

Henry Fulton Public School Annual Report



2016



4619

Introduction

The Annual Report for **2016** is provided to the community of **Henry Fulton 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.

Grace Palamara

Principal

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School background

School vision statement

We are committed to creating equitable, innovative and dynamic learning environments to equip our learners with the critical thinking skills and knowledge required for the 21st Century.

School context

Henry Fulton is a vibrant school in Western Sydney in a semi-rural location north of Penrith. It is located in a picturesque setting where the staff and school community strive to provide a quality education for all children. The school population is steadily increasing due to the development of local housing estates. The social landscape is diverse with the parent community possessing high expectations for their children to achieve a well-rounded education. The school is an important part of the Cranebrook community and the school shares and reflects a strong sense of the community's identity and its values. We believe we achieve our school motto of 'Learning Together' in developing learners who strive to reach their full potential in a constantly changing world.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

For all schools (except those participating in external validation processes):

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.

After thorough consultation and analysis process with the staff it was determined that the school was able to make gains in all three domains.

In the domain of LEARNING, the school was able to choose more descriptors in the "delivering" range in the area of Wellbeing and in the area of Student Performance Measures. Staff determined that the students are taught to accept responsibility for their own behaviours as expressed in our Behaviour Code and the school has identified aspects of and factors contributing to wellbeing in the delivery of teaching and learning. It as determined that the school achieves value added results and students show expected growth on internal school performance measures.

In the domain of TEACHING, the school was able to make improvements in Effective Classroom Practice and in Data Skills and Use. Teachers not only regularly review and revise teaching and learning programs, they routinely review previous content and preview the learning planned in class. Teachers regularly use student performance data and other student feedback to evaluate the effectiveness of their own teaching practices. Teachers provide explicit, specific and timely formative feedback to students on how to improve. Teachers use data on a regular basis to monitor the effectiveness of their own efforts.

In the domain of LEADING, the school was able to identify improvements in School Planning, Implementation and Reporting, School Resources and Management Practices and Processes. There is a more broad understanding of and support for school expectations and aspirations for improving student learning across the school community. Monitoring, evaluation and review processes are embedded and undertaken routinely. Recruitment of high quality staff and strategic financial management is key to the success in this domain. Spaces are becoming more flexible and technology is accessible to staff and students. There are opportunities for students and the community to provide constructive feedback on school practices and procedures.

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:

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

Strategic Direction 1

Imaginative, engaged, successful learners

Purpose

To develop independent learners who can think critically and creatively. To build resilience and problem-solving skills that will enable the students to be successful in life.

Overall summary of progress

- Professional learning for key staff in Inquiry Learning. Purchase of high quality resources, professional research and readings for staff. Professional learning for all staff and subsequent planning and implementation of inquiry learning strategies. Evidence of IL in classrooms, ongoing professional dialog, planning and monitoring in stage meetings. Increase in students exhibiting higher levels of engagement.
- Development of mathematics scope and sequence to support teaching and learning
- Responsive programming in order to meet the needs of students by targeting specific areas of need as they arise. Evidence in literacy and numeracy. Regular entering of PLAN data, regular review of that data.
- Development of Science scope and sequence, identifying resources (Primary Connections) that align to the syllabus and provision of professional learning on the new syllabus.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Increasing levels of students achieving cluster level benchmarks in literacy and numeracy using PLAN	<p>PLAN data showed students making steady improvements in the their journey along the learning continuums for reading. Cluster targets were created. Kindergarten–Cluster 3; Year One–Cluster 5; Year Two–Cluster 7; Year Three–Cluster 8; Year Four–Cluster 9; Year Five–Cluster 10 and for Year Six–cluster 11.</p> <p>Teachers regularly monitored the progress of students. Targeted intervention was arranged for students not showing appropriate progress. Follow-up and monitoring continued to ensure students had progressed within the cluster</p>	School Learning and Support flexible funding was used to support students in their learning.
All school programs, assessment tasks and rubrics align to the new national curriculum	Teachers regularly refer to the new curriculum in order to plan and implement programs.	

Next Steps

- To continue to successfully implement the initiatives identified as part of the Bump It Up strategy.
- To identify relevant and high quality professional learning that involves all teaching staff.
- To continue the focus on Inquiry Learning.

Strategic Direction 2

Collaborative, responsive leaders and learners

Purpose

To reflect on best practice, collaborate and network with colleagues to build professional development. By doing this, we provide differentiated learning experiences that are responsive to students' needs.

Overall summary of progress

- The school professional learning policy successfully builds knowledge, skills and understandings. It also builds leadership skills. Teachers participated in high quality professional learning and took responsibility to present to others.
- School leaders and aspiring leaders were given roles and responsibilities to manage, lead and administer key reforms and innovative programs.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Staff attending professional learning which links to Professional Learning Plans and Teaching Standards	All professional learning linked to school plans, personalised learning plans and teacher performance and development plans.	\$15552 of RAM funding for professional learning.
Increased number of staff members administering the key DEC reforms through staff, stage and community meetings.	Stage and whole school staff meetings featured professional learning on all key reforms and the <i>Bump It Up</i> strategy.	
Greater involvement in the Cranebrook Learning Community Executive Support Group.	A number of sessions were held and staff attended these and other events held for executive and aspiring leaders.	

Next Steps

- Staff leading sessions at combined learning community staff development days.
- Aspiring leaders given opportunities to lead and manage programs and projects.
- Increased attendance at local and network professional learning events.

Strategic Direction 3

Dynamic educational community culture

Purpose

To build stronger relationships through collaboration and communication with community members; fostering a shared understanding of common needs and goals; contributing to a positive educational journey for all learners.

Overall summary of progress

- Preparations for the school's 20th Anniversary celebrations.
- Parent information sessions provided on Cyberbullying.
- Community events planned for high attendance eg Kindergarten orientation, special assemblies etc
- Improved communication evidenced by introduction of facebook page, improved and increased messages on Skoolbag App, improved newsletter information.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Increased student involvement in community-based events and activities.	A number of events were well attended.	Professional learning funds available.
Regular attendance by parents at information sessions informing them about school programs and initiatives, which promotes school/community relationships.	Parent teacher interviews in Term 2 was well attended. Involvement of the P&C in all school events and significant support when the school held the Olymp-a-thon in August.	
Annual parents and students 'Tell them from Me' surveys reveal a more dynamic educational culture within the school.	Information captured is presented elsewhere in this report.	

Next Steps

- Successful 20th Anniversary celebration.
- Meet the teacher/information evening held early in Term 1, 2017.
- Parents surveyed for interest in attending information sessions eg Bump It Up, technology, literacy and numeracy, homework.
- Continued use of Tell Them From Me to survey parents and students.
- Use of Tell Them From Me survey with staff in 2017.
- Improved new website which is more accessible by staff providing the opportunity to upload more effective information, more frequently.

Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	School Learning Support Officers were employed to provide individualised support within the classroom and in the playground.	\$6736
English language proficiency	A teacher was employed to provide individualised and small group support within the classroom.	\$8668
Low level adjustment for disability	The funding includes the Learning and Support Teacher (0.9 or 4.5 days per week) and flexible funding which equates to \$25604.00. This amount of funding was used for the employment of School Learning Support Officers.	\$117 423
Quality Teaching, Successful Students (QTSS)	<p>Probation, induction, accreditation, career pathways and leadership development are all features of a teacher's career cycle that are supported by ongoing performance and development processes. Executives and teachers were supported to sustain a positive and collaborative performance and development culture in the workplace. Teachers were involved in professional discussions, observations and the creation of performance and development plans.</p> <p>The implementation of Quality Teaching Successful Students(QTSS) has proven to be a positive and rewarding experience for our staff. Teachers have had the opportunity to engage in professional dialogue including discussing best practice, creating collaborative practices such as planning and observing lessons, providing feedback to colleagues, seeking opportunities to improve teaching methods leading to the improvement of student learning outcomes. Mentoring and leadership opportunities have been developed enabling more experienced teachers to support the development of our early career teachers.</p>	\$12243
Socio-economic background	Funds were used to employ School Learning Support Officers that would provide individualised and group support in literacy and numeracy.	\$25548
Support for beginning teachers	Beginning teacher support was provided for a teacher from the beginning of 2016 and for another teacher from the beginning of Semester Two. In Semester One, the beginning teacher received extra RFF and the supervisor was given time to support with mentoring sessions, team teaching, demonstration lessons, observations, sharing of resources, support to create plans, programs and develop behaviour management strategies to support the teacher in the classroom.	\$26754
Performing Arts	Four dance groups were formed. Junior Boys with students from Years 1, 2, 3 & 4; Junior Girls with students from Years 1 & 2; Middle Girls with students from Years 3 & 4; Senior Girls with students from Years 5 & 6—in total	Costumes and excursions were parent funded.

<p>Performing Arts</p>	<p>involving 100 students across the school. All groups performed at the Cranebrook Learning Community Performing Arts Festival held at Cranebrook High School in August and at the Blue Mountains/Nepean Dance Festival held at the Joan Sutherland Centre in September. The different groups performed to the following songs –Junior Boys –Underneath the Radar; Junior Group –Silver Lining; Middle Group – Bills; Senior Group – Sing. Once again the performance of our dance groups were very popular at both festivals.</p>	<p>Costumes and excursions were parent funded.</p>
<p>Sporting Achievements</p>	<p>The school implements a sports program that is subsidised with funds from Sporting Schools. The program specifically caters for K–2 and 3–6 students in separate programs. Our programs help develop students’ confidence and ability through a variety of fundamental movement skills and modified game skills. Students also participate in a weekly fitness program developing stamina through a variety of cardio vascular activities. Both programs aim to encourage participation, cooperation and good sportsmanship.</p> <p>Through participation in PSSA Knockout competitions and Penrith Cup gala days, students are given opportunities to play a variety of fun and healthy team games. At school our students took part in tennis, hockey programs and yoga classes. These programs provided students with opportunities to build endurance and flexibility, improve balance and coordination and develop skills in an engaging and safe environment.</p> <p>Three school carnivals were held in 2016. Our first carnival for the year was the swimming carnival which held events for students in Years 2–6 (ages 8–12). Our next two carnivals which the whole school participated in, were cross country and athletics. Several school records were broken and we had many students go on to represent our school at district and regional levels. Furthermore, our teams took part in the soccer, netball and touch football PSSA State Knockout Competitions and the Greg Alexander Shield Rugby League Competition. We had teams in the Penrith Cup, playing league–tag, netball, soccer, basketball and AFL.</p> <p>Finally, we took part in the Penrith Panthers Community Program which involved Penrith NRL players visiting our school and helping out in our classrooms. Several students participated in representative sports which is a great achievement.</p>	<p>Events and excursions were parent funded.</p>
<p>Student Wellbeing</p>	<p>School rules were updated and communicated to the school community. There was a re–introduction and review of PBL explicit lessons that were implemented in all classes. We created new and improved PBL playground/classroom data</p>	<p>School funds provided teacher relief.</p>

<p>Student Wellbeing</p>	<p>entry sheets and reviewed school reward system. PBL files on school server were reviewed and improved. All staff accessed and reviewed PBL data on a regular basis and appropriate follow-up and action was taken.</p>	<p>School funds provided teacher relief.</p>
<p>Student Leadership</p>	<p>Leaders were required to regularly perform certain tasks, including putting up and taking down the flags, running Monday morning assemblies and running Friday assemblies.</p> <p>The captains represented the school at an ANZAC service in Penrith Paceway, at a reception with the Mayor and at the launch of the Wishing Tree at K-Mart in Penrith.</p> <p>SRC met every week. Class representatives reported back to their class with the news and plans that were discussed at meetings. Activities included, running two mufti days, a handball competition and a talent quest. The money raised from these activities went towards buying soccer goals for the lunchtime soccer games. The SRC also ran a mufti day for Jeans for Genes Day and all proceeds went to research into children's cancer. In Term 4, the SRC spent a morning spreading mulch on gardens around the school to improve the school grounds.</p> <p>Selected Stage 3 children were given the opportunity to attend a leadership day and an overnight leadership camp. The children were given the opportunity to participate in activities to develop their leadership skills.</p>	<p>Events and excursions were parent funded.</p>



Student information

Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	156	145	156	160
Girls	149	147	175	202

Student enrolments have been steadily increasing.

Student attendance profile

School				
Year	2013	2014	2015	2016
K	96.3	96.3	95.7	95.8
1	94.9	95.1	94.9	95.4
2	93.7	95.2	92.9	94.2
3	93.5	93.9	94.6	94.3
4	95.9	94	92.1	94.2
5	93.4	95.6	91.7	93.6
6	94.5	93.7	92	91.7
All Years	94.6	94.9	93.6	94.4
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

Workforce information

Workforce composition

Position	FTE*
Principal	1
Assistant Principal(s)	3
Classroom Teacher(s)	13.23
Teacher of Reading Recovery	0.42
Learning and Support Teacher(s)	0.9
Teacher Librarian	0.8
School Administration & Support Staff	2.82
Other Positions	0.12

*Full Time Equivalent

The number of executive, teaching, office and support positions has not changed in 2016. A new classroom teacher was appointed to a permanent position in December 2016. The staff comprises of both early career and experienced teachers and there is a representation of staff who identify as being Aboriginal.

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	76
Postgraduate degree	34

Professional learning and teacher accreditation

Staff members continued to be proactive in seeking professional learning opportunities that aligned with their teacher performance and development goals and personal, professional goals. The school plan also provided a focus for the professional learning in which staff was engaged. Whole staff professional learning focussed on mandatory training, participating in joint learning community staff development days, Inquiry Learning and the new Science syllabus. Other professional learning included, leadership, mentoring, teacher accreditation and teacher performance and development processes and a number of sessions, workshops and conferences on curriculum. Administration staff and the Principal were involved in extensive training in the new LMBR office administration and finance systems.

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

Financial information

The three financial summary tables cover 13 months (from 1 December 2015 to 31 December 2016).

The financial summary consists of school income broken down by funding source and is derived from the school Annual Financial Statement.

A greater percentage of families provided the school with a voluntary school contribution in 2016. There was no significant variation between income and expenditure to previous years except for the newly created before and after school program Camp Australia, that began using the grounds and facilities in April 2016. This has produced a higher income that the school can use for improvements. There was some expenditure allocated to technology in 2016 due to the increasing students numbers and the need for more devices to support learning and towards a new telephone system to connect all classrooms with an internal public address system.

Income	\$
Balance brought forward	203 937.81
Global funds	109 107.94
Tied funds	123 912.48
School & community sources	90 287.46
Interest	2 379.70
Trust receipts	8 419.90
Canteen	0.00
Total income	538 045.29
Expenditure	
Teaching & learning	
Key learning areas	38 098.62
Excursions	27 369.73
Extracurricular dissections	43 749.74
Library	0.00
Training & development	450.00
Tied funds	95 075.45
Short term relief	28 055.59
Administration & office	49 406.25
School-operated canteen	0.00
Utilities	26 446.94
Maintenance	25 996.74
Trust accounts	6 385.86
Capital programs	11 590.00
Total expenditure	352 624.92
Balance carried forward	185 420.37

The information provided in the financial summary includes reporting from December 2015 to August 2016.

	2016 Actual (\$)
Opening Balance	0.00
Revenue	367 198.23
(2a) Appropriation	295 409.49
(2b) Sale of Goods and Services	4 094.57
(2c) Grants and Contributions	67 073.70
(2e) Gain and Loss	0.00
(2f) Other Revenue	0.00
(2d) Investment Income	620.47
Expenses	-193 111.16
Recurrent Expenses	-193 111.16
(3a) Employee Related	-106 943.98
(3b) Operating Expenses	-86 167.18
Capital Expenses	0.00
(3c) Employee Related	0.00
(3d) Operating Expenses	0.00
SURPLUS / DEFICIT FOR THE YEAR	174 087.07
Balance Carried Forward	174 087.07

There is no opening balance recorded in the SAP finance table. The opening balance for the school for this reporting period is recorded as the Balance Brought Forward in the OASIS table.

The OASIS Balance carried forward amount (ie, funds on date of migration) is included in the (2a) Appropriation amount in the SAP table.

Any differences between the OASIS Balance carried forward and (2a) Appropriation amount is the result of other accounts and transactions being included in the (2a) Appropriation amount.

The school's financial management processes and governance structures to meet financial policy requirements include a finance committee consisting of the School Administration Manager, Principal and Executive staff. There were no unusual spending patterns or substantial underspending/overspending (e.g. accommodating leave, illness, savings for planned capital expenditure). Intended use of funds available in 2017 include the following:

1. Replacement of air conditioners, interactive whiteboards and regular allocation to upgrade, increase and improve technology in the school,
2. Improvements to an area of the playground to include creative play, appropriate surfacing and seating,

3. Refurbishment of the tiered learning room to become a flexible learning space,

4. Air conditioning for the school hall and canteen.

Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

	2016 Actual (\$)
Base Total	2 389 422.49
Base Per Capita	17 966.54
Base Location	0.00
Other Base	2 371 455.95
Equity Total	157 374.54
Equity Aboriginal	6 735.85
Equity Socio economic	24 547.73
Equity Language	8 668.17
Equity Disability	117 422.79
Targeted Total	40 210.00
Other Total	56 371.28
Grand Total	2 643 378.31

A full copy of the school's 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.

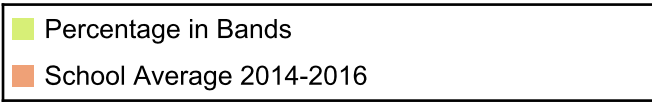
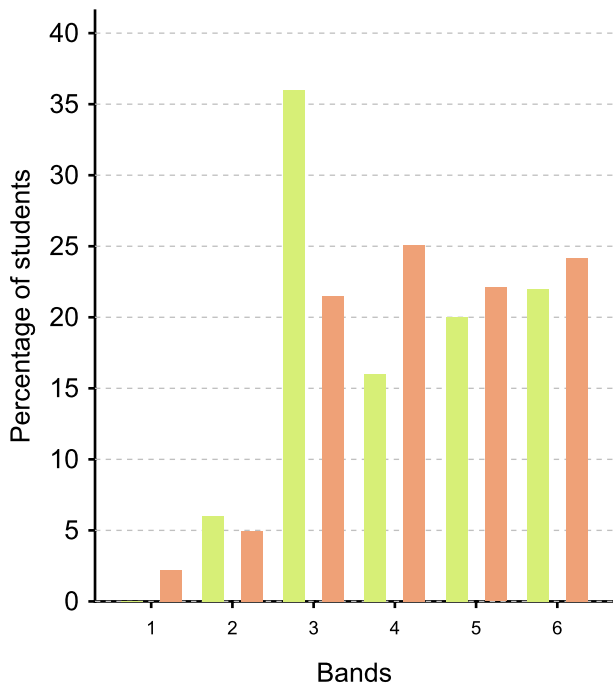
School performance

NAPLAN

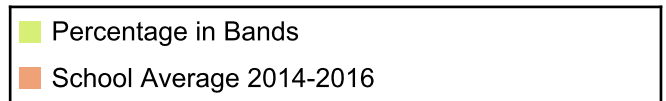
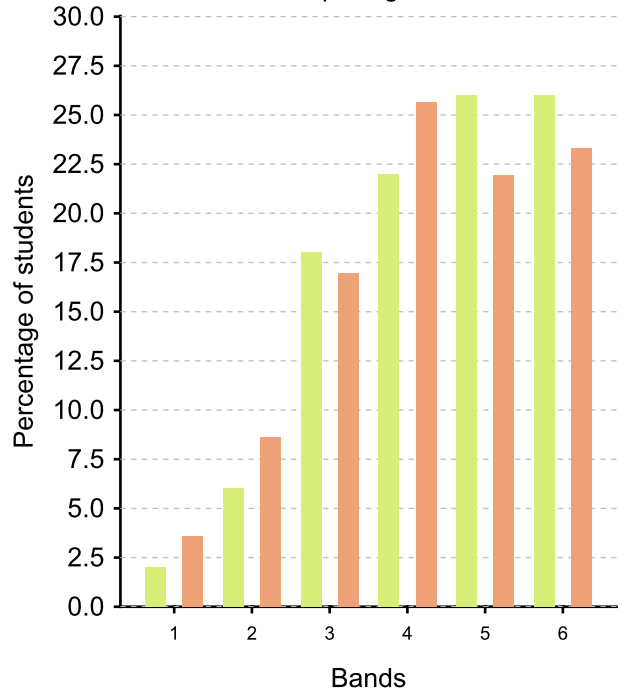
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

School NAPLAN results show areas of growth and improvement. The graphs show most students in Year 3 receiving band 3 or higher and students in Year 5 receiving band 5 or higher.

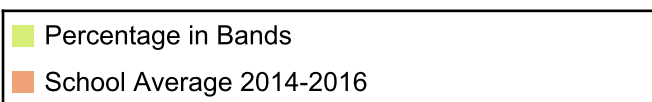
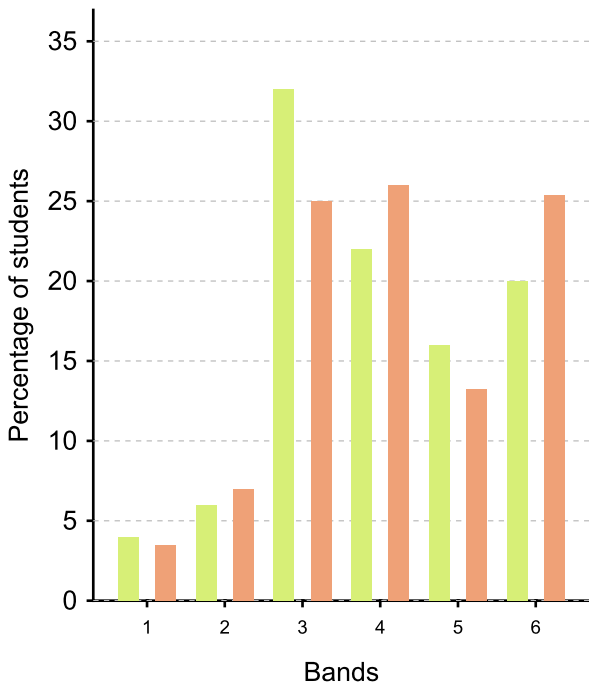
Percentage in bands:
Year 3 Grammar & Punctuation



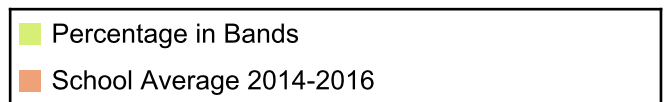
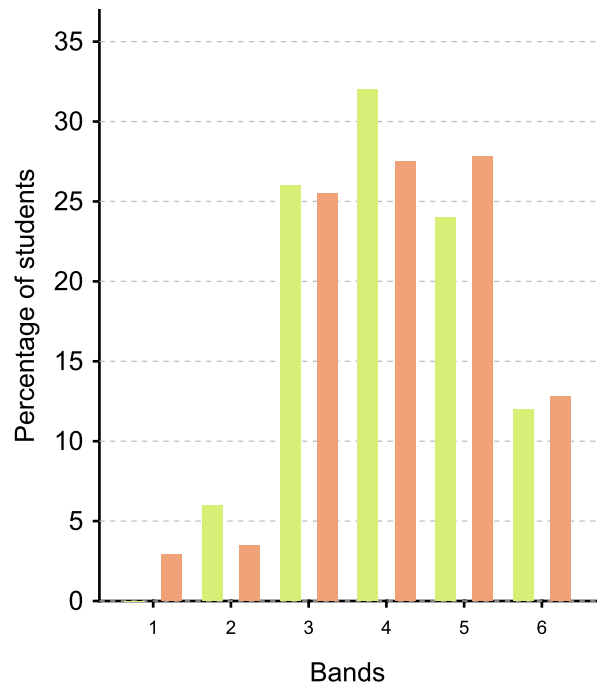
Percentage in bands:
Year 3 Spelling



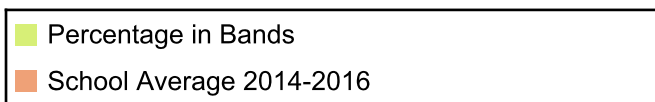
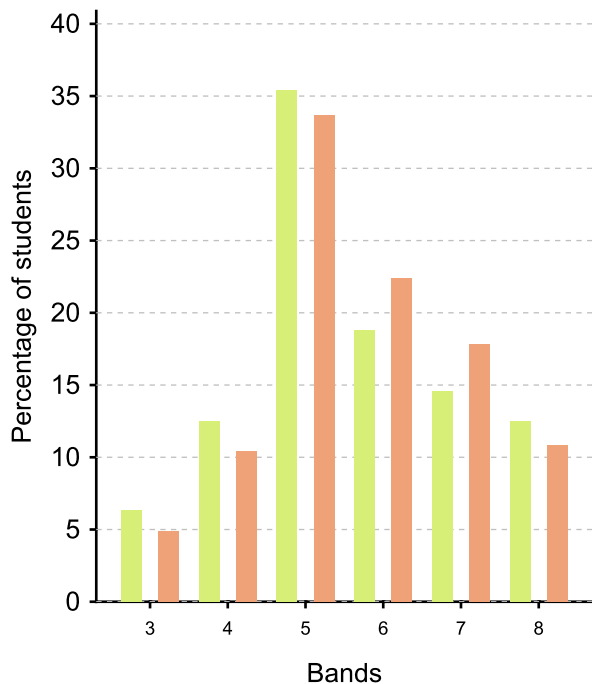
Percentage in bands:
Year 3 Reading



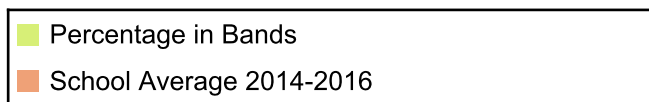
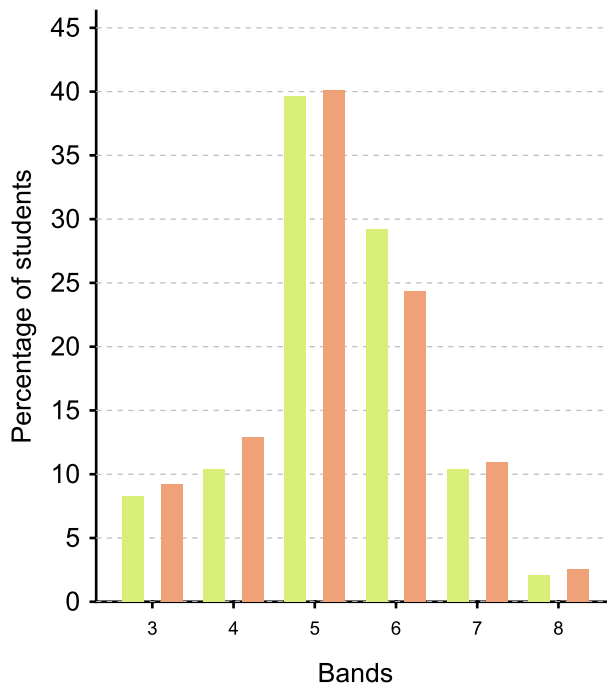
Percentage in bands:
Year 3 Writing



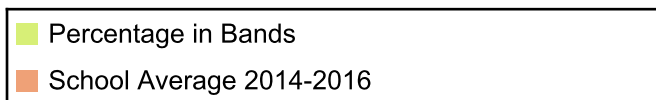
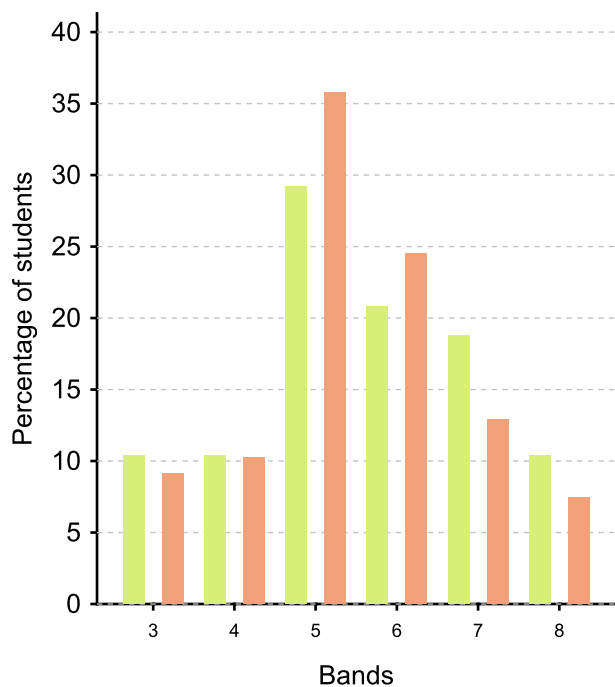
Percentage in bands:
Year 5 Grammar & Punctuation



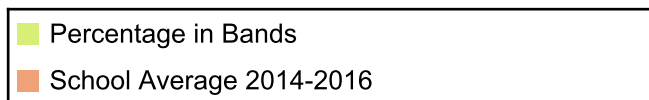
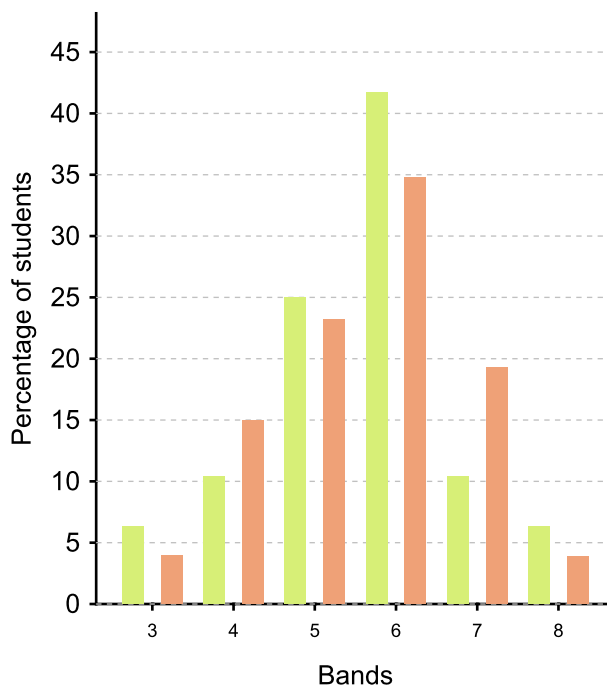
Percentage in bands:
Year 5 Writing



Percentage in bands:
Year 5 Reading



Percentage in bands:
Year 5 Spelling



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.

Mandatory reporting requirements in accordance with the *Premier's Priorities: Improving education results* and *State Priorities: Better services – Improving Aboriginal education outcomes* for students in the top two NAPLAN bands.

Parent/caregiver, student, teacher satisfaction

The school participated in *Tell them From Me* surveys for both students and parents. Surveys were completed by students, staff and parents providing valuable information about various aspects of school life, including student participation in extracurricular school activities, developing positive relationships with peers and having a sense of belonging to their school community. Survey results show that 85% of students had positive relationships whilst the NSW Govt norm for these years is 85%. Seventy-five per cent of students had a high sense of belonging and feel accepted and valued by their peers and by others at our school. Eighty-nine per cent of students in this school tried hard to succeed in their learning. The NSW Govt norm for these years is 88%.

Ninety-four per cent of the girls and eighty-two per cent of the boys in this school tried hard to succeed. The NSW Govt norm for girls is 90% and for boys is 85%.

Parents at Henry Fulton Public School support learning at home including encouraging their children to do well at school and praising their children for doing well at school. The majority of parents believe that the school supports positive behaviour agreeing that teachers maintain control of their classes and that the children are clear about the rules for school behaviour. Regarding safety at school, parents report that their child feels safe at school and going to and from school. The parents at our school also feel that the school staff take an active role in making sure all students are included in school activities supporting the belief that Henry Fulton PS is an inclusive school.

Policy requirements

Aboriginal education

The school has an 6% population of students with Aboriginal and or Torres Strait Islander background. As a priority teachers complete Personalised Learning Plans for these students and these are regularly monitored and reviewed each term in consultation with parents and carers.

Annual recognition of NAIDOC Week occurred in Term 3. As part of the celebrations classes participated in a day of activities. Peer support groupings were used and groups rotated around a number of activities exposing students to traditions, art, stories and culture. Acknowledgement of Country is given at each assembly and the Aboriginal flag flies proudly on our flag pole in the playground.

Multicultural and anti-racism education

Approximately 16% of students have a language background other than English. The students have been developing a clear understanding of Multiculturalism within Australia. These aspects have been integrated into high quality lesson plans throughout the year.

Early Stage 1 and Stage 1 examined why certain events are important to individuals. They explored the origins of significant days and holidays that Australians celebrate as a nation. They identified a variety of different cultures and their beliefs. They compared the various ways two cultures celebrate Christmas as an example of a celebration. Their history focus was on *Exploring Places* and *Personal and Family Histories*.

Stage 2 used an inquiry approach to identify how the local government provides a range of services and facilities in the local community. They also investigated the election process and the rights and responsibilities of those elected. They investigated and examined links between the past and the present by learning about the First Australians and in the learning units of *Community and Remembrance* and *Australia as a Nation*.

Stage 3 explored aspects of cultural heritage in relation to the world around us. They were also involved in 'Making Informed Choices' which investigated some multicultural aspects of Australia such as migration. Other areas of learning included endangered species and laws of government.

In August the school ran an Olymp-a-thon with the assistance of the P&C who organised prizes. Each class participated in a study of a country of their choice in the preceding weeks, dressed in national colours and costumes of that country on the day and participated in a rotation around Olympic style sports. The country study allowed students to learn about geography, histories, traditions, celebrations and the language and customs of countries around the world. This increased awareness, understanding and tolerance of other cultures.

ARCO stands for Anti-Racism Contact Officer. The ARCO is the contact between students, staff, parents and community members who wish to make a complaint regarding racism within the school community. A staff member is the appointed ARCO. Through the school newsletter, the community were encouraged to look at a number of great websites that promote anti-racism and multiculturalism such as *Racism No way!* and *Making Multicultural Australia*. This year the school also participated in 'Harmony Day'- which helped celebrate Australia's cultural diversity and encouraged inclusiveness, respect and a sense of belonging for everyone.

Other school programs

In 2016, the school became a participating school in the Premier's Priority in education – to increase the

proportion of students in the two top bands of NAPLAN reading and numeracy by 9% at Henry Fulton Public School by 2019. The NAPLAN is the measure of success. The *Bump It Up* strategy focusses on identifying students who are doing well and who, the data suggests, have the greatest capacity to achieve in the top two bands. The school identified targeted initiatives and proceeded to make significant plans to address this strategy which included:

- Rigorous analysis of the school NAPLAN results and training in the use of SMART
- Introduction and use of assessment tools (standardised assessment) to provide accurate pre and post data
- Identification of targeted groups
- Incorporation of the *Bump It Up* strategy as part of one of the schools strategic priorities
- Creation of an implementation plan which includes milestones
- Strong development of knowledge of *Bump It Up* initiatives and how they relate to classrooms and school wide activities
- Evaluation of current practices and identifying new approaches to achieving high standards of student performance eg data walls in classrooms, strategic and explicit feedback to students, regular assessments and monitoring of teaching content
- Monitoring students performing in the middle bands
- individualising approaches to teaching to meet the needs of targeted students
- Strategic use of resources eg learning and support
- Eight Year One students participated in the Reading Recovery program and two Year Two students in the L2 program.