

# Henry Fulton Public School Annual Report



2017



4619

## Introduction

The Annual Report for 2017 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.

G Palamara

Principal

### School contact details

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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

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.

[Insert a narrative of the progress achieved across the domains of Learning, Teaching, and Leading]

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

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

- The school has:
  - –developed PDH scope and sequence and support lesson plans K–6
  - –communicated PBL expectations through newsletter and assemblies
  - –purchased furniture for a flexible student centred learning centre in AV room
  - –developed History and Geography Inquiry units K–6
  - –completed Focus on Reading tasks to inform programming and practice K–6
  - –conducted whole school professional learning on moderating cluster markers and developing related resources for teaching and learning.
  - –implemented learning support program for target BIU groups
  - –implemented Bump It Up groups from years 2 – 6
  - –introduced data walls in classrooms K–6
  - –successfully entered PLAN data each term and being used by classroom teachers to inform programming and practice
  - –moderated stage work samples for writing and making links to continuum markers.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increasing levels of students achieving cluster level benchmarks in literacy and numeracy using PLAN	LaST teacher  SLSO's  School support and flexible funding was used to support students and their learning	BIU groups  Use of data walls to increase student engagement with their learning progressions  Implementation of MultiLit program  Introduction and implementation of learning sprints  Whole staff training and implementation of Focus on Reading
All school programs, assessment tasks and rubrics align to the new national curriculum		Programs for history, geography and PDHPE were written using syllabus outcomes

### Next Steps

- The school plans to:
  - – create assessment tasks and use of rubrics to guide feedback, set expectations for learning goals and to support student goal setting
  - – provide parent workshops to inform community on the Focus on Reading program and the comprehension strategies adopted in our reading programs K–6
  - – continue implementation of Bump it Up, Learning Sprints and Focus on Reading
  - – use and analyse PLAN data at stage level
  - – identify relevant and high quality professional learning that involves all teaching staff
  - – investigate the evidence behind project based learning and possible implementation
  - – focus on improving numeracy outcomes

- – have regular timetabled strategic direction meetings

## 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 is:

–committed to the development and consolidation of leadership skills in staff and students given roles to manage, lead and administer key reforms and innovative programs

–working to build and develop leadership skills through professional learning that responded to the areas identified as needs by staff

–delivering professional learning that examined approaches to educational reform that transforms classroom teaching and learning practice, understanding the role of school leaders in the change process, reflect on the professional learning in the school, consider ways to sustain changes to the teaching of comprehension in the school

–providing purposeful opportunities for leaders to further develop their skills based on their identified needs and expertise

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Staff attending professional learning which links to Professional Learning Plans and Teaching Standards	Professional learning funds	All professional learning linked to the Professional Learning Plans (PLP's) and the Teaching Standards.
Increased number of staff members administering the key DEC reforms through staff, stage and community meetings.	Professional learning funds	All staff were involved in decision making. Consultation among staff was extremely high at all stage, staff and community meetings.
Greater involvement in the Cranebrook Learning Community Executive Support Group.	Professional learning funds	The Cranebrook Learning Community Executive Support Group offered a number of professional learning events in 2017. A member of the executive or aspiring executive were in attendance at each of those. the Primary Executive Group/ Support also organised an event each term which were supported and well attended. Topics included External Validation, School Planning, Data Informed Teaching and Learning.

### Next Steps

The school plans to:

–implement the new school excellence framework in 2018

–create the new strategic school plan 2018–2020

–implement and review of a Cranebrook Learning Community Student Leadership Program that involves students from Year 4 and 5 students in our learning community

–strengthen/encourage/devise systems to increase parental engagement in or attendance at school assemblies / community days and the offering of workshops



## 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

The school is committed to the development and consolidation of leadership skills in staff and students given roles to manage, lead and administer key reforms and innovative programs.

The school:

- built and developed leadership skills through professional learning that responded to the areas identified needs of staff
- provided professional learning that examined approaches to educational reform that transforms classroom teaching and learning practice; understanding the role of school leaders in the change process; reflect on the professional learning in the school
- considered ways to sustain changes to the teaching of comprehension in the school
- provided purposeful opportunities for leaders to further develop their skills based on their identified needs and expertise

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increased student involvement in community-based events and activities.		<p>Development of a proposed Cranebrook Learning Community Student Leadership Program for Year4 and 5 students.</p> <p>Survey and presentation of the proposal at CLC Principals' meeting. Agreement toward the value of the program and implementation in 2018.</p> <p>Provision of activities across the school that provide opportunities for future leadership development;–peer support co-leaders, SRC, Peer reading tutors, sports vice-captains and library monitors.</p> <p>Paceway Anzac Assembly representation from school student leaders</p> <p>Maths Deadly's competition at Cranebrook High</p>
Regular attendance by parents at information sessions informing them about school programs and initiatives, which promotes school/community relationships.		<p>Meet the teacher /information evening held in early Term 1 was well attended. Parent/teacher interviews at the end of Term 1 were also well attended.</p> <p>Our Kindergarten Orientation Program, KinderStart, successfully provided 2018 kindergarten students and their parents the experience of school activities. General information, literacy and numeracy sessions were held for parents.</p> <p>Involvement of the P&amp;C in all school events.</p>



## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Annual parents and students 'Tell them from Me' surveys reveal a more dynamic educational culture within the school.		Information captured is presented elsewhere in the report. Teachers also participated in the 2017 survey.

## Next Steps

The school plans to:

- –celebrate Harmony Day to celebrate the different cultural backgrounds of our students and their families
- –survey for interest in attending information sessions eg technology, literacy and numeracy

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	\$11 295 allocation	<p>Henry Fulton Public School has a population of approximately 5% of students with an Aboriginal or Torres Strait Islander background. Teachers, staff and students respect the traditional owners of the land in which we learn by offering an Acknowledgement of Country at each assembly, at key events and at professional learning meetings. The Aboriginal flag flies proudly on the school flagpole. Teachers work collaboratively with students and parents to complete Personalised Learning Plans which aim to provide specific learning goals for individuals. These are reviewed each term in collaboration with individual students and parents. The school used funding to employ a teacher for Aboriginal and Torres Strait Islander support. students who actively participate in the support program are included in stage-based group activities which are designed to promote a sense of culture, and which are based on individual student interests and strengths. The groups are involved in music, team sports, viewing and making artworks, team problem-solving and sharing of stories. Aboriginal and Torres Strait Islander education is promoted across the whole school, where all students are involved in NAIDOC week activities which focus on Aboriginal and Torres Strait Islander culture, traditions and history. In 2017, students in Stage 2 were involved in an inquiry-based unit of work about Australian history, which incorporated a strong focus on Aboriginal and British perspectives. Classroom teachers include Aboriginal and Torres Strait Islander literature as a regular part of the curriculum across each stage of schooling. The school encourages a connection with the wider community by including student participation in the <i>Maths Deadly's</i> competition at Cranebrook High School. Selected staff connect with the wider Aboriginal and Torres Strait Islander communities by regularly attending the Yarramundi Aboriginal Educational Consultative Group meetings. In 2017 artworks of Australian animals that represent our four sport houses, were commissioned by a local Aboriginal artist. These artworks were used to make teardrop banners for sporting carnivals and school events and presented as an end of year Year 6 gift to the school. The artworks will be framed and displayed.</p>
<b>English language proficiency</b>	\$22 828 allocation of funds	<p>Henry Fulton Public School has a population of approximately 24% of students who are learning English as an additional language or dialect. The school uses funding to employ a teacher and School Learning Support Officers to support and develop the English proficiency of these students. In Term 4, 2017 one student attracted New Arrival Program funds and this program delivered intensive English education to this student who recently</p>

<p><b>English language proficiency</b></p>	<p>\$22 828 allocation of funds</p>	<p>arrived in Australia. Support is offered to individual students and small groups in both withdrawal teaching situations and as general classroom support. The teaching programs from Early Stage 1 through to Stage 3 encourage reading, writing, speaking and listening skills through a range of developmentally appropriate tasks which include explicit teaching of English language structures, features and text-types, as well as through games and visual aids. The teaching practises used to build language skills reflects the strategies suggested in the current school initiative, <i>Focus on Reading</i>.</p>
<p><b>Low level adjustment for disability</b></p>	<p>\$127 160 allocation of funds that incorporates 0.8 for a teacher position. Leaving approximately \$37 160, the school used this for various resources, including teacher relief and SLSO.</p>	<p>Funds were allocated to students with learning difficulties. SLSO's supported students in either the classroom or playground. The MultiLit Reading Tutor program was introduced in Term 3 for students in Year 3 and 4. MultiLit is a specialised Reading Program developed by Macquarie University for students needing extra support. The program has a strong focus on phonics. It has 3 components: Word Attack Skills, Sight Words, Reinforced Reading and Fluency Reading. The Student Learning and Support Officers were trained in the program by the Learning and Support Teacher and five students have received tutoring. Two students successfully completed the program and are at class Benchmark. Two new students have been placed on the program. All students are demonstrating improvement in their reading skills. The Reading Recovery program continued in 2017, providing individual instruction to 9 students in Year One with great success. Monitoring of students in Year 2 and Three showed that these students had met the criteria and maintained their skills in reading and writing.</p>
<p><b>Quality Teaching, Successful Students (QTSS)</b></p>	<p>\$27 222 funds allocated.</p>	<p>Quality Teaching, Successful Students (QTSS) initiative provides ongoing support for all teachers throughout all stages of their careers, including probation, induction, accreditation and leadership development. This was sustained by on-going performance and development processes. Teachers and executives worked collaboratively to develop a positive performance and development culture in the workplace. Teachers were involved in professional discussions, observations and the creation of performance and development plans. The implementation of QTSS has proven to be a positive and rewarding experience for our staff. Teachers have had the opportunity to engage in professional dialogue including discussion 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</p>

<b>Quality Teaching, Successful Students (QTSS)</b>	\$27 222 funds allocated.	teachers to support the development of our early career teachers.
<b>Socio-economic background</b>	\$76 954 funds allocated.	<p>The learning and support program in the school supports student learning and school initiatives. It is also allocated towards resources which includes teacher relief, SLSO's, professional learning and teaching and learning materials. In addition, the funds are allocated towards school improvement and in 2017 was used to replace and improve our interactive whiteboards, computers, ipads, teaching resources and facilities. In particular, the tired learning room beside the library was renovated to become an effective flexible teaching and learning space. Funds were also allocated to support students with learning difficulties and the implementation of the MultiLit program.</p>
<b>Support for beginning teachers</b>	\$28 301 funds allocated.	<p>During 2017, Henry Fulton has been supporting six beginning teachers with three of them attracting beginning teacher support funding. All beginning teachers participated in the Performance and Development Plan (PDP) process to help them cultivate a clear idea of their work related goals and the development of their capabilities as a teacher. At a whole school level, regular fortnightly meetings were scheduled and attended by the beginning teachers and two executive teachers. In that time there was the opportunity for discussion on emerging needs, supports and solutions. Establishing this group was an effective way to encourage collegiality and help develop a deep understanding of the school's vision. It was also a real opportunity for new teachers to share their understanding of current research and pedagogy. Mentors were attached to the beginning teachers and provided curriculum planning and implementation support. Beginning teachers viewed the lessons of experienced teachers and developed their skills to maintain a classroom environment that focused on teaching and learning. The teachers became active participants in strategic planning teams, stage meetings and events organisation. They worked in the areas to lead and support choir, ukulele and dancing troupes, sports carnival event and public speaking groups. Their confidence and skill level built to the point where they delivered a successful whole staff professional development session on 21st century skills and the integration of technology in the classroom for other staff.</p>
<b>Targeted student support for refugees and new arrivals</b>	New Arrival Program funding one day per week to employ a teacher. This funding will exist for Semester One, 2018.	<p>The school enrolled a student into Year 4 form Thailand in Term 4, 2017. He had not ever been enrolled in an Australian school. The student qualified for New Arrival Program funding which was used to employ a teacher one day per week to support his learning and adjustment to school. Resources were borrowed from Henry Parkes Equity Centre, he attended a Year 2 excursion to the local nature reserve and quickly began to grasp</p>

<p><b>Targeted student support for refugees and new arrivals</b></p>	<p>New Arrival Program funding one day per week to employ a teacher. This funding will exist for Semester One, 2018.</p>	<p>English as his second language. One to one support and further support in the classroom assisted him to orient well to the school.</p>
<p><b>Performing Arts</b></p>	<p>School funds and/or parent supported payments for participation..</p>	<p>Five dance groups were formed and the school participated in three local festivals. The lyrical performance group danced to <i>Helping Hands</i> at Synergy Dance Festival. Four different groups performed at the Cranebrook Learning Community Performing Arts Festival at Cranebrook High School and at the Blue Mountains/Nepean Dance Festival at the Joan Sutherland Centre. Over a hundred students across the school were involved in either the Boys (Years 1 &amp; 2), Junior Girls (Years 1 &amp; 2), Middle Girls (Years 3 &amp; 4) &amp; Senior Girls (Years 5 &amp; 6) dance groups. The different groups performed to the following songs:– Boys – <i>Calling all the Monsters</i>, Junior Girls – <i>Get up and Dance</i>, Middle Girls – <i>Devil Gate Drive</i>, Senior Girls – <i>Circle of Life District 78 Remix</i>. Once again the performances of all of our dance groups were very popular and entertaining at all festivals.</p>
<p><b>Sporting Achievements</b></p>	<p>School funds and/or parent supported payments for participation.</p> <p>Sporting School funding.</p>	<p>Henry Fulton Public School implements a sports program that specifically caters for our K–2 and 3–6 students. Our programs help develop students' confidence and ability through a variety of fundamental movement skills and modified game skills. Students participate in our weekly fitness program developing their stamina through a variety of cardio vascular activities. Both programs aim to encourage participation, cooperation and good sportsmanship. 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 gymnastics, basketball and rugby league programs. Many of the sport programs provided are funded by the Sporting Schools program. These programs provided students with opportunities to build endurance and flexibility, improve balance and coordination, and develop skills in an engaging and safe environment. Additionally, students participated in peer support, Bounce Back and Life Education programs. These programs promoted personal development, health, values and well being. We held three school carnivals in 2017. 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. We had many students go on to represent our school at district and regional levels and our 4 x 100m senior girls relay team qualified for the PSSA State Athletics Carnival. Furthermore, school teams took part in the soccer, netball and touch football PSSA State Knockout Competitions, and the Greg Alexander Shield Rugby League Competition.</p>

<p><b>Sporting Achievements</b></p>	<p>School funds and/or parent supported payments for participation.</p> <p>Sporting School funding.</p>	<p>had teams in the Penrith Cup, playing rugby league, league-tag, netball, soccer and AFL.</p>
<p><b>Student Wellbeing</b></p>	<p>School funds.</p>	<p>The school continued to implement school rules and expectations, through explicit teaching of lessons and reinforcement in playground and class environments. All new staff members were brought up-to-date with school matrix of expected behaviours and school rules during orientation meetings held at the beginning of the year. Assemblies included weekly Positive Behaviour for Learning focus and an example of what it looks like in the playground being communicated to students by their school leaders. PBL data was recorded by executive staff on the Department of Educations new <i>eds4 Ontrack</i> through the staff portal. Data provided information about rules that needed to be revisited and reinforced in class and playground environments. Playground areas were expanded and more areas were designated as team sport activities. Supervision was allocated to these areas. A roster for soccer was implemented which reduced incidents and allowed more game time. Student sport leaders assisted with refereeing in the junior playground, coloured bibs were purchased and used to improve student's ability to play as a team member in a team situation which reduced conflicts arising from the game. Students were awarded Henry Fulton Awards at each K-6 assembly and then Principals Award medals and trophies were also awarded at a high rate. Each fortnightly assembly featured between 5-10 of each of these awards. DOT (Doing Other Things) Groups was a great opportunity for students to experience various activities not usually available within regular KLAs. The majority of students surveyed indicated that they greatly enjoyed participating and were pleased with the options available. Activities offered for students to choose from included making friendship bracelets, dancing, music, coding, yoga, STEM, kitchen science and book club. DOT Groups was conducted during Term 3 over five afternoons and provided the opportunity for students from different grades to participate together in extra-curricular activities. Debating in 2017, saw students from Henry Fulton participating in the Penrith Valley Debating Competition. The debating team consisted of eight students from Years Five and Six. The students worked together on a weekly basis developing skills in the areas of research, creating a sustained argument, presenting a point of view and rebuttal. Throughout the year, the Henry Fulton Debating Team competed in four rigorous debates against a number of local schools. The team worked extremely well together and successfully won all four debates. They had the exciting opportunity to</p>

<p><b>Student Wellbeing</b></p>	<p>School funds.</p>	<p>showcase their talents in the 2017 Penrith Valley Debating Grand Final where they were runners up. Henry Fulton entered the Penrith Valley Public Speaking Competition which provided the opportunity for all students in Years Three to Six to showcase their public speaking skills. The students had to write and present a two minute speech two minutes for students in Years Three and Four, and two and a half minute speech for Years Five and Six. After impressive class and stage based competitions, six students were selected to represent Henry Fulton at the cluster final at Werrington County Public School. Our school representatives performed extremely well. They all spoke with clarity and confidence, Two students progressed to the Penrith Valley Public Speaking Competition Grand Final, where a Stage Two student won his category.</p>
<p><b>Student Leadership</b></p>	<p>School funds and/or parent payments for participation.</p>	<p>There was an increase of student leadership this year to 6 students in total. We badged 4 School Captains and 2 School Leaders. They performed tasks which included running regular and special assemblies and ensuring flags were appropriately masted. The leaders represented the school at an ANZAC service at Penrith Paceway, at a reception with the Mayor and the launch of the Wishing Tree at K-Mart in Penrith. This year they also ran the Special 20th Anniversary School Assembly. Each sports house has two student leaders. Their roles include organising their sports house at carnivals, communicating with teachers about equipment needs, counting and recording house points each week, speaking at Monday morning assemblies and assisting with the junior soccer games at recess and lunch. The Peer Support Program continued this year. Year 6 and selected Year 5 students took part in a days' training program. The students led a group of K-5 students once a week through a series of activities. Results show that 83% of the leaders rated the program as an important part of their experience at Henry Fulton. They identified leadership skills, teamwork, role modelling, developing an understanding of the differences in other students and confidence as skills that they had developed through this program. Teacher's identified the development of confidence, maturity, independence and collaboration in the student leaders over the ten week program. The Student Representative Council were elected by the students of each class and met weekly to discuss suggestions from the student body for the school. SRC representatives reported the news and ideas that were discussed back to their classes. Over the year they supported and raised awareness about the Worlds Greatest Shave. Two students participated in the World's Greatest Shave to raise money for Cancer Research by having their hair</p>

**Student Leadership**

School funds and/or parent payments for participation.

shaved at a school assembly. SRC organised, ran and supervised a whole-school handball competition, arranged a *Wacky Wednesday* mufti day to raise funds for Stewart House, worked with a local hardware store to build and plant four veggie patches in the school, arranged a visit from a horticulturalist, and organised and held a school talent show.





## Student information

### Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	145	156	160	190
Girls	147	175	202	211

Enrolments have increased steadily over the last four years. Each year the school has increased by a class. Kindergarten enrolments each year have been increasing at a higher rate.

### Student attendance profile

School				
Year	2014	2015	2016	2017
K	96.3	95.7	95.8	93.3
1	95.1	94.9	95.4	93.9
2	95.2	92.9	94.2	92.9
3	93.9	94.6	94.3	92.2
4	94	92.1	94.2	92.6
5	95.6	91.7	93.6	92.2
6	93.7	92	91.7	89.8
All Years	94.9	93.6	94.4	92.6
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

Student attendance is slightly below state Department of Education attendance results. Non-attendance is regularly monitored and followed up by staff. Teachers follow up absences after two days as per school procedures. Non-attendance is reported on each semester in the student progress report. The Home School Liaison conducts a check on data every term which is followed up with parent conferences or letters sent home. Programs designed to improve student

attendance include parent conferences, part day exemption plans and referrals to HSLO and Aboriginal HSLO.

## Workforce information

### Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	3
Head Teacher(s)	0
Classroom Teacher(s)	14.64
Teacher of Reading Recovery	0.42
Learning & Support Teacher(s)	0.9
Teacher Librarian	0.8
Teacher of ESL	0
School Counsellor	0
School Administration & Support Staff	2.82
Other Positions	0

\*Full Time Equivalent

Staff has Aboriginal background representation.

### Teacher qualifications

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

### Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	65
Postgraduate degree	35

### Professional learning and teacher accreditation

Staff members continued to actively seek 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 focused on mandatory training, participating in joint learning community staff development days, Focus on Reading 3–6, Focus on Reading Leadership Modules, incorporating IT in classrooms, and teacher accreditation. Other professional learning included

effective classroom observations, quality teaching and a number of sessions, workshops and conferences on curriculum. Administrative staff and the Principal participated in training in the LMBR budget and finance systems. Leadership programs included Art of Leadership. Several teachers either gained or maintained their accreditation during the year. Mentor teachers and supervisors worked together to support these teachers by providing valuable feedback and guidance regarding best practice and development of teaching skills and curriculum development. All teachers seeking accreditation were successful.

## 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>	174,087
<b>Revenue</b>	3,187,372
Appropriation	3,019,427
Sale of Goods and Services	9,169
Grants and Contributions	155,876
Gain and Loss	0
Other Revenue	0
Investment Income	2,899
<b>Expenses</b>	-3,113,266
Recurrent Expenses	-3,113,266
Employee Related	-2,788,535
Operating Expenses	-324,732
Capital Expenses	0
Employee Related	0
Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	74,105
<b>Balance Carried Forward</b>	248,192

The school's financial management processes and governance structures meet financial policy requirements. Intended expenditure in 2018 includes Playground Project, new electronic sign, new bell system and updating of interactive whiteboards and replacing them with smart panels as required.

### Financial summary equity funding

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

	2017 Actual (\$)
<b>Base Total</b>	2,584,257
Base Per Capita	55,323
Base Location	0
Other Base	2,528,934
<b>Equity Total</b>	229,237
Equity Aboriginal	11,295
Equity Socio economic	67,954
Equity Language	22,828
Equity Disability	127,160
<b>Targeted Total</b>	49,426
<b>Other Total</b>	73,139
<b>Grand Total</b>	2,936,059

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.

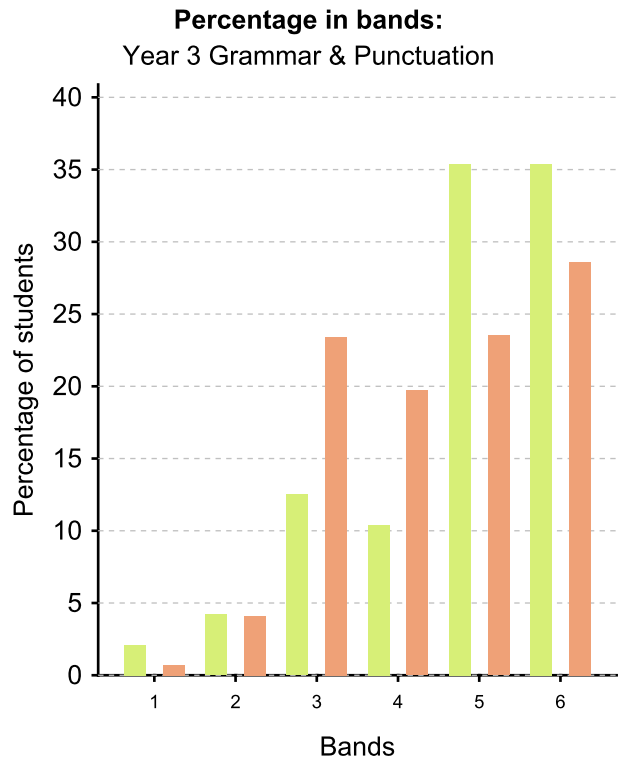
A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

## 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.

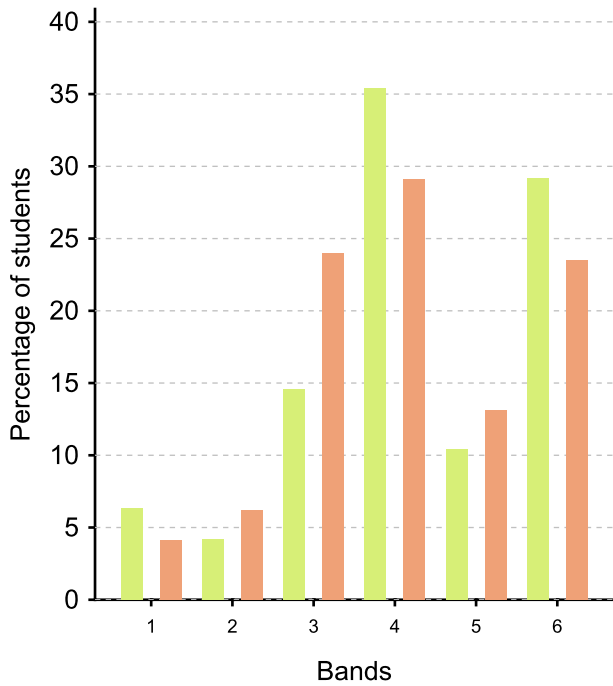
School literacy and numeracy results for Year 3 and Year 5 are varied however overall the greater proportion of our students performed as expected.



<span style="color: #92d050;">■</span> Percentage in Bands
<span style="color: #f4a460;">■</span> School Average 2015-2017

Band	1	2	3	4	5	6
Percentage of students	2.1	4.2	12.5	10.4	35.4	35.4
School avg 2015-2017	0.7	4.1	23.4	19.7	23.5	28.6

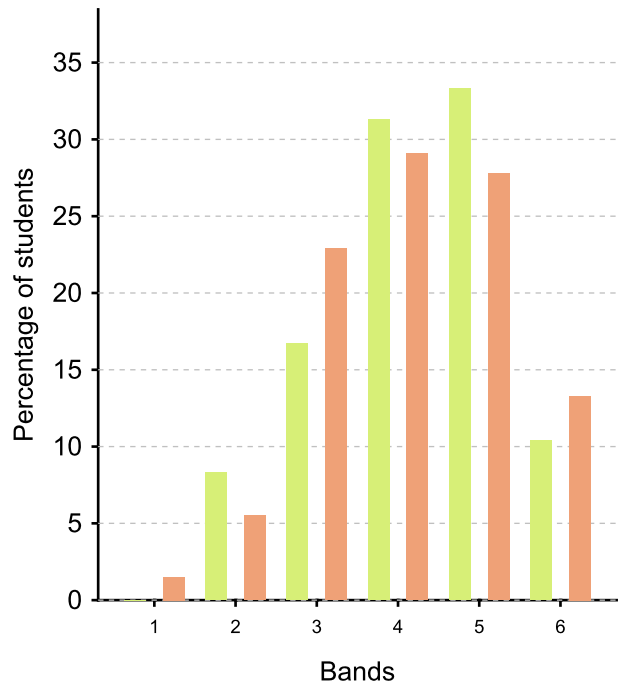
**Percentage in bands:  
Year 3 Reading**



Band	1	2	3	4	5	6
Percentage of students	6.3	4.2	14.6	35.4	10.4	29.2
School avg 2015-2017	4.1	6.2	24.0	29.1	13.1	23.5

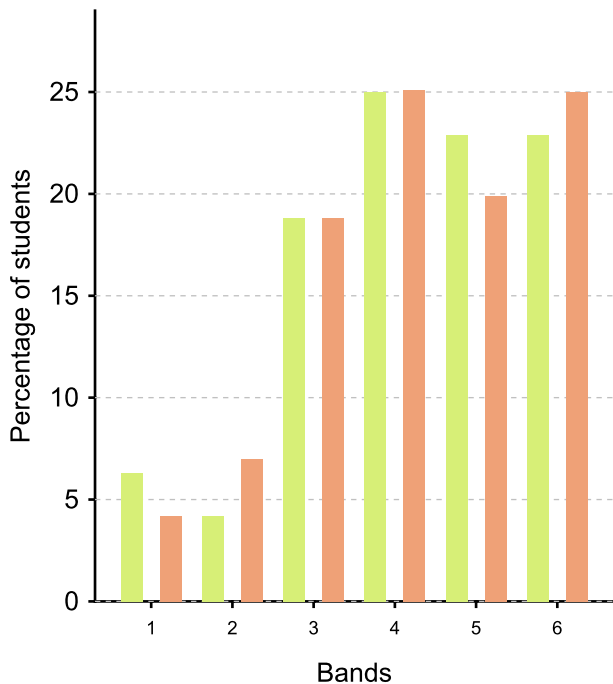
Band	1	2	3	4	5	6
Percentage of students	6.3	4.2	18.8	25.0	22.9	22.9
School avg 2015-2017	4.2	7.0	18.8	25.1	19.9	25.0

**Percentage in bands:  
Year 3 Writing**

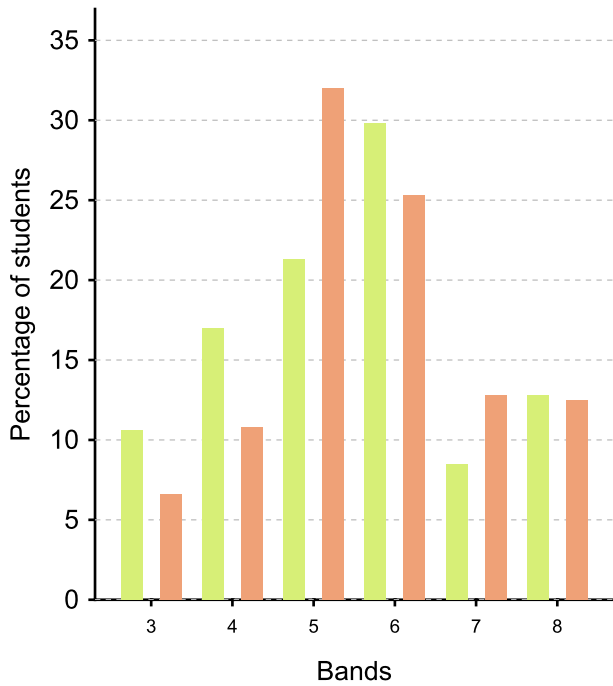


Band	1	2	3	4	5	6
Percentage of students	0.0	8.3	16.7	31.3	33.3	10.4
School avg 2015-2017	1.5	5.5	22.9	29.1	27.8	13.3

**Percentage in bands:  
Year 3 Spelling**

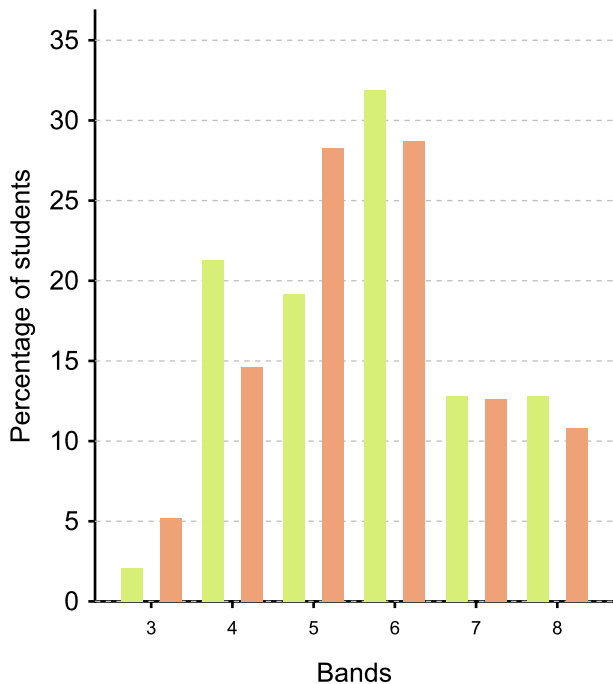


**Percentage in bands:**  
Year 5 Grammar & Punctuation



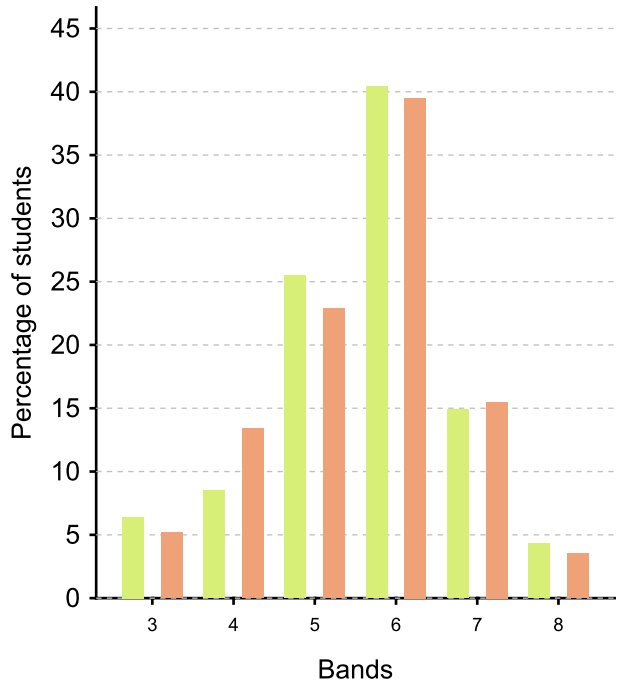
Band	3	4	5	6	7	8
Percentage of students	10.6	17.0	21.3	29.8	8.5	12.8
School avg 2015-2017	6.6	10.8	32.0	25.3	12.8	12.5

**Percentage in bands:**  
Year 5 Reading



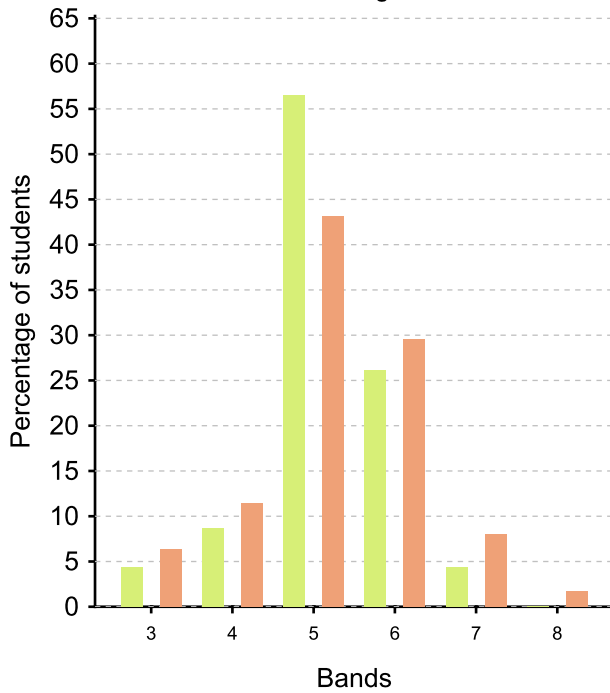
Band	3	4	5	6	7	8
Percentage of students	2.1	21.3	19.2	31.9	12.8	12.8
School avg 2015-2017	5.2	14.6	28.3	28.7	12.6	10.8

**Percentage in bands:**  
Year 5 Spelling



Band	3	4	5	6	7	8
Percentage of students	6.4	8.5	25.5	40.4	14.9	4.3
School avg 2015-2017	5.2	13.4	22.9	39.5	15.5	3.5

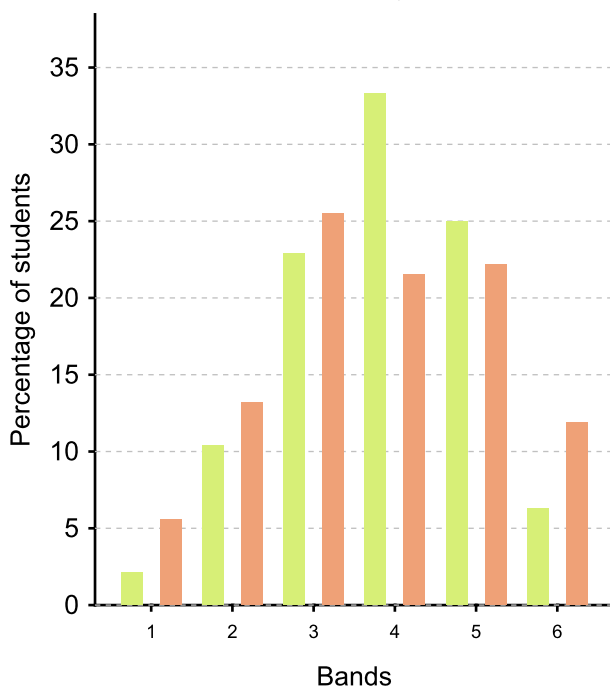
**Percentage in bands:  
Year 5 Writing**



■ Percentage in Bands  
■ School Average 2015-2017

Band	3	4	5	6	7	8
Percentage of students	4.4	8.7	56.5	26.1	4.4	0.0
School avg 2015-2017	6.3	11.4	43.1	29.5	8.0	1.7

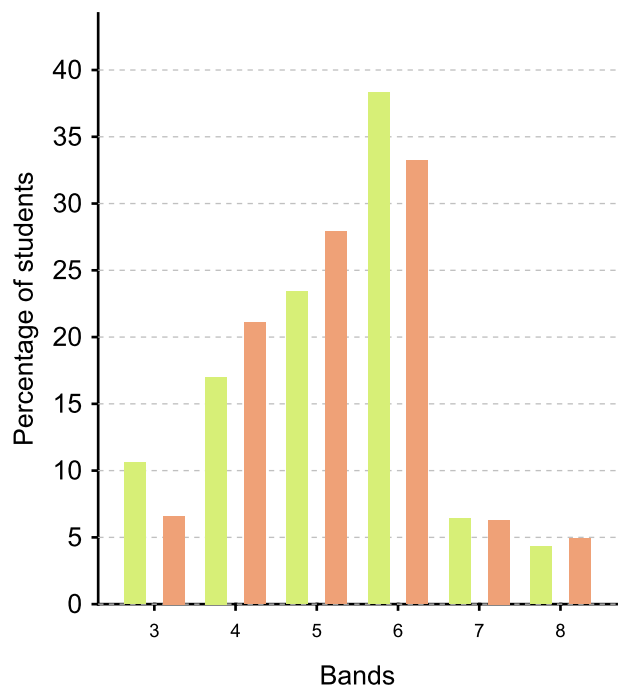
**Percentage in bands:  
Year 3 Numeracy**



■ Percentage in Bands  
■ School Average 2015-2017

Band	1	2	3	4	5	6
Percentage of students	2.1	10.4	22.9	33.3	25.0	6.3
School avg 2015-2017	5.6	13.2	25.5	21.5	22.2	11.9

**Percentage in bands:  
Year 5 Numeracy**



■ Percentage in Bands  
■ School Average 2015-2017

Band	3	4	5	6	7	8
Percentage of students	10.6	17.0	23.4	38.3	6.4	4.3
School avg 2015-2017	6.6	21.1	27.9	33.2	6.3	4.9

The My School website provides detailed information and data for national literacy and numeracy testing. Go to <http://www.myschool.edu.au> to access the school data.>

***Bump It Up Report***

Bump It Up is an initiative that targets support to students who are at middle range and have the greatest capacity to further improve. The Bump It Up Reading Aim is to increase the proportion of students in the top two NAPLAN bands by 9% by 2019. Analysis of the 2016 NAPLAN results identified Comprehension, especially inferencing, as our greatest weakness. This became the focus area for the Bump It Up Program. NAPLAN results, PLAN data (Clusters and Markers) and Benchmarking were cross referenced to identify the target students. The Comprehensive Assessment of Reading (CARS) Pre-tests and Post Tests were administered each term. The results were monitored by the project leader and the Learning and Support Teacher. Throughout the year target groups were adjusted according to assessment results. The CARS

assessments identified areas of weakness which were used to develop the ongoing program. Feedback was provided to students and teachers. At the beginning of Term 2, the Strategies To Achieve Reading Success (STARS) program was trialled with Year 3 students and because it proved to be a successful tool for comprehension it was purchased for Years 3 to 6. Target students in Years 2, 4 and 6 were allocated two ½ hour small group sessions per week. Target students in Years 3 and 5 were allocated three ½ hour small group sessions per week.

### **Year 2**

There were 9 target students on the program. All students have shown significant improvement in their Benchmarking. Class teachers have noted their improvement in comprehension skills in reading activities.

### **Year 3**

There were 10 students on the program. Two students left the school. After assessment monitoring in Term 2, one student was removed from the program due to lack of progress and replaced with a new student. Out of the 8 target students four were in the top2 NAPLAN bands and the rest in Band 4. Most students have shown significant improvement in the CARS assessments. One student improved from 25% in Term 1 to 91% in Term 4.

### **Year 4**

There have been 14 students on the program with 9 students on the program in Term 4. After assessment monitoring in Term 2, four students were considered to have met criteria and were replaced. One student left the school. Most students have shown significant improvement in the CARS assessments with one student improving from 33% in Term 1 to 100% in Term 4.

### **Year 5**

There have been 19 students on the program with 10 target students in Term 4. After assessment monitoring in Term 2, seven students were replaced due to lack of progress. One student was considered to have met criteria and was replaced in Term 3. Two students were in Band 7 in NAPLAN and eight students were in Band 6. One student left the school. Most students have shown improvement in the CARS assessments. One student improved from 41% in Term 1 to 91% in Term 4. This student was in Band 7 for NAPLAN.

### **Year 6**

There have been 14 students on the program. After assessment monitoring in Term 2, one student was considered to have met criteria and was replaced. After monitoring in Term 3 one student was considered to have met criteria and was replaced in Term 4. All students found the Term 4 Post Test challenging. The results were mixed. During feedback sessions most students acknowledged they found the vocab difficult and had to guess answers. Class teachers have

commented that the students are making progress in Comprehension skills.

## **Parent/caregiver, student, teacher satisfaction**

The school took part in the *Tell Them From Me* surveys for students, staff and parents. Surveys were completed by students, staff and parents providing valuable information about various aspects of school life including students with positive behaviour at school, developing positive relationships with peers and valuing schooling outcomes. Survey results show that 86% of students have friends they can trust and who encourage them to make positive choices, compared to the NSW Government Norm of 85%. Eighty-seven per cent of students believe that schooling is useful in their everyday life and will have a strong bearing on their future. Eighty-seven per cent of students do not get into trouble at school for disruptive or inappropriate behaviour compared to the NSW Govt Norm of 83%. Parents at Henry Fulton PS indicate that the school's administrative staff is helpful when answering questions or problems and they are kept well informed about school activities. Parents support learning at home by praising their children for doing well at school and taking an interest in their child's school assignments. The majority of parents agree that teachers expect their child to work hard and that teachers encourage students to do his or her best work. Parents report that their child is clear about the rules for expected behaviour and that teachers expect their child to pay attention in class. Regarding safety at school, parents indicate that their child feels safe going to and from school as well as feeling safe at school. The parents also believe that school staff takes an active role in making sure all students are included in school activities supporting the belief that Henry Fulton PS is an inclusive school. Teachers at Henry Fulton PS believe that they work in a collaborative environment as they work together in developing cross-curricular or common learning opportunities and discuss strategies to increase student engagement. Teachers indicate that assessments help them to understand where students are having difficulty and they give students feedback on how to improve their performance on formal assessment tasks. In maintaining Henry Fulton PS as an inclusive school, teachers establish clear expectations for classroom behaviour and create opportunities for success for students who are learning at a slower pace. Teachers also indicated that school leaders provide guidance for monitoring student progress and have helped to establish challenging and visible learning goals for students.



## Policy requirements

### Multicultural and anti-racism education

Information for this requirement is stated elsewhere in this report.

### Other school programs

#### TRANSITION– PRE–SCHOOL to KINDERGARTEN

Our Kinderstart Orientation program gave children and parents an opportunity to visit the school and familiarise themselves with the Kindergarten classrooms. Across three sessions, children were involved in classroom activities with the Kindergarten teachers whilst parents were provided with information about the school and our teaching and learning programs. Teachers from the school attended local pre–schools to provide information sessions to prospective families and the school welcomed additional visits from the pre–school children to ensure a smooth transition process.

#### LIBRARY

During weekly library lessons, students have been learning information and research skills using print and digital mediums. Inquiry based learning was a focus to assist students in developing their critical thinking and questioning skills. Literature appreciation was taught using a variety of Premier’s Reading Challenge (PRC) and Children’s Book Council of Australia (CBCA) shortlisted books. In total, 231 students completed the PRC, with 4 students receiving gold certificates, and 3 students receiving platinum wards. Students have access to 14 laptops and 11 iPads in the library. Technology is widely used during lessons to develop students’ digital information search skills and research competence. Technology was also used for presentation purposes, using the software program PowerPoint as part of student learning tasks and a tool to create presentations of their understanding. The library provides lunchtime activities for interested students, where books, computers, iPads, board games, building and colouring in activities are available. This year the library hosted a Book Fair, which ran in conjunction with a combined Grandparents Day and Education Week Open Day. Over \$1400 was raised by the Henry Fulton community, which will be used to purchase resources for the library. Book Week was celebrated with a visit from the internationally renowned author Aleesah Darlison. The presentation included an

author talk, performance and writing workshop to students. The library purchased numerous teaching and student resources this year to assist teaching and learning programs within the school.

#### PROFESSIONAL LEARNING AND TEACHER ACCREDITATION

Staff members continued to actively seek 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 focused on mandatory training, participating in joint learning community staff development days, Focus on Reading 3–6, Focus on Reading Leadership Modules, incorporating IT in classrooms, and teacher accreditation. Other professional learning included effective classroom observations, quality teaching and a number of sessions, workshops and conferences on curriculum. Administrative staff and the Principal participated in training in the LMBR budget and finance systems. Leadership programs included Art of Leadership. Several teachers either gained or maintained their accreditation during the year. Mentor teachers and supervisors worked together to support these teachers by providing valuable feedback and guidance regarding best practice and development of teaching skills and curriculum development. All teachers seeking accreditation were successful. In particular, funds were used for two school leaders to be trained in the delivery of the program. The first two modules of Phase 1, including two additional modules, ‘An Introduction to quality literacy teaching’ and ‘English as an additional language dialect’, have also been covered. The program is based on quality research informing teaching practice to improve students’ literacy in all areas of their schooling. Teachers are required to undertake professional readings and complete between module tasks based of their learning in their classrooms. During the program delivery they are exposed to different models used to teach reading comprehension in the classroom. Professional dialogue and sharing the results of the between module tasks forms part of the program delivery. Valuable parts of the program identified by staff were the supportive, collaborative environment created in meetings, the promotion of quality teaching to improve student outcomes, information about the EAL/D learner, up–dating teachers with current research and practice, and the building of context regarding the skill of teaching reading. Changes that have occurred in the teaching of reading have been an increased focus on explicit teaching of language structures, expansion of the type and quality of questions used in the classroom, the revitalisation of the Super Six comprehension strategies and the development of resources. Phase 1 of the Leadership module was also implemented this year. Nine leaders and aspiring leaders participated in this program. The program examined approaches to educational reform that transform classroom teaching and learning practice and developed an understanding the role that school leaders play in the change process. Leaders were asked to reflect on the professional learning and consider ways to sustain changes to the teaching of comprehension K–6. The ideas generated



will be used in future planning of the school directions.

## **SPECIAL CELEBRATIONS AND COMMUNITY EVENTS**

Throughout the year, Henry Fulton Public School organised several days dedicated to celebrating the achievements and diversity within our school community. In 2017, the special events which included the schools 20th Anniversary celebration, a combined Education Week Open Day/Grandparents Day, a Sports-a-thon, a Year 6 Fun Fair fundraiser and an end of year musical production of Follies 2017-"At the Movies".

**20th Anniversary**—This year our school reached the 20th anniversary of its opening in 1997. To mark this occasion, the school invited many special guests including past principals, staff and students to help us celebrate this milestone. A special assembly featured the cutting of the birthday cake by founding member of staff Mrs Vassiliadis, the oldest and youngest students in the school and the current School Principal, a rendition of the school song performed by the school student body led by Mr Wayne Courtney, founding Principal on his guitar. Mr Courtney wrote the school song in 1997 and regularly led the school in song with his guitar in the early days of the school. An evening event led visitors on school tours and a display of archive items in the library and commemorative T-Towels printed with the school song and a "20 Years of Henry Fulton" booklet were for sale. Year 6 held a cake stall with P&C assisting by providing tea and coffee stand and a school disco was enjoyed by all of the students. The event was well attended by present and past families and staff.

**Education Week Open Day/Grandparents Day**—This year's Education Week theme was "I learn, we learn" and to share this message with the community the school combined OpenDay and Grandparents Day. The day was opened by a concert that included songs and dance performances from our dance groups, the school Ukelele group and the choir from various year groups. Following the concert, Grandparents and family members were invited into classrooms to allow student to showcase what they have been learning about. A huge morning tea to honour our Grandparents was catered for by the school community and the library held a Book Fair.

**Sports-a-thon**—To embrace and acknowledge the multicultural diversity within our community, Henry Fulton organised a Sports-a-Thon in Term 3. Each class chose a country to support and spent time learning about it's culture and history. On the day, students participated in a variety of sports that originated in each classes home country. Fundraising was also a main focus and added benefit to the day.

**Year Six Fun Fair fundraiser**—Early in Term 4, Year 6 students planned a fun fair dedicated to raising money towards the Year 6 Farewell. Each stall on the day was set up and run by the Year 6 students. Students from K-6 bought tokens and enjoyed different activities such as face painting, obstacle courses, sponge throwing and a disco.

**Follies 2017 "At the Movies"**—This year ended with a whole school production focusing on the performing arts achievements of each student within the school. The theme of the production was, "At the Movies" with classes singing, dancing and acting to some of the most iconic songs from our favourite movies. The production team consisted of selected staff and students ensured that each of the four performances ran smoothly and enjoy by all. The school community supported the school by purchasing tickets to attend.

## **SUSTAINABILITY AND ENVIRONMENTAL EDUCATION**

As part of the Science and Technology scope and sequence, learning featured environmental education issues with a sustainability focus. Students participated in have been introduced to environmental sustainability concepts and practices. As a result, environmental awareness and responsibility has developed school wide and become a priority for the newly established Sustainability Committee. The purchase of composting bins and the creation of routines of collecting scraps from each classes Crunch and Sip have supported the fertilisation of recently planted vegetable gardens. A local hardware store donated raised garden beds and some plants. A horticulturalist visited and led some learning about planting, composting and propagating. Students across the school take responsibility to maintain the compost heap and gardens.

## **STUDENT LEADERSHIP**

There was an increase of student leadership this year to 6 students in total. We badged 4 School Captains and 2 School Leaders. They performed tasks which included running regular and special assemblies and ensuring flags were appropriately masted. The leaders represented the school at an ANZAC service at Penrith Paceway, at a reception with the Mayor and the launch of the Wishing Tree at K-Mart in Penrith. This year they also ran the Special 20th Anniversary School Assembly. Each sports house has two student leaders. Their roles include organising their sports house at carnivals, communicating with teachers about equipment needs, counting and recording house points each week, speaking at Monday morning assemblies and assisting with the junior soccer games at recess and lunch. The Peer Support Program continued this year. Year 6 and selected Year 5 students took part in a days' training program. The students led a group of K-5 students once a week through a series of activities. Results show that 83% of the leaders rated the program as an important part of their experience at Henry Fulton. They identified leadership skills, teamwork, role modelling, developing an understanding of the differences in other students and confidence as skills that they had developed through this program. Teacher's identified the development of confidence, maturity, independence and collaboration in the student leaders over the ten week program. The Student Representative Council were elected by the students of each class and met weekly to discuss suggestions from the student body for the school. SRC representatives reported the news and ideas that were discussed back to their classes. Over the year

they supported and raised awareness about the Worlds Greatest Shave. Two students participated in the World's Greatest Shave to raise money for Cancer Research by having their hair shaved at a school assembly. SRC organised, ran and supervised a whole-school handball competition, arranged a *Wacky Wednesday* mufti day to raise funds for Stewart House, worked with a local hardware store to build and plant four veggie patches in the school, arranged a visit from a horticulturalist, and organised and held a school talent show.