieved Individualised Education Plan goals. All students K-2 received Speech Pathologist and Occupational Therapist lessons within the classrooms, with at risk students receiving further support through small group intervention. Students displayed greater confidence in speaking and listening, as well as, improved fine motor skills.</p> <p>After evaluation, the next steps to support our students will be: Internal and external assessment data will continue to be analysed and evaluated to meet the individual needs of all students in consultation with specialist teachers, external professional services, parents and carers.</p>
<p>Professional learning</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</p>

<p>\$22,041.42</p>	<p>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 • Enriched Curriculum <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • teacher relief for staff engaging in professional learning • course costs for staff undertaking recognised courses <p>The allocation of this funding has resulted in the following impact: Collaborative developed teaching and learning programs and delivery of sequenced lessons reflected the new English and Mathematics syllabus documents.</p> <p>After evaluation, the next steps to support our students will be: Continue to provide teacher release for staff to participate in collegial discussions, stage meetings and curriculum planning time.</p>
<p>Beginning teacher support</p> <p>\$61,364.84</p>	<p>Beginning teacher support funding is provided to enhance the professional growth of beginning teachers at Heckenberg Public School during their induction period.</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"> • Enriched Curriculum <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • reduced teaching loads sufficient to support the development of their skills • mentoring structures and collaborative practices within the school • professional learning that focuses on classroom and behaviour management, strategies to build student engagement, collaborative professional practices within the school and productive relationships with parents and caregivers. <p>The allocation of this funding has resulted in the following impact: Beginning teachers have developed confidence in planning, programming and delivery of lessons. They have developed a variety of student behaviour management skills. Communication with parents/carers has been enhanced.</p> <p>After evaluation, the next steps to support our students will be: Continued beginning teacher release time and enrolment in beginning teacher support network group.</p>
<p>QTSS release</p> <p>\$39,771.65</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"> • Effective Classroom Practice (English and Mathematics) • Enriched Curriculum <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • provide targeted professional learning for all staff to enhance their knowledge and skills of syllabus documents and increase capacity to effectively implement quality,

<p>QTSS release</p> <p>\$39,771.65</p>	<p>teaching programs</p> <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 the effective implementation of the new curriculums and effective assessment practices.</p> <p>After evaluation, the next steps to support our students will be: In 2024, teachers will continue to work with the APC&Is, in stage groups and in the classroom, to further develop explicit teaching and assessment practices.</p>
<p>COVID ILSP</p> <p>\$169,682.13</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 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 and SLSOs to deliver small group tuition • providing targeted, explicit instruction for student groups in literacy and/or numeracy <p>The allocation of this funding has resulted in the following impact: 100% of targeted students achieved growth as evident in PLAN2 Data and teacher observations in the classroom.</p> <p>After evaluation, the next steps to support our students will be: In 2024, continue to support and monitor literacy and numeracy growth of targeted students. Continue to employ SLSOs to provide small group literacy and/or numeracy intervention..</p>

Student information

Student enrolment profile

Students	Enrolments			
	2020	2021	2022	2023
Boys	103	102	108	115
Girls	105	100	95	113

Student attendance profile

School				
Year	2020	2021	2022	2023
K	87.0	87.7	77.1	86.1
1	91.5	82.2	81.6	85.9
2	88.6	89.6	76.1	88.3
3	90.9	89.4	77.7	82.4
4	87.9	90.4	80.8	90.8
5	86.7	86.6	83.8	90.4
6	90.7	88.2	76.0	89.7
All Years	89.0	87.9	78.8	87.6
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)	4.2
Classroom Teacher(s)	11.75
Learning and Support Teacher(s)	1.2
Teacher Librarian	0.6
Teacher EAL/D	0.2
School Administration and Support Staff	2.42

*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	351,475.50
Revenue	4,463,518.85
Appropriation	4,346,256.67
Sale of Goods and Services	45,574.22
Grants and contributions	61,714.87
Investment income	9,873.09
Other revenue	100.00
Expenses	-4,315,329.24
Employee related	-3,444,730.09
Operating expenses	-870,599.15
Surplus / deficit for the year	148,189.61
Closing Balance	499,665.11

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	129,930
Equity Total	888,174
Equity - Aboriginal	43,488
Equity - Socio-economic	554,713
Equity - Language	74,527
Equity - Disability	215,446
Base Total	1,904,953
Base - Per Capita	52,833
Base - Location	0
Base - Other	1,852,120
Other Total	831,491
Grand Total	3,754,547

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 2023, 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- 8.6

I feel welcome when I visit the school- 8.2

My child is clear about the rules for school behaviour- 8.9

My child feels safe at school- 8.6

On a ten point scale, Teachers surveyed reported:

School leaders have helped me establish challenging and visible learning goals for students- 8.2

I talk with other teachers about strategies that increase student engagement- 8.7

Students receive feedback on their work that brings them closer to achieving their goals-8.1

I establish clear expectations for classroom behaviour- 8.9

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

Students surveyed in years 4-6 reported:

86% of students feel proud of their school

92% 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.