

# Helensburgh Public School

## Annual Report



2016



2153

## Introduction

The Annual Report for 2016 is provided to the community of Helensburgh 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.

Christopher Connor

Principal

## School contact details

Helensburgh Public School

Lukin St

Helensburgh, 2508

[www.helensburg-p.schools.nsw.edu.au](http://www.helensburg-p.schools.nsw.edu.au)

[helensburg-p.School@det.nsw.edu.au](mailto:helensburg-p.School@det.nsw.edu.au)

4294 1332

## Message from the Principal

This year I want to acknowledge the dedication of our teachers and support staff and the commitment of our parents and grandparents who together instil in our children the love of learning and the importance of a good education.

Helensburgh Public School is undoubtedly one of those places where the best of public education creates the greatest opportunities for future success and the firm foundation for secondary education.

This year our school completes the second year of its three year Strategic Planning Cycle, working solidly with its Strategic Directions to achieve its vision : "A quality school, working with its community, to inspire all students to be lifelong learners, through dynamic educational experience".

Our teaching staff continue to exhibit a strong commitment to school improvement by their steadfast participation in weekly professional development, additional planning and stage meetings. All of which has been focussing on improving our teaching, honing our skills and so improve student outcomes.

Our office staff have had to spend many hours in training and reskilling to put into operation the greatest administrative and financial reforms in 40 years. They are to be commended for their dedication and professionalism as they made the transition whilst at the same time maintaining business as usual.

Our school has been busy this year with further rollouts of elements of the Australian Curriculum. This year our teachers worked collaboratively to produce some outstanding History and Geography units that are now being taught from Kindergarten to Year 6. We now have in place new English, Mathematics and Science syllabuses.

One of the most well received innovations last year was our "Afternoon Teas with the Principal" held each term for our Principal Award winners. This has the tick of approval from our students. Many thanks to Mrs Tipping and Mrs Sida for your leadership in this area.

Our Grandparents Day was another great success for 2016 with hundreds of grandparents enjoying a fun filled variety concert and visits to classrooms.

Book Week this year saw all our students and staff dress up as their favourite book characters, much to the enjoyment of everyone present.

Student leadership is an important component of school life at Helensburgh. I want to thank our school captains Raife and Naomi and our 2016 prefects for their leadership and the excellent role models they have been to all our students.

Our school SRC, led by Mrs Lawless, and our class representatives undertook a number of local, national and

international projects that gave our students a new perspective on their role in the world and how they can be agents for change.

Academically our school continues to produce students who score very highly at NAPLAN and ICAS tests and our growth in Literacy across the school continues to show improvement. Of note has been the excellent individual results at NAPLAN for Years 5 to 7.

Computer coding activities for Years 2 to 6 added to the diversity of educational experiences at our school with our Lego Robotics team travelling to the Philippines to compete internationally. The team recently received the Best Research Award at the Regional Challenge held at the University of Wollongong.

Our school provides innovative and challenging opportunities as varied as the Green Team, Boys Group and our Choir and Performance Band. We also support enrichment groups, debating and public speaking and our many sporting teams.

At this point I want to thank our P&C, ably led by their President, Ms Naomi Burley. They have been a tower of strength for our school this year as they built upon the strong foundation of the previous P&C executive. The highlight for me this year, and for our families, was the very successful Spooky Carnival. This event drew many families from across the area and helped raise funds for our new primary playground equipment. Well done to everyone concerned.

I want to thank my wonderful teaching staff – your professionalism, personal care and willingness to embrace change have made you a pleasure to lead.

I have already mentioned my administrative staff, however, I want to thank you again for your commitment to the students, staff and parents of our school. I want to also mention our School Learning and Support Officers (teachers' Aides) – you do a wonderful job quietly and calmly, many times behind the scenes, but never forgotten. We appreciate your work and dedication.

Mr Hendry – thank you on behalf of our students for fixing, moving, mowing and raking your way into our hearts. We value and appreciate your work.

Finally, 2016 was a year of great change, administratively and academically, and our school is well placed to take advantage of the reforms now sweeping through education on a State and National level.

Christopher Connor

Principal

### Message from the school community

Schools these days bears little resemblance to schooling as I remember it, except for the tables and chairs, and, despite what my children will tell you, it wasn't that long ago. There are no blackboards and the teachers don't stand up the front of the room telling the students what to think, but now rather how to learn.

Attending P&C meetings has been more than planning barbeques and cake stalls, but has given me real insight into the challenges of equipping our children to be ready for a world we can't accurately envisage. And it has given me a huge respect for our HPS teaching staff, who take the time in those meetings to explain how they analyse our children's learning, adapt their teaching methods and bring new excitement and their own learning to their teaching each day.

Teaching and learning seems to be in constant change. If our wonderful teachers aren't implementing new curriculum, they are putting in place new ways of teaching and engaging with our students and developing themselves professionally almost constantly. I feel that I have been fortunate to witness first hand that continual improvement isn't just a catch phrase used at HPS, it's a very real and core undertaking. Our teachers spend more hours in professional development than any other profession I know of and for their dedication and hours of unpaid work and care for our children, I thank them.

For the P&C itself we have also had HUGE changes this year. After many years of hours and hours of volunteer service to HPS, Sandy Szewcow, Cath Ryan, Gemma Williams and Terese Merchant have stepped down from their leadership roles on the P&C. I would like to thank them for the generous gift of their time and energy and enthusiasm they gave to this school. To the incoming team of fabulous volunteers, Dana Orth as our second Vice President, Andrew and Kinya Donnan in the Treasurer and Assistant Treasurer roles and Sam Neill as our fundraising co-ordinator.

Thank you always goes every year to our fantastic canteen staff and volunteers for providing such a valuable support resource, as well as yummy food. Even in the canteen there have been changes, with Jan Hill leaving at the end of last year and Melisa Sullivan commencing in the role. I think we can all agree that Bronwyn Charman and Melisa have done an amazing job this year, providing new ideas and healthy options all the time for our students. Thank you for your hours



of dedication and to our canteen volunteers.

So what has the P&C actually done this year – it feels like a lot! What we do materially for the school is to look for where we can financially support programs or benefits for students and raise the funds to be able to do this. This year alone we have run several barbeque and cake stall fundraisers to support key events, a read-a-thon to raise funds for literacy resources, Mothers' and Fathers' Day stalls and a school disco. To top off all of that was, of course, our second Spooky Carnival, which I think we can agree was a fantastic night. We are really pleased to be able to confirm that construction on the second phase of our playground project for the Primary area will commence in 2017 and we are very excited that we are so close!

To be able to have all that happen takes a lot more than the core of volunteers who come along to the meetings, so thank you as well to the fabulous parent and grandparent body we have at HPS who turn up when we send out the call and make the magic happen. For Spooky Carnival alone we had more than 200 volunteers spend the time running stalls and activities. You were all stars and I hope that you enjoyed being a part of the evening – it couldn't have happened without you!

I would like to thank our fabulous students, congratulations on a year of hard work. Your behaviour and your attitude to learning and your friendships with each other does us proud and you should be proud of yourselves for the way you tackle all the challenges your teachers throw at you.

Naomi Burley

P & C President

### Message from the students

#### **SRC REPORT 2016**

Voting for representatives and reserves for each classroom were held early in Term 1. The Student Representative Council for 2016 included the school captains and prefects and representatives from each classroom – 26 in all.

The representatives and reserves participated in a half-day training day in which they worked through the purpose of and reason for a Helensburgh Public School SRC Constitution and the Code of Conduct of Representatives. The Constitution outlines the role and aims of the SRC and the duties and responsibilities of SRC representatives.

The SRC voted to hold a Rainbow Day for Chloe Saxby, a young girl diagnosed with Vanishing White Matter Disease, an extremely rare, degenerative and terminal brain disease. The whole school was involved in a mufti dress rainbow theme, gold coin donation and whole school photo with Chloe and her family.

During Term 3 a small group of students in Year 4 independently held lunchtime stalls selling an assortment of school requisites and running guessing competitions to raise funds to add to the cost of new playground equipment.

Another event held by the SRC in Term 3 was the sale of bandanas for CANTEEN for National Bandana Day.

All SRC representatives displayed a positive, energetic, and respectful manner and could be trusted to take on important roles in the school.

School Captains – Naomi and Raife

Ms Lawless (SRC Coordinator) 2016



## School background

### School vision statement

*A quality school, working with its community, to inspire all students to be lifelong learners, through dynamic educational experiences.*

### School context

Our students are drawn from the town of Helensburgh and surrounding areas of Stanwell Tops and Darkes Forest. Traditionally a coal mining town, the area has seen an influx of professional and semi-professional people who commute to Sydney. There has also been a noticeable increase in those who work part-time and/or from home.

Situated in the Northern Illawarra, but at the southern gateway to Sydney, our students have the benefit of selecting secondary education from both the Illawarra and Southern Sydney suburbs.

The school has had a long history of healthy, active, lifestyle programs and wide ranging interschool sport programs. This has been supplemented with a range of creative and performing arts initiatives including public speaking, debating, school band and choir. Academically challenging co-curricular activities form part of the school's ongoing program.

Our students enjoy the additional benefits and support received from a highly active and motivated Parents and Citizens' Association, who play an integral part in the school's decision making processes.

Students with special needs are supported through a variety of learning support programs and a multi-categorical class.

The school is an active member of both the Sea Cliff Community of Schools, based around Bulli High School, and the Community of Schools on the Park, based around Heathcote and Engadine High Schools. In 2016 the school population was 470 students.

## Self-assessment and school achievement

### Self-assessment using the School Excellence Framework

This section of the Annual Report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year our school undertook self-assessment using the School Excellence Framework. The framework 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.

#### Learning

The school has committed resources to the development of teacher professional learning in the fields of Early Learning, Numeracy and Literacy as well as the implementation of the new History & Geography syllabuses. These areas have been targeted with innovative educational programs that are research based and with proven results across the State. Language Learning and Literacy (L3) results measured by Reading Text data show that at the end of 2015 Kindergarten 50% of students performed at Cluster 5 and above and in 2016, this level was maintained. Taking Off with Numeracy (TOWN) – there has been a considerable improvement in the performance of Year 5 students in Numeracy as measured by NAPLAN. In 2016 only 2% of students performed below National Minimum Standards as compared to 11% in 2012. Focus on Reading (FoR) – School NAPLAN Data indicates that in 2016, Year 5 Reading results show an increase in the percentage of students performing at proficiency level of 36%.

#### Teaching

During 2016, the school continued its journey to improve the delivery of differentiated learning experiences and hence assessment strategies. In conjunction with this emphasis the school embarked on an ambitious task to write combined History and Geography units to support the implementation of the new syllabuses. Using the QTSS allocation a teacher mentor was deployed to assist with the writing of the units. At the end of 2016, the school had produced 14 fully differentiated and resourced units with Core, Extension and Adjusted learning activities. Our commitment to recording PLAN data continues at our 100% K – 6 target during the year and teachers began to trial student learning goals and quality feedback strategies based around learning intentions throughout the year.

## Leading

A School Leadership Team, comprising the Executive Team and aspiring Curriculum Team Leaders, continues to evaluate school performance against our agreed milestones. The new History & Geography syllabus was introduced ready for unit writing in 2016. Parental involvement in decision-making greatly increased with the construction of focus groups to discuss the school's progress in the delivery of processes directed towards our Strategic Directions. Students also had their say and the results from the Tell Them From Me survey will be used to guide future student wellbeing and educational programs. The school Facebook page was developed to better inform and communicate with parents and the community and regularly receives over 1,000 views around articles, announcements and student activities.

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

For more information about the School Excellence Framework go to:

<http://www.dec.nsw.gov.au/about-the-department/our-reforms/school-excellence-framework>

## Strategic Direction 1

### A Culture of Learning

#### Purpose

Building individual and collective capacity to provide stimulating and challenging teaching that fosters in both the teacher and the learner, lifelong learning.

#### Overall summary of progress

Our continued school wide focus on improving student outcomes has driven teacher professional learning around innovative educational programs such as L3, TOWN and Focus on Reading as well as the tracking of student progress using a variety of data sets. The analysis of school based assessments has led to a better understanding and application of differentiated program development with new History and Geography units developed to meet a variety of student learning needs. Student progress is monitored and teachers engage in reflective practices. Student performance results indicate that Reading Text data show that in 2016 Kinder 50% of students performed at Cluster 5 and above and Year 5 NAPLAN results in Writing show a 10% increase in the number of students in the top bands from 2014 to 2016. Year 5 NAPLAN Numeracy results show a 2% improvement in the number of students performing in the top two bands from 2014 to 2016.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Improved achievement in literacy and numeracy as measured by school based assessment data, PLAN and NAPLAN for both Aboriginal and Non-Aboriginal students	Student performance results indicate that Reading Text data show that in 2016 Kinder 50% of students performed at Cluster 5 and above and Year 5 NAPLAN results in Writing show a 10% increase in the number of students in the top bands from 2014 to 2016. Year 5 NAPLAN Numeracy results show a 2% improvement in the number of students performing in the top two bands from 2014 to 2016.	\$18,900 allocated for L3 teacher release \$5400 allocated for Focus on Reading teacher release \$3150 allocated for TOWN \$3719.69 allocated for PLAN data entry and analysis
Evidence of differentiated curriculum enables every student to become successful learners who engage positively and independently in quality learning programs to achieve their personal learning goals.	Surveys of class teachers indicated that 70% take up  Implementation of Geography/History Units	Quality Teaching, Successful Students (QTSS) (\$7200.00)

#### Next Steps

The school will continue with the implementation of 3 key initiatives – L3, TOWN and Focus on Reading for 2017.

The next steps required for 2017 to ensure Strategic Direction 1 (A Culture of Learning) will be:

- Ongoing Professional Learning for Kindergarten and Year 1 teachers in L3
- One Kindergarten teacher to receive training in L3
- Evaluation of program annually using TOWN matrix to plan and maintain sustainability for the future
- PLAN data and the numeracy continuum used effectively by staff to enhance student progress and determine teacher programming
- Stage meetings – to be held fortnightly to visit classrooms, view displays, assess work samples and teaching ideas; and
- Ongoing Professional Learning for Stages 1– 3 in FoR to complete Phase 2 modules.



## Strategic Direction 2

### Partnerships and Community

#### Purpose

Building stronger relationships as an educational community by leading and inspiring a culture of collaboration, empowerment, reflective practices and instructional leadership. Fostering leadership across the school community to empower innovative learning.

#### Overall summary of progress

The school continues to encourage student and teacher leadership development as a key factor for whole school improvement. During 2016, Student leadership continued to be a focus with students setting individual learning goals. 2016 was a focus year for teachers to take up student learning intentions as a priority in their classrooms and learning programs. Parent involvement was high during 2016 with focus groups and parent workshops well attended. Teachers continue to take on leadership roles across the school, particularly in the implementation of the new History and Geography syllabus and various enrichment programs. Staff also focussed their attention towards improving communication with parents and the wider community.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<i>Increased number of students with individualised learning goals across the school</i>	Class teachers' programs and lesson plans reflect the change required to accommodate student learning goals with a 70% take up by teachers	Stage meetings and teacher professional learning time after school and 2 x 1/2 days planning per teacher. \$3600
<i>% increase in the number of staff demonstrating confidence in their capacity to lead and /or share their curriculum expertise</i>	School milestones reviewed and reset following School Leadership team evidence gathering. Increased number of staff and parents leading teams.  Change over to the new LMBR system active and working following the Go Live date	Principal and SASS staff training time and release \$8362 + 15 SAM days Community Engagement funds.  Community Engagement \$2000.00

#### Next Steps

1. Students are active participants in their learning – setting learning goals.
2. Students evaluate their own learning on a regular basis.
3. Students provide feedback on school life via Tell Them For Me survey tool with results to inform leadership opportunities and school programs.
4. Curriculum based parent information sessions and workshops to be organised with the P&C.
5. Parent membership on the school evaluation and finance committees to be encouraged.
6. Parent Focus groups for AR feedback and 2018 – 20 School Plan development.
7. Parents engaged in student learning through use of the See Saw app K to Year 6.
8. Continuation of History & Geography syllabus implementation and finalisation of Writing Units.
9. QTSS and G&T leadership to identify students, develop units and differentiate the curriculum across the school.

## Strategic Direction 3

### Dynamic Teaching

#### Purpose

Designing and utilising educational programs and initiatives that are responsive and flexible to differentiated teaching and learning for a range of learning needs.

Meeting every child at their point of need and lifting student outcomes and levels of engagement.

#### Overall summary of progress

During 2016 the school continued to focus on the application of quality feedback and reflective practices as part of all teacher professional learning sessions, stage meetings and curriculum team workshops. Teachers have found this most beneficial professionally and it has guided their review of classroom practice and lesson planning. Two teachers are now working towards Highly Accomplished professional standards and new model of Teacher Professional Development Plans were introduced. Teachers have developed their Professional Development Plans with specific personal learning goals related to the School Plan and their own professional practice.

Student reflection on their own learning, guided by quality teacher feedback, will be a further goal for 2016, with an aim to target Literacy lessons and student reports.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Every teacher will show strong evidence of performance against the Australian Teaching Standards.	Evidence of teachers understanding of the Australian Teaching Standards in their Professional Development Plans	Teacher professional learning time and stage meetings. RAM Literacy & Numeracy funds \$13454
Quality reflective practices will be evident across teaching and learning with all staff engaged in regular reflection and the use of formal and informal feedback.	Staff have completed all elements of their training in L3, Focus on Reading and Taking Off with Numeracy. Reflection and student feedback evident in teacher program supervision and classroom observations by supervisors	QTSS writing and mentoring days  Quality Teaching, Successful Students (QTSS) \$7200.00  Stage meetings and unit writing half day sessions. \$3500

#### Next Steps

1. Analysis of NAPLAN & PLAN data informs planning, teaching and assessing and the collection of evidence for validation.
2. Greater take up of ICAS testing in Years 3 to 6.
3. Rollout of COGAT testing Year 2 and 4 with class teachers trained to administer the test.
4. TPL on evidence informed consistent Teacher judgements.
5. TPL on Reflection as a teaching tool for individualised learning and goals.
6. Quality feedback in literacy (writing) programmed by teachers.
7. Students given time and tools to reflect on their learning and their quality of work.
8. Teacher self-assessment from the AITSL site to guide their professional self improvement.
9. Strengthen teacher capacity to assess against the ATS and to develop challenging learning goals in their PDPs.
- 10 Teachers self assessing against the Australian Teaching Standards (ATS).

Key Initiatives	Impact achieved this year	Resources (annual)
<b>Aboriginal background loading</b>	Aboriginal students received in class support targeting Literacy and have had opportunities to experience cultural activities at school and at community events.	<ul style="list-style-type: none"> <li>• Aboriginal background funding</li> <li>• Aboriginal background loading (\$7 579.00)</li> </ul>
<b>English language proficiency</b>	Targeted students received additional literacy assistance through specialist LaST and in class support.	<ul style="list-style-type: none"> <li>• English language proficiency (\$5 361.00)</li> </ul>
<b>Low level adjustment for disability</b>	Yearly student reporting and assessment. Review meetings with class teacher, SLSO, parents and LaST.	<ul style="list-style-type: none"> <li>• Low level adjustment for disability (\$34 041.00)</li> </ul>
<b>Quality Teaching, Successful Students (QTSS)</b>	Scope and sequence of History & Geography units complete and teacher mentor program feedback from staff.	<ul style="list-style-type: none"> <li>• Quality Teaching, Successful Students (QTSS) (\$26 650.00)</li> </ul>
<b>Socio-economic background</b>	Targeted students from Years 3–6 had improved resilience skills in playground and classroom interactions. Students identified more readily in LST meetings and monitored. Suspension rates reduced as seen in Sentral data. Targeted students feedback was positive– students and families identified both programs as the “best part of their week”. Teacher survey results confirm that both wellbeing programs successfully met the ongoing needs of students.	<ul style="list-style-type: none"> <li>• Socio-economic background (\$22 280.00)</li> </ul>
<b>Environmental Education</b>	School winner of the Wollongong City Council Rise & Shine award "Best Overall Environmental Program".	<ul style="list-style-type: none"> <li>• School and grant funding \$12,744</li> <li>• Environmental grant (\$15 000.00)</li> </ul>





## Student information

### Student enrolment profile

	Enrolments			
Students	2013	2014	2015	2016
Boys	228	226	210	215
Girls	248	251	240	257

School total enrolments have remained relatively stable for the last four years.

### Student attendance profile

School				
Year	2013	2014	2015	2016
K	96.6	95.8	97.3	94.8
1	95.7	96.3	94.3	95.9
2	94.8	96.3	95.5	92.2
3	94.8	95.9	96	95.5
4	95.7	95.5	95.1	91.7
5	94.2	95.3	94.8	94.3
6	94.7	94.4	94.7	94.1
All Years	95.2	95.7	95.3	93.9
State DoE				
Year	2013	2014	2015	2016
K	95	95.2	94.4	94.4
1	94.5	94.7	93.8	93.9
2	94.7	94.9	94	94.1
3	94.8	95	94.1	94.2
4	94.7	94.9	94	93.9
5	94.5	94.8	94	93.9
6	94.1	94.2	93.5	93.4
All Years	94.7	94.8	94	94

School attendance rates continue to be above the State on average for the last four years.

### Class sizes

Class	Total
KP	17
KF	18
KD	18
KC	17
1/2H	24
1R	23
1M	22
2K	22
2A	24
2T	24
3L	31
3C	27
4M	30
4/5L	30
4W	30
5V	30
5/6G	29
6C	25
6R	30

## Workforce information

### Workforce composition

Position	FTE*
Principal	1
Assistant Principal(s)	4
Classroom Teacher(s)	17.68
Teacher of Reading Recovery	0.53
Learning and Support Teacher(s)	1
Teacher Librarian	1
School Counsellor	1
School Administration & Support Staff	4.48
Other Positions	0.17

Three members of staff identify as Aboriginal.

## Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	35

## Professional learning and teacher accreditation

Two teachers successfully reached Proficient level accreditation and one teacher has commenced Highly Accomplished Teacher (HAT) accreditation level.

## Financial information (for schools using both OASIS and SAP/SALM)

The school was part of the Group 4 LMBR rollout of the new SAP financial system. The 2016 financial has then been dominated by the detailed preparation and training for the changeover in October to the new system.

Income	\$
<b>Balance brought forward</b>	<b>160 440.00</b>
Global funds	355 510.00
Tied funds	205 912.00
School & community sources	152 298.00
Interest	3 467.00
Trust receipts	37 601.00
Canteen	0.00
Total income	0.00
<b>Expenditure</b>	
Teaching & learning	
Key learning areas	16 226.00
Excursions	30 070.00
Extracurricular dissections	77 174.00
Library	7 953.00
Training & development	22 535.00
Tied funds	226 563.00
Short term relief	116 839.00
Administration & office	59 745.00
School-operated canteen	0.00
Utilities	36 650.00
Maintenance	23 983.00
Trust accounts	37 571.00
Capital programs	0.00
Total expenditure	0.00
<b>Balance carried forward</b>	<b>0.00</b>

The information provided in the financial summary includes reporting from 1 December 2015, to 31 December 2016.

	2016 <b>Actual</b> (\$)
<b>Opening Balance</b>	0
<b>Revenue</b>	307 801
(2a) Appropriation	265 954
(2b) Sale of Goods and Services	564
(2c) Grants and Contributions	41 076
(2e) Gain and Loss	0
(2f) Other Revenue	0
(2d) Investment Income	206
<b>Expenses</b>	-180 458
Recurrent Expenses	-180 458
(3a) Employee Related	-108 019
(3b) Operating Expenses	-72 439
Capital Expenses	0
(3c) Employee Related	0
(3d) Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	127 343
<b>Balance Carried Forward</b>	127 343

	2016 <b>Actual</b> (\$)
<b>Base Total</b>	2 982 921
Base Per Capita	24 339
Base Location	0
Other Base	2 958 581
<b>Equity Total</b>	171 281
Equity Aboriginal	7 579
Equity Socio economic	22 280
Equity Language	5 360
Equity Disability	136 061
<b>Targeted Total</b>	217 327
<b>Other Total</b>	173 097
<b>Grand Total</b>	3 544 627

## School performance

During 2016, our school participated in the University of NSW ICAS tests across a number of subject areas. The level of achievement and participation hit an all time high with the number of students registering to participate and their subsequent results generating high levels of excitement in the school community.

## ICAS Results 2016

### Digital Technologies

20 students participated and were awarded 2 Distinction, 4 Credit, 1 Merit and 13 Participation Certificates.

### Science

36 students participated and were awarded 3 High Distinction, 3 Distinction, 9 Credit, 5 Merit and 16 Participation Certificates.

### Writing

31 students participated and were awarded 2 Distinction, 6 Credit, 3 Merit and 20 Participation Certificates

### Spelling

49 students participated and were awarded 3 Distinction, 13 Credit, 1 Merit and 32 Participation Certificates.

### English

54 students participated and were awarded 5 Distinction, 13 Credit, 7 Merit and 29 Participation Certificates.

### Mathematics

74 students participated and were awarded 3 High Distinction, 9 Distinction, 9 Credit, 12 Merit and 41 Participation Certificates.

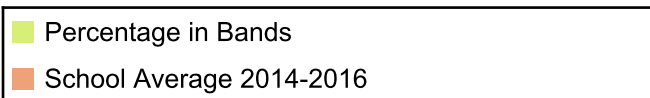
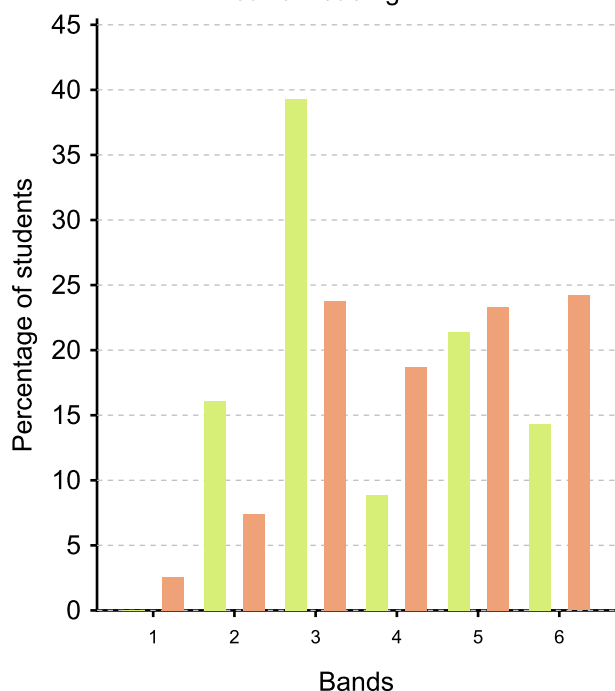
## NAPLAN

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.

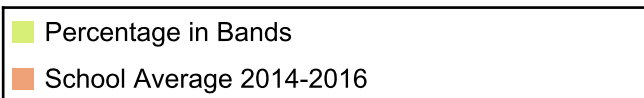
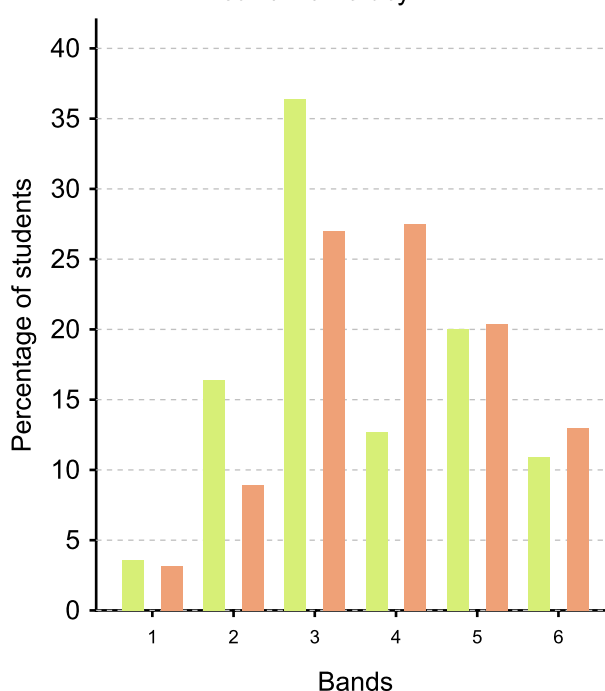
The 2016 NAPLAN results in Literacy indicated a high degree of volatility. Year 3 students experienced a decrease in the number of students in the proficiency bands in both Reading and Writing. Year 5 students results indicated a decrease in the number of students in the bottom two bands in Reading and an increase in the number of students performing at the proficiency level. In Writing there was a marked decrease in the number of students at Proficiency level.



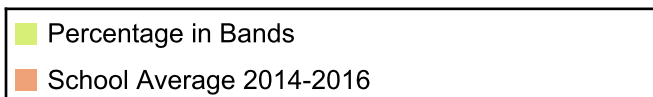
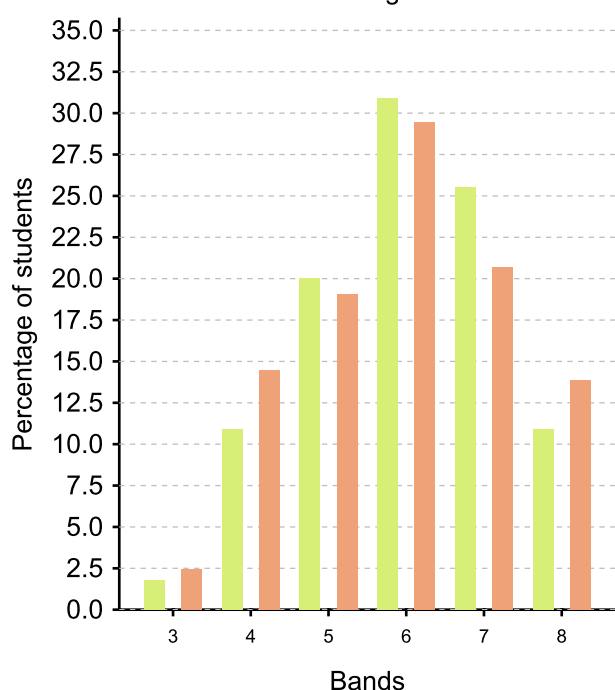
**Percentage in bands:**  
Year 3 Reading



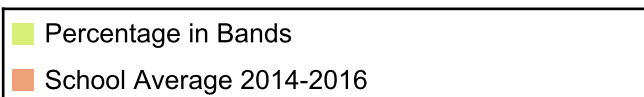
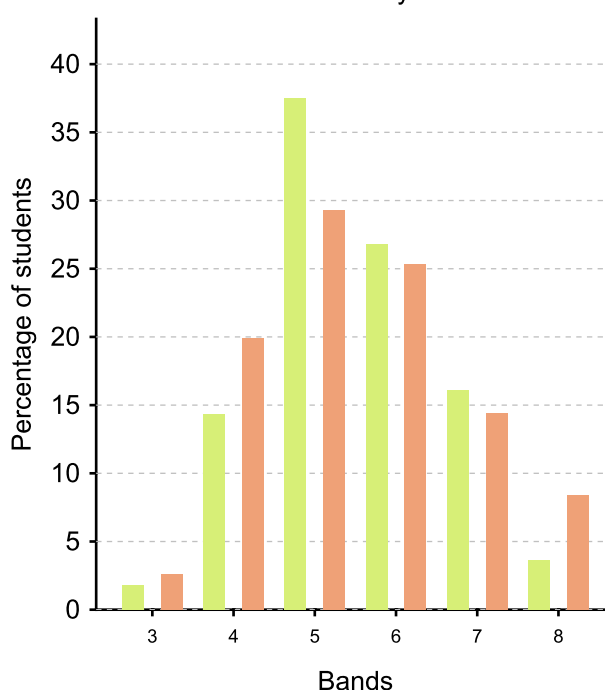
**Percentage in bands:**  
Year 3 Numeracy



**Percentage in bands:**  
Year 5 Reading



**Percentage in bands:**  
Year 5 Numeracy



In Numeracy, an increase in the number of students in the bottom and a static result at proficiency level for Year 3 students has been met by a renewed emphasis and effort by the school Mathematics team. Year 5 results have shown a pleasing decrease in the number of students in the bottom two Bands which has not seen a corresponding increase at proficiency level.

The My School website provides detailed information and data for National Literacy and Numeracy testing. Click on the link <http://www.myschool.edu.au> and insert the school name in the Find a school and select GO to access the school data.>

The school has calculated the necessary percentage increases required by 2019 to meet the Premier's Priorities. Year 3 NAPLAN results in Reading were well below the target necessary to meet the 8% increase in students in the top two Bands and has become a focus for School Plan modification and emphasis. The Year 3 numeracy results as scored in NAPLAN have recorded percentages within the average range and within the long term target. Year 5 NAPLAN results in Reading and Numeracy are on target to achieve the 8% increase in the top two Bands by 2019.



## Parent/caregiver, student, teacher satisfaction

This year Helensburgh Public School engaged in the Tell Them From Me surveys for students, parents and teachers. We use this data to self-reflect and continually improve the learning outcomes of our students and the community satisfaction of our school.

This year we discovered that our parents prefer to communicate about students' learning in informal meetings and that they value the school newsletter best for staying informed of school events. The students indicated that they feel they learn best when they are working in small groups or have an opportunity to peer tutor. Our students also have an above average satisfaction of social emotional wellbeing and participation in extracurricular activities.



## Policy requirements

### Aboriginal education

Our cohort of Aboriginal and Torres Strait Islander children now numbers 23. They have participated in many activities, lessons and cultural performance

groups. Norta–Norta funding provided weekly lessons in Literacy or Numeracy in small groups throughout Term 3. “Koori Kids on The Park” was a wonderful, culturally developing time where the children met with Royal National Park guides and Aboriginal Elders. These events were made more special by our inclusion in the Community of Schools group from the Engadine area.

The highlight of our year was a performance of our Indigenous children at the Wollongong Town Hall. The Merringong Theatre Company provided us with a spectacular opportunity of working with local Elders to present a Dreaming Story. The story of “The Red Waratah” had not previously been recorded or written. We were honoured with the permission to use the story on stage. We presented two shows to wide audience acclaim. We look forward to 2017 to forge new friendships, collegiality and cultural inclusiveness.



### Multicultural and anti–racism education

Helensburgh Public School celebrated the rich cultural diversity of its community by embedding multicultural perspectives within teaching and learning programs and by commemorating Harmony Day on 21st March. This year students from Year 5 celebrated all things Japanese as an extension of the English unit based on the novel *Sadako* and the *Thousand Paper Cranes*. The students participated in planned activities where they created a range of beautiful Japanese kites, cooked Japanese miso soup, sang karaoke and created and displayed Kokeshi Dolls on paper in the office foyer.

Helensburgh Public School hosted Chinese language classes each week after school and a growing number of students are taking the opportunity to learn another language and learn about Chinese culture.

### Other school programs

#### Learning and Support Team

The School's Learning and Support Program has once again strengthened and supported classroom teachers, both within the classroom or in small group withdrawals. Our LaST teacher provided small group withdrawal for the entire year with a targeted Stage 2 group, working intensively on all aspects of Literacy.

The teacher then worked throughout all classrooms and groups, as need dictated. Our School Learning Support Officers (SLSOs) were timetabled to provide in class support. SLSOs work under the direction of the class teacher to target specific student needs or provide additional support for all students when required. In 2016, more than 10% of our students benefitted from specialist teacher assistance, learning and support programs or welfare programs. The following programs and initiatives were provided at Helensburgh Public School during 2016:

- Preschool transition: Children transitioning to Kindergarten in 2016 were observed in the preschool environment and those who required additional support were provided with extensive school readiness transition.
- DoE support staff visited the school regularly. The Itinerant Hearing Teacher visited two students every week.
- Learning and Support Team (LaST) meetings: were held fortnightly to revise the referral systems in place and to support students and families with additional needs, often making connections with outside agencies and DoE student welfare officers.
- The LaST provided follow up with teachers and SLSOs to improve communication in school and to ensure that all students' needs were catered for.
- Transition to high school for students with learning needs included consultation with 2017 high school coordinators.
- Review meetings were held during 2016. These formal meetings included out of home care students and students with disabilities which involved many stakeholders: parents/carers, Principal, SLSOs, class teachers, Health Professionals, Itinerant Support Teachers and the LaST.

#### Reading Recovery Report 2016

Reading Recovery is an early intervention program for students who are performing below expected levels in reading and writing after their first year of school. The program provides intensive individual instruction each day for 30 minutes with the aim of helping the students develop effective reading and writing strategies. A specially trained teacher conducts the highly specific individual lessons.

#### Tournament of Minds

Two teams, comprised of students in Years 3–6, devoted themselves to solving the 2016 Tournament of Minds long term and spontaneous challenges and presenting at the South Coast Regionals. The Language/Literacy students worked diligently together on their highly creative drama performance answering the scenario, 'Guest Who' which placed literacy figures from diverse genres in a conversational dining context. Our Engineering/Maths team designed a tester capable of checking whether items conformed to the golden ration within 1%, between A7–A4 size and up to 3mm thickness. The Engineering/Maths team's innovative solution and dramatic performance gained them a

placing at the NSW ToM State Finals.

#### Environment News

We continue to work together on issues of sustainability, infusing daily routines with better ways of using and caring for our environment. All Year 3 students engaged with the gardens and nature for weekly sessions in our outdoor classroom. These sessions involved planting, harvesting, and using the produce to make healthy delicious dishes. The children enjoyed hands-on learning about invertebrates, birds, weed identification, green energy and waste management. Many Year 3 students joined students in Years 2–6 forming the enthusiastic Green Team, and continue to devise great ways to care and maintain our school grounds.

Year 5 dedicated themselves to collating the school's paper and compostable waste and diverting these potential waste products to compost, worm farms and recycling. Year 2 students took special care of the southern slopes, continually eliminating weeds, rehoming snails and maintaining the track. Kindergarten enjoyed many experiences with the natural world, including germinating seedlings, learning about invertebrates and studying the life cycle of the Wanderer Butterfly first hand.

Across our school students and teachers have found ways to protect and enhance the beautiful natural areas of the place where we are fortunate to attend school and live. In 2016 we were recipients of the Wollongong City Council Rise & Shine Award for School Environmental Excellence.

#### Creative and Practical Arts

Students in Years K–6 submitted their portraits to the 'Young Archie' Portrait Competition organised by the Art Gallery of NSW, two of our students' art reaching shortlisting. Four students, participating in our Enrichment Art for Stage 3 classes, also showed their work in the Operation Art Exhibition at Sydney Olympic Park. Many of our students entered the Scarborough Art Sparks Exhibition, with Naomi being awarded the Stage 3 prize for her sketch.

#### TOWN

Taking Off with Numeracy (TOWN) is a remedial program that caters for students requiring essential skills in mathematics. An action plan that was developed after its implementation in 2015, was followed in 2016, and milestones were achieved each term using the schools 'assessment tool' as set out in the HPS Strategic Plan 2015–2017. Teachers became more proficient with teaching skills in mathematics and concentrated on problem solving skills using Newman's analysis, tape diagrams and strategies for strengthening place value. An electronic survey was completed to assess the impact of teaching and

learning by teaching staff and TOWN was found to be a very worthwhile program. This concluded with the possibility of a follow up TOWN course to be completed in 2017, to further strengthen these strategies.

## Science & Technology

The new Science & Technology syllabus was further implemented for its second year. After the completion of an electronic survey to staff, the scope and sequence of units were deemed to be still relevant along with the resource boxes created by the science team for its initial implementation in 2015. The current scope and sequence will continue to be followed in 2017, and resource boxes replenished and accessioned for teacher use in the school library.