2010 Annual School Report
Heckenberg Public School

NSW Public Schools – Leading the way
Principal’s message

My school community shares the belief "Our school exists for children".

As a team we are all striving to foster life-long learning. We provide an inclusive and diverse curriculum in a safe and secure environment. This enables us to go from strength to strength. We all share the same vision of wanting our children to achieve to the best of their ability.

Our staff are extremely committed to keeping abreast with current educational trends and best classroom practices to ensure they deliver highly engaging lessons, through explicit instruction and support. This maximises all the children’s learning opportunities in all aspects of school life.

Our school culture nurtures the establishment and sustainability of genuine home-school partnerships. Parents and Caregivers play an integral role in our children’s education. Ongoing opportunities are provided for parents and caregivers to attend and actively engage in workshops across curriculum areas. These workshops are in alignment with our school priorities.

I certify that the information in this report is the result of a rigorous school self-evaluation process and is a balanced and genuine account of the school’s achievements and areas for development.

Kathy Powzun

P & C and/or School Council message

In 2010 our industrious P&C worked tirelessly to enhance whole school events and conducted various fundraising activities to support the effective implementation of school initiatives.

Highlights for 2010 include:

- Organising Sausage Sizzles at Athletics and Cross Country Carnivals
- Organising Discos
- Organising Mother’s and Father’s Day stalls
- Supporting our annual Christmas Carols
- Organising Christmas Draws
- Successfully seeking donations from local businesses

The success of these activities enabled the P&C to make the following contributions to the school:

- $750.00 to subsidise Stage 3 Canberra excursion
- $500.00 for the purchase of lunchtime playground initiatives and equipment
- $1000.00 for the purchase of literacy resources
- $300.00 to subsidise Early Stage 1 and Stage 1 excursion to Fairfield City Farm
- $280.00 to host the Mother’s Day Breakfast and lots more.

Debbie Styles - President
Student Representative message

The Student Representative Council provides regular opportunities for students from Years 1-6 to participate in school decision making and promotes student leadership in the school.

Lea Tidyman - Student Representative Council Coordinator

School context

Student information

It is a requirement that the reporting of information for all students must be consistent with privacy and personal information policies.

Student enrolment profile

<table>
<thead>
<tr>
<th></th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
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<td>110</td>
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Student attendance profile

<table>
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<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
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<td>89.8</td>
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<td></td>
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</tr>
<tr>
<td>1</td>
<td>90.5</td>
<td>90.6</td>
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<tr>
<td>2</td>
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<td>3</td>
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<tr>
<td>Region</td>
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<tr>
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<td>1</td>
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<td>6</td>
<td>93.6</td>
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<tr>
<td>Total</td>
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<td>94.1</td>
<td>92.1</td>
<td>94.4</td>
<td></td>
</tr>
</tbody>
</table>

Management of non-attendance

Regular monitoring of attendance takes place at Heckenberg PS. We continue to promote the importance of being at school each day, with an emphasis on punctuality. Close partnerships are established with the Home School Liaison Officer to support students at risk with attendance.

An Attendance Plan for 2011 was devised in consultation with staff and the Home School Liaison Officer.

Class sizes

In March 2003 the Government announced its commitment to publish primary class sizes in annual school reports in order to provide parents with as much local information as possible.

The following table shows our class sizes as reported at the 2010 class size audit conducted on Wednesday 17 March 2010.

<table>
<thead>
<tr>
<th>Roll Class</th>
<th>Year</th>
<th>Total per Year</th>
<th>Total in Class</th>
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<tbody>
<tr>
<td>KH</td>
<td>K</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>K/1M</td>
<td>1</td>
<td>11</td>
<td>20</td>
</tr>
<tr>
<td>K/1M</td>
<td>1</td>
<td>9</td>
<td>20</td>
</tr>
<tr>
<td>1B</td>
<td>1</td>
<td>21</td>
<td>21</td>
</tr>
<tr>
<td>1/2N</td>
<td>2</td>
<td>15</td>
<td>21</td>
</tr>
<tr>
<td>2/3B</td>
<td>2</td>
<td>15</td>
<td>24</td>
</tr>
<tr>
<td>2/3B</td>
<td>3</td>
<td>9</td>
<td>24</td>
</tr>
<tr>
<td>3/4R</td>
<td>3</td>
<td>23</td>
<td>26</td>
</tr>
<tr>
<td>3/4R</td>
<td>4</td>
<td>3</td>
<td>26</td>
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<tr>
<td>4B</td>
<td>4</td>
<td>26</td>
<td>26</td>
</tr>
<tr>
<td>5/6JT</td>
<td>5</td>
<td>15</td>
<td>28</td>
</tr>
<tr>
<td>5/6JT</td>
<td>6</td>
<td>13</td>
<td>28</td>
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<tr>
<td>5/6N</td>
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<td>14</td>
<td>30</td>
</tr>
<tr>
<td>5/6N</td>
<td>6</td>
<td>16</td>
<td>30</td>
</tr>
</tbody>
</table>

Structure of classes

Based on student enrolments for 2010, 9 classes were established. Six were multi-age classes and one of these was across stage.
Staff information

It is a requirement that the reporting of information for all staff must be consistent with privacy and personal information policies.

Staff establishment

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
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</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>2</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>7</td>
</tr>
<tr>
<td>Primary Part Time Teacher</td>
<td>0.4</td>
</tr>
<tr>
<td>Primary Teacher RFF</td>
<td>0.378</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>0.5</td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
<td>1.4</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>0.6</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td>0.6</td>
</tr>
<tr>
<td>Counsellor</td>
<td>0.3</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
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<tr>
<td>General Assistant</td>
<td>0.346</td>
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<tr>
<td>Local Area Relief</td>
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</tr>
<tr>
<td>PSFP</td>
<td>0.3</td>
</tr>
<tr>
<td>Total</td>
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</tr>
</tbody>
</table>

Staff retention

In 2010 there was an increase in staff mobility. One permanent teacher attained a transfer and one permanent Assistant Principal attained a secondment to fulfil higher duties. Several permanent staff members continued to work part-time due to maternity leave and health issues, which resulted in job share positions.

Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public school.

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>100</td>
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<tr>
<td>Postgraduate</td>
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</table>

Financial summary

This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.

Date of financial summary: 30/11/2010

Income

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
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</thead>
<tbody>
<tr>
<td>Balance brought forward</td>
<td>154906.85</td>
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<tr>
<td>Global funds</td>
<td>130923.81</td>
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<tr>
<td>Tied funds</td>
<td>262256.03</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>35033.14</td>
</tr>
<tr>
<td>Interest</td>
<td>9691.36</td>
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<tr>
<td>Trust receipts</td>
<td>43599.00</td>
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<tr>
<td>Canteen</td>
<td>0.00</td>
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<tr>
<td>Total income</td>
<td>636410.19</td>
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</table>

Expenditure

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
<td></td>
</tr>
<tr>
<td>Key learning areas</td>
<td>14620.32</td>
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<tr>
<td>Excursions</td>
<td>9013.35</td>
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<tr>
<td>Extracurricular dissections</td>
<td>23111.91</td>
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<td>Library</td>
<td>1548.86</td>
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<tr>
<td>Training &amp; development</td>
<td>509.06</td>
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<tr>
<td>Tied funds</td>
<td>268734.07</td>
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<tr>
<td>Casual relief teachers</td>
<td>32986.71</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>44445.86</td>
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<tr>
<td>School-operated canteen</td>
<td>0.00</td>
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<tr>
<td>Utilities</td>
<td>36747.37</td>
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<tr>
<td>Maintenance</td>
<td>6133.23</td>
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<tr>
<td>Trust accounts</td>
<td>14525.87</td>
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<tr>
<td>Capital programs</td>
<td>13140.38</td>
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<tr>
<td>Total expenditure</td>
<td>465516.99</td>
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<tr>
<td>Balance carried forward</td>
<td>170893.20</td>
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</table>

A full copy of the school’s 2010 financial statement is tabled at the annual general meetings of the parent body. Further details concerning the statement can be obtained by contacting the school.

School performance 2010

Arts

Performing Arts continued to be an integral component of our school culture. Some of our highlights include:

- Members of the School Choir participated in the Liverpool Performing Arts Festival
- Continued links with Ashcroft High School allowed for continued opportunities for Stage 3 students to be developed in the area of CAPA, enabling them to showcase their performance beyond our school setting. This initiative also supported their transition to high school.
- K-2 Dance Group was initiated. This led to K-2 students performing at whole school events.
• K-6 Mural Group was established. This ongoing initiative incorporates and reinforces our Positive Behaviour for Learning priorities.

• A lunch time initiative was established by a specialist singing teacher, where 3-6 students engaged in singing activities and performed at whole school events.

Sport

Sport has always played a significant role in the school’s culture. The students enjoy and support sporting programs offered each year. There has been continued commitment in 2010 with some excellent in-school sporting programs, fine sporting achievements and successes. These include:

• Students represented our school at District, Regional and State levels in the areas of Athletics and Cross Country

• Various Sporting Clinics were organised for students K-6. This gave students an opportunity to learn the skills and rules in various sports

• Whole school commitment to Fit-School Program. This allowed for weekly lessons to take place, led by trained coaches in Athletics. This program was subsidised due to the school being a Priority School.

Other

Links with University of Western Sydney

Heckenberg Public School values the ongoing relationship it has with the University of Western Sydney. The school is committed to its role in the training and development of Masters Students in Primary Education. This includes workshops, contextual visits and practicum students.

Centre for Educational Research, University of Western Sydney began working collaboratively with Heckenberg Public School, Liverpool West PS, Liverpool PS and Busby PS. The project aims to improve speed and accuracy in Mathematics for students using different teaching methods. Half of the participating students are using hand held devices (Nintendos), with the specific program, Brain Training, while the other half are using traditional methods during Mathematics sessions.

The project also allows for teachers to be professionally developed in research methods designed to maximise opportunities for student learning.

Academic

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.

Yr 3: from Band 1 (lowest) to Band 6 (highest for Year 3)

Yr 5: from Band 3 (lowest) to Band 8 (highest for Year 5)

Literacy – NAPLAN Year 3

![Graph showing NAPLAN results for Year 3 literacy and numeracy assessments]
Minimum standards

The Commonwealth Government sets minimum standards for reading, writing, grammar and punctuation, spelling and numeracy for years 3, 5, 7 and 9.

The performance of the students in our school in the National Assessment Program – Literacy and Numeracy, is compared to these minimum standards. The percentages of our students achieving at or above these standards are reported below.

Percentage of Year 3 students in our school achieving at or above the minimum standard in 2010

<table>
<thead>
<tr>
<th></th>
<th>Percentage of Year 3 students achieving at or above minimum standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>83</td>
</tr>
<tr>
<td>Writing</td>
<td>90</td>
</tr>
<tr>
<td>Spelling</td>
<td>66</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
<td>55</td>
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<tr>
<td>Numeracy</td>
<td>76</td>
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</tbody>
</table>
Percentage of Year 5 students achieving at or above the minimum standard in 2010

<table>
<thead>
<tr>
<th></th>
<th>Percentage achieving at or above minimum standard</th>
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</thead>
<tbody>
<tr>
<td>Reading</td>
<td>60</td>
</tr>
<tr>
<td>Writing</td>
<td>80</td>
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<tr>
<td>Spelling</td>
<td>77</td>
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<tr>
<td>Punctuation and grammar</td>
<td>67</td>
</tr>
<tr>
<td>Numeracy</td>
<td>77</td>
</tr>
</tbody>
</table>

Significant programs and initiatives

Aboriginal Education
Each Aboriginal student has an Individualised Learning Plan to support them in the areas of Literacy and Numeracy. Plans are reviewed regularly to ensure individual needs are met. Aboriginal community members are encouraged to be involved in the development and ongoing evaluation of Individual Learning Plans.

Norta Norta funding supported Year 4 and 6 Aboriginal students who scored in the bottom 2 bands of the NAPLAN assessment.

Our school continues to provide programs designed to enrich our students’ knowledge of Aboriginal history and culture.

At all assemblies and official functions our school leaders show respect for Aboriginal and Torres Strait Islander heritage and the ongoing relationship of the traditional owners of the land through an “Acknowledgement of Country.”

Throughout 2010 an Aboriginal Cultural Group was established. This group consisted of volunteer Aboriginal parents who designed and implemented cultural activities once a week.

Multicultural Education
The school has maintained a focus on multicultural education in all areas of the curriculum by providing programs that develop the knowledge, skills and attitudes required for a culturally diverse society.

In 2010 we participated in Harmony Day celebrations, remembering the importance of people of the world living together peacefully.

Respect and Responsibility
In 2010 our school continued to develop Positive Behaviour for Learning (PBL) across the school.

PBL initiatives in 2010 include:
- “Yellow Day” to celebrate the beginning of the journey through behaviour levels
- The development and implementation of lessons in alignment with Student Expectations

Other programs

Priority School Program (PSP)
PSP funding (including PAS component) for 2010, in alignment with Heckenberg’s School Plan, has greatly affected classroom practices and student outcomes.

The Accelerated Literacy strategy continues to be embedded into the Daily Balanced Literacy session of all classes. All new staff were trained in Accelerated Literacy. All teachers are pre and post testing, explicitly teaching author’s intention and layers of meaning (comprehension) following the Accelerated Literacy framework.

To compliment the Balanced Literacy session all staff were trained in Prioritising Grammar. All teachers are including best teaching practices and strategies from the Prioritising Grammar training in their lessons. This has once again resulted in staff developing the metalanguage needed to engage in professional dialogue. It has also deepened their knowledge of the teaching and learning cycle and maintained productive student engagement levels.
A Consultant in Residence, in alignment with the School Plan, was employed to provide Professional Development using an effective professional development model: 1. Input, 2. Demonstration, 3. Practice, 4. Reflection and 5. Lesson Study. This ensured that both existing and new staff were engaged in training which consolidated and supported the implementation of their Balanced Literacy and Numeracy sessions.

The Consultant in Residence demonstrated various assisted technologies such as Notebook, Podcasting, Vodcasting, Bee-Bots and electronic curriculum resources, including TALE and BOS documents. This training and development led to effective use of these assisted technologies and has further increased teacher capacity to ensure students are highly engaged in all classes.

The Consultant in Residence trained and developed staff in how to create effective group structures in the classroom.

The Consultant in Residence devised a training and development package to develop student leadership using handheld consoles years 3-6. Nintendo Tutors were trained to play an active role in the classroom during daily Mathematics sessions. This involved 3 students from each class working collaboratively with the classroom teacher to support students’ ability to successfully engage in an interactive tool in the area of Mathematics.

A Quality Teaching and Assessment Leader was employed to explicitly and systematically analyse SMART and School-based data in Literacy and Numeracy. This data led to the designing, implementation and monitoring of a consistent approach to planning and programming. The Quality Teaching and Assessment Leader was responsible for the demonstration of a Balanced Literacy and Numeracy session, leading reflection days and refining teaching practices and pedagogy.

An open door policy exists at Heckenberg PS. Programs to support community partnerships at Heckenberg PS have been conducted throughout the year. The School accessed the expertise of the PSP Consultant and the Community Liaison Officer. They provided community workshops aligned to the School Plan to ensure that parents were informed about current practices. To support these workshops, Open Days were held to showcase teaching and learning programs in classrooms.

Heckenberg PS works in consultation with Burnside to support the playgroup that operates on site once a week. Vacancies currently do not exist, due to an increased demand in accessing the Playgroup Program.

Progress on 2010 targets

Target 1
To improve student learning outcomes in literacy

Our achievements include:

- All Learning Support Officers trained in Prioritising Grammar, to maintain consistency and effectiveness in the classroom while working with students and liaising with classroom teachers
- All staff unpacked the NAPLAN data in order to determine future directions for quality teaching and learning programs
- All staff incorporated effective teaching of Grammar within their Balanced Literacy Session
- With the assistance of the Consultant in Residence the HILL program (Heckenberg Intensive Literacy Learning) was developed and implemented using a team teaching approach with STLA staff. Resources and teaching strategies were developed to support age, stage appropriate learning.
- Students K-6 are empowered and passionate about reading quality
literature and identifying the author’s intentions. This is evident in their confident interactions using appropriate metalanguage.

- Balanced Literacy Sessions are explicit and systematically aligned to the English K-6 syllabus.
- All teachers are pre and post testing to drive teaching and learning programs. This testing includes ongoing assessment of reading, comprehension and spelling levels.
- A staff member was trained as an Accelerated Literacy Tutor.

**Target 2**
To improve student learning outcomes in numeracy

Our achievements include:
- Quality Teaching and Assessment Leader led the analysis of SMART Data to identify the key area of need – Working Mathematically across all strands.
- The K-6 approach to problem-solving was developed, evaluated and implemented by all staff.
- All staff collaboratively programmed to include Working Mathematically and best teaching practices.
- Quality Teaching and Assessment Leader facilitated the reflection and refining of the Heckenberg Balanced Mathematics Session to include metalanguage, daily routines, classroom practice, problem-solving, tracking and assessment.
- Stage Teams developed a Mathematics Assessment Package (Pre and Post) in alignment with their Mathematics Program.

**Target 3**
To strengthen teacher capacity to improve student learning

Our achievements include:
- All classroom teachers using Interactive Whiteboards as a tool to engage and improve student learning outcomes
- All new and returning staff were trained and developed in whole school programs in the areas of Literacy and Numeracy.
- 100% of teachers engaged in internal and external professional learning.

**Target 4**
To improve student engagement and retention

Our achievements include:
- A successful structured Transition to School Program - Head Start was developed, promoted and implemented in Terms 1-4
- All staff evaluated PBL Program and as a result a whole school Classroom Management Plan was developed in consultation with students, staff and the community
- A select group of S2 and S3 students was trained and developed to peer tutor students in younger grades in Literacy
- A training and development package to develop student leadership using handheld consoles years 3-6 was implemented.
- School based data highlighted an increase in individual students speed and accuracy in Mental Computation.

**Educational and Management practice**

It is a requirement for all NSW public schools to conduct at least two annual evaluations - one related to educational and management practice and the other related to curriculum. In 2010 our school carried out evaluations of Teacher Quality and Literacy.

**Teacher Quality**

**Background**

The school employed a Consultant in Residence funded through PAS to provide a consistent approach to professional development, with a focus on student engagement and teacher quality.
Findings and conclusions

Quality Teaching and Learning, Classroom and School Organisation and School Culture

Employing a Consultant in Residence resulted in:

- The development of a program that provided consolidation of 2009 Training and Development, upskilling of new staff and the introduction of whole school initiatives.
- Continuing to embed Notebook training in Literacy and Numeracy.
- Unpacking K-6 Mathematics syllabus and reviewing and modifying a K-6 Mathematics Program.
- Analysing and linking Guided Reading, Best Start Critical Aspects and Accelerated Literacy to the Balanced Literacy session.
- Coordinating the development of, and implementation of the HILL (Heckenberg Intensive Literacy Learning) program.
- Developing programs and providing Professional Development and Leadership for students with Nintendo DS (Years 2-6) and Bee-Bots (Years K-1).
- The development of an assessment package for each stage in Mathematics in alignment with the Mathematics Program K-6.

Home, School and Community Partnerships

- Workshops informed parents and community members about how teachers use interactive technology to engage students in learning.
- To showcase the teaching and learning that has taken place at Heckenberg Public School, open days were held to demonstrate the use of interactive technology in classrooms.
- The School accessed the expertise of the PSP Consultant, the Community Liaison Officer and Best Start Consultant. They provided community workshops aligned to the School Plan to ensure that parents were informed about Best Start, Guided Reading and Mathematics K-6.

Future directions

- Utilising Quality Teaching and Assessment Leader to maintain ongoing professional development in quality teaching and assessment practices in the areas of Literacy, Numeracy, Student Engagement and Teacher Quality.
- Continue increasing teacher capacity to use interactive whiteboards as a teaching and learning tool in everyday classroom practice.
- The Consultant in Residence position has ceased.

Curriculum

Literacy - Prioritising Grammar / Accelerated Literacy

Background

Heckenberg’s commitment to Prioritising Grammar was to provide all teachers with a shared language, common dialogue and increased understanding of grammatical features and to promote the language continuum of oral to written language. To ensure new staff were upskilled in existing whole school literacy programs, training and development was provided to all new teachers in Accelerated Literacy.

Findings and conclusions

Quality teaching and learning

- All staff trained in Prioritising Grammar
- All Learning Support Officers trained in Prioritising Grammar, to maintain consistency and effectiveness in the classroom while working with students and liaising with classroom teachers
- All staff unpacked the NAPLAN data to determine future directions for quality teaching and learning programs
- All staff incorporated effective teaching of Grammar within their Balanced Literacy Session
- All staff contributed to the collegial support of each other through
observation, reflection and professional dialogue

- All staff developed interactive resources and Notebook files, using their professional learning to improve their classroom practices.
- In consultation with the Consultant in Residence the HILL program (Heckenberg Intensive Literacy Learning) was developed and implemented using a team teaching approach with STLA staff. Resources and teaching strategies were developed to support age, stage appropriate learning.
- Teachers gained a deeper knowledge and understanding of the various components of a balanced literacy session. This is evident in their teaching and learning programs, classroom practices, responses from student and staff focus groups and shared professional reflection.
- Students K-6 are empowered and passionate about reading quality literature and identifying the author’s intentions. This is evident in their confident interactions using appropriate metalanguage.
- Students K-6 are analysing, manipulating and transforming text as shown in their own writing.
- Balanced Literacy Sessions are explicit and systematically aligned to the English K-6 syllabus.
- Neighbouring schools have observed demonstration lessons in Accelerated Literacy.
- All teachers are pre and post testing to drive teaching and learning programs. This testing includes ongoing assessment including reading, comprehension and spelling levels.
- All teachers are assessing writing using criterion marking to place students within a stage continuum.
- A whole school literacy tracking system has been implemented to monitor students’ ongoing achievements and to support individual and whole class learning programs.
- Established and sustained links with Edensor Park Public School to share ideas and reflect on classroom practices in Accelerated Literacy.
- A staff member was trained as an Accelerated Literacy Tutor.

**Classroom and school organisation and school culture**

- The executive team carried out a full analysis of the 2009 NAPLAN data. Item analysis was examined in detail and compared with state data. This analysis indicated significant deficits in the area of Literacy, in particular Grammar.
- Heckenberg’s commitment to Prioritising Grammar and Accelerated Literacy was aimed at reducing the Literacy achievement gap for all students. These initiatives support Literacy Learning K-6 in line with the NSW English Syllabus K-6 and The NSW Quality Teaching Framework. Prioritising Grammar and Accelerated Literacy Pedagogy supports all students’ engagement in learning at stage appropriate level.
- All classroom teachers trained in Accelerated Literacy Pedagogy have successfully integrated it into their Balanced Literacy Session.
- All teachers are using Notebook and SMART Board Tools to support the teaching of Literacy.
- Audit of Teaching and Learning Programs indicate 100% of classroom teachers are planning and designing
programs where grammar concepts are integrated across Key Learning Areas.

- All SLSO trained in Prioritising Grammar, resulting in increased support in the classroom.
- A shared language has evolved between students and all staff.
- Teachers are implementing effective group strategies across all curriculum areas.

Home, school and community partnerships

- Curriculum workshops informed parent and community members about the Prioritising Grammar and Accelerated Literacy Programs and how best to support their children at home.
- To showcase the teaching and learning that has taken place at Heckenberg Public School, open days were held to demonstrate and share the Prioritising Grammar and Accelerated Literacy Programs in classrooms.

Future directions

- Establishing a Quality Teaching and Assessment Leader position to include in-class support in the teaching and learning cycle, highlighting AL pedagogy and its components.
- Continue Prioritising Grammar and Accelerated Literacy support for all teachers and include training for new staff.
- Consolidate ICT training for all teachers to support their effective implementation of Balanced Literacy Sessions.
- Continue to train senior students in MULTILIT to support whole school buddy literacy initiative.
- Reduce the number of students in the bottom two bands of NAPLAN Grammar & Punctuation (Current Yr 3-55% & Yr 5-53%) to Yr 3-35% & Yr 5-30%; Spelling (Current Yr 3-55% & Yr 5-50%) to Yr 3-35% & Yr 5-30%.

Parent, student, and teacher satisfaction

In 2010 the school sought the opinions of parents, students and teachers about the school.

Evaluation instruments including surveys and focus group forums were implemented to assess the progress and perceptions of teaching.

Their responses are presented below.

- 100% of students believe teachers plan class activities to include the Interactive Whiteboard to help them with their learning.
- 100% of students have a deep understanding of the K-6 classroom management process.
- Responses from Parents and Caregivers indicate that they believe school reports and parent teacher interviews provide valuable information about their children's learning and achievements.
- Kindergarten parents valued the Best Start Workshop which helped them gain a clearer understanding of their child's report.
- 100% of teachers are utilising assessment to drive teaching and learning in the classroom.
- 100% of teachers have a deeper understanding of the components of a Balanced Literacy and Numeracy Session.

Professional learning

During 2010 all teaching staff engaged in a range of professional learning activities during Staff Development Days, Co-operative Planning Days and targeted professional learning opportunities.

A Consultant in Residence and a Quality Teaching and Assessment Leader were employed to support Effective Classroom Practice, Programming and Assessment.

A total of $126,000 was expended to support Professional Learning.

8 of the 9 classroom teachers are New Scheme Teachers. 4 teachers are maintaining accreditation at Professional Competence, 4 are working towards accreditation.

The professional learning included:
• Prioritising Grammar and Accelerated Literacy which was aimed at reducing the Literacy achievement gap for all students. These initiatives support Literacy Learning K-6 in line with the NSW English Syllabus K-6 and The NSW Quality Teaching Framework.
• All classroom teachers are trained in Accelerated Literacy Pedagogy and integrating it into their Balanced Literacy Session.
• All teachers are using Notebook and SMART Board Tools to support the teaching of Literacy.
• Audit of Teaching and Learning Programs indicating 100% of classroom teachers are planning and designing programs where grammar concepts are integrated across Key Learning Areas.
• Opportunities for teaching staff to work collaboratively to develop a consistent approach to the analysis of data to drive quality teaching and ongoing assessment in Literacy and Numeracy.

School development 2009 - 2011

Targets for 2011

Target 1

To improve student learning outcomes in literacy

Strategies to achieve this target include:

• Implementation of Best Start
• Devising Personalised Learning Plans for Aboriginal students
• Embedding the Writing Cycle into a Balanced Literacy Session
• Using data analysis to inform teaching/learning practices
• Continue to implement Accelerated Literacy and Prioritising Grammar K-6, into a Balanced Literacy Session

Our success will be measured by:

• Reduction of the Literacy Achievement gap between Aboriginal students and all other students
• Increasing the proportion of pupils meeting the Literacy Proficiency Standard in accordance with regional/state targets
• Reduction of the number of students in the bottom two bands of NAPLAN Grammar & Punctuation (Current Yr 3-55% & Yr 5-53%) to Yr 3-35% & Yr 5-30%; Spelling (Current Yr 3-55% & Yr 5-50%) to Yr 3-35% & Yr 5-30%.

Target 2

To improve student learning outcomes in numeracy

Strategies to achieve this target include:

• All teachers to utilise the Mathematics Assessments to drive teaching and learning programs
• All K-2 teachers to participate in Targeted Early Numeracy Program to support students in the early years
• Continue implementing the Problem Solving Model to support and improve student’s comprehension levels in Numeracy

Our success will be measured by:

• Reduction of the number of students in the bottom 2 bands of NAPLAN Numeracy (Current Yr 3-50% & Yr 5-50%) to Yr 3-30% & Yr 5-30%; Data, Measurement and Space and Geometry (Current Yr 3-59% & Yr 5-66%) to Yr 3-30% & Yr 5-40%.
• Improved Numeracy achievements in the Early Years

Target 3

To strengthen teacher capacity to improve student learning

Strategies to achieve this target include:

• Employ a Quality Teaching and Assessment Leader (QTAL) to maintain ongoing professional development in programming, quality teaching and assessment practices in the areas of Literacy, Numeracy, Student Engagement and Teacher Quality.
• QTAL to work across the K-6 spectrum to ensure a consistent approach in quality teaching and learning, using
team teaching and Lesson Study approach.
• 100% teachers engaged in professional learning, in alignment with school priorities
• Team leaders coordinating Cooperative Learning Days for stage teams to establish best practice in Literacy and Numeracy in consultation with support staff

Our success will be measured by:
• Increased teacher and school leader participation in programs that build learning capacity and school improvement
• Teachers’ increased ability to moderate and analyse student work samples
• A consistent approach to the effective implementation of Literacy and Numeracy Sessions

Target 4
To improve student engagement and retention

Strategies to achieve this target include:
• Training and developing S2 and S3 students to peer tutor students of younger years in Literacy
• Increase the number of days for Transition to School Program - Head Start (from a 1 Term Program x 1 day a week - 4 Terms x 2 days a week)
• Devising an attractive “School Attendance” program reward system
• Training and developing S3 students to peer tutor students of younger years
• Continuing the partnership with Burnside to provide the community with ongoing access to their services and the onsite playgroup
• Train Stage 3 students as Student Support Leaders to assist peers with their social interactions and ongoing playground issues

Our success will be measured by:
• School based data recording student achievement levels in Literacy during ‘Buddy Sessions’
• An increase in the number of local families accessing the Transition to School Program - Head Start
• A decrease in playground issues K-6
• Improved attendance (particularly partial) by all students
• Parents accessing Burnside and other agencies to support their needs

About this report
In preparing this report, the self-evaluation committee has gathered information from evaluations conducted during the year and analysed other information about the school’s practices and student learning outcomes. The self-evaluation committee and school planning committee have determined targets for the school’s future development.

Kathy Powzun Principal
Patricia Bull Assistant Principal
Mark Nielsen Assistant Principal (Rel.)
Patricia Splite ESL Teacher
Debbie Styles P&C President

School contact information
Enter Heckenberg Public School
Enter Jindabyne Street, Heckenberg 2168
Ph: 96078672
Fax: 96074720
Email: heckenberg-p.school@det.nsw.edu.au
Web: www.heckenberg-p.schools.nsw.edu.au
School Code: 4336

Parents can find out more information about Annual School Reports, how to interpret information in the reports and have the opportunity to provide feedback about these reports at: