

Hume Public School Annual Report



2017



4407

Introduction

The Annual Report for **2017** is provided to the community of **Hume 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.

Leonie Lewis

Principal

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School background

School vision statement

At Hume Public School we strive to provide:

- Every Child, Every Chance, Every Day
- Opportunities in an inspiring and progressive learning community that equips students to achieve personal growth, emerging as confident, respectful and responsible citizens.

School context

Hume Public School provides for students with a diverse range of needs and backgrounds. Hume Public School has K–6 mainstream classes, a Preschool and a Special Education Unit incorporating Early Intervention and students from K – 6 with moderate and severe intellectual delay. The school has a student population consisting of 34% Aboriginal students and 2% EALD students.

Hume Public School is made up of a dedicated staff, committed to creating a student-centred educational environment that stresses high expectations and addressed physical, social and emotional needs of children with a variety of ability levels and learning styles. Staff engage in ongoing professional learning and training to ensure our teaching and learning programs are engaging, innovative, and challenging. Students are well supported through significant in-class support and specialist teachers who are able to support individual needs. Our school celebrates and encourages whole-school participation and pursuit of excellence in academic, cultural, performing arts, technology and sporting activities. We encourage and celebrate individuality and achievement. Our student welfare programs ensure the promotion of respect, responsibility and achievement.

We are an active and committed member of the Northern Spirit Learning Community, made up of neighbouring public schools, our local high school, James Fallon, and Charles Sturt University.

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.

In the domain of **Learning**, Strategic Direction 1 of our School Plan, our focus has been engaging each student in personalised, meaningful and future focused learning experiences. We have encouraged students to become successful and confident learners, creative individuals and achieve their full potential as a learner, a leader and a responsible and productive citizen. The area of student engagement is one where we are continually striving to enhance and improve.

Differentiating the curriculum remained a focus with teachers ensuring that teaching practices effectively develop the knowledge, understanding and skills of all students, using evidence-based practices. With the support of our Instructional Leader, teachers have developed explicit processes to collect, analyse and report on student performance and use this to inform future teaching focusses and practices. Assessment data has been used to monitor achievement and gaps in student learning and inform planning for improvement of student outcomes.

Teachers work in collaboration with the Learning and Support Team to ensure that well-developed current policies identify, address and monitor student learning needs.

In the domain of **Teaching and Learning**, Strategic Direction 2 of the School Plan, our focus has been on staff participating in professional development across the curriculum in order to deliver high quality classroom practice. During this year, we began participating in the Curiosity and Powerful Learning Framework, with a focus on consistent teaching protocols and explicit feedback for staff to improve teaching practice. Through lesson observations, teachers have provided and received constructive feedback from peers, both within our school and from peers in the Northern Spirit Learning Community. Processes have been put in place to continue professional improvement across our school and our local schools, with the aim of improving learning outcomes for all students.

In the domain of **Leading**, Strategic Direction 3 of our School Plan, our focus has been on developing and achieving an inclusive community of learners. Staff have participated in professional development and learning opportunities aimed at enhancing wellbeing, engagement and learning for students. They have also lead and discussed individual learning journeys with each student in their class. Students are aware of their progress and achievement, and have been guided towards the 'next step' of their learning journey. As a school, we recognise that leadership development is central to school capacity building and we continue to mentor and provide experiences for staff as well as students who are aspiring school leaders.

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/self-evidence-guide>

Strategic Direction 1

Learning

Purpose

Every student is engaged in personalised, meaningful and future focused learning experiences. Students strive to become successful and confident learners, creative individuals and achieve their full potential as a learner, a leader and a responsible and productive citizen.

Overall summary of progress

Staff provided innovative learning opportunities for students to learn and achieve in a variety of ways. Throughout the year student data has been used to lead learning and interventions. Staff have used the Literacy and Numeracy continuums together with other assessment data to understand where students are in their learning and where they need to progress to. The Learning Support Team, Instructional Leader and class teachers work together to implement intervention plans, individual learning plans and behaviour management plans. Teachers have been trained in literacy and numeracy initiatives including TEN (Targeting Early Numeracy), TOWN (Taking Off With Numeracy) and L3 (Literacy, Language and Learning). These initiatives are improving student learning, particularly in the Kindergarten to Year 2 classes. Curriculum development has been enhanced by learning alliances with other schools and organisations in the development of a positive learning culture and consistency across the local school community.

Progress towards achieving improvement measures

| Improvement measures (to be achieved over 3 years) | Funds Expended (Resources) | Progress achieved this year |
|---|---|--|
| <ul style="list-style-type: none">• 100% of teachers use PLAN data to differentiate the curriculum.• 100% of students at risk have specific early intervention strategies in place at the point of need. | <p>\$49,122</p> <p>EAFS grant: \$21,825;</p> <p>TPL: \$21,018;</p> <p>Literacy & Numeracy: \$6,279</p> | <p>Pre-Lit Literacy Program for all Kindergarten students; Mini-Lit and Multi-Lit Literacy programs used with targeted students from Year 1 through to Year 6.</p> <p>Staff have participated in peer lesson observations to improve teaching practice and learning outcomes for students. Visible learning methods have continued to be practiced throughout the year.</p> <p>'7 Steps to Writing' / 'Daily 5' literacy practices have been implemented into all Yr 3–6 classes.</p> <p>Individual student progress continues to be monitored on a regular basis. Data is collected by staff every 5 weeks. Staff professional conversations are aimed at developing, tracking and monitoring of students on K–6 continuums. Timetabled, professional conversations between the Instructional Leader and class teachers have been analysed to identify the learning needs of specific students and implement interventions on a regular basis.</p> <p>Students shared Learning Journals with parents/carers when they came into Learning Journey Days. There has been an increase in parents/carers attending Learning Journey days throughout this year.</p> <p>The Home Learning Club, aimed at addressing the needs of ATSI students, has been held in the Library each Tuesday and Thursdays. Staff (teacher and Aboriginal SLSO) support these students in an environment that is conducive to completing learning activities...</p> |

Next Steps

- Continue to employ an Instructional Leader with a priority of improving student learning outcomes and teacher performance; employed for an additional 2 days per week to focus on the learning outcomes for Years 3 to 6.
- Learning Support Team to provide staff with differentiated learning solutions and point of need interventions to identified students.
- Ensure staff are provided with learning opportunities to ensure consistent teacher judgement across all year levels when plotting students on the Learning Progressions
- Review K–6 formative assessment strategies to inform teaching practice for staff and learning activities for students.

Strategic Direction 2

Teaching and Learning

Purpose

Build workforce capacity through focused and supported professional learning and development that creates a culture in which every staff member is engaged in ongoing, relevant and evidence-based learning and practice to address individual student needs and strengths.

Enable all staff to demonstrate systems leadership and innovation within a committed culture of organisational improvement through a collaborative approach to decision making that is accountable, transparent and reflects local and systemic priorities.

Overall summary of progress

The Curiosity and Powerful Learning Framework has provided a basis for professional learning throughout 2017. This evidence based approach will guide teaching quality and student improvement. This has been done through the areas of explicit teaching, consistent teacher judgement and the use of effective feedback. All staff have participated in teaching observations from peers, supervisors and staff members from the Northern Spirit Learning Community schools. Areas of focus have been negotiated beforehand and explicit feedback on performance given. To further develop teacher capacity, the school has made arrangements for mentoring and coaching.

Teachers follow systematic processes, policies and programs to identify and address individual student learning needs. Interventions for students are monitored and assessed in an on-going manner. Curriculum provision and support meets community needs and expectations, and provides equitable academic opportunities. Teachers provide a range of extra-curricular activities that encourage student development. Quality teaching and professional practice are evident in all learning environments, providing students with opportunities to connect, succeed and thrive.

Progress towards achieving improvement measures

| Improvement measures (to be achieved over 3 years) | Funds Expended (Resources) | Progress achieved this year |
|--|--|---|
| 100% of teachers provide and receive planned and constructive feedback from peers, school leaders and students to improve teaching practice. | | Staff have participated in regular lesson observations with peers, supervisors and in some cases, the students. Regular professional conversations are held with the Instructional Leader, from which teaching strategies are discussed and future strategies specific to the student cohort are discussed, implemented and reviewed. |
| All staff members participate in strategically planned professional learning activities linked to school plan and the literacy and numeracy targets. | \$29,268 TPL: \$21018 Curiosity & Powerful Learning Program: \$8250 | Regular professional conversations are held with the Instructional Leader, from which teaching strategies are discussed and future strategies specific to the student cohort are discussed, implemented and reviewed. Teachers have participated in whole school staff meetings, individual and stage meetings and professional conversations with a focus on consistent teacher judgement, differentiation of the curriculum in each classroom. The Instructional Leader examines student data collected by staff every 5 weeks. The Instructional Leader and class teachers then discuss and plan the next 5 week intervention and teaching strategies for students. All staff have participated in writing workshops, using the Writing Analysis Tool; this provides staff with the opportunity to discuss judgements in student work samples and where to place students |

Progress towards achieving improvement measures

| Improvement measures (to be achieved over 3 years) | Funds Expended (Resources) | Progress achieved this year |
|--|-------------------------------|--|
| All staff members participate in strategically planned professional learning activities linked to school plan and the literacy and numeracy targets. | | <p>on the continuum. Through these meetings and professional conversations with the Instructional Leader staff have collaborated and provided consistent judgement across stages.</p> <p>Interschool relationships have been built on further with our local Northern Spirit Learning Community staff development days; the Curiosity and Powerful Learning Framework and interschool meetings for Literacy and Numeracy.</p> <p>Within the school, whole school staff meeting occur weekly, and senior and executive staff have mentored and coached younger staff. All staff (teaching and SASS) participated in Northern Spirit Learning Community staff development day in Term 3. Beginning teachers were mentored and coached throughout the year by executive and senior staff and provided with opportunities for professional development outside of the school. All staff participated in professional conversations with stage groups and individually with the Instructional Leader. In these conversations, teaching practice, interventions strategies and professional development opportunities were reflected upon.</p> |

Next Steps

- Continue with the Curiosity and Powerful Learning Framework. This program provides an evidence based approach to student learning and growth through building teacher capacity.
- Australian Professional Standards for Teachers are used by staff to identify and record development through the Professional Development Plan process.
- Develop staff PDP's that link directly to the new school plan and the School Excellence Framework.

Strategic Direction 3

Connecting

Purpose

To establish an accessible and inclusive community of learners in which student learning and wellbeing are the responsibility of all members of our school community.

Overall summary of progress

Student learning and progress is the main focus which is achieved through positive and respectful relationships within the school and community. Well developed and current policies, programs and practices identify, address and monitor student learning needs. The school has consistently implemented a whole-school approach to well-being with clearly defined behavioural expectations that creates a positive teaching and learning environment. Students, staff and the broader community understand the behaviours, attitudes and expectations that enhance wellbeing and lead to improved student outcomes.

Progress towards achieving improvement measures

| Improvement measures (to be achieved over 3 years) | Funds Expended (Resources) | Progress achieved this year |
|--|---|--|
| <p>20% increase of students, staff and parents meaningfully connecting with student wellbeing programs in the school</p> | <p>\$39,719</p> <p>Wellbeing Programs: \$1,937</p> <p>Teaching resources: \$18,372</p> <p>Cultural Activities, Excursions and Additional staffing to support programs and engagement of students: \$19,410</p> | <p>RAGE Program; (Responding to Anger and Guilt Emotions) offered to Year 5 and 6 students</p> <p>Funtastic Friday: Program to engage all students in small interest groups and build relationships between students and staff.</p> <p>PBL: introduction of in-class PBL welfare system</p> <p>Mindfulness Program (Calm and Quiet) strategies to support concentration and engagement in the classroom</p> <p>RAS Tutors: refugee students and other students with speech difficulties supported by community health students from CSU</p> <p>Learning Support – parents provided with school reports outlining achievements of their child/ren.</p> <p>Transition Programs: Successful completion of the Term 4 Countdown to Kinder program(25 students); Yr 6 students participated in a range of transition programs to local high schools, with a majority attending James Fallon High School.</p> <p>Dental Screening: AWASH Dental Van attended school; education program and dental checks completed for ATSI students. Referrals made to AWASH for follow-up treatments.</p> <p>Proud and Deadly Awards: ATSI Students attended Hume Public School for the annual Proud and Deadly Awards ATSI students:</p> <p>PACE Cup – ATSI students attended the PACE Cup</p> <p>NAIDOC Week: Story Poles Artwork completed by each stage group in conjunction with local Aboriginal artist.</p> |

Progress towards achieving improvement measures

| Improvement measures (to be achieved over 3 years) | Funds Expended (Resources) | Progress achieved this year |
|---|---|--|
| 20% increase of students, staff and parents meaningfully connecting with student wellbeing programs in the school | | Extra curricular activities offered including dance, choir, keyboard, chess and active sport |
| 20% increase of students showing positive behaviours for effective learning | \$7,800 PBL Badges: \$5,800 Staff professional Learning: \$2,000 | PBL whole school rewards completed with students achieving incremental rewards. Major awards achieved. Individual Student Awards updated and reflective of PBL Values and school vision. In-class PBL expectatations introduced in Term 4. All classes have a PBL focussed delivery each week in the classroom and on the playground focussing on Respect, Responsibility and Achievement. Detention and suspension incidents decreasing. Regular Reflection addressed student issues daily. PBL Training for staff |

Next Steps

- The school community work towards building strong relationships as indicated by an increase in attendance at P&C meetings and school–community events.
- PBL strategy to further develop focus for classroom learning and recognition of individual students.
- The school and families share responsibility for student learning and wellbeing. Parents are provided with information to support their child's learning needs on a regular basis throughout the year.
- Review Wellbeing Policy, insuring inclusion of PBL strategies.

| Key Initiatives | Resources (annual) | Impact achieved this year |
|---|--|---|
| Aboriginal background loading | Aboriginal Equity Staff: \$89,244 AEO/SLSO(Aboriginal) Aboriginal Background: \$37,681 | Aboriginal Education Officer engaged with entire school community – Preschool to Year 6. Aboriginal Learning Support Officer and teaching staff offered Homework Club to students twice a week in the library. NAIDOC Day celebrations involved excursions to significant local areas. Language Program implemented in consultation with AECG, Hume P&C, Lands Council and Elders. Program delivered by the AEO. Continued building our relationship with AWHS Health Van which provided education, health checks and referrals for all Aboriginal students . |
| English language proficiency | English Language Proficiency: \$8,555 | Staff supported our EALD students both in the classroom for academic achievement and for social interactions on the playground. |
| Low level adjustment for disability | Low Level Adjustment for Disability: \$131,696 | A full time Learning and Support Teacher provided individual and group teaching support to students at point of need. Personalised Learning Plans, Behaviour Management Plans and Risk Assessment Plans developed for students by class teachers and Learning and Support Teacher. Adjustments and accommodations catered for within the school for individual students. Class teachers are able to provide specific targeted activities and programs, delivered by the SLSO. These activities and programs included Mini-Lit and Multi-Lit literacy programs and targeted and interventionist maths groups throughout the school. Support is also provided in other Key Learning Areas, where smaller student groups are able to focus on specific learning needs (dance, chess, public speaking, science) |
| Quality Teaching, Successful Students (QTSS) | QTSS Funding: \$18,791 | Quality Teaching Strong Students entitlement and beginning teacher funds were used for teacher mentoring. Negotiated support identified areas that require support for the teachers and also provided release time for the executive staff. Accreditation support provided to three teachers to complete BOSTES Accreditation process. All teachers successfully completed. |
| Socio-economic background | RAM Low-Socio-Economic Funding: \$261,167 | Additional funding for students to access quality learning activities and opportunities has ensured that all families that wish that their children participate have been able to do so. School subsidied payments for activities to |

| | | |
|--|--|--|
| <p>Socio-economic background</p> | <p>RAM Low-Socio-Economic Funding: \$261,167</p> | <p>allow participation in activities and excursions</p> <p>School Learning Support Officers employed to provide additional support in sport and camp activities</p> <p>Transition programs have ensured that students are prepared for the next stage of their educational pathway. The programs are able to identify students that need additional support to ensure their needs are being met within the school system.</p> |
| <p>Support for beginning teachers</p> | <p>Beginning Teacher Support: \$4,081</p> | <p>Support was provided to beginning teachers, using school based funds, as they did not fit criteria for Beginning Teacher Funding.</p> |
| <p>Targeted student support for refugees and new arrivals</p> | <p>Refugee Student Support: \$3,715</p> | <p>Tutors were provided by Charles Sturt University Community Health Department to provide specific targeted support to improve speech and language skills. The tutors are current third year Speech Pathology students who were able to address a range of speech and language issues for our EALD students.</p> <p>Allocated staff member was timetabled to support our EALD students and has been able to address welfare issues and concerns and provide educational support both within and outside of the classroom for these students and their families.</p> |

Student information

Student enrolment profile

| Students | Enrolments | | | |
|----------|------------|------|------|------|
| | 2014 | 2015 | 2016 | 2017 |
| Boys | 103 | 95 | 104 | 90 |
| Girls | 78 | 84 | 87 | 84 |

Student attendance profile

| School | | | | |
|-----------|------|------|------|------|
| Year | 2014 | 2015 | 2016 | 2017 |
| K | 90.3 | 88.7 | 89 | 91 |
| 1 | 94.7 | 85.9 | 92.7 | 87.5 |
| 2 | 91.4 | 91 | 90.1 | 93.9 |
| 3 | 94.9 | 90.6 | 93.2 | 89.9 |
| 4 | 92.6 | 89.8 | 90.8 | 91.5 |
| 5 | 90.3 | 91.7 | 90.9 | 91 |
| 6 | 93.3 | 90.1 | 91.6 | 90.3 |
| All Years | 92.3 | 89.7 | 91 | 90.5 |
| 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

in 2017, an executive staff member was responsible for the management of non-attendance. Class teachers report and manage short-term non-attendance, with executive liaising with families, agencies and the Home School Liaison Officer for long term non-attendance.

Workforce information

Workforce composition

| Position | FTE* |
|---------------------------------------|-------|
| Principal | 1 |
| Deputy Principal(s) | 0 |
| Assistant Principal(s) | 3 |
| Head Teacher(s) | 0 |
| Classroom Teacher(s) | 10.52 |
| Teacher of Reading Recovery | 0.21 |
| Learning & Support Teacher(s) | 1 |
| Teacher Librarian | 0.6 |
| Teacher of ESL | 0 |
| School Counsellor | 0 |
| School Administration & Support Staff | 7.49 |
| Other Positions | 0 |

*Full Time Equivalent

Hume Public School has a full-time substantive Aboriginal Education Officer and a 0.4 substantive School Learning and Support Officer (Aboriginal) to support our Aboriginal and Torres Strait Islander students. The school used additional funding to employ an additional two School Learning Support Officers to support Aboriginal students.

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 | 0 |

Professional learning and teacher accreditation

- Significant amounts of professional learning were undertaken by Hume Public School staff. K-2 staff completed training in L3. Various other individual professional learning was achieved, both online and face-to-face.
- Accreditation: 3 staff achieved Proficient
- Compliance training, a compulsory requirement for all staff was completed.
- Participation in the Curiosity and Powerful Learning Program, based on the implementation of consistent teaching protocols and mentoring and engagement both within the school and

between Northern Spirit Learning Community schools.

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

Financial information

The three financial summary tables cover 13 months (from 1 December 2016 to 31 December 2017).

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

| Receipts | \$ |
|--------------------------------|----------------|
| Balance brought forward | 354,225 |
| Global funds | 142,973 |
| Tied funds | 323,483 |
| School & community sources | 9,104 |
| Interest | 2,829 |
| Trust receipts | 6,428 |
| Canteen | 0 |
| Total Receipts | 484,817 |
| Payments | |
| Teaching & learning | |
| Key Learning Areas | 8,471 |
| Excursions | 280 |
| Extracurricular dissections | 13,715 |
| Library | 237 |
| Training & Development | 2,273 |
| Tied Funds Payments | 238,699 |
| Short Term Relief | 23,801 |
| Administration & Office | 21,304 |
| Canteen Payments | 0 |
| Utilities | 30,384 |
| Maintenance | 22,805 |
| Trust Payments | 5,560 |
| Capital Programs | 0 |
| Total Payments | 367,530 |
| Balance carried forward | 471,512 |

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

| | 2017 Actual (\$) |
|---------------------------------------|-------------------------|
| Opening Balance | 0 |
| Revenue | 891,066 |
| Appropriation | 863,970 |
| Sale of Goods and Services | 1,267 |
| Grants and Contributions | 25,149 |
| Gain and Loss | 0 |
| Other Revenue | 0 |
| Investment Income | 679 |
| Expenses | -560,111 |
| Recurrent Expenses | -560,111 |
| Employee Related | -368,211 |
| Operating Expenses | -191,900 |
| Capital Expenses | 0 |
| Employee Related | 0 |
| Operating Expenses | 0 |
| SURPLUS / DEFICIT FOR THE YEAR | 330,955 |
| Balance Carried Forward | 330,955 |

The Opening balance for the 2017 school financial year is displayed in the OASIS table as Balance brought forward. The financial summary table for the year ended 31 December 2017 shows the Opening balance as \$0.00 because the Opening balance for the 2017 school financial year is reported in the OASIS table (as Balance brought forward).

The amount displayed in the Appropriation category of the financial summary table is drawn from the Balance carried forward shown in the OASIS table and includes any financial transactions in SAP the school has undertaken since migration from OASIS to SAP/SALM. For this reason the amount shown for Appropriation will not equal the OASIS Balance carried forward amount.

Financial summary equity funding

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

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.

| | 2017 Actual (\$) |
|-----------------------|------------------|
| Base Total | 1,598,384 |
| Base Per Capita | 32,295 |
| Base Location | 2,559 |
| Other Base | 1,563,530 |
| Equity Total | 671,945 |
| Equity Aboriginal | 126,924 |
| Equity Socio economic | 404,770 |
| Equity Language | 8,555 |
| Equity Disability | 131,696 |
| Targeted Total | 587,405 |
| Other Total | 348,466 |
| Grand Total | 3,206,200 |

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.

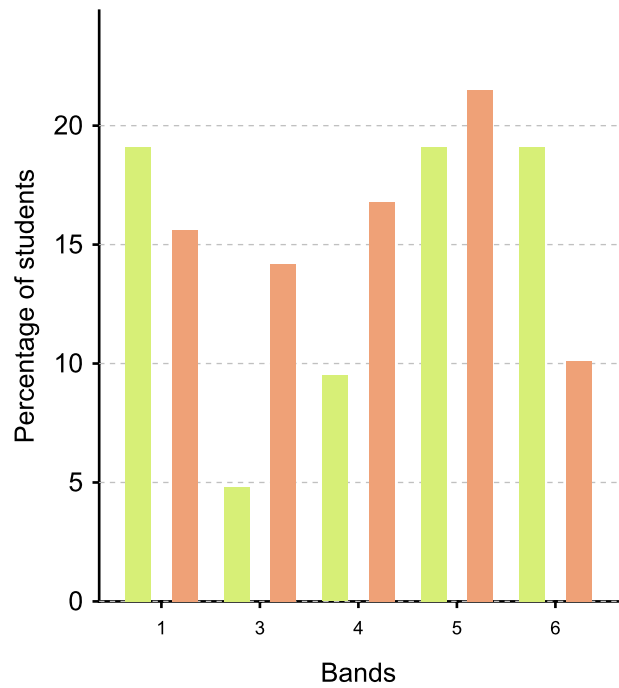
Year 3 NAPLAN data from 2017 indicated that:

- 38% of students were Proficient for **Spelling**
- 29% of students were at Proficient for **Writing**; which was up from 16% in 2016 (13% increase from the previous year)

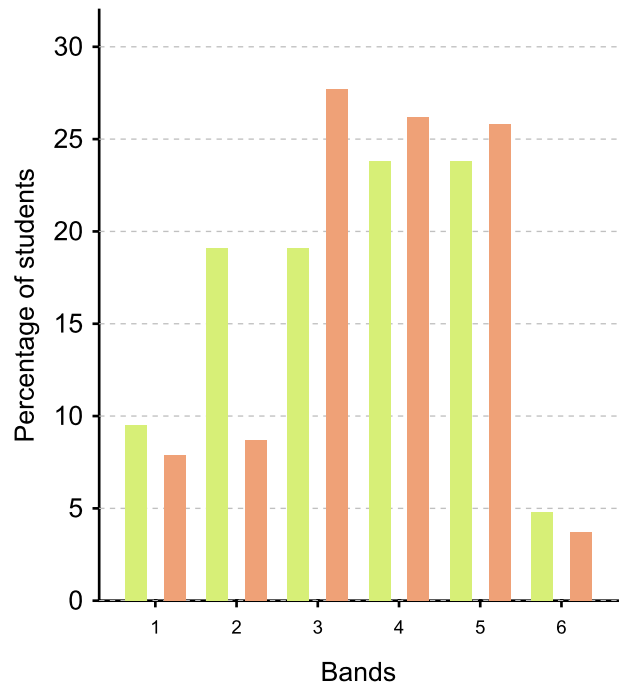
Year 5 NAPLAN data from 2017 indicated that:

- 14% of students were at Proficient for **Reading**; an increase of 9% from 2016
- 4% increase of students at Proficient for **Writing**.

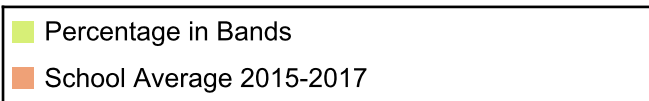
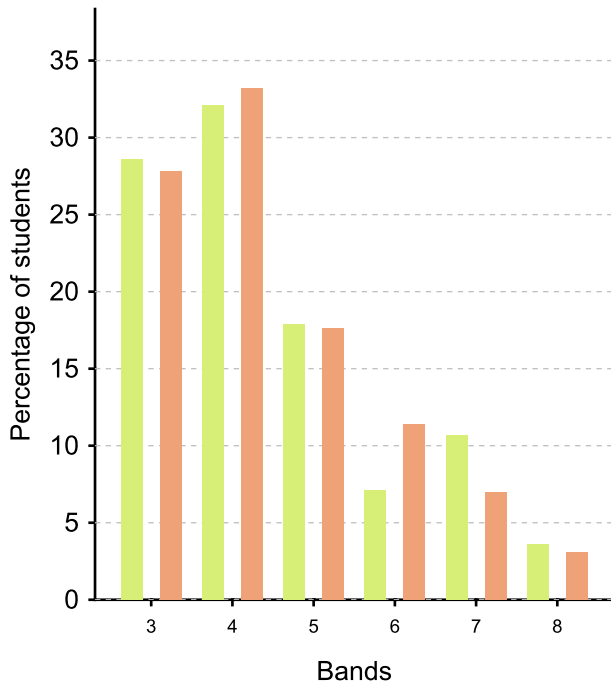
Percentage in bands:
Year 3 Spelling



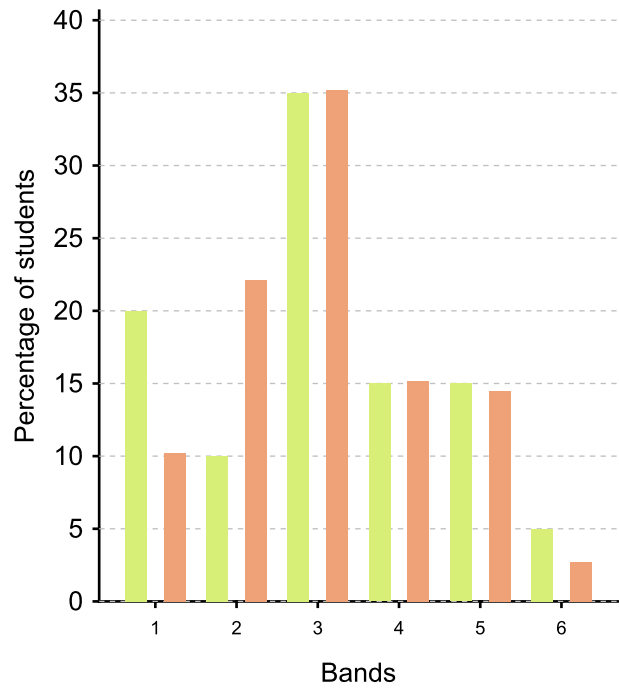
Percentage in bands:
Year 3 Writing



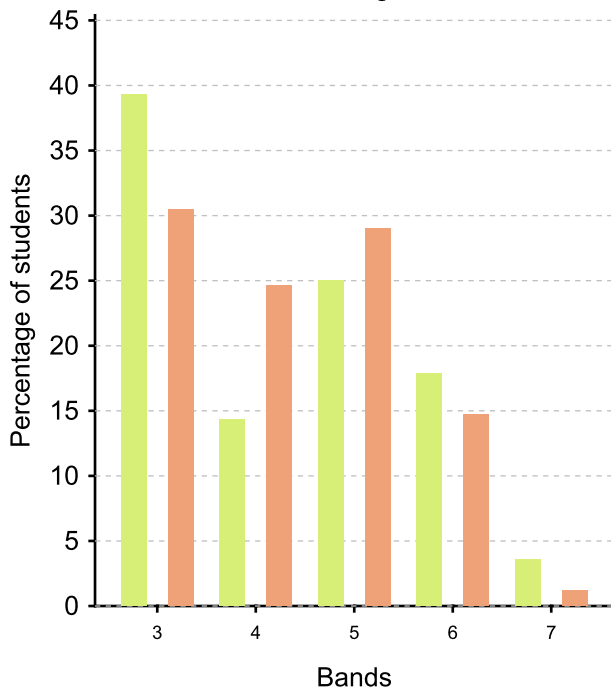
Percentage in bands:
Year 5 Reading



Percentage in bands:
Year 3 Numeracy



Percentage in bands:
Year 5 Writing



State Priorities: Better Services– Improving Aboriginal Education Outcomes:

- 63% of students in Year 5 achieved growth from Year 3 to Year 5. for **Reading**.
- 100% of students K–2 achieved growth in **Reading**

Parent/caregiver, student, teacher satisfaction

In 2017 the school sought the opinions of parents and students through the Tell Them From Me Survey. The responses are presented below:

Parents agree they feel welcome in school and strongly agree that they support learning at home. Parents also indicated they agree that Hume Public School supports positive behaviour and learning in students. Parents also feel informed about their child’s progress and of events and activities that occur at Hume Public School.

The responses received indicated 71% of parents were actively involved in school committees, events and activities.

The parent responses indicated areas for development include student safety at school and inclusiveness within the school.

The Tell Them From Me Survey for students Year 4 to 6 indicated high percentages in areas of student effort and valuing school outcomes. Students also indicated they felt the classroom instruction they receive is relevant to their everyday life with a school mean of 8.3

Year 3 NAPLAN data from 2017 indicated that:

- 14% of students were at Proficient for **Numeracy**; which was an increase of 4% from 2016.

compared to a NSW Government norm of 7.8.

75% Aboriginal students strongly agreed they feel good about their culture whilst at school with 75% agreeing or strongly agreeing their teachers have a good understanding about their culture.

The social and emotional outcomes 36% of students placed in the desirable quadrant with high skills and high challenge. 10 % of students were identified as lacking confidence in their skills and felt they were not being challenged.

Policy requirements

Aboriginal education

Our focus was to support Aboriginal and Torres Strait Islander students in their classrooms during English and mathematics. Our Aboriginal Education Officer was timetabled to assist learning in the classrooms.

'Our Language Matters' was the theme embraced throughout the school. The importance, resilience and richness of the Aboriginal and Torres Strait Islander language was the focus for our school. Hume Public School worked with local artist, David Dunn to create artworks of indigenous plants from our local area. As part of this project our Year 3 to Year 6's visited Wirraminna Environmental Centre at Burrumbuttock.

Each Aboriginal student has a Personalised Learning Pathway, which has been developed in consultation with the parents/family of the student. This has been monitored and adjusted throughout the year with progress acknowledged.

Hume Public School hosted the Proud and Deadly Awards for all local district primary and high schools.

Multicultural and anti-racism education

Each year students participate in Harmony Day celebrations where cultural diversity is exhibited through a range of activities including dance, sport, art and drama. 2017 Harmony Day was acknowledged and celebrated with activities and discussions shared in all classes around the theme 'Everyone Belongs'.

Our Anti-Racism Contact Officer (ARCO), new to the position, was provided with training, due to the transfer of the previous ARCO.

Students with a Non English speaking background were supported by our designated EAL/D teacher. This support was provided within the classroom to develop their literacy and numeracy skills.