

# Helensburgh Public School

## Annual Report



2017



2153

## Introduction

The Annual Report for **2017** 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

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### Message from the Principal

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

Helensburgh Public School is a place 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 final 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 through collaborative practice and quality feedback.

Our office staff have maintained business as usual as they continued to develop new financial and administrative systems following the rollout of SA and SALM systems. Their dedication and commitment to our students is to be commended.

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 have also re-focussed our attention on the teaching of writing with structured concept based units produced during teacher professional learning sessions.

One of the most well received innovations from last year was our "Afternoon Teas with the Principal" which continued to be a valued activity with the students.

Our Grandparents Day was another great success for 2017 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, Cooper and Charlotte, and our 2017 prefects for their leadership and the excellent role models they have been to all our students.

Our school SRC 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 with 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. Our Lego Robotics team recently received the Best Robot Design Award at the Regional Challenge.

Our school provides innovative and challenging opportunities as varied as the Green Team, Boys Group and our Choir and Performance Band. We also support art 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. Many fundraising events across the year 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, 2017 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

The Helensburgh Public School P&C team have worked hard to expand our communications in 2017, to keep all families informed and involved and to build understanding and community. We have been greatly encouraged by the increasing number of families who have embraced the opportunities to pitch in for all kinds of activities as well as attending P&C meetings.

On behalf of the P&C, I want to thank all our fabulous Helensburgh Public School students and families! Every family has something special to bring to the support system and we value your input, donations, involvement and ideas. This year the P&C raised nearly \$12,000 for our school which has helped provide books, jelly bean tables, shade shelters, soccer shirts, play equipment, a new camera and a new sandpit for our primary students.

Particular thanks go to several individuals who have taken on critical roles in the P&C and our school community. Thanks also to the 2017 Cookbook Committee who produced a wonderful 130th Anniversary Cookbook. This team took a germ of an idea and made it a gorgeous reality!

A very special thank you also to Melisa Sullivan, who is doing an amazing job running the Canteen and Uniform Shop on behalf of the P&C. The Canteen is resource staffed and supported by the P&C who, with parent volunteers, provide healthy meals, drinks, snacks and the quintessential school experience of 'going to canteen' independently.

In 2017, we were also able to acknowledge the long term contributions of individuals to our school by announcing three new Patrons. Patrons are appointed by the P&C as an acknowledgement of their dedication to Helensburgh Public School. We were able to honour three amazing individuals who gave of themselves to the betterment of Helensburgh Public School and our children: Sandy Szewcow, Bronwyn Charman and Darren Coggan.

Going forward into 2018, the P&C would like to thank Mr Connor who recently left Helensburgh Public School for the excitement of Tamworth. Thank you for your support of the P&C during your nine years with us. We hope that you remember your time at Helensburgh fondly and wish you all the best at Tamworth with your new P&C. I'm sure they will be very nice, but obviously not as fantastic as Helensburgh!

Finally to the main players – our wonderful Helensburgh Public School support staff and teachers. We are well aware of the work you do to create true learning and a love of learning in our children. Thank you for your dedication, unpaid hours, blood, sweat and tears.

Thank you to the students of Helensburgh Public School. You make all this worthwhile and do us proud every day. You show us how you are kind and respectful to each other, adaptable and resilient and up for all the challenges your teachers throw at you. Congratulations on your achievements during 2017.

Naomi Burley – P&C President

### Message from the students

The Student Representative Council of 2017 consisted of school captains, prefects, representatives and reserves from each classroom in years 2 to 6. The SRC representatives and reserves were voted in by classroom students during Term 1.

The SRC then took part in a whole day training session to enable them to work effectively as a team and to learn how to perform their leadership roles and achieve outcomes established by the SRC. The training session enabled the SRC to become more familiar with the Code of Conduct and SRC Constitution, participate in team building activities, understand the decision making process, select a personal role for the year using a portfolio model and learn how to conduct themselves in formal meetings within a democratic environment. The training session was highly effective in developing awareness and setting expectations within their role as leaders in Helensburgh Public School.

The SRC conducted several fund raisers through the year:

- A Red Shield fundraiser involving a cup cake sale and 'Wear Red and Donate a Gold Coin' raised \$706. The SRC and Year 6 students baked impressive cupcakes decorated with red shields or in red and white. The money was raised to support local people affected by homelessness, disadvantage or family crisis.
- To celebrate NAIDOC week, the SRC arranged a wear red, black or yellow to make a human Aboriginal Flag and they sold NAIDOC merchandise. A school photo was taken of an Aboriginal Flag formed by all HPS students wearing either red, black or yellow to acknowledge and show respect to our Indigenous people.
- Solar LED lights from the "SolarBuddy" organisation were purchased to help in the fight to end energy poverty. The SRC worked hard to raise money to purchase 15 solar lights, at the cost of \$25 each, by collecting many pre-loved books and selling them at school. This venture was beneficial not only in helping disadvantaged students internationally, but also promoting and providing additional reading opportunities for the students of Helensburgh Public School.

In addition to fundraising to support several causes, the SRC were proactive in local community ventures.

- The SRC were successful in their request for the donation of new Torres Strait Islander and Australian Aboriginal flags from Ms Sharon Bird, Member for Cunningham.
- They assisted the Wollongong Council with design ideas for the proposed new playground at Charles Harper Park in Helensburgh, using input from the students that they represented.
- They initiated a Nude Food Day at our school in Term 4 after hearing the concerns of a group of Year 3 students who were disappointed in the results of a rubbish audit conducted in "Kitchen Garden".
- The SRC also conducted a class audit on the Nude Food Day to determine its viability for the purpose of proposing a Nude Food Day regularly in 2018. The results demonstrated that the day was very successful in minimising waste and the school community were willing to support this initiative.

The 2017 SRC members were committed and dedicated to representing their peers at Helensburgh Public School and helping to make their voice heard. They were proactive in supporting local, national and international organisations to help others in less fortunate situations and to make a difference in their lives. Finally, the SRC gained leadership skills while learning to serve and to give to others. They are to be congratulated on their outstanding effort through the year.

Cooper and Charlotte – School Captains

Donna Thomson – SRC Coordinator 2017



## 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 SeaCliff Community of Schools, based around Bulli High School, and the Community of Schools on the Park, based around Heathcote and Engadine High Schools. In 2017 the school population was 482 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

During the course of 2017 the school has been focussing on improving student performance in reading, writing and numeracy to deliver results consistent with the Premier's Priorities.

Additional teachers commenced their training in Language, Learning and Literacy (L3) and results indicated an improvement with 86% of Year 1 students finishing the year on RR Level 15 or above and 88% of Year 2 students on RR Level 21 or above.

The school has also been focussing on deeper differentiation in mathematics with 33.3% of Year 3 and 24.4% of Year 5 students performing in the top 2 bands of NAPLAN. In Writing teachers began to deliver the newly developed writing units with early results showing real promise.

In NAPLAN, no Year 3 students fell below national Minimum Standards and Year 5 remained at State levels.

## Teaching

The school began to teach the newly completed Geography/History units with their Core, Extension and Adjusted differentiation levels. Teacher Professional Learning sessions, were held, coordinated by our Instructional Mentor, to further refine and refresh the resources for these units.

This year the school launched into the Write Away Program to address our results in Writing and to further equip our teachers with the skills and framework to teach writing in a consistent and systematic way.

Our commitment to recording PLAN data accurately and on time continues to develop. Teachers also provided quality feedback to students against clear learning intention and student driven learning goals.

## Leading

A School Leadership Team, comprising the Executive Team and aspiring Curriculum Team Leaders continues to evaluate school performance against agreed milestones.

The school also began preparing for External Validation by preparing staff to gather evidence that reflects the schools Self Evaluation undertaken using the School Excellence Framework. Curriculum leaders ran sessions with staff to discuss and develop a firm understanding of the need to gather Evidence of Impact. Parents and staff participated in forums to review the school's vision and to set new Strategic Directions for 2018–2020.

Tell Them From Me Survey instrument was used to measure the impact of school programs, climate and parental expectations. A number of staff relieved at higher duties this year which has further built leadership capacity across the organisation.

Our self–assessment process will assist the school to refine our school plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/sef-evidence-guide>

## 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

Culturally the school has reached a point where seeking after continued improvement in student outcomes is the focus of all learning. Our teacher professional learning has delivered outstanding results with innovative educational programs like L3, Focus on Reading, TEN, TOWN and Write Away tracking well against student progress. Differentiated learning programs for teachers has become the norm with the introduction of the new Geography/History Units. Our Reading results indicated an improvement with 86% of Year 1 students finishing the year on RR Level 15 or above and 88% of Year 2 students on RR Level 21 or above. The school has also been focussing on deeper differentiation in Mathematics with 33.3% of Year 3 and 24.4% of Year 5 students performing in the top 2 bands of NAPLAN. In Writing teachers began to deliver the newly developed writing units with early results showing real promise. In NAPLAN, no Year 3 students fell below national Minimum Standards and Year 5 remained at State levels.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Improved achievement in literacy and numeracy as measured by school based assessment data, PLAN and NAPLAN for both Aboriginal and Non-Aboriginal students	Monitoring efficient and effective use of resources • PLAN literacy & numeracy \$5,000 • TPL funds \$16,000 • English resources \$500 0.1 FTE teacher allocation	Teachers' programs, classroom observation and student work samples show examples of student reflection and teacher feedback. Analysis of Reading and Numeracy data informs future student and school performance goals. Evaluation of the implementation and effectiveness of Writing strategies.
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.	Quality Teaching Successful Students (QTSS)	Student performance results indicate that Reading data for Kindergarten students in 2017 is 93% of students have achieved Cluster 5 and above.

#### Next Steps

The school will continue to implement three key Literacy initiatives – L3, Focus on Reading and Write Away in 2018. In numeracy the school will be looking into refreshing the scope and sequencing of the teaching of mathematics as well as improved resourcing.

The next steps identified in our Strategic Direction – Teaching and Learning for 2018 will be:

- Ongoing professional learning for Kindergarten, Year 1 and Year 2 teachers in L3
- Years 3 to 6 teachers will commence phase 2 Focus On Reading training
- The teaching of Mathematics across the school will be evaluated
- PLAN data and learning continuum data will be used effectively to inform learning programs
- Stage meetings – 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

Leadership opportunities continued to be available for staff and students in 2017. Our SRC undertook a variety of internal and external projects which added value to the cultural capital of the school as well as the students' view of the world. A number of staff relieved at higher duties this year at Principal and Assistant Principal level which has further built leadership capacity across the organisation. A number of staff led curriculum areas for the first time and the school received valuable feedback from the school community from the Tell Them From Me surveys, school website and Facebook page. The P&C continues to be a strong advocate for the school as well as a forum for ideas and discussion.

Parents and staff participated in forums to review the school's vision and to set new Strategic Directions for 2018–2020. Tell Them From Me Survey instrument was used to measure the impact of school programs, climate and parental expectations.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<i>Increased number of students led individualised learning goals and active decision making across the school</i>	Stage meetings and teacher professional learning time after school and 2 x 1/2 days planning per teacher \$3600	Whole school reward system was created. Some classes led individual learning goals with students.  SRC supported student decision making and leadership initiatives
<i>% increase in the number of staff demonstrating confidence in their capacity to lead and /or share their curriculum expertise</i>	Staff led capacity building in the Write Away program throughout term 3 and 4 2017. QTSS funding of \$6000.	School milestones reviewed and reset following School Leadership team evidence gathering. Increased number of staff, students and parents leading teams and initiatives.

#### Next Steps

Students are active participants in their learning – setting learning goals

- Students evaluate their own learning on a regular basis using clearly stated Learning Intentions and Learning Goals.
- Students provide feedback on school life via Tell Them From Me survey tool with results to inform leadership opportunities and school programs.
- Curriculum based parent information sessions and workshops to be organised with the P&C.
- Parent membership on the school evaluation and finance committees to be encouraged.
- Parent Focus groups for AR feedback and 2018 – 20 School Plan development.
- Parents engaged in student learning through use of the See Saw app K to Year 6.
- Continuation of History & Geography syllabus implementation and finalisation of Writing Units.
- QTSS and G&T leadership to identify students through COGAT testing for Years 2 and 4.



## 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 2017 the school refined its 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 continuing to work towards Highly Accomplished professional standards and new model of Teacher Professional Development Plans were implemented across the school for teaching and non teaching staff. 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 2018, with an aim to target Literacy, Numeracy and History lessons and student reports.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Every teacher will show strong evidence of performance against the Australian Teaching Standards.	Teacher professional learning time and Stage meetings. RAM Literacy and Numeracy funds	Evidence of teachers understanding of the Australian Teaching Standards in their Professional Development Plans.
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.	QTSS writing and mentoring days.  Quality Teaching Successful Students (QTSS)  Stage meetings and unit writing half day sessions	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.

#### Next Steps

- Analysis of NAPLAN & PLAN data informs planning, teaching and assessing and the collection of evidence for validation.
- Greater take up of ICAS testing in Years 3 to 6.
- Rollout of COGAT testing for Years 2 and 4 with class teachers trained to administer and utilise the results of the test.
- TPL on evidence informed consistent Teacher judgements.
- TPL on Reflection as a teaching tool for individualised learning and goals.
- Quality feedback in literacy (writing) and numeracy programmed by teachers.
- Students given time and tools to reflect on their learning and their quality of work.
- Strengthen teacher capacity to assess against the ATS and to develop challenging learning goals in their PDPs.

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	<ul style="list-style-type: none"> <li>• Aboriginal background funding</li> <li>• Aboriginal background loading (\$11 672.00)</li> </ul>	Aboriginal students received in class support targeting Literacy and have had opportunities to experience cultural activities at school and at community events.
<b>English language proficiency</b>	<ul style="list-style-type: none"> <li>• English language proficiency (\$3 288.00)</li> </ul>	Targeted students received additional Literacy assistance through specialist LaST and in class support.
<b>Low level adjustment for disability</b>	<ul style="list-style-type: none"> <li>• Low level adjustment for disability (\$140 184.00)</li> </ul>	Yearly student reporting and assessment Review meetings with class teacher, SLSO, parents and LaST.
<b>Quality Teaching, Successful Students (QTSS)</b>	\$13,000 TPL funds <ul style="list-style-type: none"> <li>• Quality Teaching, Successful Students (QTSS) (\$36 871.00)</li> </ul>	Scope and sequence of History and Geography units complete and teacher mentor program feedback from staff.
<b>Socio-economic background</b>	<ul style="list-style-type: none"> <li>• Teacher 0.1 FTE \$6,666 + resources.</li> <li>• Teacher 0.1 FTE \$20,000 + resources</li> </ul>	Targeted students from Years 3–6 had improved resilience in playground and classroom interactions. Students identified more readily in LaST 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.
<b>Environmental Education</b>	<ul style="list-style-type: none"> <li>• \$16,000 Grant funding – corporate donation</li> <li>• \$1,000 Enviro Grants and Prizes</li> </ul>	<ul style="list-style-type: none"> <li>• Produce for the school canteen – student ownership, sustainable practices and healthy eating.</li> <li>• Reduction in the school's energy bills with focus on water.</li> <li>• Year 3 targeted learning groups focused on sustainability.</li> </ul>



## Student information

### Student enrolment profile

	Enrolments			
Students	2014	2015	2016	2017
Boys	226	210	215	231
Girls	251	240	257	245

School enrolments have increased slightly from previous levels, with girls continuing to outnumber boys.

### Student attendance profile

School				
Year	2014	2015	2016	2017
K	95.8	97.3	94.8	95.3
1	96.3	94.3	95.9	93.3
2	96.3	95.5	92.2	93.2
3	95.9	96	95.5	93.2
4	95.5	95.1	91.7	93.5
5	95.3	94.8	94.3	94.1
6	94.4	94.7	94.1	92.8
All Years	95.7	95.3	93.9	93.7
State DoE				
Year	2014	2015	2016	2017
K	95.2	94.4	94.4	94.4
1	94.7	93.8	93.9	93.8
2	94.9	94	94.1	94
3	95	94.1	94.2	94.1
4	94.9	94	93.9	93.9
5	94.8	94	93.9	93.8
6	94.2	93.5	93.4	93.3
All Years	94.8	94	94	93.9

### Management of non-attendance

School attendance rates continue to be within State averages.

## Workforce information

### Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	4
Head Teacher(s)	0
Classroom Teacher(s)	18.05
Teacher of Reading Recovery	0.63
Learning & Support Teacher(s)	1
Teacher Librarian	1
Teacher of ESL	0
School Counsellor	1
School Administration & Support Staff	4.48
Other Positions	0

\*Full Time Equivalent

Three members of staff identify as Aboriginal .

### Workforce retention

This year a number of teachers relieved or transferred to new locations. One teacher relieved as an Assistant Principal at Coledale Public School. An Assistant Principal relieved as Principal at Mt Keira Demonstration School. Our school Librarian transferred to Wollongong Public School.

### Teacher qualifications

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

### Teacher qualifications

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

## Professional learning and teacher accreditation

### Professional Learning

Research indicates that teacher quality has the greatest impact on student learning. The school uses the Performance and Development process as a way to engage teachers in professional learning that aligns with the school plan, Professional Teaching Standards and personal career aspirations.

Two teachers successfully reached Proficient Level accreditation and two teachers continue to work through the requirements for Highly Accomplished Teacher (HAT) accreditation level. All staff are now operating with a Professional Development Plan including school support staff.

### Professional Pre-service Experience

Providing in-school training for University students completing their Education Degree is a fundamental part of their preparation for entering into the teaching profession.

As in previous years, Helensburgh Public School hosted pre-service teachers from the University of Wollongong. In 2017, Mrs King hosted pre-service teachers in the first year of their Degree. Mrs King and Mrs Thomson assisted two second year pre-service teachers complete the practicum they commenced in Fiji. Mrs Gersback and Mrs McPherson mentored pre-service teachers in the third year of their Degree. Mrs Murray mentored an intern in the vital fourth year of her Degree. This intern has accepted a permanent position for 2018, offered to her under the Targeted Graduate Program. In 2017, Helensburgh Public School also offered a placement to a pre-service teacher undertaking her final placement as part of a Masters of Teaching. Mrs King was the mentor and this pre-service teacher has been working at Helensburgh Public School as a casual teacher since finalising her Degree.

The University of Wollongong appreciates the professional manner that pre-service teachers are welcomed and mentored at our school.

We foresee that Helensburgh Public School will continue this close partnership with the University of Wollongong in the future.

## Financial information (for schools fully deployed to SAP/SALM)

### Financial summary

The information provided in the financial summary includes reporting from 1 January 2017 to 31 December 2017.

	2017 <b>Actual</b> (\$)
<b>Opening Balance</b>	127,343
<b>Revenue</b>	4,126,475
Appropriation	3,813,365
Sale of Goods and Services	24,284
Grants and Contributions	285,917
Gain and Loss	0
Other Revenue	0
Investment Income	2,910
<b>Expenses</b>	-3,899,333
Recurrent Expenses	-3,899,333
Employee Related	-3,489,414
Operating Expenses	-409,918
Capital Expenses	0
Employee Related	0
Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	227,143
<b>Balance Carried Forward</b>	354,486

As a LMBR school, cost centres and programs were developed so equity loadings could be effectively budgeted and tracked to ensure the schools milestones are being appropriately funded and implemented across a school year.

The leadership team develops administrative processes and procedures to ensure the school operates efficiently and effectively to implement a rich and diverse curriculum delivered by expert teachers

Helensburgh Public School's financial management processes and governance structures currently meet financial policy requirements.



## Financial summary equity funding

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

	2017 <b>Actual</b> (\$)
<b>Base Total</b>	3,041,223
Base Per Capita	73,054
Base Location	0
Other Base	2,968,169
<b>Equity Total</b>	197,145
Equity Aboriginal	11,672
Equity Socio economic	42,002
Equity Language	3,288
Equity Disability	140,184
<b>Targeted Total</b>	231,289
<b>Other Total</b>	202,616
<b>Grand Total</b>	3,672,273

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

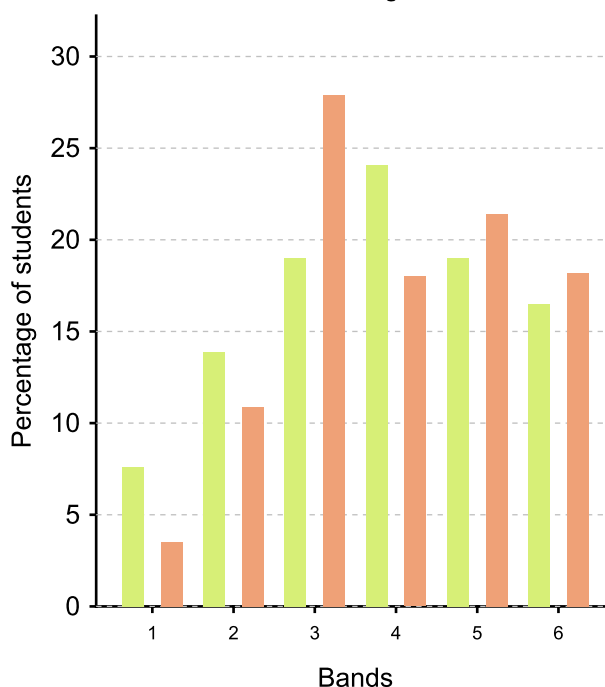
A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

## School performance

### NAPLAN

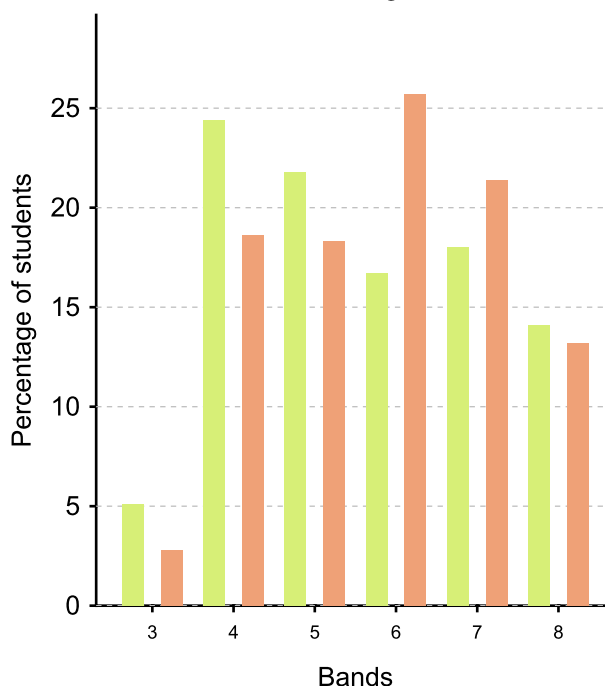
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

**Percentage in bands:**  
Year 3 Reading



Percentage in Bands  
School Average 2015-2017

**Percentage in bands:**  
Year 5 Reading



Percentage in Bands  
School Average 2015-2017

Year 3 – on average 40% of students performed in the top 2 Bands of NAPLAN in reading.

Year 5 – on average 36% of students performed in the top 2 Bands of NAPLAN in reading.

**Premier's Priorities: Improving education results  
and State Priorities: Better services**

**2017 NAPLAN**

40% of Year 3 students were in the top two bands in reading.

33.3% of Year 3 students were in the top two bands in Numeracy.

36% of Year 5 students were in the top two bands in Reading.

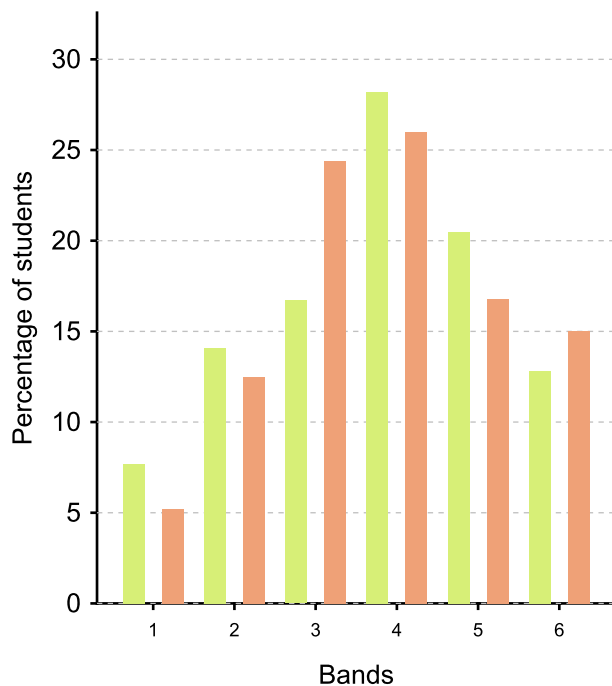
24.4% of Year 5 students were in the top two bands in Numeracy.

**Improving Aboriginal education outcomes for  
students in the top two NAPLAN bands**

50% of Year 5 Aboriginal students achieving in the top two bands for Numeracy.

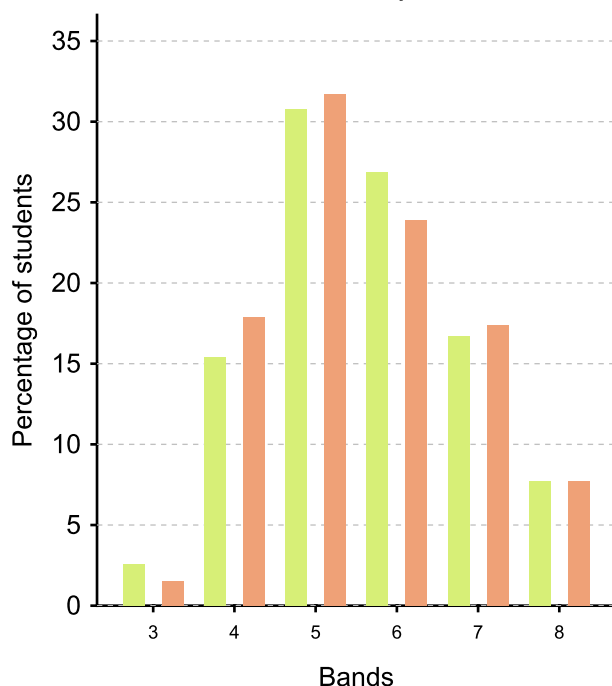
75% of Year 5 Aboriginal students achieving in the top two bands for Reading.

**Percentage in bands:**  
Year 3 Numeracy



Percentage in Bands  
School Average 2015-2017

**Percentage in bands:**  
Year 5 Numeracy



Percentage in Bands  
School Average 2015-2017



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.

## Parent/caregiver, student, teacher satisfaction

During 2017 the school conducted two "Tell Them From Me Surveys" that measured student, teacher and parent satisfaction. 65% of parents who responded to the survey indicated satisfactory to highly satisfactory while 83% of students said they had positive relationships at school. Students also reported that 94% said they did not get into trouble and 85% said they tried hard to succeed. 75% of teachers indicated that they were satisfied with their teaching overall but highlighted areas like technology and quality feedback as areas for improvement.



## Policy requirements

### Aboriginal education

Our cohort of Aboriginal and Torres Strait Islander students now comprises 26 students. We have facilitated many, various activities for these students to celebrate, to learn and to engage in cultural lessons. One of the teachers serves on the Executive Team of the Sutherland AECG, which enables the school to be involved in the both the Illawarra and Sutherland Shire regions.

High expectations for all students, strong partnerships, evidence based practices and accountability were focus areas for Aboriginal Education in 2017.

Parents and caregivers participated in the development of PLP's, with meetings held to review and update social and academic goals. This promoted personally rewarding outcomes for our Aboriginal students.

Placement on the Literacy and Numeracy continuum informed additional small group support for any students with data, identifying a level of achievement below grade average.

In Term 3, "Koori Kids on the Park" celebrated Aboriginal culture and learning in the Royal National Park. This was an inclusive and enjoyable day for the students and parents who attended. Within our school the Indigenous group meets every Monday to work in the Bush Tucker Garden, learning about the traditional Aboriginal methods and horticultural practices. We are fortunate to have an Environmental Scientist on staff to teach the children first-hand.

Naidoc week was celebrated with a whole school photo taken of a human Aboriginal Flag formed by all Helensburgh Public School students wearing red, black and yellow.



### 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. The school commemorated Harmony Day on 21st March, where students had the opportunity to share in stories of inclusiveness and create a beautiful group craft work for display in the school hall.

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