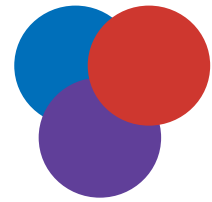


Herons Creek Public School Annual Report



2015



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Introduction

The Annual Report for 2015 is provided to the community of Herons Creek Public School as an account of the school's operations and achievements throughout the year.

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

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School background

School vision statement

"Student Learning of the Highest Quality."

We will achieve this by

- providing a challenging, nurturing and caring learning environment that encourages high expectations for success through quality teacher instruction.
- equipping our students for the demands and opportunities of the 21st century by providing a differentiated, effective curriculum and where children can achieve full potential in their academic, creative, personal, physical and moral development.
- promoting a safe and supportive environment where each students' self esteem is fostered by positive relationships with students and staff.
- striving to have our parents, teachers and community members actively involved with our students learning.

School context

Herons Creek Public School is a P5 small school with a total of 40 students enrolled for 2015. It is situated on the Mid North Coast, 20 kilometres south of Port Macquarie. Herons Creek Public School provides quality teaching and learning in a warm, supportive environment, within two multi stage classrooms. Staffing for 2015 includes a Teaching Principal, one full time teacher, one part time teacher, one part time School Administration Manager for 3 ½ days per week and a General Assistant for 1 day per week. The semi rural and isolated setting means that the school must plan and develop opportunities for differentiated learning and social engagement beyond local environments.

Our School Equity funding is being used to facilitate Quick Smart and Multi-Lit Programs.

Herons Creek Public School is committed to becoming a Kids Matter School where we are building a strong focus on the mental health and wellbeing of our students. Our school culture is developed by living the positive behaviours that underpin our core values. Respect for each other as professionals and the importance placed on the partnership with our families in children's learning and development are essential with achieving our purpose as a school of excellence.

Self-assessment and school achievements

Self-assessment using the School Excellence Framework

This section of the Annual Report outlines the findings from self-assessment using the School Excellence Framework, our school achievements and the next steps to be pursued. The Framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

This year, our school undertook self-assessment using the elements of the School Excellence Framework.

In the domain of Learning, energy has focused on creating positive and respectful relationships between students and staff, promoting student wellbeing and ensuring the creation of ideal learning environments. Values are prioritised, with explicit teaching across the whole school developed for K-6 specifically for our school from the Aussie Fair Rules Program. In 2015 Herons Creek established an emotional and social wellbeing teaching scope and sequence across K-6 using programs endorsed by Kids Matter. There is demonstrated commitment within the school community to strengthen and deliver school learning priorities as the Positive Behaviour for Learning (PBL) program is undertaken in 2016.

Added to our school focus has been an emerging and strengthening commitment among school leaders to establish an active partnership and work collaboratively. An alliance has been successfully generated between Johns River, Herons Creek and Hannam Vale Public Schools (3MAPS – Three Mountains Alliance Public Schools). This alliance, which has consolidated and become part of school practice, was formed based upon curriculum and learning commitments, ensuring continuity and learning for students, and befitting the strategic direction of collaborative practice.

In the domain of Teaching, our major focus has been on quality teaching programs across 3MAPS schools, including Focus on Reading, and collaborative practices, for example shared professional learning days with curriculum advisors across staffs. Teachers have incorporated data analysis (PLAN data, numeracy and literacy clusters and continuum plotting) in planning and learning. Teachers work together using collaboratively designed lesson observation outlines to mentor and support their use of quality teaching strategies. This enhances teacher ability to differentiate curriculum delivery to meet the needs of individual students. Teachers have participated in professional learning targeted to school priorities and their professional needs. Every teacher has successfully outlined at least three professional goals in their Professional Development Plans. Teachers will continue to build strategies around Focus on Reading with a strong commitment to undertake further professional development.

In the domain of Leading, the priority has been to progress leadership and management practices and processes. The further development of our alliance with Johns River and Hannam Vale Public Schools has meant working closely with leadership personnel from the School Excellence Unit and closely monitoring development of practice and systems across the schools. These will move the schools into the realm of excelling in focus areas within a two year period. Our school-wide responsibility is evidenced through our leadership planning sessions in 2015 and ongoing sessions planned for 2016.

Our self-assessment process will further assist the school to refine the strategic priorities in our School plan leading to further improvements in the delivery of education to our students.

Strategic Direction 1

Quality Teaching and Learning

Purpose

To build the capacity of teachers to implement a cohesive school wide approach to quality teaching and learning programs.

To improve the learning growth and achievement of every student in literacy and numeracy.

To promote a culture of excellence by providing challenging and stimulating learning experiences and opportunities that enable all students to explore and build on their gifts and talent.

Overall summary of progress

This section describes the school's ongoing self-assessment, reflection processes and progress for Strategic Direction 1 of the School plan. It draws on a comprehensive range of evidence to demonstrate school achievements. The summary of progress should address the following questions:

Did we do what we planned?

Did it have the planned impact?

Milestone Project

Explicit and Systematic Quality teaching of literacy through all KLA's is present within classrooms

The completion of FOR phase 1 for teachers. Principals also completed FOR School Leader Training to build capacity.

Milestone Project

To develop a teacher support framework to meet the requirements of the Performance and Development Framework

All teacher's professional goals were described and supported. Teachers were involved in regular peer mentoring to refine best practice. Evidence of differentiated and collaborative support was delivered to build staff capacity in pedagogical practice.

Progress towards achieving improvement measures		Resources (annual)
Improvement measure (to be achieved over 3 years)	Progress achieved this year	\$ 8600 we also utilised our QTSS and LAST allocation.
Regular reflective practice is embedded into our school culture. At least twice a term all teachers engage in mutual classroom observation and feedback.	Staff shared at staff meeting how they assess for and of. This was followed up during classroom observations. Embedded into best practice. Professional Teaching Standards were reviewed with all staff. For 2015 PDP cycle all staff set 3 professional goals- 2 aligned directly to school plan and related to Australian Professional Standards for Teachers and 1 personal goal. Classroom Observations reflected goals set.	
Improved school literacy and numeracy performance evidenced by PLAN data.	All teachers attended the Quality Teaching Professional Learning. The completion of FOR phase 1 for all teachers. K-2 teacher completed training for L3. Principals completed School Leader Training for FOR. A magnetic whiteboard literacy and numeracy continuum was purchased for PLAN data.	

Strategic Direction 1

Next steps

This section includes future directions for 2016 and ensures the 3-year plan remains on track to provide high quality educational outcomes.

What are the next steps required for 2016 to ensure Strategic Direction 1 is successfully implemented?

- ❖ 3 Mountains Alliance Public Schools (3MAPS) to be established. 3MAPS will comprise of Hannam Vale, Johns River and Herons Creek Public Schools. Collectively, we will share support of 90 students from kindergarten to Year 6. Our alliance priorities for 2016 will be commitment to regular and set meetings, shared Staff Development Days, shared milestone projects and shared aspects in our three year school plans.
- ❖ 3MAPS Performance and Development policy to be established to include observations across the three schools.

2016 Milestones

Focus on Reading-3MAPS Project

To ensure that all teachers have deep knowledge, skills and capacity to teach students to be capable readers. To foster a love of reading in all students. To improve and celebrate reading results of all students across the Community of Schools 3MAPS

Focus on Writing- 3MAPS Project

To improve student writing across the 3MAPS K-6 with the implementation of Professional Learning (PL) to support Consistent Teacher Judgment (CTJ) and moderation of writing samples. Inter-collegial support and shared expertise in writing across the schools. To build knowledge and consistency in assessment for, of and as writing. Celebrating writing achievements across the 3MAPS To share programming and writing purpose across the 3MAPS

Teacher Performance and Development- 3MAPS Project

Shared and supportive Professional Development Plans (PDPs) aligned to 3MAPS improvement plans and APTS. The 3MAPS PD Policy enables all 3MAPS teachers to improve teaching practice in a collaborative and supportive culture

Strategic Direction 2

Confident and Creative Learners

Purpose

To enhance support for every student to build positive emotional and mental health and well being and develop personal values and attributes such as honesty, resilience, empathy and respect for others. *(Melbourne Declaration on Educational Goals Young Australians)*

To create confident and creative students that have a sense of self-worth, self awareness and personal identity that enables them to manage their emotional, mental and physical well being. *(Melbourne Declaration on Educational Goals Young Australians)*

Overall summary of progress

This section describes the school's ongoing self-assessment, reflection processes and progress for Strategic Direction 3 of the School plan. It draws on a comprehensive range of evidence to demonstrate school achievements. The summary of progress should address the following questions:

Did we do what we planned?

Did it have the planned impact?

Milestone Project

The school to facilitate a Camp Out Resilience Training for Parents and Students.

All families who attended Camp Out Australia increased their knowledge of their child's development needs and their skills have increased to support their development as measured in pre and post camp out evaluations. Camp Out will now become an annual event due to the huge success of the program.

Milestone Project

Develop emotional health and well being in students.

All teachers are now explicitly teaching identified social skills as measured by teacher observations of increased modelling of these skills thus decreasing the amount of teacher intervention.

A school K-6) scope and sequence was developed for the explicit teaching of social skills and resilience. This includes key programs endorsed by Kids Matter.

All staff seen to be implementing new strategies to support our students with ASD and anxiety as evidenced in programs, classrooms and playground settings. A sensory space was established.

Progress towards achieving improvement measures		Resources (annual)
Improvement measure (to be achieved over 3 years)	Progress achieved this year	\$
Teachers ensure relevant programs are delivered to students ensuring creative and successful learners who are responsible and resilient.	<p>In 2015 we achieved</p> <ul style="list-style-type: none">Facilitated our first Camp Out Australia Resilience Training for students and parents.K-6 Scope and Sequence developed for the explicit teaching of social and emotional wellbeing.Continued training for Kids MatterAll staff implementing strategies to support students with ASD and anxiety.A sensory space was established.	<p>\$300 Camp Out (funded through Club Grant) \$300 Camp Out Registration/ Training/ Casual Relief \$500 Sensory Support materials \$400 Staff attended a Sue Larkey Workshop- Supporting students with ASD.</p>

Strategic Direction 2

Next steps

This section includes future directions for 2016 and ensures the 3-year plan remains on track to provide high quality educational outcomes.

What are the next steps required for 2016 to ensure Strategic Direction 2 is successfully implemented?

- ❖ The school will undertake formal training in PBL over 2016 with a school coach and PBL team established.
- ❖ Update Wellbeing Policy.
- ❖ Staff, students and the broader 3MAPS community understand the behaviours, attitudes and expectations that enhance wellbeing and lead to improved student outcomes.
- ❖ Parent, staff and student surveys collated to arrive at our four common values/ expectations.
- ❖ Formation of a PBL committee with staff and parent representatives. The committee to attend the three day Tier 1 Universal Prevention School Wide Systems training.

2016 Milestones

3MAPS schools share a common PBL language supporting high engagement of students in a safe and respectful learning environment.

Strategic Direction 3 Strong Community Partnerships

Purpose

Research demonstrates that effective schools have high levels of parental and community involvement”
(*Family School Partnerships Framework*)

To achieve our vision that “families and schools work together as partners in the education of children and young people” the school community including staff , students, parents and the broader community will be welcomed into and engaged with the development of school programs. In turn the school will contribute positively to community events and actions endorsing and promoting the integrity of its role in this partnership.

Learners gain a strong sense of belonging and are able to provide responsible input into future directions for the local community, including environmental and social actions.

Overall summary of progress

This section describes the school’s ongoing self-assessment, reflection processes and progress for Strategic Direction 3 of the School plan. It draws on a comprehensive range of evidence to demonstrate school achievements. The summary of progress should address the following questions:

Did we do what we planned?

Did it have the planned impact?

Milestone Project

Community Projects that enhance learning goals.

Positive ongoing relationships with community and parents are demonstrated through active community partnerships with Land Care, Herons Creek Heritage Society, Kendall Music Society, Kendall Show Society, Cancer Council Eat it to Beat It, Day for Daniel, Players Theatre and Canteen.

Milestone Project

Teachers will be involved in regular peer mentoring to refine best practice.

3MAPS collaboration agreement with alliance priorities was signed by all 3MAPS principals. This agreement includes a shared Performance and Development Policy. The Performance and Development Policy includes teacher observations across 3MAP schools.

Progress towards achieving improvement measures		Resources (annual)
Improvement measure (to be achieved over 3 years)	Progress achieved this year	\$ 2000
School community values opportunities to engage inside and outside the classroom to enrich the learning of all students.	A new report system was introduced. Parents were required to schedule an interview time for a report walk through. Assessment and reporting process was explained to the parents during this time. L3 parent information session was held. HCPS promoted through student and staff involvement in Schools Out radio Program Eat it to Beat it Parent Workshop held at school to promote healthy eating. Involved parent and wider community in establishing organic garden beds and compost heap (link with Land Care) Crunch and Sip break to just be veggie break for last 3 weeks of term. Provide veggie food tastings for different options.	

Strategic Direction 3 Strong Community Partnerships

Next steps

This section includes future directions for 2016 and ensures the 3-year plan remains on track to provide high quality educational outcomes.

What are the next steps required for 2016 to ensure Strategic Direction 3 is successfully implemented?

2016 Milestone

To share our work in reading, writing and assessment and PBL with families across the communities of schools.

To work as one school using the collective wisdom and ideas of the three Principals to create ways to increase parent partnerships and celebrate 3 MAPS achievements.

Our 2016 annual milestone is parent surveys indicate high levels of satisfaction and involvement in school improvement plans. There are increased opportunities for parents to be involved in school based opportunities. Parents demonstrate an understanding of how our schools teach reading, writing and support students wellbeing through PBL.

Key initiatives and other school focus areas

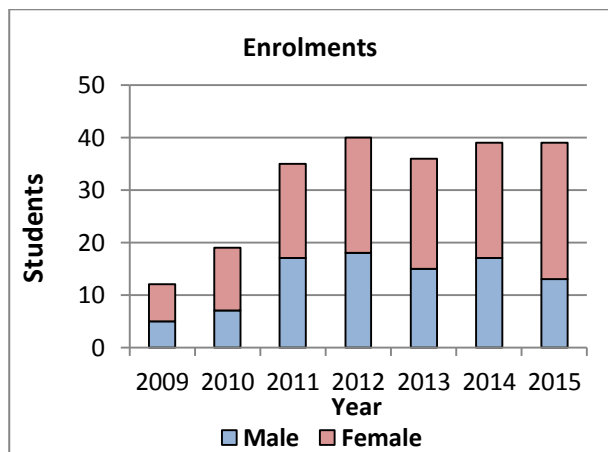
Key initiatives (annual)	Impact achieved this year	Resources (annual)
<p>Aboriginal background funding</p> <p>Quick Smart/ Multi-Lit and Mini- Lit Programs including employment of SLSO and teacher to facilitate programs.</p>	Improved student learning with all identified students achieving or exceeding expected growth in CAS Quicksmart testing and achieving or exceeding expected growth in reading on the literacy continuum.	\$1847
<p>Socio-economic funding</p> <p>Quick Smart/ Multi-Lit and Mini- Lit Programs including employment of SLSO and teacher to facilitate programs.</p>	Improved student learning with all identified students achieving or exceeding expected growth in CAS Quicksmart testing and achieving or exceeding expected growth in reading on the literacy continuum.	\$2688
<p>Low level adjustment for disability funding</p> <p>Quick Smart/ Multi-Lit and Mini- Lit Programs including employment of SLSO and teacher to facilitate programs.</p>	Improved student learning with all identified students achieving or exceeding expected growth in CAS Quicksmart testing and achieving or exceeding expected growth in reading on the literacy continuum.	\$2076
<p>English language proficiency funding</p> <p>Nil Allocation</p>	Nil report	Nil
<p>Targeted students support for refugees and new arrivals</p> <p>Nil Allocation</p>	Nil report	Nil
<p>Support for beginning teachers</p> <p>Nil Allocation</p>	Nil report	Nil

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

Gender	2009	2010	2011	2012	2013	2014	2015
Male	5	7	17	18	15	17	13
Female	7	12	18	22	21	22	26



Student attendance profile

	Year	2010	2011	2012	2013	2014	2015
School	K	92.7	93.8	90.2	90.0	89.3	81.9
	1	91.0	89.7	94.1	92.9	93.6	83.5
	2	95.5	82.6	79.3	91.4	92.4	83.6
	3	94.7	90.9	91.8	72.5	92.0	88.9
	4	93.8	91.8	89.0	91.3	83.5	83.2
	5	98.9	87.6	87.9	84.1	91.8	79.5
	6	89.4	95.7	90.2	83.7	87.4	82.4
	Total	93.0	90.8	89.9	87.7	90.3	83.5
State DoE	K	94.7	94.7	94.3	95.0	95.2	94.4
	1	94.2	94.2	93.9	94.5	94.7	93.8
	2	94.4	94.2	94.2	94.7	94.9	94.0
	3	94.5	94.4	94.4	94.8	95.0	94.1
	4	94.5	94.3	94.3	94.7	94.9	94.0
	5	94.4	94.2	94.2	94.5	94.8	94.0
	6	94	93.8	93.8	94.1	94.2	93.5
	Total	94.4	94.3	94.2	94.7	94.8	94.0

Workforce information

Reporting of information for all staff must be consistent with privacy and personal information policies.

Workforce composition

Position	Number
Principal	1
Deputy Principal(s)	
Assistant Principal(s)	
Head Teacher(s)	
Classroom Teacher(s)	1.4
Teacher of Reading Recovery	
Learning and Support Teacher(s)	0.1
Teacher Librarian	
Teacher of ESL	
School Counsellor	

Position	Number
School Administrative & Support Staff	0.89
Other positions	
Total	3.39

The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce.

25% of our staff are of Aboriginal descent.

Teacher qualifications

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

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	

Professional learning and teacher accreditation

A key focus of 2015 was to continue to build staff capacity to achieve our three strategic directions. We have a Focus on Reading Lead Trainer who is training the remaining staff and staff from other schools in Focus on Reading. We also spent a significant amount of professional learning money on having a staff member to continue and complete training in L3.

Throughout the 2015 school year staff, were also able to take part in professional development which included:

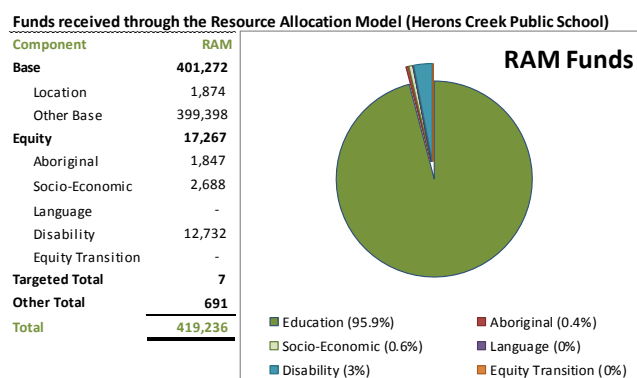
- Child Protection
- Emergency Care
- LMBR/ SALM
- Anaphylaxis
- CPR and Senior First Aid
- Sue Larkey Aspergers Workshop
- Kids Matter
- New Curriculum training
- Focus on Reading
- Focus on Reading School Leader training
- L3

Financial information

Financial summary

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

A full copy of the school's 2015 financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.



Financial Summary for the Year Ended 31 December 2015 (Hérons Creek Public School)*

	2015 Actual (\$)
Opening Balance	46,744
Revenue	446,162
Appropriation	428,928
Sale of Goods and Services	129
Grants and Contributions	16,404
Investment Income	699
Gain and loss	-
Other Revenue	-
Expenses	(470,139)
Recurrent Expenses	
Employee Related	(415,637)
Operating Expenses	(54,502)
Capital Expenses	
Employee Related	-
Operating Expenses	-
Surplus/Deficit for the Year	(23,977)
Balance Carried Forward	22,767

* date source: Schools Finance - Learning and Business

School performance

NAPLAN

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

The *My School* website provides detailed information and data for national literacy and numeracy testing. Click on the link [My School](#) and insert the school name in the *Find a school* and select *GO* to access the school data.

NAPLAN - Literacy (including Reading, Writing, Spelling and Grammar and Punctuation)

Five students in Year 3 and three students in Year 5 completed the NAPLAN literacy test for 2015. Owing to the small number of students detailed results cannot be reported due to privacy reasons.

NAPLAN – Numeracy

Five students in Year 3 and three students in Year 5 completed the NAPLAN numeracy test for 2015. Owing to the small number of students detailed results cannot be reported due to privacy reasons.

Parent/caregiver, student, teacher satisfaction

In 2015, the school sought the opinions of parents, students and teachers about the school. Their responses are presented below:

Most parents, students and staff agreed or strongly agreed

- they felt welcomed in the school.
- the school provides helpful information about their child's progress.
- the school is always looking for ways to improve what it does.
- they share in the education of their child.
- the school is a safe and secure environment.
- the teachers provide a stimulating and challenging environment for their child.
- the school has high expectations of its students.

Parents reported some of the positive attributes of the school are small school community feel, teachers available for discussions, inclusive, positive and caring school environment, respect and trust the students have for their teachers and amazing teachers that love their job.

The programs and activities that the parents, students and staff believe the students enjoyed and benefited from are Camp Out for Kids, swim school, Quick Smart, Multi-Lit, Mini-Lit, Aussie Bush Camp, Glass House excursions, sport clinics, and robotics.

Policy requirements

Aboriginal education

Aboriginal perspective is present in all units of work to foster empathy and understanding of issues. Our school is committed to the development of cultural awareness and promoting Aboriginal history. The

students participated in a cultural awareness day and NAIDOC celebrations. All Aboriginal students have Personal Learning Plans. Acknowledgement of Country is used at whole school assemblies, meetings and professional learning.

Multicultural Education and Anti-racism

Multicultural Education is addressed across the curriculum and includes all students at Herons Creek Public School. As the school population is primarily Anglo-European background, school planning ensures students experience other cultures.

A staff member is trained as an Anti-Racism Contact Officer within the school environment. It is their role to ensure that instances of racism are dealt with effectively to ensure a continuing harmonious school environment.