Principal’s Message

Heckenberg Public School draws from a diverse physical, social and cultural area. The school recognises, at all times, the positive aspects of cultural diversity, academic and sporting success and celebrates these, both formally and informally throughout the year. Heckenberg Public School strives to provide a strong foundation for life-long learning. Teaching and learning practices are continually reflected upon to maximise optimal learning opportunities for all students in Literacy and Numeracy, within a high quality learning environment.

The school receives support from the Priority Schools Funding Program (PSFP) and Priority Action Schools Program (PASP) as well as participating in programs specifically targeting students from a Non-English Speaking and Aboriginal background.

Heckenberg Public School has a dedicated staff committed to providing a safe, supportive and caring environment. The school has invested in high quality professional learning for all staff to ensure a consistent approach to classroom practice and reflection.

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

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 2011 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 2011 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

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

- $850.00 to subsidise Gala Days each semester
- $500.00 for the purchase of mathematics resources
- $825.00 for Picnic Day buses
- $200.00 to subsidise Stage 2 excursion
- $1000.00 toward the Year 6 Farewell and lots more.

Debbie Styles – President

Student Representative’s 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. They also support two charities each year by organising and promoting fundraising activities.

Emma Kidd – 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>Gender</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
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<tr>
<td>Female</td>
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<td>110</td>
<td>102</td>
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Student Attendance Profile

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</tr>
<tr>
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<td>91.7</td>
<td>90.4</td>
<td>92.2</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>91.2</td>
<td>91.7</td>
<td>94.2</td>
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<td>6</td>
<td>93.1</td>
<td>91.7</td>
<td>92.3</td>
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<td>91.4</td>
<td>91.0</td>
<td>92.1</td>
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<table>
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<th>Total</th>
<th>per year</th>
<th>Total in class</th>
</tr>
</thead>
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<td></td>
<td></td>
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</tr>
<tr>
<td>KS</td>
<td>K</td>
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<td>1</td>
<td>12</td>
<td></td>
<td></td>
<td>21</td>
</tr>
<tr>
<td>K/1G</td>
<td>1</td>
<td>5</td>
<td></td>
<td></td>
<td>21</td>
</tr>
<tr>
<td>1/2B</td>
<td>2</td>
<td>8</td>
<td></td>
<td></td>
<td>21</td>
</tr>
<tr>
<td>1/2R</td>
<td>2</td>
<td>9</td>
<td></td>
<td></td>
<td>21</td>
</tr>
<tr>
<td>2/3M</td>
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<td>24</td>
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<td>2/3M</td>
<td>3</td>
<td>7</td>
<td></td>
<td></td>
<td>24</td>
</tr>
<tr>
<td>3/4A</td>
<td>3</td>
<td>13</td>
<td></td>
<td></td>
<td>27</td>
</tr>
<tr>
<td>3/4H</td>
<td>3</td>
<td>14</td>
<td></td>
<td></td>
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<tr>
<td>3/4A</td>
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<td>14</td>
<td></td>
<td></td>
<td>27</td>
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<tr>
<td>3/4H</td>
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<td>15</td>
<td></td>
<td></td>
<td>30</td>
</tr>
<tr>
<td>5/6R</td>
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<td>15</td>
<td></td>
<td></td>
<td>31</td>
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<tr>
<td>5/6N</td>
<td>6</td>
<td>15</td>
<td></td>
<td></td>
<td>30</td>
</tr>
<tr>
<td>5/6R</td>
<td>6</td>
<td>16</td>
<td></td>
<td></td>
<td>31</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.

2011 Attendance Plan was implemented in consultation with staff, students, parents and carers to improve identified individual students attendance and punctuality.

Class sizes

Primary class sizes are included in the annual school report in order to provide parents with as much local information as possible. The following table shows our class sizes as reported at the 2011 Class Size Audit conducted on Monday 21 March 2011.

Structure of Classes

Based on student enrolments for 2011, 9 classes were established. Eight were multi-age classes and two of these were 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>
</tr>
</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>Teacher of Reading Recovery</td>
<td>0.315</td>
</tr>
<tr>
<td>Support Teacher Learning</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>Primary Part Time Teacher</td>
<td>0.4</td>
</tr>
<tr>
<td>Primary Teacher RFF</td>
<td>0.378</td>
</tr>
<tr>
<td>General Assistant</td>
<td>0.35</td>
</tr>
<tr>
<td>Primary Priority School Funding</td>
<td>0.3</td>
</tr>
<tr>
<td>School Administrative &amp; Support</td>
<td>2.022</td>
</tr>
<tr>
<td>Primary Unique/Emergency</td>
<td>0.04</td>
</tr>
<tr>
<td>Total</td>
<td>16.405</td>
</tr>
</tbody>
</table>

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

In 2011 a newly appointed Aboriginal Teacher was permanently placed at Heckenberg Public School.

Staff Retention

In 2011 there was an increase in staff mobility, due to the Principal attaining a Relieving Principal position at a neighbouring school. This brought about an Assistant Principal fulfilling the relieving Heckenberg Public School position and classroom teachers taking on executive roles within the school. The Teacher Librarian attained a transfer and several permanent staff members attained promotional positions and one being a secondment for 2012.

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>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>100</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>0</td>
</tr>
</tbody>
</table>

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>Income</th>
<th>$</th>
</tr>
</thead>
<tbody>
<tr>
<td>Balance brought forward</td>
<td>170893.20</td>
</tr>
<tr>
<td>Global funds</td>
<td>149134.17</td>
</tr>
<tr>
<td>Tied funds</td>
<td>287450.97</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>33990.04</td>
</tr>
<tr>
<td>Interest</td>
<td>11500.18</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>21678.43</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Total income</td>
<td>674646.99</td>
</tr>
</tbody>
</table>

Expenditure

| Teaching & learning         | 14597.77  |
| Key learning areas          | 3702.62   |
| Excursions                  | 21074.18  |
| Extracurricular dissections | 2024.98   |
| Library                     | 2204.98   |
| Training & development      | 1083.32   |
| Tied funds                  | 273776.05 |
| Casual relief teachers      | 25663.95  |
| Administration & office     | 36012.89  |
| School-operated canteen     | 0.00      |
| Utilities                   | 34149.07  |
| Maintenance                 | 17409.27  |
| Trust accounts              | 18289.02  |
| Capital programs            | 0.00      |
| Total expenditure           | 447963.12 |
| Balance carried forward     | 226683.87 |

A full copy of the school’s 2011 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 2011

Achievements

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 students transition to high school.

- 3-6 School Band was established. This initiative provided an opportunity for a small amount of students to participate in and improve their skill level in playing an instrument and performing.

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 2011 with some excellent in-school sporting programs, fine sporting achievements and pleasing successes. These include:

- Students representing our school at District, Regional and State levels in the areas of Athletics and Cross Country
- Various Sporting Clinics being organised for students K-6. This gave students an opportunity to learn the skills and rules in various sports
- Whole school commitment to Gala Days with neighbouring schools. This gave students the opportunity to compete as a member of a team.

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 continued to work collaboratively with Heckenberg Public School, Liverpool West PS, Liverpool PS and Busby PS. The project continued to aim to improve speed and accuracy in Mathematics for students using different teaching methods. Half of the participating students were using hand held devices (Nintendos), with the specific program, Brain Training, while the other half were using traditional methods during Mathematics sessions.

The project allowed 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)
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 achieving at or above minimum standard (exempt students excluded)

<table>
<thead>
<tr>
<th>Subject</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>87.9</td>
</tr>
<tr>
<td>Writing</td>
<td>82.4</td>
</tr>
<tr>
<td>Spelling</td>
<td>76.5</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
<td>82.4</td>
</tr>
<tr>
<td>Numeracy</td>
<td>90.9</td>
</tr>
</tbody>
</table>

Percentage of Year 5 students achieving at or above minimum standard (exempt students excluded)

<table>
<thead>
<tr>
<th>Subject</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>83.9</td>
</tr>
<tr>
<td>Writing</td>
<td>93.5</td>
</tr>
<tr>
<td>Spelling</td>
<td>93.5</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
<td>83.9</td>
</tr>
<tr>
<td>Numeracy</td>
<td>96.8</td>
</tr>
</tbody>
</table>

Significant Programs and Initiatives

Aboriginal Education

Each Aboriginal student has a Personalised 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 Personalised 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.”

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 2011 we participated in Harmony Day celebrations, remembering the importance of people of the world living together peacefully.

National Partnership Programs

In 2011 a Situational Analysis Team was established to gather information, draw conclusions from this data, make recommendations as future directions and develop strategies to support these directions which were linked to the Six Reforms of the Low SES School Communities National Partnerships.

Priority School Program (PSP)

PSP funding (including PAS component) for 2011, in alignment with Heckenberg’s School Plan, has continued to positively impact on classroom practices and student outcomes.

The position of a Quality Teaching and Assessment Leader continued, which ensured whole staff were explicitly and systematically analysing 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 continued refinement and development of a Balanced Literacy and Numeracy session, the leading of reflection days, professional dialogue and the ongoing improvement of teaching practices and pedagogy.

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 implement pre and post testing, explicitly teaching author’s intention and layers of meaning (comprehension) following the Accelerated Literacy Framework.

In 2011, the ‘Head Start’ program has increased its days as well as the duration of its days to promote and provide prior to school learning experiences with a focus on literacy and numeracy.

Evidence reveals this ‘prior to school learning program’ is successfully impacting on student learning.

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 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 2011 targets

Target 1

To improve student learning outcomes in literacy

Our achievements include:

- 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 2010: Yr 3-55% & Yr 5-53% to 2011: Yr 3-38% & Yr 5-23%
- Reduction of the number of students in the bottom two bands of NAPLAN Spelling 2010: Yr 3-55% & Yr 5-50% to 2011: Yr 3-32% & Yr 5-13%
- All Learning Support Officers supporting students in Prioritising Grammar, to maintain consistency and effectiveness in the classroom while working with students and liaising with classroom teachers
- Reduction of the Literacy Achievement gap between Aboriginal students and all other students
- All staff unpacking the NAPLAN data in order to determine future directions for quality teaching and learning programs
- Students K-6 being 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 being explicit and systematically aligned to the English K-6 syllabus
- All teachers embedding pre and post testing to drive teaching and learning programs. This testing includes ongoing assessment of reading, comprehension and spelling levels.
Target 2
To improve student learning outcomes in Numeracy

Our achievements include:

- Reducing the number of students in the bottom 2 bands of NAPLAN Numeracy 2010: Yr 3-50% & Yr 5-50% to 2011: Yr 3-46% & Yr 5-13%
- Reducing the number of students in the bottom 2 bands of NAPLAN Data, Measurement and Space and Geometry 2010: Yr 3-59% & Yr 5-66% to 2011: Yr 3-33% & Yr 5-23%.
- School based data as a result of the implementation of the Targeted Early Numeracy Initiative revealing significant improvements in Numeracy achievements in the Early Years.

Target 3
To strengthen teacher capacity to improve student learning

Our achievements include:

- 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 to drive future programming
- A whole school consistent approach to the effective implementation of Literacy and Numeracy Sessions

Target 4
To improve student engagement and retention

Our achievements include:

- An increase in students being able to identify their strengths and weaknesses in Literacy and Numeracy, when assessing their own learning
- Classroom Teachers competently devising Individual Behaviour Management Plans, which supported student engagement in and out of the classroom
- An increase in the number of local families accessing the Transition to School Program – Head Start
- A decrease in playground issues K-6
- Maintaining support networks to improve whole school and individual attendance (particularly partial)
- Parents accessing Burnside and other agencies to support their needs.

Key Evaluations
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 2011 our school carried out evaluations of Positive Behaviour for Learning and Numeracy.

Educational and Management Practice
Positive Behaviour for Learning - PBL

Background
The school is committed to the ongoing evaluation of all educational management practices. In 2011 the school community evaluated the Positive Behaviour for Learning (PBL) management strategy, including classroom and playground practices.

Findings and conclusions
As a result of 2010 evaluations for student engagement levels it was deemed necessary to employ an external consultant in 2011 to increase student engagement. This resulted in:
• Classroom teachers having professional learning in positive behaviour management strategies
• Building teacher capacity by empowering and equipping them with appropriate strategies to improve student engagement and management
• Teachers collaboratively developing and implementing successful individual management plans
• Increased teacher knowledge of successful management strategies
• Constant and consistent whole school reflection and evaluation of current classroom practices and individual management plans
• Establishing stronger partnerships with parents and carers to effectively implement individual management plans
• A reduction in suspensions from 2010 (25 suspensions inclusive of repeat offenders) to 2011 (19 suspensions inclusive of repeat offenders)
• A reduction of 20% in the number of students placed on executive lunch detentions for classroom misdemeanours
• 100% of staff indicating an increase in confidence to implement appropriate positive management strategies
• 100% of staff seeking further support in implementing appropriate positive management strategies within the classroom and on the playground
• 100% of staff being receptive to the external consultant employed to implement this professional learning
• 100% of staff being receptive to the model used to implement this professional learning
• Structured play being introduced at lunchtimes to support all students, particularly targeted students

• 85% of students believing the playground environment had improved but more was needed

Future directions
• Whole school unpacking PBL playground and classroom matrixes to define a consistent approach to expected behaviours
• Continue to employ External Consultant to consolidate and monitor 2011 professional learning to sustain successful practices
• Maintain structured play during lunchtimes
• Ensure all existing individual behavior management plans are communicated to all pertinent staff to support smooth transitions for relevant students

Curriculum
Numeracy

Background
In 2011, Mathematics was identified as a learning priority at the school as a result of analysing SMART data. The ability for students to think mathematically with a strong emphasis on whole number and number fact concepts and strategies became a whole school focus.

Professional Learning was implemented to support this priority and appropriate resources were purchased to support quality teaching opportunities.

Previous professional learning in ICT ensured all teachers were creating and sharing engaging interactive mathematics learning activities, particularly during reflection sessions.
Findings and Conclusions

Evaluations revealed:

- Professional development in Reciprocal Numeracy, Newman’s Error Analysis led to the generation of a successful whole school K-6 Problem Solving strategy
- K-2 teachers were upskilled in Numeracy through training in Targeting Early Numeracy (TEN)
- Students experiencing difficulty in learning numeracy in the early years were successfully identified and supported
- Teachers confidently able to differentiate activities to maximise learning outcomes for students
- Teachers delivering highly engaging mathematics lessons that contain modelled, guided and independent learning experiences
- Teachers using and teaching the appropriate metalanguage to support students understanding of concept being taught
- Reflective sessions and professional dialogue led to the development of collaborative staged assessments for pre and post testing in alignment with K-6 Mathematics syllabus outcomes
- Assessment practices supported consistency in teacher judgement
- Lesson Study Model for all stages allowed for opportunities to collaboratively plan, assess and review lessons while focusing on the NSW Quality Teaching Framework
- Students are using the language to articulate the strategies they are using to solve mathematical problems

Future Directions

- Continue the implementation of TEN and upskill all new teachers K-2
- Extend the implementation of TEN across Stages 2 and 3
- Monitor the implementation of the K-6 Problem Solving Strategy
- Analyse SMART data to determine further areas of need

Parent, Student and Teacher Satisfaction

In 2011 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.

100% of families in the school were surveyed and 77% were returned using an innovative incentive.

From parent surveys the following conclusions were identified:

- 74% of the responses agreed that they would like to be informed and engaged in classroom practices and programs
- 75% of the responses agreed that they would like to improve communication by building productive relationships with teachers at the school
- 82% of the responses agreed that students feel safe and secure at this school

A small group of parents were interviewed in a focus group led by PSP Consultant.

From the parent focus group the following conclusions were identified:

- Parents would like more opportunities to talk about and be involved in their children's learning
- Parents indicated that with improved outdoor environments and playground equipment / activities their children will be more engaged in school

100% of students were surveyed in Literacy and Numeracy. These surveys required students to respond on a continuum. The responses for each question were totalled and a percentage calculated.

From student surveys the following conclusions were identified in the area of Literacy:
• 64% of students strongly agree that they are aware of their strengths and weaknesses in Literacy
• 58% of students strongly agree that they assess their own learning in Literacy

From student surveys the following conclusions were identified in the area of Numeracy:
• 63.3% of students strongly agree that they are aware of their strengths and weaknesses in Maths
• 62.7% of students strongly agree that they assess their own learning in Maths

5 stage based groups (each with approximately 8 students) were randomly selected to be interviewed in focus groups.

From student focus groups the following conclusions were identified:
• Teachers need to explain to students the purpose of learning and why the learning matters
• Teachers need to provide students with more regular, explicit, productive feedback
• Teachers need to ensure students make connections with their learning beyond the classroom
• Students indicated that they like their learning to be fun and interactive
• Students indicated that the teachers care about their students learning and well being

Teacher feedback in teaching Reading indicated:
• 45% of teachers feel confident in using differentiated practices and activities to support the needs of all students
• 66% of staff use data to inform teaching and learning
• 40% of teachers give explicit criteria to students to involve them in their learning and ongoing assessment

During 2011 all teaching staff engaged in a range of professional learning activities during Staff Development Days, Co-operative Planning Days and targeted professional learning opportunities.

An External Consultant and a Quality Teaching and Assessment Leader were employed to support Effective Classroom Practice, Programming and Assessment.

9 of the 9 classroom teachers were Early Career Teachers. 6 teachers are maintaining accreditation at Professional Competence, 3 are working towards accreditation.

The professional learning included:
• Consolidation of the Balanced Literacy Session which was aimed at reducing the Literacy achievement gap for all students. This initiative supported Literacy Learning K-6 in line with the NSW English Syllabus K-6 and The NSW Quality Teaching Framework.
• All teachers embedding Notebook and SMART Board Tools to support the teaching of Literacy and Numeracy.
• An audit of Teaching and Learning Programs indicating 100% of classroom teachers were planning, designing and implementing interactive lessons in Literacy and Numeracy
• Opportunities for teaching staff to work collaboratively to develop a consistent approach to analysing data to drive quality teaching and ongoing assessment in Literacy and Numeracy

**School Planning 2012—2014**

The school planning policy provides direction for the preparation and implementation of school plans including the identification of priority areas, intended outcomes and targets that are consistent with the NSW State Plan and the Department’s planning documents.
School Priority 1
Outcome for 2012–2014
Increased levels of literacy achievement for every student

2012 Targets to achieve this outcome include:

- Increasing the percentage of Year 3 students achieving at or above national minimum standard in NAPLAN Reading from 49% in 2011 to at least 55% by 2012
- Increasing the percentage of Year 5 students achieving at or above national minimum standard in NAPLAN Reading from 55% in 2011 to at least 60% by 2012

Strategies to achieve these targets include:

- Employing external consultants to implement and support a quality balanced literacy session.
- Providing release time for teachers to engage in the following elements of training:
  - Implementing a K-6 literacy program Consultation with external literacy consultants develop Professional Learning Plans
  - Incorporate teaching strategies from SMART Data for identifying outcomes into teaching and learning programs through stage planning time
  - All staff unpack and implement the K-6 English Syllabus, Support Documents in alignment with the QT Framework to support the development of differentiated curriculum and the value of productive feedback
  - Moderation of student assessment tasks to improve Consistent Teacher Judgement as linked to syllabus outcomes.

- Developing ongoing assessment and tracking to inform teaching and learning practices across the Community of Schools (COS).
- Developing and implementing parent workshops with a focus on reading

School Priority 2
Outcome for 2012–2014
Increased levels of numeracy achievement for every student.

2012 Targets to achieve this outcome include:

- Reducing the number of students achieving at and below minimum numeracy standards to 50% as measured by Year 3 NAPLAN results
- All staff unpacking and implementing the K-6 Mathematics Syllabus, Support Documents in alignment with the QT Framework to support the development of differentiated curriculum and the value of productive feedback

- Reducing the number of students achieving at and below minimum numeracy standards to 50% as measured by Year 5 NAPLAN results.

Strategies to achieve these targets include:

- Up skilling all staff K-6 in Targeted Early Numeracy (TEN) strategies to implement explicit lessons with differentiation.
- Incorporating teaching strategies from SMART Data into teaching and learning programs through stage planning time.
- Utilising the TEN facilitator to demonstrate a model to support and improve teachers’ professional learning in Numeracy
- Purchasing resources to support effective implementation of TEN Years 3-6
School Priority 3

Outcome for 2012–2014

Increased student engagement in learning through effective school programs

2012 Targets to achieve this outcome include:

To increase student attendance rates to at or above state average

Strategies to achieve these targets include:

- Developing and implementing extra-curricular activities with a Personal Development, Health and Physical Education (PDHPE) focus prior to school to improve attendance
- Teachers developing behaviour management plans and risk management plans for identified students in consultation with Engagement Coach
- Employ Engagement Coach. Engagement Coach to conduct and support COS in student engagement

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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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: