

# Hume Public School Annual Report



2018



4407

## Introduction

The Annual Report for **2018** 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

### School contact details

Hume Public School

Parklands Cres

Lavington, 2641

[www.hume-p.schools.nsw.edu.au](http://www.hume-p.schools.nsw.edu.au)

[hume-p.school@det.nsw.edu.au](mailto:hume-p.school@det.nsw.edu.au)

6025 1850

## School background

### School vision statement

At Hume Public School we strive to provide opportunities in an inspiring and progressive learning community that engages all to achieve personal growth and be respectful and responsible citizens.

Every Child, Every Chance, Every Day

### School context

Hume Public School is a vibrant and dynamic primary school. It has a current enrolment of 217 students. Our school prides itself on providing a welcoming and supportive environment, built upon high expectations for all. 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. Our school has beautiful gardens, spacious sporting grounds and plentiful outdoor learning areas.

Our school celebrates and values our diverse community, with 34% of students being from Aboriginal and Torres Strait Islander background. The emphasis on inclusivity, and celebrating the differences existing throughout our student population, continues to strengthen our school.

Our school has a strong relationship with the community, encompassing our Parents & Citizens Association, parent body and local community members, including Aboriginal Elders. Hume Public School is 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.

Quality teaching is embedded in classroom practice ensuring a differentiated, integrated and inclusive curriculum. Student achievement of literacy and numeracy outcomes is a priority for our school. Our school provides a well-rounded education with the development of the 'whole child' seen as important. Our student welfare programs ensure the promotion of respect, responsibility and achievement.

## 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 (Personalised Learning) of our School Plan, our focus has been on presenting learning tasks that are purposeful, clearly defined, differentiated and challenging so that all students experience powerful, progressive and precise learning appropriate to their understanding and level of need.

Differentiating the curriculum, with a focus on literacy and numeracy, 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 (Consistent Teaching Protocols) of the School Plan, our focus has been on staff participating in relevant professional development across the curriculum in order to deliver high quality classroom practice. During this year, we continued our participation in the Curiosity and Powerful Learning Framework, with a focus on consistent teaching protocols and explicit feedback for staff to improve teaching practice. We continued with staff collaboration and constructive classroom observations in peer triads, explicitly supporting colleagues and developing consistent practices school wide. 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 (Leadership for Learning) of our School Plan, our focus has been on the implementation of behaviour management strategies and Positive Behaviour for Learning (PBL) expectations across the school, using consistent practice. A Positive Intervention Room (PIR) was developed to meet student need and address behaviour at point of need, both academically and socially for individual students. All staff have participated in professional development and learning opportunities; this learning has been shared with colleagues and has led to school based professional learning, enhancing student learning outcomes.

Staff 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/sef-evidence-guide>

## Strategic Direction 1

### Personalised Learning

#### Purpose

By presenting learning tasks that are purposeful, clearly defined, differentiated and challenging then all students experience powerful, progressive and precise learning through working appropriate to their understanding and level of need.

#### 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 new Literacy and Numeracy progression 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
All students demonstrate expected growth in reading.	<ul style="list-style-type: none"><li>• L3 training by all K–2 teaching staff</li><li>• Intervention programs purchased; staff trained in the delivery and assessment of these programs</li><li>• Instructional Leader providing guidance and support to Yr 3–6 staff (timetabled meetings; provision of professional learning)</li></ul>	<ul style="list-style-type: none"><li>• 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. Staff have participated in peer lesson observations to improve teaching practice and learning outcomes for students.</li><li>• L3 Practice shared and implemented throughout the K–2 classes.</li><li>• '7 Steps to Writing' / 'Daily 5' literacy practices have been implemented into all Yr 3–6 classes. 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.</li><li>• 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. Students are able to identify their learning strengths and next step to progress further.</li></ul>
All students demonstrate expected growth in numeracy.	<ul style="list-style-type: none"><li>• Instructional Leader providing guidance and support to Yr 3–6 staff (timetabled meetings; provision of professional learning)</li><li>• Allocation of additional staff for the effective implementation of maths</li></ul>	<ul style="list-style-type: none"><li>• Maths groups identified throughout Semester 2 for Year 3 to Year 6 students.</li></ul>

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
All students demonstrate expected growth in numeracy.	groups at student point of need <ul style="list-style-type: none"> <li>• Allocation of assessment and planning for teaching staff specifically for numeracy</li> </ul>	<ul style="list-style-type: none"> <li>• Maths groups identified throughout Semester 2 for Year 3 to Year 6 students.</li> </ul>
Increase value add scores for Years 3–5 to at or above average state scores.	<ul style="list-style-type: none"> <li>• Allocation of time by Learning &amp; Support Teacher</li> <li>• Class teacher time allocation</li> <li>• Individual student funding allocation</li> </ul>	<ul style="list-style-type: none"> <li>• Increase in school average from previous year in value–add scores</li> <li>• Identified student need and delivery of curriculum outcomes to individual students level of need.</li> </ul>
Increased School–wide Evaluation Tool (SET) scores for the Positive Behaviour for Learning (PBL) Program.	<ul style="list-style-type: none"> <li>• Professional Learning for PBL Team Leader and Coach</li> <li>• Allocation of staff meeting time for PBL professional learning</li> </ul>	School–wide Evaluation Tool scores improved from previous year ; 92%

## 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

### Consistent Teaching Protocols

#### Purpose

By adopting consistent teaching protocols, student engagement and learning will be strengthened. When teachers effectively collaborate, converse, use data to inform and evaluate teaching practice, the impact on student capacity to learn will be enhanced.

#### Overall summary of progress

The Curiosity and Powerful Learning Framework has provided a basis for professional learning throughout 2018. This evidence based approach was able to 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 implement the explicit instructional model.	<ul style="list-style-type: none"> <li>Curiosity &amp; Powerful Learning Framework implemented across the school</li> <li>Regular lesson observation completed for all teaching staff, both within the school and with other C&amp;PL schools.</li> <li>Instructional Leader has timetabled meetings with all class teacher regarding teaching practice</li> </ul>	<ul style="list-style-type: none"> <li>Staff have participated in regular lesson observations with peers, supervisors and in some cases, the students.</li> <li>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.</li> </ul>
100% of teachers show increased scores in the use of evidence based practices.	<ul style="list-style-type: none"> <li>Time allocation for professional learning outlining evidence based practice and the impact on student learning</li> <li>Staff development day – behaviour expert outlined correlations and effect size behind specific teaching/student management strategies and student behaviours</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>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.</li> <li>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 on the continuum. Through these meetings and professional conversations with the Instructional</li> </ul>

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
100% of teachers show increased scores in the use of evidence based practices.		Leader staff have collaborated and provided consistent judgement across stages.
Increased scores for collaboration as evidenced by the Tell Them From Me teacher survey.	<ul style="list-style-type: none"><li>• Time allocation for meeting with Instructional Leader and peers re improving teaching practice.</li></ul>	<ul style="list-style-type: none"><li>• Staff commented that the time allocation and lesson observations were beneficial and had improved their classroom teaching practice.</li></ul>

## 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 school plan and the School Excellence Framework.



## Strategic Direction 3

### Leadership for Learning

#### Purpose

To develop each staff member as a leader for learning through professional development relevant to student needs and whole school priorities. Staff are expected to implement new knowledge into their classrooms, share their knowledge and lead professional learning for colleagues to embed relevant practice to whole school pedagogy

#### 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
100% of teachers PDP's are aligned with the School Plan.	<ul style="list-style-type: none"><li>• Staff meeting outlined PDP structure and alignment with School Plan</li><li>• Individual staff supported through the process by supervisors</li></ul>	<ul style="list-style-type: none"><li>• Behaviour Management Plans were discussed with students, parents and staff.</li><li>• Welfare Policy updating began mid-way throughout the year.</li><li>• PBL professional learning delivered throughout the year by internal coach and team leader.</li><li>• All staff implemented fortnightly whole-school focus; all staff participated in whole school rewards days each term.</li></ul>
Increased scores in leadership capacity as measured by the AITSL 360 Reflection Tool for school leaders.		Yet to be completed

#### 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.
- Implementation of the Berry Street Education Model – staff training and development (2 year process)

Key Initiatives	Resources (annual)	Impact achieved this year
<b>English language proficiency</b>	\$5168	<ul style="list-style-type: none"> <li>• Staff supported our EALD students both in the classroom for academic achievement and for social interactions on the playground.</li> </ul>
<b>Low level adjustment for disability</b>	\$143582	<ul style="list-style-type: none"> <li>• A full time Learning and Support Teacher provided individual and group teaching support to students at point of need.</li> <li>• Personalised Learning Plans, Behaviour Management Plans and Risk Assessment Plans developed for students by class teachers and Learning and Support Teacher.</li> <li>• 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.</li> <li>• 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)</li> </ul>
<b>Quality Teaching, Successful Students (QTSS)</b>	<ul style="list-style-type: none"> <li>• 49558</li> <li>• (\$0.00)</li> </ul>	<ul style="list-style-type: none"> <li>• Quality Teaching Strong Students entitlement and beginning teacher funds were used for teacher mentoring.</li> <li>• Negotiated support identified areas that require support for the teachers and also provided release time for the executive staff.</li> <li>• Accreditation support provided to one teacher to complete BOSTES Accreditation process successfully.</li> </ul>
<b>Socio–economic background</b>	\$466242	<ul style="list-style-type: none"> <li>• 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 subsidised payments for activities to allow participation in activities and excursions.</li> <li>• School Learning Support Officers employed to provide additional support in sport and camp activities. Transition programs have ensured that students are prepared for the next stage of their educational pathway. The programs are able to identified students that need additional support to ensure their needs are being met within the school system.</li> </ul>

## Student information

### Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	95	104	90	89
Girls	84	87	84	79

### Student attendance profile

School				
Year	2015	2016	2017	2018
K	88.7	89	91	82.5
1	85.9	92.7	87.5	86
2	91	90.1	93.9	83.3
3	90.6	93.2	89.9	84.9
4	89.8	90.8	91.5	89.1
5	91.7	90.9	91	83.2
6	90.1	91.6	90.3	82.9
All Years	89.7	91	90.5	84.3
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

In 2018, 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(s)	1
Assistant Principal(s)	3
Classroom Teacher(s)	9.66
Teacher of Reading Recovery	0.21
Learning and Support Teacher(s)	1
Teacher Librarian	0.4
School Administration and Support Staff	7.32

\*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	90
Postgraduate degree	10

### 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: 1 staff member achieved Proficient level
- 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.
- Positive Schools Conference, Doing School Differently conference, PBL development

modules and behaviour focus professional learning undertaken to enhance staff development and behaviour management.

## Financial information

### Financial summary

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

	2018 Actual (\$)
<b>Opening Balance</b>	330,955
<b>Revenue</b>	3,499,321
Appropriation	3,464,522
Sale of Goods and Services	1,883
Grants and Contributions	31,317
Gain and Loss	0
Other Revenue	0
Investment Income	1,599
<b>Expenses</b>	-3,271,953
Recurrent Expenses	-3,271,953
Employee Related	-2,976,983
Operating Expenses	-294,970
Capital Expenses	0
Employee Related	0
Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	227,368
<b>Balance Carried Forward</b>	558,323

The balance carried forward will support specific initiatives and projects at Hume Public School. These include:

- Employment of a part time Business Manager to support the efficient management of the schools business functions including administration, Health and Safety, asset management and finance
- Employment of Instructional Leader for additional days per week; working with Stages 2 and 3.
- Employment of additional class teacher in Stage 2 and 3
- Redesign of Assistant Principal position to Deputy Principal Wellbeing (inline with School Plan)
- Preschool improvements in line with the National Quality Standards

### 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>	1,494,491
Base Per Capita	37,693
Base Location	2,303
Other Base	1,454,495
<b>Equity Total</b>	712,332
Equity Aboriginal	97,338
Equity Socio economic	466,242
Equity Language	5,168
Equity Disability	143,582
<b>Targeted Total</b>	608,423
<b>Other Total</b>	388,635
<b>Grand Total</b>	3,203,880

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.

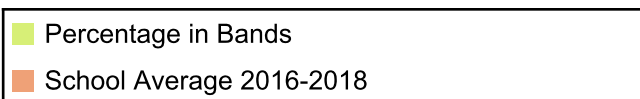
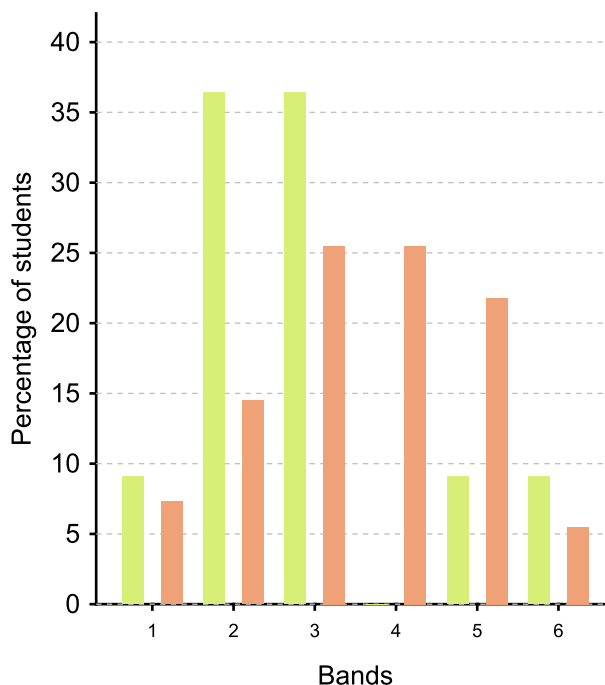
**Year 3 NAPLAN** data from 2018 indicated that:

- 18% of students were in the top 2 Bands for **Reading**
- 20% of students were in the top 2 Bands for **Writing**
- 20% of students were in the top 2 Bands for **Grammar and Punctuation**

**Year 5 NAPLAN** data from 2018 indicated that:

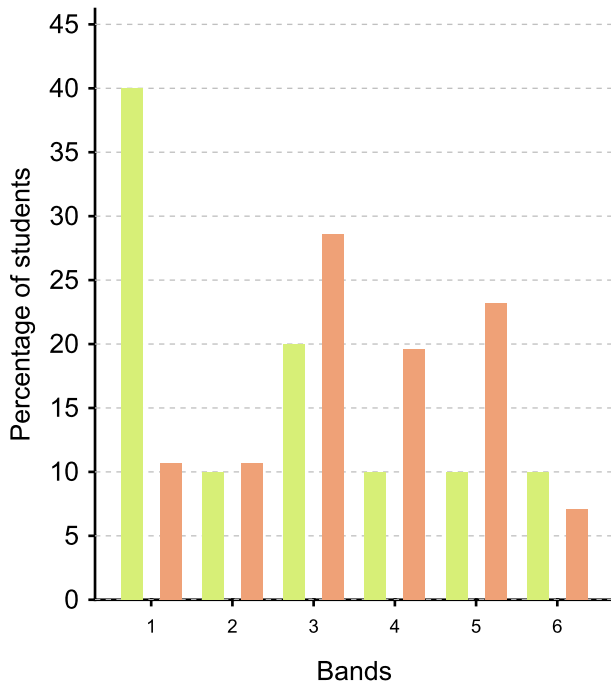
- 14.3% of students were in the top 2 Bands for **Writing**
- 28% of students were in Band 6 and above, with a decrease in the number of students remaining in Band 3 from previous years for **Reading**

**Percentage in bands:**  
Year 3 Reading



Band	1	2	3	4	5	6
Percentage of students	9.1	36.4	36.4	0.0	9.1	9.1
School avg 2016-2018	7.3	14.5	25.5	25.5	21.8	5.5

**Percentage in bands:**  
Year 3 Grammar & Punctuation

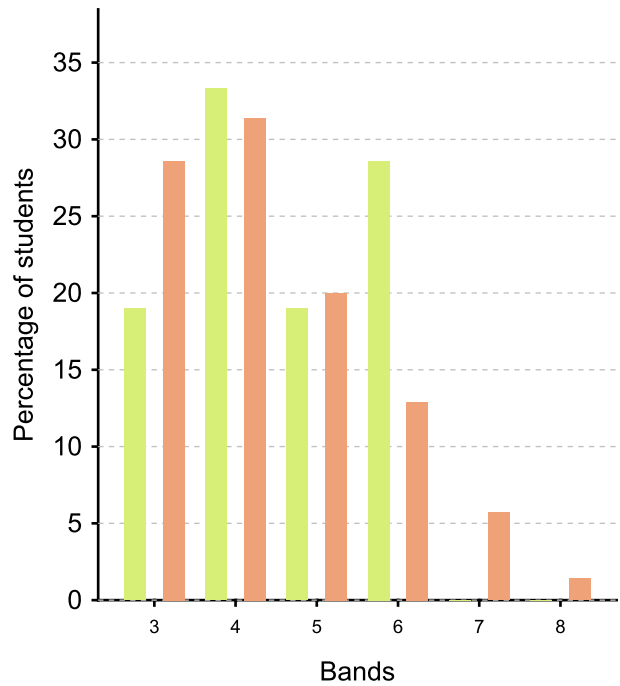


■ Percentage in Bands  
■ School Average 2016-2018

Band	1	2	3	4	5	6
Percentage of students	40.0	10.0	20.0	10.0	10.0	10.0
School avg 2016-2018	10.7	10.7	28.6	19.6	23.2	7.1

Band	1	2	3	4	5	6
Percentage of students	10.0	30.0	30.0	10.0	20.0	0.0
School avg 2016-2018	8.9	14.3	28.6	26.8	19.6	1.8

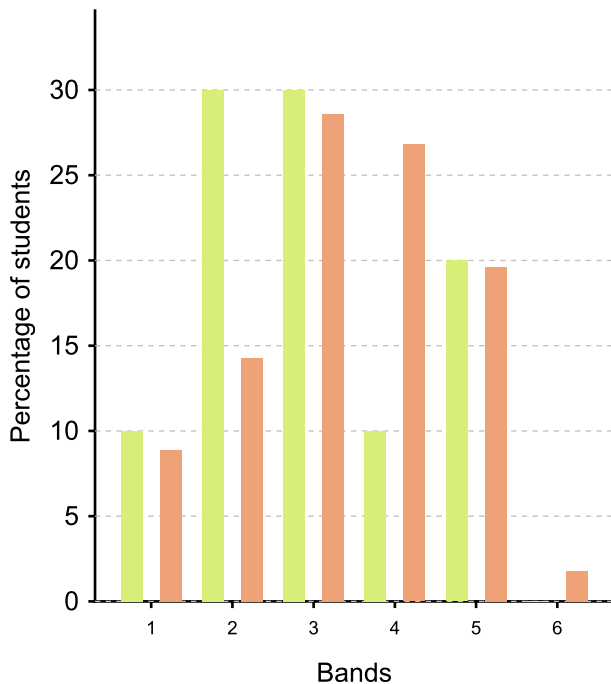
**Percentage in bands:**  
Year 5 Reading



■ Percentage in Bands  
■ School Average 2016-2018

Band	3	4	5	6	7	8
Percentage of students	19.0	33.3	19.0	28.6	0.0	0.0
School avg 2016-2018	28.6	31.4	20.0	12.9	5.7	1.4

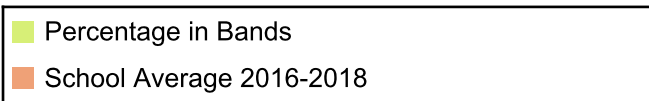
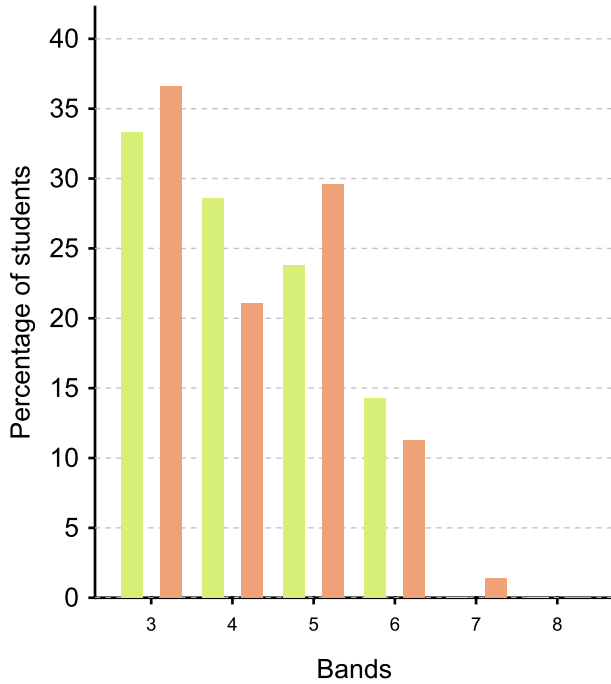
**Percentage in bands:**  
Year 3 Writing



■ Percentage in Bands  
■ School Average 2016-2018

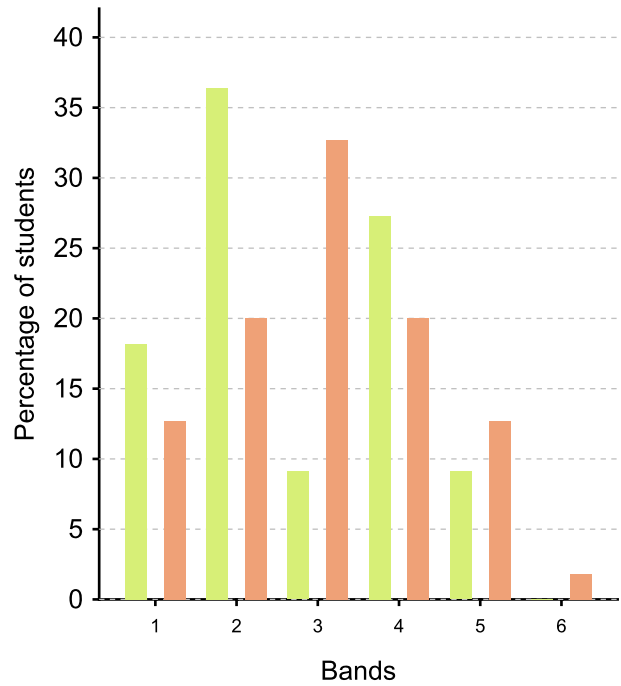


**Percentage in bands:**  
Year 5 Writing



Band	3	4	5	6	7	8
Percentage of students	33.3	28.6	23.8	14.3	0.0	0.0
School avg 2016-2018	36.6	21.1	29.6	11.3	1.4	0

**Percentage in bands:**  
Year 3 Numeracy



Band	1	2	3	4	5	6
Percentage of students	18.2	36.4	9.1	27.3	9.1	0.0
School avg 2016-2018	12.7	20	32.7	20	12.7	1.8

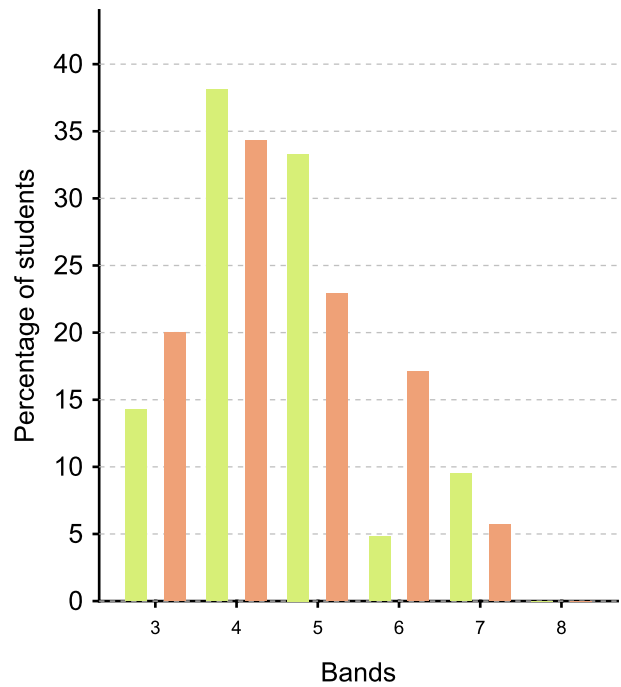
**Year 3 NAPLAN** data from 2018 indicated that:

- 36% of students were in Band 4 and above, with 9% being in Band 5 for **Numeracy**

**Year 5 NAPLAN** data from 2018 indicated that:

- 9.5% of students were in Band 7 and above and there was a decrease of students remaining in Band 3 from previous years for **Numeracy**

**Percentage in bands:**  
Year 5 Numeracy



Band	3	4	5	6	7	8
Percentage of students	14.3	38.1	33.3	4.8	9.5	0.0
School avg 2016-2018	20	34.3	22.9	17.1	5.7	0

**Premier's Priorities: Improving education results and State Priorities: Better services – Improving Aboriginal education outcomes for students**

**Year 3 Aboriginal Students:**

- 32% at the State average for **Writing**
- 37% at, or above the State average for **Spelling**
- 64% at the State average for **Reading**

**Year 5 Aboriginal Students:**

- 25% at or above the State average for **Spelling**
- 25% above the State average for **Grammar and Punctuation**
- 25% above the State average for **Writing**

There has been an increase in the number of Aboriginal students in the top 2 Bands for Reading and Numeracy.

## Parent/caregiver, student, teacher satisfaction

In 2018 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 informed regarding their child's progress, behaviour and development at school.
- Parents also indicated that they agree that Hume Public School supports positive behaviour and learning. They felt that teachers support students in learning and create opportunities for students learning at a slower pace.
- The parent responses indicated areas for development include student safety at school and making parents feel welcome within the school.
- The Tell Them From Me Survey for students Year 4 to 6 indicated high percentages in area of valuing school outcomes and participating in school sports.
- Aboriginal students strongly agreed they feel good about their culture whilst at school with 78% agreeing or strongly agreeing their teachers have a good understanding about their culture.
- Students indicated that they have someone at school who consistently provides encouragement and can be turned to for advice.

## Policy requirements

### Aboriginal education

Our continued focus throughout 2018 was to support Aboriginal and Torres Strait Islander students in their classrooms during English and Mathematics. Our Aboriginal Education Officer and School Learning Support Officer (Aboriginal) were timetabled to assist learning within each of our classrooms. 'Because of her, we can!' was the theme embraced throughout the school. The whole school visited the Wonga Wetlands as part of the NAIDOC Week celebrations, where several local Aboriginal women, elders from the local Wiradjuri community, shared stories, skills and customs. The students were also able to view native animals in the river and wetland environment and consolidate learning from Wiradjuri language classes.

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.



### 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. 2018 Harmony Day was acknowledged and celebrated with activities and discussions shared in all classes around the theme 'Everyone Belongs'. Our school has two Anti-Racism Contact Officers (ARCO) who provide support to our students, staff and school community. Hume Public School has been supported with Targeted Funding for two refugee students and this will continue during 2019. Our refugee students have been supported by a funded teacher (0.4 position) with a focus on literacy and numeracy skills.

The School-University Partnership-Refugee Action support (RAS) program is a joint initiative of the NSW DoE, the Australian Literacy and Numeracy foundation (ALNF) and Charles Sturt University (CSU) Thurgoona Campus. During 2018, Hume Public School continued to be part of this initiative and we had four tutors from the Thurgoona Campus Speech Pathology faculty to support our EAL/D students to improve their English Language and literacy skills. Hume Public School will be continuing this program in 2019.