

Henry Fulton Public School

Annual Report



2018



4619

Introduction

The Annual Report for **2018** 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.

Grace Palamara

Principal

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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 Public School is a vibrant school in Western Sydney with an enrolment of 414 students, including Aboriginal students and a growing number of students from a non-English speaking background.

The staff and school community strive to provide a quality education for all students. 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 Learning 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.

School priority areas align with the Department of Education School Excellence Framework. The three areas are Teaching, Learning and Leading. The important work will include creating and maintaining student engagement in differentiated future focused learning, quality professional learning to build and enhance the capacity of all staff and building stronger collaborative partnerships with members of the school and wider community.

Staff includes experienced and early career teachers who work collaboratively to provide quality teaching and learning through the implementation of the NSW Syllabus for the Australian Curriculum. Students achieve in academic, sporting, performing arts and social programs in a supportive and caring school environment.

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. A summary of the progress achieved across the Learning, Teaching, and Leading priority is reported on in this Annual School Report. 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

Learning

Purpose

To develop independent learners who think critically and creatively. We believe building resilience and developing critical thinking and problem solving skills will enable students to work collaboratively and experience future success.

Overall summary of progress

1. Students in Stage Three trained to become Peer Support Leaders. Weekly Peer Support groups implemented in Term 2 across K–6.
2. Stage Three students implement a Peer Play program.
3. Busways visit to deliver safety talks regarding travel on public transport.
4. Interrelate Program in Stage Three delivered in Term 4.
5. *Soundwaves Diagnostic Assessment* administered in Term 1 across grades 1–6.
6. Kindergarten Best Start Assessment administered to all Kindergarten students.
7. CARS assessments conducted in selected grades.
8. NAPLAN administered for grades 3 and 5.
9. ICAS competition assessments conducted to a growing number of students.
10. NAPLAN analysis in Term 3 and 4.
11. Parent Workshops conducted in Terms 2 and 3.
12. Differentiated teacher professional learning conducted in Term 2, delivered by staff.
13. Kindergarten Orientation program and transition sessions in Term 3 and 4 including visits by local child care services.

Resources used:

Peer Support kits.

Casual relief for LaST, staff

Support from Learning and Support AP

Students training booklets created, equipment and certificates and badges for Peer Play Leaders

Permission notes and outside agency support–Busways

Soundwaves program which includes online component, diagnostic pack and professional learning sessions for staff

Best Start Assessment folders.

CARS assessment kits

Coding equipment, robotics, laptops and surveys

Evaluation:

Stage Three students successfully trained and supported through the implementation of the program.

Peer support targeted "Friendships" and used to link with PBL.

Students have increased awareness

of safety when travelling on buses.

Lunchtime peer play group activities was well attended and enjoyed by all students.

Most Year 6 students participated in the Interrelate program.

Soundwaves diagnostic assessment results inform teaching and programming and are used to track student progress.

Best Start assessment results analysed and used to create classes and inform teaching.

NAPLAN analysis results inform future school planning.

Parents upskilled in areas of technology and better able to support their child's learning.

Teacher professional learning differentiated for staff is better tailored to needs in order to improve teaching and learning.

Parents of Kindergarten students are better able to support their child in their first year of school.

Improved relationship with local child care services. Children have opportunities for transition to school.

Progress towards achieving improvement measures		
Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increasing levels of students progressing in cluster levels in both literacy and numeracy as shown in PLAN data.	School funds	Improved spelling results. Generally NAPLAN results were as expected. Expected growth in Year 5 was achieved for both boys and girls.
Regular reviewing of Positive Behaviour for Learning (PBL) practices in order to meet the changing needs of the school.	School funds	Positive Behaviour for Learning was reviewed in 2018. Surveys, analysis of data, staff professional learning and consultation resulted in clearer expectations and more effective practices in the school.
At least 35% of students achieve in the top two bands for NAPLAN reading, writing and numeracy.	School funds	Close to 35% of students achieved in the top two bands for NAPLAN reading, writing and numeracy.
18% of students achieving greater than or equal to expected growth in NAPLAN	School funds	Expected growth was achieved.

Next Steps

The school plans to continue with the *Soundwaves* program in order to strengthen students progress opportunities in spelling and so there is a whole school focus for consistency in the school. Capacity of teachers to build skills will continue with the PODS differentiated professional learning. The school will continue to analyse and triangulate a variety of sources of data to improve student results and teacher capacity to meet the needs of all students.

Strategic Direction 2

Teaching

Purpose

Students will benefit from high quality teaching practises when the teaching staff apply a high level of professionalism and commitment and engage in quality professional learning. The learning opportunities students are involved in are engaging and evidence-based. High quality teaching occurs when teachers evaluate, assess and analyse student engagement and learning for growth and plan for ongoing learning as part of a teaching and learning cycle.

Overall summary of progress

1. Teachers worked with students on goal setting in reading.
2. Implementation of Soundwaves program.
3. PLAN data entered every term and analysed by teachers and learning and support teachers.
4. Spelling diagnostic testing completed.
5. Reading Benchmarks recorded and tracked for each student.
6. Stage based data analysis regularly completed by teachers.
7. Sprint Interventions created in stage planning and other intervention programs including *MultiLit*.
8. Moderated writing conducted in stages and rubrics created.
9. Stage based assessments completed for mathematics.
10. Whole school analysis of NAPLAN.
11. Data walls in each classroom. Students conferencing and goal setting related to progress on the data walls.
12. Written and oral feedback.
13. Differentiation in teacher programs.
14. PAT tests conducted for grades 2 and 4.
15. The development of Individual Learning Plans for students with learning needs. Learning and support action packs created for implementation.
16. Professional learning in *Focus On Reading*.
17. School planning reflection on Staff Development Day. A session on staff well-being delivered.
18. Scope and sequences created for PDHPE and History/Geography.
19. Instructional support provided to teachers including lesson modelling in the use of big books, guided and modelled reading and writing.
20. Differentiated professional learning sessions for teachers were created and implemented in Term 2 included technology, literacy and numeracy.

Resources used:

Data Walls

Soundwaves products

Sprints resources

Work samples

Stage assessments saved digitally to school server

SCOUT, NAPLAN, PAT and Soundwaves data

Rubric templates

Learning and Support Team, AP L&S

Syllabus documents

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
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Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<p>Increased number of whole school teaching and learning programs created and used as a result of collaboration and engagement of staff.</p>	<p>School funds</p>	<p>Implementation of Soundwaves program K–6.</p> <p>PLAN data entered every term and analysed by teachers and learning and support teachers.</p> <p>Reading Benchmarks recorded and tracked for each student.</p> <p>Stage based data analysis regularly completed by teachers.</p> <p>Sprint Interventions conducted in stage planning.</p> <p>Moderated writing conducted in stages and rubrics created.</p> <p>Stage based assessments completed for mathematics.</p> <p>Whole school analysis of NAPLAN.</p> <p>Data walls in each classroom. Students conferencing and goal setting related to progress on the data walls.</p> <p>Written and oral feedback.</p> <p>Differentiation in teacher programs.</p> <p>PAT tests conducted for grades 2 and 4.</p> <p>The development of Individual Learning Plans for students with learning needs. Learning and support action packs created for implementation.</p> <p>Professional learning in <i>Focus On Reading</i>.</p> <p>School planning reflection on Staff Development Day session and staff well-being delivered.</p> <p>Scope and sequences created for PDHPE and History/Geography.</p> <p>Instructional support provided to teachers including lesson modelling for the use of big books, guided and modelled reading and writing.</p> <p>Differentiated professional learning sessions for teachers were created and implemented in Term 2 included technology, literacy and numeracy.</p>
<p>Increased engagement in accreditation processes and targeted professional learning.</p>	<p>School funds</p>	<p>Whole school analysis of NAPLAN</p> <p>Differentiation in teacher programs.</p> <p>The development of Individual Learning Plans for students with learning needs. Learning and support action packs created for implementation.</p> <p>Professional learning in <i>Focus On Reading</i>.</p> <p>Differentiated professional learning sessions for teachers were created and implemented in Term 2</p>

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increased engagement in accreditation processes and targeted professional learning.		included technology, literacy and numeracy.
At least 80% of students demonstrating progress per semester across the literacy and numeracy continuum.	School funds	NAPLAN results showed progress across the literacy and numeracy continuum.

Next Steps

The school will continue to create and implement effective teaching and learning programs. Professional learning of staff will be a focus for continued improvement and to build the capacity of all staff.

Strategic Direction 3

Leadership

Purpose

To create a culture of high expectations and continually seek to improve ourselves, our systems and our processes requiring all stakeholders to respond to identified needs through collaboration, effective use of school resources and data to improve whole school performance.

Overall summary of progress

The *Soundwaves* program was implemented over the year. Results were used to inform programming and IEP's and further professional learning was undertaken. Results from the beginning and at the conclusion of the year have been recorded and compared to inform future planning. Focus on Reading Module 1 was completed and programming reflected explicit teaching of comprehension strategies. Stages planned and shared resources to support the program. Collaborative programs were written and stored on a shared file for all staff to access. Staff member trained in Focus on Reading 2 and resources were purchased to implement in 2019. Staff PDP's reflected school and individual teacher goals with professional learning supporting and teacher observations reflected in these goals. The PAT online reading assessment was not started this year due to changes in staff. In PBL, the BOQ (Benchmark of Quality) was completed. Staff attended catch-up training day. A self assessment survey was completed with staff. The data collected informed our future planning and goals. Staff have worked over semester 2 to up-date the PBL behaviour matrix to better reflect the changing nature of the school. The community attended several events across the year. Major events such as Grandparents Day, Open Day and the Colour Run- A- Thon where very well attended. Parents reacted very positively to the new assembly organisation.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increased community involvement in school events with data and results reflected in Tell Them From Me surveys.	School funds	The TTFM parent survey indicated that parents feel welcomed when they visit the school. They were well informed about school activities and felt they could easily speak with teachers. Parents felt informed about their child's behaviour and that any concerns would be raised with them immediately. They felt reports were written in terms that they could understand. 53% of parents have talked to their child's class teacher more than 3 times since the beginning of the year about their child's learning or behaviour.
Data shows evidence of improvement in expected behaviours being demonstrated across the school.	School funds	Staff completed professional learning in the implementation of the Synergy Department of Education provided software recording system. Upon reflection of our needs the school has purchased the Sentral computer software program which we feel will better serve our purposes. It can be set up to reflect the school based PBL expectations and the school can use the data entered to create graphs and data bases that will allow us to generate more focused and comprehensive data.
Improved student performance through increased use of data to inform differentiation in programs and practices.	School funds	Professional learning was offered to compliment and extend staff knowledge and practices when differentiating teaching and learning. This was supported by the LaST teacher. Programming reflected differentiation of content and context. This is especially evident for our lower ability students. In the future we will focus on our higher achieving students as well.

Next Steps

The soundwaves program will continue to be implemented, further purchase of resources will be investigated. Results and effectiveness will continue to be monitored. Focus on Reading 2 implemented across the school will include leaders and parent professional learning. School English Scope and Sequence will contain a focus on the comprehension strategies to be developed K–6. Teachers continue to develop their PDPs based on school priorities and individual areas of professional growth in line with the teaching standards. The school will investigate and conduct PAT assessments with particular reference to reading. PBL matrix will be used to create a more visual presence in all school areas of the PBL behaviour expectations. The matrix will be presented to the P&C and SRC for consultation. Each core value will be published in the newsletter to inform parents of the school expectations of students behaviour. Sentral computer software program will be implemented across the school to record behaviour data. Teachers will be entering data which will be used to assist with needs based behaviour programs and increase the number of students displaying expected behaviours. We will continue the work of the PBL committee in a more formalised way by developing stage based key focus PBL based lessons that are integrated into the PDHPE school scope and sequence. we aim to increase the number and range of parent workshops, including reading, spelling and technology.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$16 943	<p>Henry Fulton Public School currently has an enrolment of 22 Aboriginal and Torres Strait Islander students. Three families who previously did not wish to identify as Indigenous have now changed their status to ATSI. Teachers, staff and students respect the traditional owners of the land 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 semester in collaboration with individual students and parents. The school used funding to employ a teacher for Aboriginal and Torres Strait Islander support.</p> <p>NAIDOC Week was recognised and celebrated across the school with all students participating in events to focus on Indigenous culture, traditions and history. Workshops included Darug language, traditional Dreamtime stories and Indigenous art workshops. A NAIDOC assembly was held celebrating Indigenous culture through song and dance. Henry Fulton Public School uses the Advance Australia Fair anthem with a didgeridoo accompaniment. Henry Fulton fielded several teams in the <i>Math Deadlies</i> competition held in Term 3 at Cranebrook High School. Fifteen students competed against other schools within the Penrith district. This year we had very pleasing results, team PI Are Squared placing third and team Denominators taking first place. Stage 3 Indigenous students completed an investigation into Darug culture and language and produced a Kahoot quiz to share with classmates. Classroom teachers integrate and embed Aboriginal and Torres Strait Islander literature as a regular part of the curriculum across each stage of schooling.</p> <p>Selected staff connect with the wider Aboriginal and Torres Strait Islander communities by regularly attending the Yarramundi Aboriginal Educational Consultative Group meetings.</p> <p>Three students in Years 1, 2 and 3 respectively were invited to participate in the Ngara Wumara Research project. The project involved online wellbeing surveys and literacy and numeracy tests.</p>
English language proficiency	\$32 306	<p>In 2018, approximately fifty students were supported to enhance their skills in the articulation of English as an additional language or dialect. In particular, New Arrival</p>

English language proficiency	\$32 306	Program funding was utilised to provide explicit teaching of English and support to a student recently arrived from Thailand. This funding enabled this student to establish a sense of belonging and success as a student in Australia. Students were supported throughout the year to transition along the EALD Progressions, through programs instinctively designed and tailored to suit their highest needs. Group work fostered a sense of community amongst the students and encouraged participation in language based learning experiences.
Low level adjustment for disability	An allocation of \$122 917 includes the salary of a teacher for three and a half days per week to support students.	Funding was used to support students. This allocation incorporates salary for a Learning and Support Teacher for three and a half days per week. The rest is used to employ School Learning and Support Officers in and out of the classroom.
Quality Teaching, Successful Students (QTSS)	An allocation of 0.6 which equates to three days per week is provided to support teachers.	The Quality Teaching, Successful Students (QTSS) initiative is delivered to ensure that all students benefit from high quality teaching and learning practices. Teachers are supported throughout the various stages of their careers, including probation, induction, accreditation and leadership development by ongoing performance and development processes. A positive and collaborative culture exists within the school which allows teachers and executive staff to work collegially to meet professional goals and improve classroom practice. Teachers have been reflective of their practice and set professional goals in the completion of their performance and development plans. In striving to meet these goals, teachers have had the opportunity to engage in professional dialogue including discussion of best practice, creating collaborate practices such as planning and observing lessons, providing feedback to colleagues, leading to the improvement of student learning outcomes. This year, a group of teachers were involved in trialling quality teaching round targeting instruction in the area of comprehension. Mentoring and leadership opportunities have been developed enabling more experienced teachers to support the development of our early career teachers. The on-going process of QTSS has proven to be a positive and rewarding experience for staff.
Socio-economic background	\$62 301	This allocation of funds is used to employ School Learning and Support Officers in and out of the classroom. In 2018, 4 staff members fulfilled these roles in casual and temporary capacities.
Support for beginning teachers	Funds are provided to support beginning teachers.	During 2018, Henry Fulton has been supporting six beginning teachers with three of them attracting beginning teacher support

<p>Support for beginning teachers</p>	<p>Funds are provided to support beginning teachers.</p>	<p>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 teaches 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, sporting carnival events 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>
<p>Bump It Up</p>	<p>No funds are allocated to the Bump It Up program. The school makes local decisions regarding how the program is supported in the school. The focus is teacher professional learning.</p>	<p>In 2018, Henry Fulton Public School continued its implementation of the Bump It Up initiative with the aim of improving the outcomes of students achieving in the middle bands for NAPLAN. The school had the pleasure of presenting to the Premiers Implementation Unit on the progress of the previous two years in the initiative. As a result a report was presented to the Premier. Our approach is outlined below:</p> <p>Professional Learning – A school-wide commitment to train our staff to support students in literacy continued with the completion of the Focus On Reading course and plan for Focus on Reading Phase 2 to be implemented in 2019. Staff-led, differentiated professional Pedagogy Pods were held fortnightly to focus on literacy and numeracy skills. Staff implemented Learning Sprints across the year to target rapid growth in cluster markers for students. The school invested in new maths resources K-6, new reading resources to replenish and increase the guided reading resources and a Soundwaves synthetic phonics and word study program. These resources were used and implemented school-wide.</p> <p>Identifying student needs – Students from each class were</p>

Bump It Up

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identified to participate in the initiative by their classroom teachers. Staff performed assessments and analysed student cluster placement to determine the participants.

Support for the School – The school continued to attempt to access Department of Education advisors who have expertise in this area. After a request for support, the school received a visit from a Bump It Up support officer who met with Executive staff to discuss NAPLAN results.

Bump It Up Initiatives – The school target of 9% was communicated to all staff. The Learning and Support allocation for the school decreased from 0.9 teacher staffing time in 2017 to 0.8 in 2018. A whole-school approach to build capacity of staff to meet the needs of students was deemed as most beneficial to all students.

Evaluative Practices – Staff continue to utilise PLAN, SMART and SCOUT data as part of their planning, assessment and evaluating processes. Data walls were used in classrooms to support students and improve pedagogy. *Tell Them From Me* surveys provided an opportunity for community evaluation.

Monitoring Students – Students were surveyed mid-year to discuss their learning. Bump It Up goals and achievements were discussed regularly at Learning and Support Meetings, stage meetings and executive meetings.

Feedback – Feedback was provided regularly to students using the language from the learning continuums. Staff provided details about the program at parent information sessions and used continuum language during parent meetings.

Some NAPLAN results of note follow:

The % of Year 3 students achieving in the top bands shows a steady increase

2015 – 34.1%; 2016 – 36%; 2017 – 29.4%;
2018 – 41%

The % of Year 5 students achieving in the top bands shows varied results

Bump It Up

No funds are allocated to the Bump It Up program. The school makes local decisions regarding how the program is supported in the school. The focus is teacher professional learning.

2015 – 15.2%; 2016 – 29.2%; 2017 – 25.6%; 2018 – 21.7%

Year 5 students achieving at or above expected growth in reading shows a marked increase

2016 – 44%, 2017 – 54%, 2018 – 58%

Year 5 students achieving at or above expected growth in numeracy shows a marked increase

2016 – 31%, 2017 – 35%, 2018 – 51%

This growth is a reflection of our whole-school commitment to creating a culture of high expectations, explicit and targeted quality teaching to improve pedagogy and student engagement.



Student information

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	156	160	190	206
Girls	175	202	211	214

Enrolments have increased steadily over the last five 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	2015	2016	2017	2018
K	95.7	95.8	93.3	93.1
1	94.9	95.4	93.9	92.3
2	92.9	94.2	92.9	91.2
3	94.6	94.3	92.2	92.9
4	92.1	94.2	92.6	92.9
5	91.7	93.6	92.2	91.9
6	92	91.7	89.8	94
All Years	93.6	94.4	92.6	92.6
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

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, letters sent home and ultimately referrals to the Home School Liaison Officers that support each school.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	3
Classroom Teacher(s)	16.08
Teacher of Reading Recovery	0.42
Learning and Support Teacher(s)	0.8
Teacher Librarian	0.8
School Administration and Support Staff	3.02

*Full Time Equivalent

There is Aboriginal representation on the staff of Henry Fulton Public School. The teaching of Reading Recovery was not supported in 2018 by the Department of Education, however the school was able to keep the allocation in order to employ staff to provide instructional leadership and support for students in K-2.

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

Staff members continued to actively seek professional learning opportunities that aligned with their teacher performance and development goals and their personal and 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 teachers 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, development of teaching skills and understanding curriculum. All teachers seeking accreditation were successful.

In 2018, *Focus on Reading* continued to be a major focus area of the teacher professional learning plans. Funds were used for a school leader to be trained in the delivery of *Focus on Reading* 2 (FOR2). The professional learning involved examining teaching and learning research and ideas in relation to reading texts and vocabulary knowledge. The final two modules of Phase 1 were delivered to staff. 100% of staff found the course a valuable contribution towards their professional learning. Valuable parts of the course identified by participants were the collaborative planning of lessons, the modelled and guided strategies covered, the opportunity to put into practice reading skills immediately and reflect on these with their peers, the link between lessons and concrete resources that could be used and implemented and the greater insight provided into how to teach modelled comprehension and reading. Changes identified to teaching literacy were the importance of modelled lessons, collaborative approach to programming, teaching and learning and lessons that were better planned. Teachers identified changes to the structure of their reading groups, an increase in student engagement through an increased variety of lessons offered and an improvement in the use of data to inform teaching.

Financial information

Financial summary

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

	2018 Actual (\$)
Opening Balance	248,192
Revenue	3,523,248
Appropriation	3,368,613
Sale of Goods and Services	9,029
Grants and Contributions	141,749
Gain and Loss	0
Other Revenue	0
Investment Income	3,857
Expenses	-3,345,908
Recurrent Expenses	-3,345,908
Employee Related	-2,943,714
Operating Expenses	-402,194
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	177,340
Balance Carried Forward	425,532

The school financial management processes and governance structures meet financial policy requirements. Intended expenditure in 2019 includes adding further to playground features, new electronic signage, new bell system and updating of interactive whiteboards and replacing them with smart panels as required, replacing and repairing air conditioners and an upgrade of staffroom facilities.

Financial summary equity funding

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

	2018 Actual (\$)
Base Total	2,805,640
Base Per Capita	77,541
Base Location	0
Other Base	2,728,099
Equity Total	234,467
Equity Aboriginal	16,943
Equity Socio economic	62,301
Equity Language	32,306
Equity Disability	122,917
Targeted Total	82,409
Other Total	115,840
Grand Total	3,238,356

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

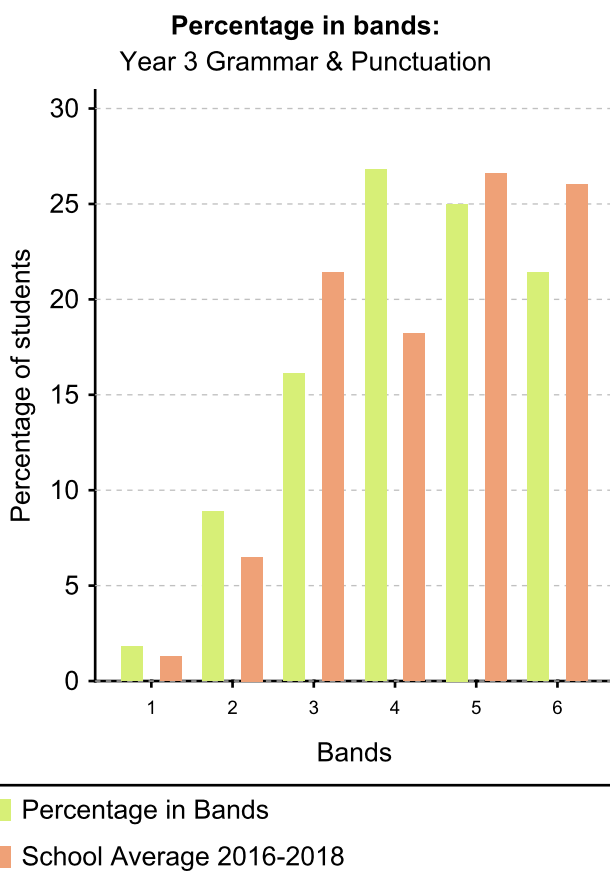
NAPLAN

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.

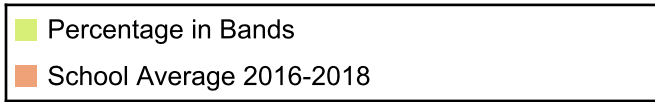
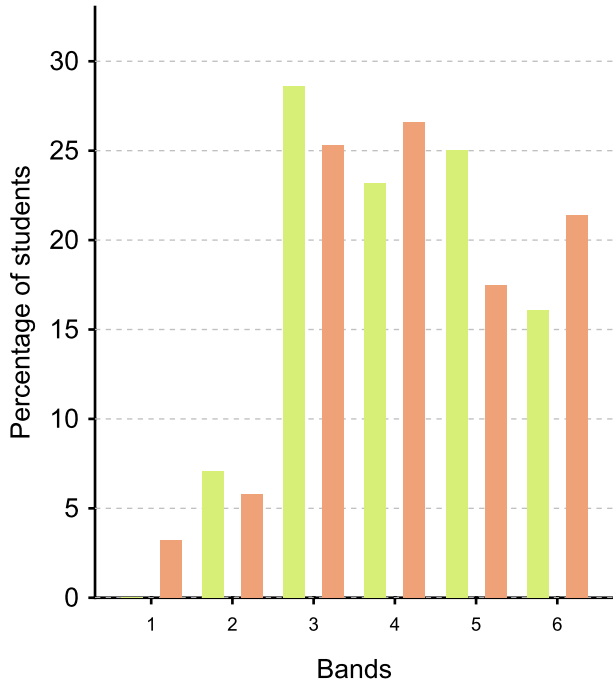
From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

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.

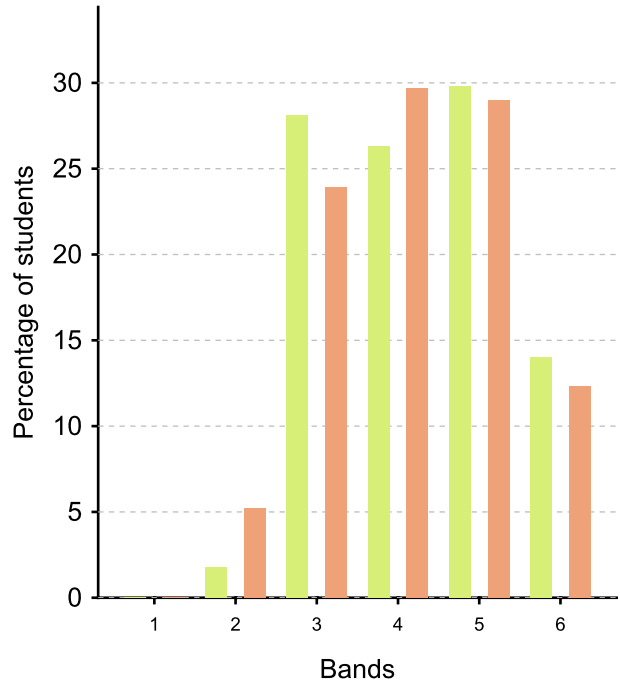
In the area of literacy, NAPLAN results have been thoroughly analysed and strategies to support students have been included in school plans. Finalised graphs are unavailable at this time.



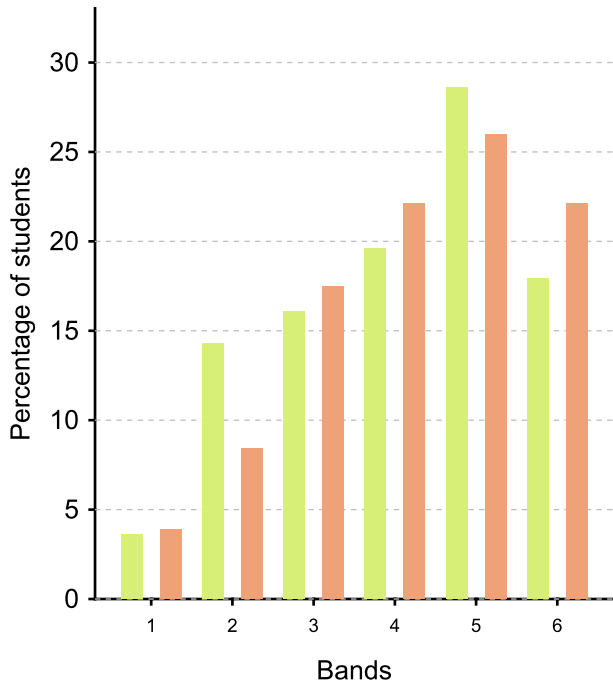
Percentage in bands:
Year 3 Reading



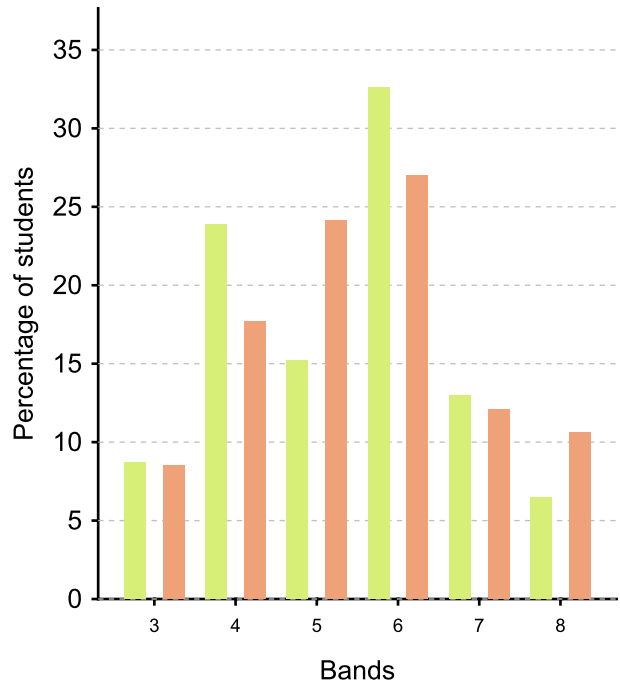
Percentage in bands:
Year 3 Writing



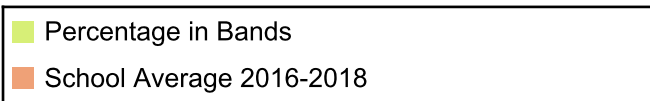
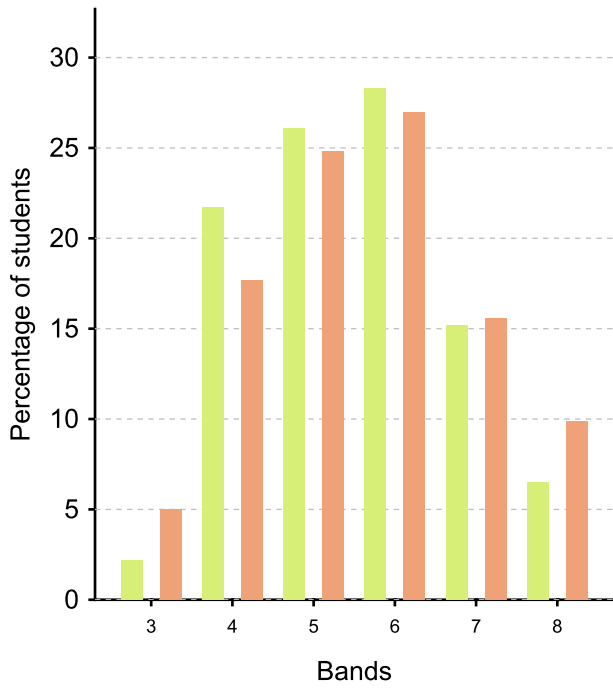
Percentage in bands:
Year 3 Spelling



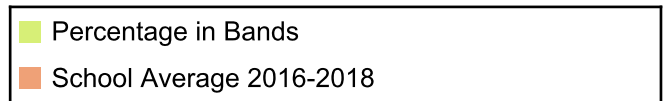
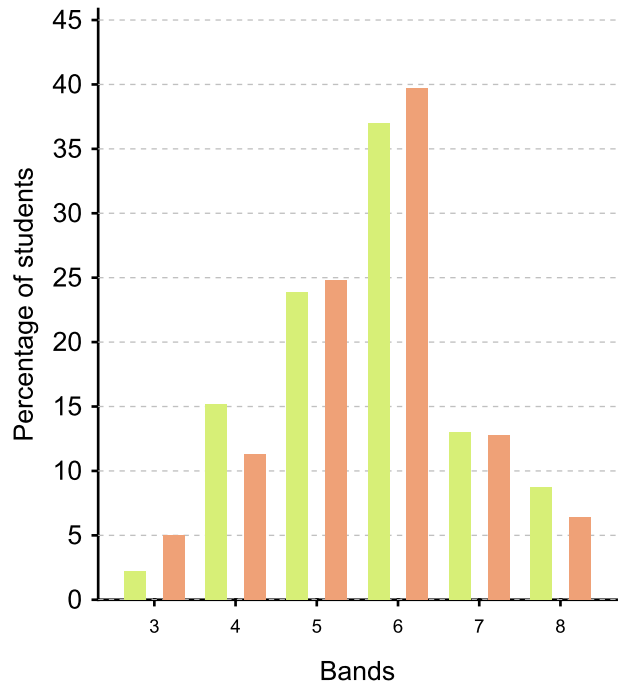
Percentage in bands:
Year 5 Grammar & Punctuation



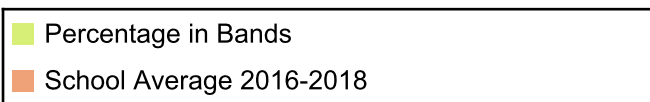
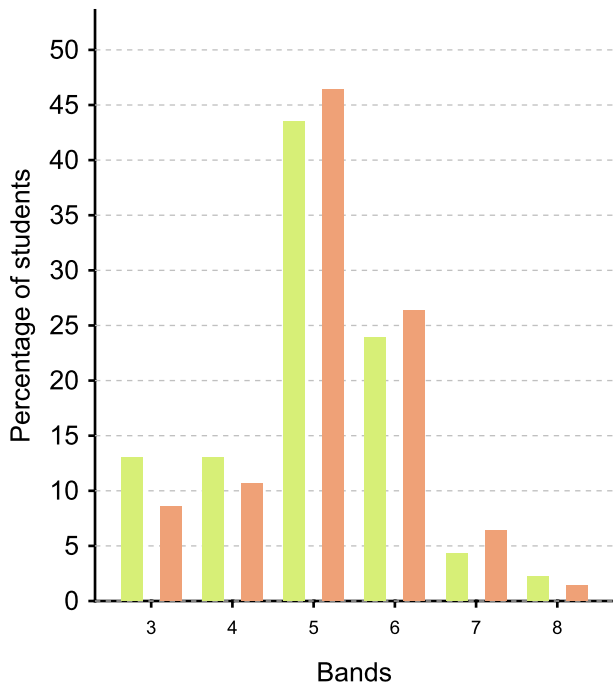
Percentage in bands:
Year 5 Reading



Percentage in bands:
Year 5 Spelling

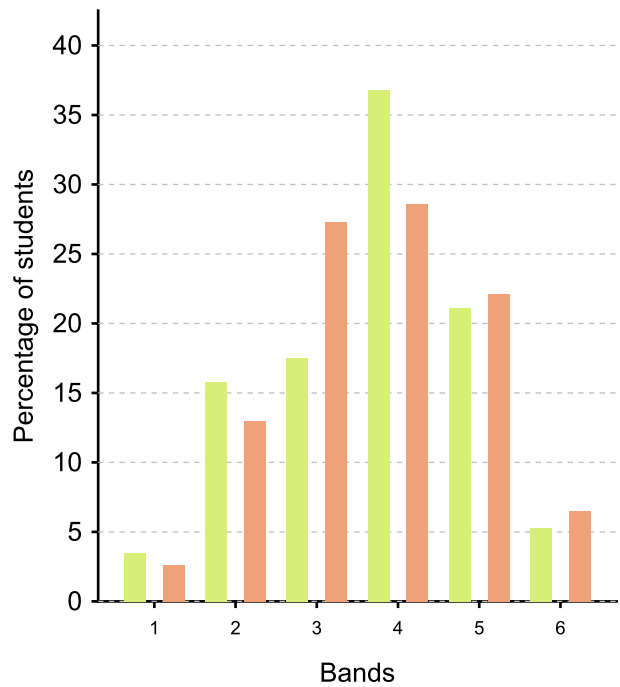


Percentage in bands:
Year 5 Writing

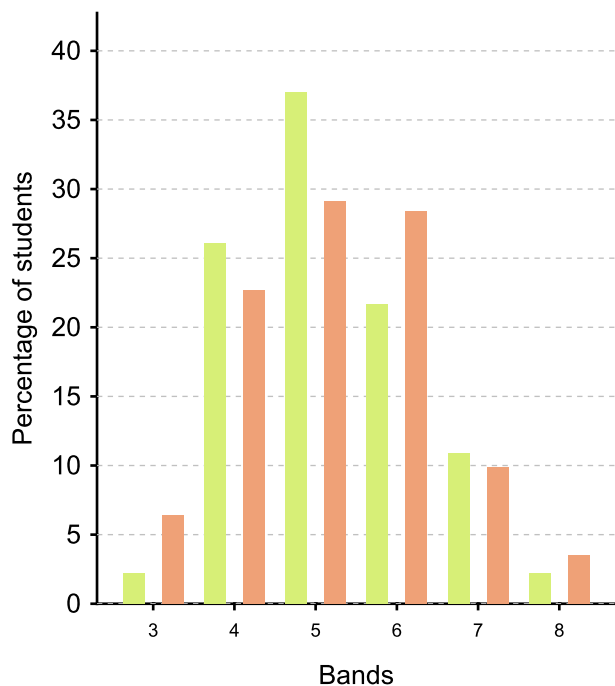


In the area of numeracy, NAPLAN results have been thoroughly analysed and strategies to support students have been included in school plans.

Percentage in bands:
Year 3 Numeracy



Percentage in bands:
Year 5 Numeracy



■ Percentage in Bands
■ School Average 2016-2018

In the data related to students growth, NAPLAN results have been thoroughly analysed and strategies to support students have been included in school plans. Priorities have been addressed in this report.

Parent/caregiver, student, teacher satisfaction

LEARNING AND SUPPORT SURVEY TO STAFF

In 2018, a new model of Learning and Support was provided to support students and staff.

Teachers were provided with explicit support to determine learning programs catering for students with learning needs. Learning and Support staff assisted teachers in creating and implementing Individual Learning Plans and Personalised Learning Pathways for our indigenous students. Support staff were trained and assisted to create resources for teachers in order to implement programs in literacy and numeracy. "Action Packs" were created and were used in times when a School Learning and Support Officer was allocated to support with individual students or small groups within the classroom.

Learning and Support staff explicitly modelled lessons and strategies for staff and assisted teachers to plan and differentiate learning for their students.

DIFFERENTIATED PROFESSIONAL LEARNING

Staff were involved in identifying areas of professional learning that would be beneficial. Teachers were also asked about their areas of expertise. In Term 2 and 3, differentiated "opt-in" professional learning was planned to meet teachers needs. Topics such as *ICT, Literacy, Numeracy, Writing, Guided Reading, Benchmarking, Assessing and Analysing Results, G&T, Focus on Reading & Super Six* refreshers were delivered to staff, by staff. The sessions were well attended and worthwhile.

TELL THEM FROM ME SURVEYS

TELL THEM FROM ME SURVEYS were conducted in order to gain feedback from students, staff and parents and carers.

The parent survey indicated that parents feel welcomed when they visit the school, they were well informed and about school activities and felt they could easily speak with teachers. Parents felt informed about their child's behaviour and that any concerns would be raised with them immediately. They felt reports were written in terms that they could understand. In total, 53% of parents have talked to their child's class teacher more than 3 times since the beginning of the year about their child's learning or behaviour. Parents felt that the school supports learning and that their child is encouraged to do his or her best work and that teachers expect their child to work hard. Parents indicated that their children were clear about the rules for school behaviour and teachers maintain control of classes, they felt that teachers help students develop positive friendships. In terms of communication, 60% recorded the newsletter was very useful and 30% found the newsletter a useful means of communication. The survey found that the school website was a means to promote the school and communicate with parents and carers, 46% recorded very useful and 25% found the

website useful, 56% found very useful and 17% identified social media as a useful means of communication. In total, 92% of respondents felt that the new assembly format provides opportunities to celebrate student achievement.

The teacher survey showed that 25% of staff strongly agree and 56% agreed that school leaders are leading improvement and change in the school. 81% agreed that leaders communicate strategic vision and values. Teachers felt that they collaborated and shared strategies to increase student engagement and they made efforts to include students with special learning needs in class activities. Teachers at Henry Fulton Public School monitor the progress of individual students and worked with parents to help solve problems interfering with their child's progress. They establish clear expectations for classroom behaviour and set high expectations for student learning. Teachers indicated they link new concepts to previously mastered skills and knowledge and use multiple teaching strategies in their teaching. Over the year there was an increase of 5% of students who felt their perseverance that is their ability to pursue goals to completion, even when faced with obstacles was high, a similar increase in sports participation involving an instructor at school and extracurricular activities, such as art, drama, music groups or a school committee was recorded. A total of 6% of students felt their interest and motivation had increased.

STUDENT WELLBEING

This year we have completed the Benchmarks of Quality (BOQ) and self-assessment survey (SAS) and used the results to form the school POSITIVE BEHAVIOUR FOR LEARNING (PBL) plan for the school. A PBL coach was assigned to the school which has assisted with our evaluation, planning and implementation of PBL identified targets. Two staff attended the Tier 1 Universal Prevention-(Catch-Up) day and from this day a plan was developed informed by the BOQ and SAS results, for implementation. Communication systems have been an area of focus. The notice board in the staffroom has been revamped to display relevant and up-to-date information about PBL in the school such as our purpose, matrix, awards, the PBL focus of the week and meeting minutes. The school has purchased the SENTRAL program to assist with the gathering and analysis of data, an area of need identified in the surveys. A Staff member visited other schools and consulted with our PBL coach to see how they implemented and set up the program to maximise its effectiveness. Staff familiarisation has begun.

Another major focus has been the up-dating of our behaviour matrix. Staff have been involved in the evaluation and up-dating to reflect our changing school environment and culture. The matrix has been realigned and up-dated. From this a

set of posters displaying these expectations will be developed for use in all school environments. Further a trial of an implementation of the reflection and quiet room to assist students encountering difficulties in the playground has successfully led to a reduction in reported incidents from these students.

ETHICS

An Ethics Education class commenced in 2018 after interest was determined and a volunteer teacher was trained. The class was provided to students in Year 2.



Policy requirements

Aboriginal education

Information regarding Aboriginal Education is stated elsewhere in this report.

The Aboriginal Education Policy is implemented with a focus on:

- the targeting of resources and professional learning promotes quality teaching and the inclusion of Aboriginal perspectives and content across subjects and KLAs
- outcomes of programs are designed to educate all students about Aboriginal histories, cultures, perspectives and current Aboriginal Australia.



Multicultural and anti-racism education

Information regarding Multi-cultural and anti-racism education is stated elsewhere in this report.

The school reports on achievements in multicultural education as outlined in section 5.5 of the Multicultural Education Policy and on the progress of anti-racism education strategies identified in the school plan as outlined in section 5.3 of the Anti-Racism Policy.

Other school programs

TRANSITION– PRE–SCHOOL to KINDERGARTEN

Our Kindergarten Orientation program gave children and parents an opportunity to visit the school and familiarise themselves with the Kindergarten classrooms. Across the four Kindergarten sessions, children were involved in classroom activities with the Kindergarten teachers. Parents were presented with information about the school and the teaching and learning programs. Literacy and numeracy information packs were provided to parents. It included fun activities to help prepare children for school. Kindergarten teachers from the school attended local pre-schools and provided three information sessions to prospective families and the school welcomed additional visits from the pre-school children to ensure a smooth transition process.

PREMIER CHALLENGES

Premiers Reading Challenge

Premier's Reading Challenge (PRC) and Children's Book Council of Australia (CBCA) shortlisted books were presented and read during weekly library lessons. In total, 238 students completed the PRC, with 8 students receiving gold certificates, and 1 student receiving a platinum award.

Premiers Spelling Challenge

The Premier's Spelling Bee includes activities to encourage all students to improve their vocabulary and spelling and to promote literacy skills in combination with the English K–6 Syllabus. The school ran a stage competition and then finalist in Stage Two and Three attended the cluster competition. Students enjoy participating in this event and spelling skills and confidence improve as a result.

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 books. 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 \$1700 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 Michael Salmon. The presentation included an author talk and cartooning workshop to students. The library purchased new furniture and numerous teaching and student resources this year to assist teaching and learning programs within the school.

READING

On Wednesday 23rd May, Henry Fulton Public school took part for another year in the National Simultaneous Story time session organised by the Australian Library and Information Association (ALIA). At 11am, Henry Fulton teachers read to their classes the picture book entitled "Hickory Dickory Dash" by author Tony Wilson. Students joined over 8,255 schools, libraries, childcare centres, preschools, families and communities who participated with over 1,062,230 participants.

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 2018, the special events which included a combined Education Week Open Day/Grandparents Day, Book Fair, a Colour FUN RUN–a–thon and a Year 6 Fun Fair fundraiser.

Harmony Day

The school was very excited to celebrate Harmony Day. This is an annual nation–wide event exploring, discovering and celebrating the rich fabric of cultures we have in our country. The theme was '**Growing together in Harmony**.' Our school celebrated within their classrooms by completing some activities. Students are asked to wear something orange or national costume on that day. Some ideas were: orange shirt, orange ribbon, orange clip in hair, orange socks, orange shoelaces, national costumes and so on.

Students had the opportunity to share the food of their country. The class discussed international foods, culture and customs. Students were encouraged to bring a small portion of food representing their cultural background. It provided students an opportunity to taste various cultural foods in their classroom with the teacher. As part of celebrating rich cultures at our school, parent were invited into our classrooms to share their cultural knowledge. For example, share traditional stories or memories of growing up in a particular culture. Items to show such as flags, traditional costumes or headdress, photographs, maps,

artefacts or souvenirs were shared.

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 Open Day and Grandparents Day. The day was opened by a concert that included songs and dance performances from our dance groups, one of which was the newly formed Bollywood Dance Group, the school Ukelele group and the choir from various year groups. Following the concert, Grandparents and family members were invited into classrooms to allow students 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.

The FUN RUN—Was held to embrace and acknowledge the multicultural diversity within our community, Henry Fulton organised a colour FUN RUN—a-thon in Term 3. On the day, students participated in a variety of sports activities. The colour experience was enjoyed at the last part of the day along a circuit in the bottom playground. With assistance by the P&C and parent helpers, the playground was an array of colour and fun. Fundraising was also a main focus and added benefit to the day. The amount raised was essentially more than \$18,000.00.

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.

STUDENT LEADERSHIP

There was an increase of student leadership at the highest tier this year. A total of 6 students are School Captains. 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.

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. Teachers identified the development of confidence, maturity, independence and collaboration in the student leaders over the ten

week program.

Student Representative Council

Student Representative Council members from each class met weekly to discuss local and global issues, make plans for fundraising and implemented some programs. The students consulted with other students, staff and the Principal on matters that impacted on the students, the school and wider community. Events were organised to raise money for Australia Farmers in the "Buy a Bale" day where students dressed as "farmers" and raised \$819.50. The "Footy Colours Day" saw students wear their favourite sporting clothes and they raised \$492.85 for Kids Cancer. The "Wacky Wednesday" out of uniform day raised \$570.50 for colourful outdoor playground equipment which was purchased and installed in Term 4 to the delight of all of the students.

Peer support programs

The peer support unit for this year was friendship. Around 70, Year 5 and 6 students participated in a leaders and co-leaders training day in Term 1. Then in Term 3 and 4 groups of students from Kinder to Year 6 worked across the school led by the trained students.

In total, 80% of the students rated peer support as an important activity for them at Henry Fulton. As a result of the program, an overwhelming majority said that they interacted with the children in their group at other times outside of the group time and that they applied the things they learnt about friendship at school and home. Students identified leadership skills, the confidence to stand up for themselves and helping others as skills they have developed because of their involvement when supporting peers. Teachers identified the positives of peer support for the students as taking responsibility, learning social skills, working in a team environment, building friendships, leadership skills and providing senior students with the opportunity to step up and discuss real life situations. Students participated in peer support groups during the NAIDOC week activities.

SPORT

Henry Fulton Public School implements sport programs that specifically cater 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 PE programs. 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 Child Protection programs. These programs promoted personal development and safety, health, values and well being.

We held three school carnivals in 2018. 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 level swimming, cross country and athletics carnivals. Additionally, we had students selected in representative hockey, touch football, basketball, soccer, AFL and rugby league teams. Further, our teams took part in the soccer, netball, cricket and touch football PSSA State Knockout Competitions, and the Penrith Legends Rugby League Competition. We also had teams participate in the Penrith Cup, playing league–tag, netball, soccer and AFL.

The school was used once again in 2018 as a venue for teacher training courses in Athletics Officiating and Athletics Coaching. Teachers from a number of schools in Western Sydney attended and courses were run by the NSW Department of Education School Sport Unit.

PERFORMING ARTS

Debating and Public Speaking

Debating in 2018, saw seven Henry Fulton students from years five and six participate in the Penrith Valley Debating Competition. The competition provided the debating team with the opportunities to compete against a number of local schools. The students worked collaboratively on a weekly basis developing skills in the areas of research, creating a sustained argument, presenting a point of view and rebuttal. The team worked exceptionally well together and successfully won all three out of the four debates. They had the exciting opportunity to showcase their talents in the 2018 Penrith Valley Debating Semi – Final.

Henry Fulton Public School entered the Penrith Valley Public Speaking Competition which provided the opportunity for all students in years three to six to write and present a speech. With a topic of choice, students would need to influence and engage the audience and showcase their public speaking skills. Students in years three and four delivered a two minute speech and for years five and six, a two and a half to three minute speech. After remarkable class and stage based competitions, six students were chosen to represent Henry Fulton Public School at the cluster final. Our school representatives performed exceptionally well. They all spoke with expression and clarity and demonstrated confidence with well prepared speeches. Two students progressed to the Penrith Valley Public Speaking Competition Grand Final, where a Year Four student won his category.

Music and Choir

This year we have had a wonderful increase in numbers to the school choir with interest shown by both boys and girls. They have demonstrated consistent enthusiasm and performed on a number of occasions and in various venues demonstrating their fantastic vocal talents. They performed for Education Week/Grandparents Day, Cranebrook Learning Community Performing Arts Festival, Kmart Wishing Tree and Presentation Day as well as at school assemblies. Henry Fulton School Choir made up more than 60 per cent of the Cranebrook Learning Community Massed Choir this year. We even had soloists on the night of the Performing Arts Festival. There were 2 Ukulele groups this year. A junior and a senior group who also performed at assemblies and on Presentation Day. Interest in music is continuing to grow throughout the school.

Dance

Five dance groups were formed and the school participated in two local performing arts festivals. A school Bollywood style dance group was formed and performed their vibrant, colourful routine at Education Week Open Day celebrations and assemblies throughout the year. 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. The various groups were made up of one hundred children from across Years 1–6. The different groups performed to the following songs: Bollywood – *Chum Chum* (Years 1–6), Boys – *The Boys are Back* (Years 1–5), Junior Girls – *ABC, 123* (Years 1–2), Girls Jazz – *Determinate* (Years 3–6), Girls Jazz – *Steam Heat* (Years 3–6). Once again, the performances of all of our dance groups were very popular and entertaining at all festivals and events.

SUSTAINABILITY AND ENVIRONMENTAL EDUCATION

Twelve, Stage 3 students composed the Sustainability Committee in 2018 and enjoyed several leadership opportunities within the school. In Semester 1, the Sustainability Committee, along with some Indigenous students supported Planet Ark in planting over 600 native trees and shrubs at Bungarabee. The students were then able to bring their new knowledge of native plant and wildlife to the school environment, when they teamed up with Toyota and Bunnings to participate in Schools' Tree Day in July. Selected students were also given the opportunity to share this event with the wider local community when Penrith Press took interest and featured an article about the day and its purpose. Recently, the Sustainability Committee has begun to generate strategies for encouraging Return & Earn success and mulched the front garden to the school using both mulch which was made from a tree in the playground which required removal and compost made from fruit scraps collected daily from classrooms. The school continues its recycling program by collecting paper and cardboard from classrooms and offices and reducing use of non–recyclable materials where

possible.

TECHNOLOGY

In 2018, the school increased its bank of devices by purchasing 15 iPads and 10 laptops, WiFi for the hall and a start-up bank of coding equipment. The school was successful in securing a grant from the Australian Government Industry valued at \$5000.00 and the school purchased another 10 iPads with that grant. The school took the opportunity to borrow a Department of Education resource to provide coding activities in the classrooms. This resource included robotics equipment. Students were able to use these in classrooms and also join coding clubs to practice and learn vital programming and coding skills. A coding club began in Term 3 providing students with the opportunity to learn and explore coding as a skill. An interested parent of a student in Stage Three provided the child's class with the opportunity to borrow a bank of laptops for a full day instruction session in coding by an expert. The day also featured the use of a 3D printer. This has generated further interest for the school to increase its capabilities to offer coding classes.