School context

Heckenberg Public School is a part of the Liverpool Network. The continual improvement of student learning outcomes is our priority. We have 229 students organised into 9 classes. In 2013, the school formed an early intervention class to support Stage One students with additional learning needs in Literacy and Numeracy.

The school receives funding support from National Partnerships and Equity funding (formerly PSFP and PASP) as well as participating in programs specifically targeted at students from a Non-English speaking background and Aboriginal background. Heckenberg Public School receives additional funding to support teaching and learning programs and offers Reading Recovery, Learning and Support and English as a Second Language (ESL) programs.

The students who attend our school come from a wide variety of backgrounds and family situations. We experience high mobility (35–40%) annually. Over 56% of students are of Language Backgrounds Other Than English (LBOTE) and 12% identify as Aboriginal and Torres Strait Islanders.

Principal’s message

"Our school exists for children". Heckenberg Public School’s motto is Honour and Work. This embodies the spirit that pervades our school programs and the day to day life of our school community.

The dedicated staff at Heckenberg Public School is focused on quality teaching and enhancing student learning outcomes. Our staff keeps abreast of current educational trends and best classroom practices to ensure they deliver highly engaging lessons, using quality teaching, incorporating explicit instruction and including modelled, guided and independent learning activities in a 21st Century learning environment. This maximises the learning opportunities for every child in all aspects of school life. We are a caring and committed, child-centred school, strongly focused on catering for individual needs, student welfare and the continual improvement of teaching and learning practices.

Our school community works together to maximise opportunities for all students to be actively engaged in their learning and to achieve in all areas.

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.

Elizabeth Van Der Meulen - Principal

P & C message

Our Parents & Citizens’ Association (P&C) brings the school community together. Parents, teachers and community members help meet the needs of the school community and contribute to decisions about the school. The P&C also raises funds that help finance improvements to our school and provide additional resources.

In 2013 our P&C worked tirelessly to enhance whole school events and conducted various fundraising activities to support the effective implementation of school initiatives.

Highlights for 2013 include:

- Organising Sausage Sizzles at Athletics and Cross Country Carnivals as well as at our Education Week celebrations
- Organising Mother’s Day, Father’s Day and Christmas stalls
- Supporting the school with our Easter Hampers
- Supporting Stage 2 and 3 students by subsidising the buses for Gala Days
- Supporting our Year 6 students with donations for their Year 6 Farewell

Donna Ridell - President

Student representative’s message

The Student Representative Council consists of two representatives from each class in Stages 1-3. Students participate in decision making and are given opportunities for leadership development.

Meetings are held regularly to bring to attention any student concerns and ideas, while formal meeting procedures and record keeping are encouraged.
Charities such as Jeans for Genes and the Kids Hospital are supported through a range of fundraising activities and some fundraising benefits the school community as well.

The senior SRC representatives also help to organise and run weekly school assemblies.

Highlights of our year were the carwash, the crazy hair day and the handball competition.

Mitchell and Kim – SRC representatives

Student information

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

Student enrolment profile

The total number of enrolments for 2013 was 229 students. This comprised of 121 male and 108 female students.

<table>
<thead>
<tr>
<th>Gender</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>138</td>
<td>115</td>
<td>118</td>
<td>124</td>
<td>110</td>
<td>121</td>
</tr>
<tr>
<td>Female</td>
<td>110</td>
<td>102</td>
<td>101</td>
<td>101</td>
<td>97</td>
<td>108</td>
</tr>
</tbody>
</table>

Student attendance profile

Student attendance is essential so that students are able to maximise all learning opportunities. Heckenberg Public School celebrates regular attendance and encourages all students to attend school and be punctual every day.

<table>
<thead>
<tr>
<th>Year</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
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<tbody>
<tr>
<td>K</td>
<td>91.8</td>
<td>89.8</td>
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<td>1</td>
<td>90.5</td>
<td>90.6</td>
<td>88.4</td>
<td>90.1</td>
<td>92.6</td>
</tr>
<tr>
<td>2</td>
<td>91.7</td>
<td>90.4</td>
<td>92.2</td>
<td>90.8</td>
<td>92.9</td>
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<td>3</td>
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<td>4</td>
<td>92.0</td>
<td>91.6</td>
<td>92.1</td>
<td>92.1</td>
<td>96.8</td>
</tr>
<tr>
<td>5</td>
<td>89.4</td>
<td>91.8</td>
<td>93.7</td>
<td>91.5</td>
<td>93.5</td>
</tr>
<tr>
<td>6</td>
<td>93.1</td>
<td>91.7</td>
<td>92.3</td>
<td>92.2</td>
<td>95.4</td>
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<td>91.0</td>
<td>92.1</td>
<td>92.0</td>
<td>93.9</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.

The 2013 Attendance Plan was implemented to improve overall students’ attendance and punctuality. This includes incentives for individual students at risk with attendance, and a morning tea each term to celebrate students who have achieved 100% attendance and punctuality for the term.
Workforce information

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

The National Education Agreement requires schools to report on Indigenous composition of their workforce.

Heckenberg Public School has one Indigenous teacher permanently appointed to the school.

Workforce composition

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Deputy Principal(s)</td>
<td>1</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>2</td>
</tr>
<tr>
<td>Head Teachers</td>
<td>0</td>
</tr>
<tr>
<td>Classroom Teacher(s)</td>
<td>7</td>
</tr>
<tr>
<td>Primary Teacher RFF</td>
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</tr>
<tr>
<td>Primary Part-Time Teacher</td>
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</tr>
<tr>
<td>Priority School Funding Teacher</td>
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</tr>
<tr>
<td>Teacher of Reading Recovery</td>
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</tr>
<tr>
<td>Learning and Support Teacher(s)</td>
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<tr>
<td>Teacher Librarian</td>
<td>0.6</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td>0.6</td>
</tr>
<tr>
<td>School Counsellor</td>
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</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
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Teacher qualifications

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

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
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<tbody>
<tr>
<td>Degree or Diploma</td>
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<tr>
<td>Postgraduate</td>
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<tr>
<td>NSW Institute of Teachers Accreditation</td>
<td>60</td>
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Financial summary

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

<table>
<thead>
<tr>
<th>Date of financial summary</th>
<th>30/11/2013</th>
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<tbody>
<tr>
<td>Income</td>
<td>$</td>
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<tr>
<td>Balance brought forward</td>
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<tr>
<td>Global funds</td>
<td>149,570.49</td>
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<tr>
<td>Tied funds</td>
<td>137,318.16</td>
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<tr>
<td>School &amp; community sources</td>
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<td>Interest</td>
<td>12,645.85</td>
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<td>Trust receipts</td>
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<tr>
<td>Canteen</td>
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<tr>
<td>Total income</td>
<td>756,795.67</td>
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</tbody>
</table>

Expenditure

<table>
<thead>
<tr>
<th>Teaching &amp; learning</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Key learning areas</td>
<td>16,767.04</td>
</tr>
<tr>
<td>Excursions</td>
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<tr>
<td>Extracurricular dissections</td>
<td>31,389.88</td>
</tr>
<tr>
<td>Library</td>
<td>3,251.94</td>
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<tr>
<td>Training &amp; development</td>
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<tr>
<td>Tied funds</td>
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<td>Casual relief teachers</td>
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<td>Administration &amp; office</td>
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<td>School-operated canteen</td>
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<tr>
<td>Utilities</td>
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<td>Maintenance</td>
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<tr>
<td>Trust accounts</td>
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<tr>
<td>Capital programs</td>
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</tr>
<tr>
<td>Total expenditure</td>
<td>450,209.95</td>
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</table>

Balance carried forward                                 306,585.72

A full copy of the school’s 2013 financial statement is tabled at the annual general meetings of the School Council and/or the parent body. Further details concerning the statement can be obtained by contacting the school.

School performance 2013

Academic achievements

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.

Year 3: from Band 1 (lowest) to Band 6 (highest for Year 3)
Year 5: from Band 3 (lowest) to Band 8 (highest for Year 5)
Year 7: from Band 4 (lowest) to Band 9 (highest for Year 7)
Year 9: from Band 5 (lowest) to Band 10 (highest for Year 9)

The analysis of data collected via NAPLAN and school based assessment data will guide future programs and target areas of concern.

The My School website provides detailed information and data for national literacy and numeracy testing (NAPLAN).

Click on the link http://www.myschool.edu.au and enter the school name in the Find a school and select GO to access the school data.

**Reading – NAPLAN Year 3**

**Reading – NAPLAN Year 5**

**Writing – NAPLAN Year 3**

**Writing – NAPLAN Year 5**

**Numeracy – Year 3 NAPLAN**

**Numeracy – Year 5 NAPLAN**
Heckenberg Public School has continued to promote learning in the information age through a range of information and communication technologies. The school has launched a Facebook page to engage parent and community involvement through the use of social media.

We have also expanded the number of iPads available for class use and significantly increased the number of educational apps available on these devices.

Wireless technology has been installed and can be accessed from all classrooms and some outdoor areas, allowing students to further extend their learning.

Lunch time initiatives have been established for students with an interest in ITC to expand their knowledge and understanding. Students experiment with iPads and computers and learn to assist with the set up and maintenance of the school’s network of computers and iPads.

**Sport**

Due to increased cost of transport, Heckenberg Public School did not participate in the Green Valley PSSA weekly sports competition in 2013.

Heckenberg Public School participated in a Community of Schools Gala Day format with four other surrounding schools. In this format, students were taught four new sports at school each term and participated in the Gala Day competition at the end of each term. Every child in Years 3-6 participated in this sports program.
The results of this was a reduction in costs to students, increased participation in sporting programs and students acquiring new skills and knowledge in a variety of sports.

Heckenberg Public School did participate in the Fields Zone PSSA winter competition, submitting junior and senior teams for both netball and soccer. These gala days occurred twice a term, keeping costs down. Student enjoyment and skills in the sports were increased due to this participation.

The school also took part in a number of tournaments, including:

- Liverpool League Gala Day
- Green valley Rugby League cup
- Tiger Tag Gala Day

Additionally, students from Years 3-6 participated in various clinics run by outside facilitators, including NSW Cricket Clinic, NSW netball coaching clinic, NRL clinics, AFL clinics, after school AFL clinics as well as a soccer clinic made available for Years 1-6. These initiatives gave students opportunities to learn new skills in various sports run by specialised coaches.

The school participated in zone athletics and cross country carnivals.

Students who performed at high levels were selected in a variety of representative teams:

- 1 student progressed to Regional Level in Athletics track event;
- 2 students progressed to Regional Level in Cross Country events

All students K-6 participated in the Premiers Sporting Challenge in 2013, with every student receiving a gold award. This program encouraged participation in a variety of events and efficient record keeping.

Students K-6 participated in the Footsteps dance program. Students learned a variety of dance moves which culminated in an end of year disco for all students. The Footsteps dance program was supplemented by Premiers Sporting Challenge funding.

Debating and Public Speaking

Students from Heckenberg Public School participated in the Premier’s Debating Challenge and the Multicultural Speaking competition, as well as the Local Area Public Speaking Competition. This provided students with the opportunity to practice and refine their public speaking abilities whilst challenging other primary schools in the local area.

Significant programs and initiatives

Aboriginal education

Each Aboriginal student has a Personalised Learning Plan which aims to support the students in the areas of Literacy and Numeracy. Plans are reviewed each term to track progress of current goals and modify accordingly. Plans are developed in consultation with the student, teacher and parent or care giver to ensure the needs of the student are being met.
Norta Norta funding was provided to Year 6 students who scored in the bottom bands of the NAPLAN assessment in the previous year. This finding provided additional support to those students including having a Learning and Support Teacher (LaST) or a School and Learning Support Officer (SLSO) come into their classroom and work with that student either on a one to one basis or in small groups.

Our school continues to enrich all students’ knowledge and understanding of Aboriginal history and culture throughout the by providing teaching and learning programs that focus on Aboriginal education.

At all assemblies and official functions school leaders and other students including Aboriginal and non-Aboriginal students pay to respect the traditional custodians of the land through an “Acknowledgement of Country.” At special assemblies students also partake at singing the Australian National Anthem in the Dharawal language.

Multicultural education

Heckenberg Public School is part of a culturally diverse community with over 56% of our students with English as an additional language or dialect. Our main community languages are Arabic, Vietnamese, Samoan and Hindi. English as an Additional Language or Dialect Programs and New Arrival Programs are implemented through team teaching and small group withdrawal, with collaborative planning between classroom teachers and the English as a Second Language teacher to meet the individual learning and specific cultural needs of students.

In 2013 many initiatives were implemented to ensure that all members of our culturally and linguistically diverse school community are included and celebrated at Heckenberg Public School. These included:

- The establishment of the Heckenberg Public School Multicultural Parent Group which aims to create an environment where parents can share information with other parents and promote cultural understanding within our school. The Multicultural Parent Group was a driving force in the organisation of our successful Multicultural Day.

- Multicultural Day celebrated the cultural diversity of our students with students wearing traditional costumes, presenting cultural performances, sharing an incredible range of foods in a multicultural lunch and being entertained by the performances of guest entertainers. The day was a major success due to the enthusiasm and commitment of our students, teachers, staff, families and the Multicultural Parent Group.

- Students participated in Harmony Day activities learning how all Australians from diverse backgrounds equally belong to Australia and enrich it, from the traditional indigenous Aboriginal and Torres Strait Islander people, to those who have come from many countries around the world.

- Stage 2 and 3 students participated in the Multicultural Perspectives Public Speaking Competition which aims to
increase the awareness of multicultural issues among NSW primary school students while developing their interest in public speaking and improving their confidence and speech-writing skills.

- Support for families with English as an additional language or dialect is provided by the use of interpreter services and translated documents to enable families to feel supported in positive and meaningful school partnerships to enhance the achievements of all students.

- Community Information Officers were engaged to support our school in communicating and strengthening links with parents and community members from diverse cultural and linguistic backgrounds.

- Ongoing professional development was provided for all staff in relation to English as an Additional Language or Dialect informed pedagogy including understanding of cultural and linguistic diversity within our school and the implementation of the English as an Additional Language or Dialect Learning Progression.

Lunch Initiatives

As part of the Positive Behaviour for Learning (PBL) program at Heckenberg Public School, lunch time initiatives were started to increase student engagement, reduce incidents on the playground and harness student interests and talents. This was provided to students throughout the week both on a volunteer and student targeted basis.

Many of the lunch initiatives offered include; gardening club, band for Years 3-6, Art K-6, gymnastics, iPad group, choir, enrichment group, K-2 dance, 3-6 dance, Aboriginal Culture groups, library monitors, boys mentor group, outdoor structured games, targeted ESL play stars structured activities, sewing group and chess club. The result of this was increased student engagement, nurturing of student interests and reduced incidents on the playgrounds.

Parent / caregiver and community programs

Community participation was actively encouraged through the introduction of a weekly ‘Parent Café’. Various workshops and activities were offered to support members of our school community. Workshops offered included healthy cooking courses, Triple P Parenting Course, Multicultural information sessions, Literacy games for home, Numeracy games for home, writing – understanding how to help your child, craft sessions and general information sessions. Parents and carers reported that they felt welcomed and supported with strategies to help their child at school.
Transitional Equity Funding

Transitional Equity funding for 2013, in alignment with the School Plan, has allowed the school to positively impact on classroom practices and student outcomes.

The employment of a classroom teacher has provided additional support for all classes in 2013. Innovative and flexible timetabling enabled teachers to be released from class to engage in high quality professional learning, planning sessions, team teaching, coaching, mentoring and lesson share programs. This has provided teachers with opportunities to enhance their understanding of Quality Literacy Teaching and explore ways to incorporate this into high quality teaching practices in their classroom.

The ‘Head Start’ program has continued to support our incoming Kindergarten students by providing a smooth transition into Kindergarten and school life. Students are supported with experiences to develop their social, emotional and academic development. The success has been outstanding and has built a strong foundation for learning for incoming Kindergarten students.

Low SES School Communities National partnership

National Partnerships Funding has enabled the school to invest in high quality professional learning for all staff to ensure a consistent approach to classroom practice using current research and best practice. A Deputy Principal was employed to lead staff in high quality professional learning. Student learning outcomes have been enhanced as a result of Teacher Professional Learning (TPL), which focuses on quality literacy teaching. TPL in the form of staff meetings, stage meetings, demonstration lessons, lesson share, coaching and team teaching has enhanced teacher understanding of using student assessment data to inform planning which is explicit, systematic, balanced and integrated.

Literacy sessions in K-6 classes include explicit teaching of comprehension strategies, differentiated learning activities in each of the eight critical aspects of Literacy and include a balance of modelled, guided and independent learning. Focused and explicit teaching in Literacy has supported student achievement and resulted in students achieving literacy continuum benchmarks. It has also allowed for the identification of student learning needs and determined future directions.

Student Welfare

2013 has seen a range of initiatives introduced and maintained to ensure Heckenberg Public School remains consistently focused on providing the best outcomes for students. These initiatives include:

- The launch of Kids Matter, committing to work with our community to enhance the emotional and social wellbeing of every student at our school.
- Meeting with individual parents to design Personalised Learning Plans and Individualised Education Plans for identified students to better target specific learning requirements.
- The formation of an Early Intervention class to target the development of literacy and numeracy with students identified as having more specific requirements.
- The use of Sentral to ensure that all staff have access to specific student data, including positive and negative incidents and progress in literacy and numeracy against the DEC continuums.
- The Head Start program continues to provide pre-school aged students with an excellent opportunity to be introduced to
routines and structures within a pre-school setting. Students are provided with play-based learning opportunities that increase school-readiness.

- Breakfast Club continues to provide a healthy, affordable breakfast for students that may not have had breakfast prior to attending school each day.
- As a Positive Behaviour for Learning (PBL) school, all staff have been trained in implementing the school expectations of being safe, respectful learners to reward and manage student behavior.

School planning and evaluation 2012—2014

School evaluation processes

NSW public schools conduct evaluations to support the effective implementation of the school plan. The processes used include:

- Interviews conducted with members of the school community
- Focus group surveys
- Analysis of policies and programs, plans, budgets, meeting minutes, assessment information, communications, program evaluations and other documents seen by the school as informing the review
- Classroom observations
- Analysis of student achievement data, including detailed NAPLAN analysis using SMART

School planning 2012—2014: progress in 2013

School priority 1

Literacy

Outcomes from 2012–2014

Increased levels of literacy achievement for every student.

Targets for 2013

- To increase the percentage of Year 3 students achieving above National Minimum Standard in NAPLAN Reading from 58% to at least 65% by 2013.
- To increase the percentage of Year 5 students achieving above National Minimum Standard in NAPLAN Reading from 60% to at least 68% by 2013.
- To increase the number of K-6 students achieving Literacy Continuum benchmarks in the aspect of Reading from 50% in Term 3 2012 to 65% in Term 3 2013.
- To increase the number of K-6 students achieving Literacy Continuum benchmarks in aspects of Comprehension from 35% in Term 3 2012 to 50% in Term 3 2013.

Evidence of progress towards outcomes in 2013:

- 2013 NAPLAN data demonstrated that 57% of Year 3 students achieved above National Minimum Standard in NAPLAN Reading compared with 58% in 2012.
- 2013 NAPLAN data demonstrated that 91% of Year 3 students achieved at or above National Minimum Standard in NAPLAN Reading compared to 76% in 2012.
- 2013 NAPLAN data demonstrated that 57% of Year 5 students achieved above National Minimum Standard in NAPLAN Reading compared with 60% in 2012.
- 2013 NAPLAN data demonstrated that 89% of Year 5 students achieved at or above National Minimum Standard in NAPLAN Reading compared to 76% in 2012.
- 2013 READING data demonstrated that 65% of K-6 students achieved above Literacy Continuum benchmarks in the aspect of Reading compared with 50% in 2012.
- 2013 COMPREHENSION data demonstrated that 52% of K-6 students
achieved above Literacy Continuum benchmarks in the aspect of Comprehension compared with 35% in 2012.

Strategies to achieve these outcomes in 2014

- Support teachers in the establishment of essential literacy routines and the implementation of explicit phonemic awareness instruction.
- Support teachers through the targeted professional learning in the K-6 implementation of comprehension strategies through the Focus on Reading and modelled and guided reading programs.
- Provide release time for staff to engage in coaching sessions, demonstration lessons, lesson observations, planning and reflection time with supervisors/Principal/Regional Staff/Consultants.
- All staff unpack and implement the K-6 English Syllabus, Literacy Continuum and Support Documents in alignment with the QT Framework to support the development of effective and engaging English programs in line with the new NSW English Syllabus.
- Undertake a detailed analysis of NAPLAN SMART data and school based assessment data, which is used to drive planning in literacy to enhance student learning outcomes.

Targets for 2013

- To increase the percentage of Year 3 students achieving above National Minimum Standard in NAPLAN Numeracy from 64% to at least 69% by 2013.
- To increase the percentage of Year 5 students achieving above national minimum standard in NAPLAN Numeracy from 67% to at least 75% by 2013.
- To increase the number of K-2 students achieving numeracy framework benchmarks in Early Arithmetical Strategies from 89% in Term 3 2012 to 92% by Term 3 2013.

Evidence of progress towards outcomes in 2013:

- 2013 NAPLAN data demonstrated that 64% of Year 3 students achieved above National Minimum Standard in NAPLAN Numeracy compared with 64% in 2012.
- 2013 NAPLAN data demonstrated that 76% of Year 3 students achieved at or above National Minimum Standard in NAPLAN Numeracy compared to 81.8% in 2012.
- 2013 NAPLAN data demonstrated that 74% of Year 5 students achieved above National Minimum Standard in NAPLAN Numeracy compared with 67% in 2012.
- 2013 NAPLAN data demonstrated that 44% of Year 5 students achieved above National Minimum Standard in NAPLAN Numeracy compared to 83.3% in 2012.
- School-based data demonstrated that 97% of K-2 students achieved above Numeracy Framework benchmarks in the aspect of Early Arithmetical Strategies compared with 89% in 2012.

Strategies to achieve these outcomes in 2014:

- Support teachers in implementing Quality Teaching and Learning Programs in Numeracy and in using strategies from Count Me In Too (CMIT), Counting On and TEN (Targeted Early Numeracy) programs.
- Implement NAPLAN focus groups for those students not achieving above the National Minimum Standard in NAPLAN Numeracy.
• Revisit explicit teaching of Numeracy strategies through TEN and CMIT from K-6 through professional learning in school.

• Revise problem solving groups through Newman’s Error Analysis and the Super Six Comprehension Strategies. Create whole school resources to support the explicit teaching of problem solving K-6.

• Unpack the Australian Curriculum for Mathematics through professional learning online modules and professional learning in stage groups.

• To increase the number of parents attending formal and informal school events to at least 7% by 2013. (currently 5% in 2012)

Evidence of progress towards outcomes in 2013:

• Attendance data indicated an increase in student attendance rates from 93% in 2012 to 93.9% in 2013.

• School data showed the number of students being placed on executive detention in 2013 decreased from 26% to 24% by Term 3 2013.

• School data showed the number of suspensions issued in 2013 decreased to 2%.

• Kindergarten Teachers reported that 89% of incoming Kindergarten students demonstrated developmentally appropriate knowledge and skills upon entry to Kindergarten compared to 81% in 2012.

• School-based data showed a decrease in the number of parent helpers from 9% in 2012 to 6% in 2013.

• School-based data showed an increase in the number of parents attending formal and informal events from 5% in 2012 to 10% in 2013.

Strategies to achieve these outcomes in 2014:

• Continue the 100% attendance morning tea each term to celebrate excellent attendance and promote it amongst the whole school.

• Continue individual incentives for school attendance with targeted students

• Implement lunch time initiative programs to support and engage students at lunch time.

• Establish mentoring programs with targeted students.

• Teachers to develop behaviour management plans for identified students in consultation with Executive

• Devise and implement restorative practices which include circle time and student reflective journals in consultation with students, teachers and parents.

School priority 3
Student Engagement and Attainment

Outcomes from 2012–2014

Increased student engagement in learning through effective school programs.

Targets for 2013

• To increase student attendance rates from 93% in 2012 to at least 94% in 2013.

• To decrease the number of students being placed on executive detention from 26% up until the end of Term 3 in 2012 to 20% by the end of Term 3 in 2013.

• To decrease the number of suspensions to 5% in 2013.

• To increase the number of incoming Kindergarten students who demonstrate developmentally appropriate knowledge and skills from 81% in 2012 to 85% in 2013.

• To increase the number of parent helpers in the school through a 5% increase each year. (currently 9% in 2012)
Provide release time for teachers to participate in PBL training and restorative practices with PBL school leader.

- Continue to implement Head Start – Prior to School Program to provide early intervention and build a strong foundation for incoming Kindergarten Students.
- Coordinate regular parent and community workshops in Literacy and Numeracy to support parents with strategies to use when assisting their own child at home or when volunteering in the classroom.
- Professional learning for staff in understanding and engaging the diverse community which is inclusive of ATSI students and LBOTE students.

School priority 4
Leadership and Management
Outcomes from 2012–2014
Strengthened leadership and management capacity of school staff, executive and principal to drive school improvement.

Targets for 2013
- To increase the number of staff undertaking registered courses from 72% to 85% by 2013
- Improvement by at least one level in the analytical framework for school improvement.

Evidence of progress towards outcomes in 2013:
- MyPL records indicate that 100% of staff have participated in registered courses in 2013.
- Analysis of the analytical framework for school improvement demonstrated improvement by at least 1 level in all domains.

Strategies to achieve these outcomes in 2014:
- Support teachers in the implementation of Professional Learning Plans which are in line with the School Plan
- Continue to implement a whole school professional learning model, utilising the

Executive team to provide targeted professional learning opportunities for all teachers, with a particular focus on Early Career Teachers through a coaching/mentoring model. This will develop quality pedagogy in literacy and numeracy through focused support in writing, guided and modelled reading, phonemic awareness, Focus on Reading and numeracy.

- Leadership Team to further implement Team Leadership for School Improvement modules with all staff.

School priority 5
Curriculum and Assessment
Outcomes from 2012–2014
A whole school consistent approach to curriculum, teaching practice, programming and assessment.

Targets for 2013
- Improvement by at least one phase in the levels attained on the Data Analysis Skills Assessment (DASA) survey by staff.
- To increase growth in NAPLAN Reading from 50% in 2012 to 55% in 2013.
- To increase growth in NAPLAN Numeracy from 55% in 2012 to 60% in 2013.

Evidence of progress towards outcomes in 2013:
- 100% of staff members reported via a survey that they have improved by at least one phase in the levels attained on the DASA survey for teachers.
- NAPLAN data demonstrated that as a school there was a decrease in growth in Reading from 50% in 2012 to 23% in 2013
- 2013 NAPLAN data demonstrated that as school there was a decrease in growth in Numeracy from 55% in 2012 to 28% in 2013

Strategies to achieve these outcomes in 2014:
- Staff to engage in professional learning in Best Start.
- Key staff to participate in and share Teacher Professional Learning on the National Curriculum.
• Develop and refine a whole school scope and sequence which incorporates the KLAs: HSIE, Science & Technology, Creative Arts and PDHPE (including environmental, multicultural, Aboriginal and international perspectives) in order to build an effective transition towards the new Australian Curriculum areas.

Professional learning

Throughout 2013, all teaching staff engaged in a range of professional learning activities during Staff Development Days, Co-operative Planning Days and targeted individual professional learning opportunities.

National Partnership funding was used to employ a Deputy Principal whose main role was to lead professional learning in quality teaching to support and enhance effective classroom practice, programming and assessment based on current research and best practice.

7 of the 10 classroom teachers are New Scheme Teachers. 6 teachers are maintaining accreditation at Professional Competence, 1 is working towards accreditation.

The professional learning included:

• Implementing Focus on Reading K-6 as the main focus for teacher professional learning. This consolidated quality teaching practices and supported explicit teaching of key comprehension strategies and other aspects of reading.

• Completion of modules on the NSW syllabus for the Australian Curriculum in preparation for the implementation of the new English Syllabus in 2014.

• Consolidation of Quality Teaching and the balanced literacy session, 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.

• Integrating quality literacy teaching into the balanced literacy session in all classrooms.

• Supporting teachers to use authentic assessment data to plan and design quality literacy programs in two weekly cycles. Planning is driven by teacher knowledge of ‘where students are now’ and ‘where to next?’

• 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.

• Best Start Professional Learning for K-2 teachers.

• L3 training for Early Stage One teachers resulting in explicit teaching of reading and writing strategies in Kindergarten classrooms.

Parent/caregiver, student, and teacher satisfaction

In 2013, the school sought the opinions of parents, students and teachers about the school.

Their responses are presented below.

100% of parents were surveyed about the level of communication they have with the school. 30% returned this survey. Of these:

• 35% attended Parent Café sometimes.

• 33% indicated that they always or sometimes found the sessions at Parent Café helpful.

• 63% always or sometimes accessed the school’s website.

• 53% always or sometimes accessed the school’s Facebook page.

• 90% indicated that they felt they always or sometimes received adequate notice of upcoming school events.

• 93% felt that the annual school report, newsletters and other information always kept them informed about the school’s progress.
Additional feedback suggested that parents would like greater advanced knowledge of upcoming events, more specific information on Parent Café topics and for the information provided on the school website to be kept more up-to-date.

100% of students in years 3 – 6 were surveyed about their levels of engagement at school. 47% completed this survey.

- 89% of students identified usually or always enjoying coming to school.
- 80% of students usually or always felt welcome and successful at school.
- 89% of students usually or always felt they knew what was expected of them in class.
- 89% of students always or usually enjoyed learning at school.
- 75% of students responded their teacher usually or always displayed and explained a learning intention when teaching.
- 79% of students responded their teacher usually or always displayed and explained the success criteria when teaching.
- 85% of students responded that they usually or always understood why specific learning was important.

This data suggests that the majority of teachers are implementing best practice in providing students with quality criteria and feedback about their learning. Additionally, the majority of students see themselves as part of the school and feel happy and successful at Heckenberg Public School.

Performing 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
- K-2 and 3-6 dance representation at Liverpool Performing Arts Festival where each group collaborated with an external dance teacher to jointly create a dance interpretation for the theme of “Carnivale”

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.

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Kellie Stone – Assistant Principal
Kaitlin West – Assistant Principal
Helen Grdic – EAL/D Teacher
Sandra Alderton – Teacher
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Parents can find more information about Annual School Reports, how to interpret information in the report and have the opportunity to provide feedback about the report at: