

# Helensburgh Public School

## Annual Report



2018



2153

## Introduction

The Annual Report for **2018** is provided to the community of Helensburgh Public School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

Ewen Neild

Principal

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### Message from the Principal

In 2018, the school executive and teachers planned evidence based teaching practices. These included the development of literacy and numeracy lesson sequences and devising formative assessment strategies. In addition teachers had opportunities to learn from each other through peer observation. Literacy and numeracy strategies will continue to be a central part of the school strategic directions for 2019 and 2020.

The P&C and the wider parent community continued to be very supportive. Through a number of fundraising events, including the highlight of the Spooky Carnival, every classroom has a hovercam ( document camera) and our older interactive whiteboard projectors have been able to be replaced. Hovercams are being used to set high expectations for student achievement. by photographing quality examples of student work and sharing the assessment criteria through the interactive whiteboard. The aim is to make the learning visible to all students. The school is very appreciative of the fundraising of the P&C and for the on-going care and support of the students. Enhancing parent and community partnerships will continue to be a focus.

Helensburgh Public School has engaging curriculum projects that continue to strengthen the school's learning culture. These include: the school's environment program and Kitchen Garden; leadership initiatives such as peer support, buddy program, debating, public speaking SRC, Green Team and Year 5 future Leaders and Grandparents' Day which was strongly attended and valued by students, teachers, parents, grandparents and the Helensburgh community.

Thanks to the staff, students and parents for the positive contributions and collaborative effort this year. I am very impressed by the close school community partnerships and I look forward to 2019 being an even better year.

## School background

### School vision statement

A quality school, working with its community, to inspire all students to be lifelong learners and responsible citizens by cultivating innovative educational experiences in a nurturing environment.

### School context

Our students are drawn from the town of Helensburgh and surrounding areas of Stanwell Tops and Darkes Forest. Traditionally a coal mining town, the area has seen an influx of professional and semi-professional people who commute to Sydney.

The school has dedicated teachers who provide quality literacy and numeracy programs and support a range of extra curriculum initiatives such as: PSSA sport, creative and performing arts, debating, public speaking and environmental education.

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

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

The school is an active member of both the SeaCliff Community of Schools, based around Bulli High School, and the Community of Schools on the Park, based around Heathcote and Engadine High Schools. In 2018 the school population was 487 students.

# Self-assessment and school achievement

## Self-assessment using the School Excellence Framework

This year, our school participated in an external validation, a self assessment review, using the School Excellence Framework. This 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. During the external validation process, an independent panel of peer principals considered our evidence and assessment of the school's progress, aligned with the standards articulated in the School Excellence Framework. The results of this self assessment indicated that for each of the three domains of Learning, Teaching and Leading we were judged as Delivering.

### Learning

Helensburgh Public School was identified as delivering within the domain of Learning with specific strengths in the element of learning culture. Our school plans for students' transition to primary school and high school, and actively monitors student attendance. The wellbeing of students is explicitly supported by creating a positive learning environment and having clear behaviour expectations. The school's curriculum meets NSW Department of Education requirements and is differentiated to meet student need. Literacy and numeracy data is analysed at a whole school, class and individual level. Our school reports provide specific strengths and areas of development for every student. The school strategic plan reflects commitment to continual reflection and the implementation of current research based theories of learning.

### Teaching

Reflection upon the Teaching domain indicated that as a school we are delivering in all areas. Elements from the teaching domain include: effective teaching practice, data skills and use, professional standards, and learning and development. Teachers continue to implement evidence based teaching by implementing clear learning goals and success criteria in their classrooms. Teachers' skills of data analysis have enhanced the planning of quality lesson sequences. Each teacher has worked towards achieving goals in their Personal Development Plans linked to the Australian Professional Teaching Standards. In addition, teachers gained knowledge of evidence based literacy and numeracy strategies through training and development sessions including the peer observation project.

### Leading

Helensburgh Public School was assessed as delivering in the Leadership domain. Elements in this domain are: educational leadership, school planning, school resources and managing school practices and procedures. The leadership team ensures teaching and curriculum requirements are guided by the NSW Department of Education and the NSW Education Standards Authority (NESA). Leadership organisational structures provide staff with planned opportunities to participate in professional learning aligned to the school's strategic plan and Performance and Development Plans. School resources, both financial and human, are targeted to meet the educational needs of students. The on-going engagement with teachers, students and parents and analysis of student assessment data, ensures that feedback is analysed, and areas of achievement are communicated within the school plan and Annual School Report. Our self-assessment and the external validation 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

### Quality Teaching – A Professional Learning Community

#### Purpose

Teachers are actively engaged in a professional learning community and have high performance expectations for student achievement. Collaborative planning and evidence based teaching strategies are used to support students at their point of need.

#### Overall summary of progress

Quality Teaching – A Professional Learning Community has three projects based on the themes of: peer observations, backward design and evidence based learning. The aim of this strategic direction is to promote a professional learning community that has high expectations for student achievement. The peer observation project involved all teachers, in groups of three, observing each other teaching and providing specific feedback. All teachers found this to be a valuable professional learning process that improved their teaching practice. Teachers completed a professional learning course in using backward design to plan quality lesson sequences. The Quality Teaching Framework and formative assessment strategies were central components of these training sessions. The "What Works Best" document was used by teachers to further develop an understanding of evidence based teaching practices of explicit teaching, differentiation and responsive teaching.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Differentiated teaching programs, formative assessment records and classroom teaching practice demonstrate teachers are using data and evidence based practice.	\$45,000 was spent in releasing teachers to improve their data analysis skills and planning of quality literacy lessons.	Teachers made progress in using the quality teaching framework to plan differentiated lessons.
Increased percentages of students achieve stage based targets in literacy and numeracy and students.	The same funds were spent to release teachers for data analysis (\$45,000 see above)	Pre and post summative assessment strategies were developed across K–6 in Literacy. Stages set targets in writing and reading.
Professional learning meets on-going student and teacher need, and drives improvement in teaching practice and continuous improvement	\$25,000 – casual release for Peer Observation project	Peer observation was used to provide specific feedback on teachers' formative assessment professional learning.

#### Next Steps

1. Peer observation will be improved through timetabling and focusing on formative assessment.
2. Backward design professional learning will continue.
3. Evidence based professional learning of formative assessment will be a focus for 2019.

## Strategic Direction 2

### Knowing, Valuing and Caring for All Students

#### Purpose

Identifying the knowledge and skills of students is critical in developing personalised learning. Fostering teachers' skills in assessment for, of and as learning, will allow differentiated learning for students through the identification of knowledge and skills appropriate to each student's point of need. School life is enhanced for students through the development of whole school initiatives encompassing student wellbeing and engagement and the development of responsible, creative, caring and informed citizens.

#### Overall summary of progress

A whole school review of student welfare policy was undertaken. Six members of staff were trained in Positive Behaviour for Learning in Term 1 leading to the development of an action plan related to discipline, reward, attendance, wellbeing and anti-bullying. The student welfare policy will be shared with the parent community in 2019. Staff evaluated extra curricular activities in Term 4 and a plan was developed to strengthen curriculum areas and initiative future focused curriculum activities for the following year. A formative assessment team was formed to evaluate the school's planning of teaching and learning including the use of Literacy and Numeracy progressions. The team attended Shell Cove Public School to see formative assessment in action. Summative assessment procedures were enhanced to improve diagnostic assessment and consistent teacher judgement of student achievement.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increased percentages of students achieve on-going growth in literacy and numeracy	See strategic direction 1	
Increased percentage of students indicate high levels of engagement	\$3,000 was used to release teachers to plan student wellbeing and engagement initiatives	Curriculum activities were evaluated in staff meetings.  Student wellbeing strategies were planned and ready to be implemented in 2019
There is a consistent approach to external and internal summative assessment	\$3,000 was spent to purchase on-line standardised literacy and numeracy assessments	Summative assessment schedule was developed. Baseline data was collected in literacy and numeracy.
Formative assessment, learning goals and feedback are observable and embedded in classroom practice.	\$4,000 was used to provide teachers with professional learning	Teachers were released to develop their knowledge of formative assessment and literacy progressions. This included teachers observing formative assessment strategies.

#### Next Steps

1. Standardised Literacy and Numeracy assessment will be used to measure academic achievement.
2. Consistent teacher judgement moderation protocols will be enhanced.
3. Professional learning in formative assessment and differentiation will be planned and reflected upon.
4. The student welfare policy will be trialled and reflected upon.
5. Curriculum groups will operate to plan engaging future focused learning opportunities.



## Strategic Direction 3

### Leading, Teaching and Learning Together

#### Purpose

A positive school culture of high expectations, driving improved teaching and learning strategies, occurs when there is authentic collaboration between local schools, parents, students, teachers and leaders.

#### Overall summary of progress

Leading, Teaching and Learning Together has three projects of: school planning, leadership and accreditation and collaborative planning with the Seacliff Community of Schools. The school planning project's aim is to develop effective systems to monitor the impact of the school strategic plan. Student achievement and qualitative data is used to appraise these strategies. Leadership strategies initiated involved the creation of the external validation and formative assessment teams who assisted in improving school planning and leading positive changes to teaching and assessment practices, including the use of literacy and numeracy progressions. The Seacliff Community of Schools includes schools as far north as Helensburgh and south as Bulli. In Semester 2 a collaborative professional learning plan was developed. Starting in 2019, teachers from the community of schools will jointly participate in training that supports knowledge of the literacy progressions and writing.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
The opportunities for leadership, coaching, mentoring and the building of professional capacity increases.	\$10,000 was used to release executive and teachers to self assess the school's teaching, learning and leading as part of external validation.	External validation process identified strategies to build instructional leadership.  Formative assessment teams and student welfare committees were formed. Aspiring leaders were identified and a coaching program planned for 2019.
Increased percentages of students each term achieve stage based targets in literacy and numeracy.	See Strategic Direction 1.  The same funds were used to release teachers to analyse student achievement.	
Increasing numbers of parents, teachers and community groups including AECG are actively engaged in the school and decisions about directions.	No funds were required.	Parent consultation meetings were held to discuss school planning, communication and the welfare policy.
A culture of professional learning embeds across the school and community of schools.	No funds were required as it will be implemented in 2019.	A community of schools writing project was planned for implementation in 2019.

#### Next Steps

1. Improve the 5 week school evaluation process.
2. Strengthen the use of Seesaw as a tool to communicate teaching strategies and student learning.
3. Develop instructional leadership skills through the development of a coaching program.
4. Jointly plan and implement a community of schools writing and literacy progressions project.

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	\$7,348 has been consumed this year.	Aboriginal students have participated in cultural activities every week. This has positively impacted upon their connection to their learning and their cultural identity.
<b>English language proficiency</b>	\$4,500 has been consumed to support explicit literacy teaching.	Teacher training in explicit and systematic literacy teaching has supported students.
<b>Low level adjustment for disability</b>	53,000 has been spent to support students with special learning and behaviour needs.	Student Learning Support Officers have provided extra assistance for students with learning and behaviour needs.
<b>Quality Teaching, Successful Students (QTSS)</b>	\$55, 000 has been spent to support the school strategic plan.	External validation, peer observation and stage planning have been major projects from the school strategic plan. (See Strategic Direction 1).
<b>Socio-economic background</b>	\$37,671 has been spent to support the school strategic plan	Stage planning and peer observation have been major projects from the school strategic plan. Funds have been spent to support teacher professional learning and curriculum differentiation.
<b>Support for beginning teachers</b>	\$6,431 was consumed..	Professional learning in behaviour management and literacy and numeracy strategies have been implemented. Teacher accreditation has also been supported.



## Student information

### Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	210	215	231	243
Girls	240	257	245	232

The 2018 student enrolment profile indicated a similar number of boys and girls attending Helensburgh Public School. With a large cohort of Year 6 leaving at the end of the year, and a smaller intake of Kindergarten students, it is expected that student enrolments will decrease for 2019.

### Student attendance profile

School				
Year	2015	2016	2017	2018
K	97.3	94.8	95.3	94.3
1	94.3	95.9	93.3	94.6
2	95.5	92.2	93.2	92.3
3	96	95.5	93.2	93.7
4	95.1	91.7	93.5	93.4
5	94.8	94.3	94.1	93.4
6	94.7	94.1	92.8	93.7
All Years	95.3	93.9	93.7	93.6
State DoE				
Year	2015	2016	2017	2018
K	94.4	94.4	94.4	93.8
1	93.8	93.9	93.8	93.4
2	94	94.1	94	93.5
3	94.1	94.2	94.1	93.6
4	94	93.9	93.9	93.4
5	94	93.9	93.8	93.2
6	93.5	93.4	93.3	92.5
All Years	94	94	93.9	93.4

### Management of non-attendance

The school has a similar attendance percentage compared to the NSW Department of Education average.

## Workforce information

### Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	4
Classroom Teacher(s)	18.52
Teacher of Reading Recovery	0.63
Learning and Support Teacher(s)	1.1
Teacher Librarian	1
School Counsellor	1
School Administration and Support Staff	4.48

\*Full Time Equivalent

One member of the school's workforce is Aboriginal.

### Teacher qualifications

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

### Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	0

### Professional learning and teacher accreditation

Professional learning, particularly in the area of literacy, has been a central aspect of the school strategic plan. Also, funds have been expended this year to support beginning teachers with two early career teachers gaining their accreditation as proficient. School development days have been used to support school strategic plan initiatives, deliver professional learning, including performance and development plans and mandatory compliance training.

## Financial information

### Financial summary

The information provided in the financial summary includes reporting from 1 January 2018 to 31 December 2018.

	2018 <b>Actual</b> (\$)
<b>Opening Balance</b>	354,486
<b>Revenue</b>	4,359,364
Appropriation	4,098,998
Sale of Goods and Services	6,857
Grants and Contributions	249,643
Gain and Loss	0
Other Revenue	0
Investment Income	3,867
<b>Expenses</b>	-4,096,774
Recurrent Expenses	-4,096,774
Employee Related	-3,738,245
Operating Expenses	-358,528
Capital Expenses	0
Employee Related	0
Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	262,591
<b>Balance Carried Forward</b>	617,076

The school leadership team used the school budget to fund projects within the school strategic plan based on student need. This involved allocating staffing, organising teacher professional learning and purchasing teacher resources. The leadership team used the school milestone document and finance reports to monitor the amount of funds expended throughout the year, and where necessary, make budget adjustments. The school finance procedures are in accordance with NSW Department of Education Guidelines.

### Financial summary equity funding

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

	2018 <b>Actual</b> (\$)
<b>Base Total</b>	3,177,534
Base Per Capita	93,208
Base Location	0
Other Base	3,084,326
<b>Equity Total</b>	222,326
Equity Aboriginal	11,950
Equity Socio economic	37,671
Equity Language	4,522
Equity Disability	168,183
<b>Targeted Total</b>	265,275
<b>Other Total</b>	257,238
<b>Grand Total</b>	3,922,373

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.

From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should take into consideration the different test formats and are discouraged during these transition years.

In 2018, Year 3 students were performing close to similar performing schools in most aspects of literacy and performed above similar performing schools in Writing. Year 5 students performed below similar performing schools in all aspects of Literacy.

Year 3 students performed close to similar schools in Numeracy while Year 5 students performed below similar schools.

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. As schools transition to NAPLAN online, the band distribution of results is not directly comparable to band averages from previous years. While the 10 band distribution available to schools who completed NAPLAN online is a more accurate reflection of student performance, caution should be taken when considering results relative to what was formerly a six band distribution. As the full transition of NAPLAN online continues, the most appropriate way to communicate results for NAPLAN online is by scaled scores and scaled growth. This is the reporting format agreed by state and territory education ministers, and is reflected on the myschool website.

The average percentage for Year 3 and Year 5 NAPLAN reading and numeracy results, performing in the top two bands, is 34%. This is a slight increase from the average in 2017.

## Parent/caregiver, student, teacher satisfaction

The school discipline and reward policy was reviewed in 2018, and through the self assessment process feedback was sought from all stakeholders. A total of 47 parents and carers responded to an online survey in Term 4. A 1–5 scale was used and was found that the majority of parents surveyed valued the achievement awards and student wellbeing strategies. However, In regards to setting clear behaviour expectations parents did not score this question as highly. 50% of parents gave the scaled score of 4 or 5, 27% scored responded 3, 15% scored a 2, and 6% scored a 1. Parent consultation meetings were also conducted in Term 4, with a focus on the school reward system. The small number of parents who attended made the suggestion that the reward system could be further improved by increasing its significance and profile in the school community. Students were also surveyed and it was found that the majority valued having an engaging reward system. Teachers were also surveyed provided ideas in how to enhance the reward system and the school's discipline policy.

## Policy requirements

### Aboriginal education

Our cohort of Aboriginal and Torres Strait Islander children have participated in weekly cultural activities throughout the year. Students found the activities engaging and strengthened their knowledge of Aboriginal culture and identity, and helped the students achieve some of their goals in their Personal Learning Pathways. "Koori Kids on The Park" was a wonderful event where indigenous students met with Royal

National Park guides and Aboriginal Elders. These events were made more special by our inclusion in the Community of Schools group from the Engadine area. In celebrating National Reconciliation Week, Indigenous and non– indigenous students joined over 2000 students and 400 community members in the Bellambi Community Walk for Reconciliation. The students gained a greater understanding of Aboriginal history and culture and loved watching students and community members perform.

### Multicultural and anti-racism education

Teachers incorporated multi cultural perspectives across all Key Learning Areas. This ensured inclusive teaching practices recognised the cultural, linguistic and religious backgrounds of all students and promoted tolerant attitudes towards cultural diversity and world views. Harmony day was celebrated to foster tolerance of different cultures, and promote student wellbeing.