

# Henry Fulton Public School

## 2019 Annual Report



4619

## Introduction

The Annual Report for 2019 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.

### School contact details

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## School background

### School vision statement

We are committed to creating equitable, innovative and dynamic learning environments to equip our learners with the critical thinking skills and knowledge required for the 21st Century.

### School context

Henry Fulton 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

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 is a statement of what is valued as excellence for NSW public schools, both now and into the future. 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.

Each year, we assess our practice against the Framework to inform our school plan and annual 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/school-excellence>

### Self-assessment using the School Excellence Framework

Elements	2019 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Delivering
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

## 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.

#### Improvement Measures

Increasing levels of students progressing in cluster levels in both literacy and numeracy as shown in PLAN data.

Regular reviewing of Positive Behaviour for Learning (PBL) practices in order to meet the changing needs of the school.

At least 35% of students achieve in the top two bands for NAPLAN reading, writing and numeracy.

18% of students achieving greater than or equal to expected growth in NAPLAN

#### Progress towards achieving improvement measures

##### Process 1: Wellbeing

The school will create a safe and supportive learning environment in which students' needs are met. Higher order thinking skills are developed and students become more creative, inquisitive and cooperative.

Evaluation	Funds Expended (Resources)
Three sold out daytime concerts were held on the 4th, 5th and 6th of November. The concerts showcased the performing arts talents of all children in the school who sang, danced, performed works of drama or assisted with staging. Feedback from staff, indicated that Term 4 was a difficult time to hold this event due to other commitments at this time of the year.	Permission notes, costumes, music, sound system equipment, props, school hall, seating  <b>Funding Sources:</b> <ul style="list-style-type: none"><li>• (\$0.00)</li></ul>

##### Process 2: Learning and Assessment

Data-driven learning using a number of sources and school-based assessments will be employed to track student progress and inform teaching programs.

Teachers review student assessment data and compare results from external assessments (eg NAPLAN, ICAS, PAT, CARS, Sound Waves) with internal measures to build consistent and comparable judgement of student learning.

Evaluation	Funds Expended (Resources)
Yearly academic reports were completed in Sentral using assessment data and sent home to parents in Week 10. Feedback from staff indicated that reporting using Sentral was simplified and more consistent across the school and eliminated formatting issues that were present when using Microsoft Word.	Sentral template using the school funded software package

##### Process 3: Collaboration

Students, staff and the community work collaboratively to set high expectations and targeted learning goals based on identified needs.

Evaluation	Funds Expended (Resources)
The responses from staff, students and parents is collated and used to	Invitations to Local Members of

## Progress towards achieving improvement measures

analyse different aspect of the school and this information is used to identify strengths and weaknesses and forms the basis for future planning.

Presentation Day assembly was a huge success with lots of families and community members attending. Local and State members of Parliament attended to present awards. Students received medallions for their achievements and 2020 students leaders announced and presented with their badges.

Parliament, parchment paper for award printing, medallions bought and engraved, student leader badges, programs

## 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.

#### Improvement Measures

Increased number of whole school teaching and learning programs created and used as a result of collaboration and engagement of staff.

Increased engagement in accreditation processes and targeted professional learning.

At least 80% of students demonstrating progress per semester across the literacy and numeracy continuum.

At least 80% of students demonstrating progress/growth in areas of literacy and numeracy as evidenced from K-6 assessment data using results from CARS/PAT/SoundWaves/PM Benchmarks. (2019-2020)

#### Progress towards achieving improvement measures

**Process 1:** Evidence-based teaching methods include the consistent use of quality K-6 teaching programs, data walls within classrooms (2018), whole-school and stage-based moderated assessments and use of reliable, quality and valid data. Teachers formally track student results through PLAN2.

Evaluation	Funds Expended (Resources)
<p>Data entered by teachers ready for 2020 teachers to use for planning.</p> <p>PLAN2 remains a focus for 2020 – possible link to Seven Steps and tracking of writing outcomes.</p> <p>Executive team updated SCOUT knowledge, looked at NAPLAN data and led staff sessions in Term 4 Week 7 to analyse school/student results and consider Where to next? How can the data inform 2020 planning?</p> <p>Early in Term 4, a number of targeted staff representing all stages were involved in an intensive professional learning workshop on Seven Steps of Writing. Teachers were going to be able to disseminate information and provide professional learning afterwards to others in the school. This workshop was offered to staff in other schools in the learning community network of schools. Staff from another primary school participated.</p> <p>Staff PL session Term 4 Week 7 to introduce Seven Steps program to staff. Plan to be devised on how to implement Seven Steps into writing programs in Term 1, 2020. Ongoing PL sessions to be scheduled for writing across 2020. Staff to build familiarity with online resources ready for implementation.</p>	<p>PLAN 2 online tools</p> <p>Tracking Spreadsheet</p> <p>SCOUT software</p> <p>Seven Steps Resources – online access and manuals</p>

**Process 2:** Students receive an understanding of their learning progression when teachers offer success criterion such as assessment rubrics, responsive written and verbal feedback and individual student conferencing and goal setting. Teachers conduct regular peer and self-assessments.

Evaluation	Funds Expended (Resources)
<p>PDP meetings held with Principal Week 9 to reflect upon achievement of annual goals and reset/establish goals for 2020.</p> <p>Staff update ILP's/PLP's and save on server for 2020 teachers to reference. Reflection with individual students over goals achieved.</p>	<p>Teacher PDPs</p> <p>Students ILPs and PDPs</p>

## Progress towards achieving improvement measures

**Process 3:** Individual Learning Plans (ILPs) are created for students who require additional support/extension. Teaching programs indicate adjustments for differentiation, program reviews and sprints which target individual learning needs.

Evaluation	Funds Expended (Resources)
<p>Teachers update ILP/PLP's indicating achievement of goals in readiness for 2020. These documents have been a useful tool for teachers to target individual goals and track progress throughout the year. Saving these updated documents to the server allows teachers in 2020 to have a guiding starting point for these students.</p> <p>Evaluation/reflection of various programs – Peer Play/PALS survey given to staff for feedback on programs. Both programs considered worthwhile to enhance social skills of all children involved.</p> <p>MultiLit assessments have shown positive results and improvement in literacy for targeted Stage 2 students.</p>	<p>ILP/PLP documents</p> <p>PALS program resource kit</p> <p>MultiLit resources</p>

**Process 4:** Teachers teach their area of expertise while offering opportunities for other teachers to observe the pedagogy applied by the expert teacher for future growth. Teachers achieve and maintain proficient teacher professional accreditation with NESAs.

Evaluation	Funds Expended (Resources)
<p>Google doc updated for recent PL to be shared with staff. This register will be used by staff to log their teacher identified PL with NESAs in their e-tams account to verify maintenance of accreditation.</p> <p>PL sessions were well attended and received by staff throughout the year. PL was targeted, relevant and differentiated to meet school and personal goals.</p> <p>Staff were introduced to the Seven Steps to Writing Success program in Week 7. This program will be introduced and reflected in classroom writing programs across the school in 2020.</p>	<p>Seven Steps Resources</p>



## 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.

#### Improvement Measures

Increased community involvement in school events with data and results reflected in Tell Them From Me surveys.

Data shows evidence of improvement in expected behaviours being demonstrated across the school.

Improved student performance through increased use of data to inform differentiation in programs and practices.

#### Progress towards achieving improvement measures

##### Process 1: Educational Leadership

To collaboratively review practices to affirm quality teaching and to improve student performance.

Evaluation	Funds Expended (Resources)
Data collection informs future school directions/focus of PL	
Improvement in student performance/learning through data informed/responsive teaching and learning programs	

##### Process 2: Systems and Processes

Administrative processes and systems are streamlined, flexible and responsive to local context and need.

Evaluation	Funds Expended (Resources)
Improvement in expected student behaviours across the school	
Visual representations of PBL core rules across the school to remind the school community of our expectations are also used as teaching tools when required	
Behaviour data collection that is consistent and has informed areas of PBL focus to improve student expected behaviours across the school	
Staff are using PBL data when making decisions related to individuals and class instruction regarding expected playground/classroom behaviours	
Staff knowledgeable about school and department expectations regarding Student Welfare, Learning and Support and Assessment and Reporting ready for consistent implementation in 2020	

##### Process 3: Community

To provide opportunity to engage in a range of school related activities which help build the school as a cohesive educational environment.

Evaluation	Funds Expended (Resources)
Attendance of parents at school events increased	

## Progress towards achieving improvement measures

Parent and student feedback following the Year 6 farewell was extremely positive

Staff acknowledgement of the importance of parent and community involvement was high

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	<p>Teacher support was provided for individual and group activities to support students. The allocated teacher supported students in the creation of their Personalised Learning Pathways.</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>Aboriginal background loading (\$17 204.00)</li> </ul>	<p>Students achieved goals in the Personalised Learning Pathways and engaged in aboriginal culture activities either individually, in small groups or in class.</p>
<b>English language proficiency</b>	<p>A teacher was allocated with the use of this funding.</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>English language proficiency (\$49 037.00)</li> </ul>	<p>Students achieved learning goals by participating in individual, small group or whole class activities to support their learning in literacy.</p>
<b>Low level adjustment for disability</b>	<p>School Learning and Support Officers were predominantly used to support students with the use of this funding.</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>Low level adjustment for disability (\$39 627.00)</li> </ul>	<p>Students achieved goals in their individual learning plans.</p>
<b>Quality Teaching, Successful Students (QTSS)</b>	<p>Executive staff were given time to plan and work with teachers. Their time was used for meetings, lesson observations, teaching rounds, professional dialogue. Teacher Performance and Development Plans were reflective of the initiatives, goals, professional learning, plans and programs that were developed and implemented throughout the year.</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>(\$73 421.00)</li> </ul>	<p>Teachers were highly engaged in the development and implementation of their Performance and Development Plans.</p>
<b>Socio-economic background</b>	<p>Action packs were developed for many of our students experiencing difficulties with their learning. SLSO's participated in professional learning meetings with the Learning and Support staff.</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>Socio-economic background (\$59 409.00)</li> </ul>	<p>Many students and teachers benefited from the support provided by the SLSO's.</p>
<b>Support for beginning teachers</b>	<p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>Support for beginning teachers (\$54 000.00)</li> </ul>	<p>During 2019, Henry Fulton has been supporting 5 beginning teachers with three of them attracting beginning teacher support. Support for beginning teachers Funds are</p>

<p><b>Support for beginning teachers</b></p>	<p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>• Support for beginning teachers (\$54 000.00)</li> </ul>	<p>provided to support beginning teachers 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><b>Bump It Up</b></p>	<p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>• (\$0.00)</li> </ul>	<p>In 2019, 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. 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 then providing Focus on Reading Phase 2. Staff-led, differentiated professional Pedagogy Pods were held fortnightly in Term 3 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 and new reading resources to replenish and increase the guided reading resources and a Soundwaves synthetic phonics and word study program continued into it's second year. These resources were used and implemented school-wide.</p> <p>No external funds are allocated to the Bump It Up program.</p> <p>Bump It Up Initiatives – The school target of 9% was communicated to all staff. The Learning and Support allocation for the</p>

<p><b>Bump It Up</b></p>	<p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>• (\$0.00)</li> </ul>	<p>school decreased from 0.9 teacher staffing time in 2017 to 0.8 in 2018–2019. A whole–school approach to build capacity of staff to meet the needs of students was deemed as most beneficial to all students.</p> <p>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.</p>
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## Student information

### Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	160	190	206	198
Girls	202	211	214	230

### Student attendance profile

School				
Year	2016	2017	2018	2019
K	95.8	93.3	93.1	94
1	95.4	93.9	92.3	91.5
2	94.2	92.9	91.2	92.2
3	94.3	92.2	92.9	94
4	94.2	92.6	92.9	92.4
5	93.6	92.2	91.9	92.3
6	91.7	89.8	94	92.7
All Years	94.4	92.6	92.6	92.7
State DoE				
Year	2016	2017	2018	2019
K	94.4	94.4	93.8	93.1
1	93.9	93.8	93.4	92.7
2	94.1	94	93.5	93
3	94.2	94.1	93.6	93
4	93.9	93.9	93.4	92.9
5	93.9	93.8	93.2	92.8
6	93.4	93.3	92.5	92.1
All Years	94	93.9	93.4	92.8

### Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

## Workforce information

### Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	3
Classroom Teacher(s)	16.1
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

### Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2019, 3.9% of the Department's workforce identify as Aboriginal people.

### Workforce ATSI

Staff type	Benchmark <sup>1</sup>	2019 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
School Support	3.30%	7.20%
Teachers	3.30%	2.90%

Note 1 – The NSW Public Sector Aboriginal Employment Strategy 2014–17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

Note 2 – Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

### Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

### Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice.

Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.

In 2019, the school allocated funds towards enabling a class teacher to act as Assistant Principal for the duration of the year bringing the total to four Assistant Principals in the school. A school of this enrolment size would be given an allocation. A substantive position would become allocation after one calendar year. The school was able to allocate an Assistant Principal to each stage to manage and supervise staff, students, classes and programs.

## Financial information

### Financial summary

The information provided in the financial summary includes reporting from 1 January 2019 to 31 December 2019. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2019 Actual (\$)
<b>Opening Balance</b>	425,532
<b>Revenue</b>	3,707,821
Appropriation	3,508,894
Sale of Goods and Services	21,232
Grants and contributions	174,476
Investment income	3,119
Other revenue	100
<b>Expenses</b>	-3,427,857
Employee related	-3,064,520
Operating expenses	-363,336
<b>Surplus / deficit for the year</b>	279,965

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.



## Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2019 <b>Approved SBA</b> (\$)
<b>Targeted Total</b>	71,517
<b>Equity Total</b>	257,114
Equity - Aboriginal	17,204
Equity - Socio-economic	59,955
Equity - Language	49,037
Equity - Disability	130,918
<b>Base Total</b>	2,859,380
Base - Per Capita	98,548
Base - Location	0
Base - Other	2,760,832
<b>Other Total</b>	212,606
<b>Grand Total</b>	3,400,617

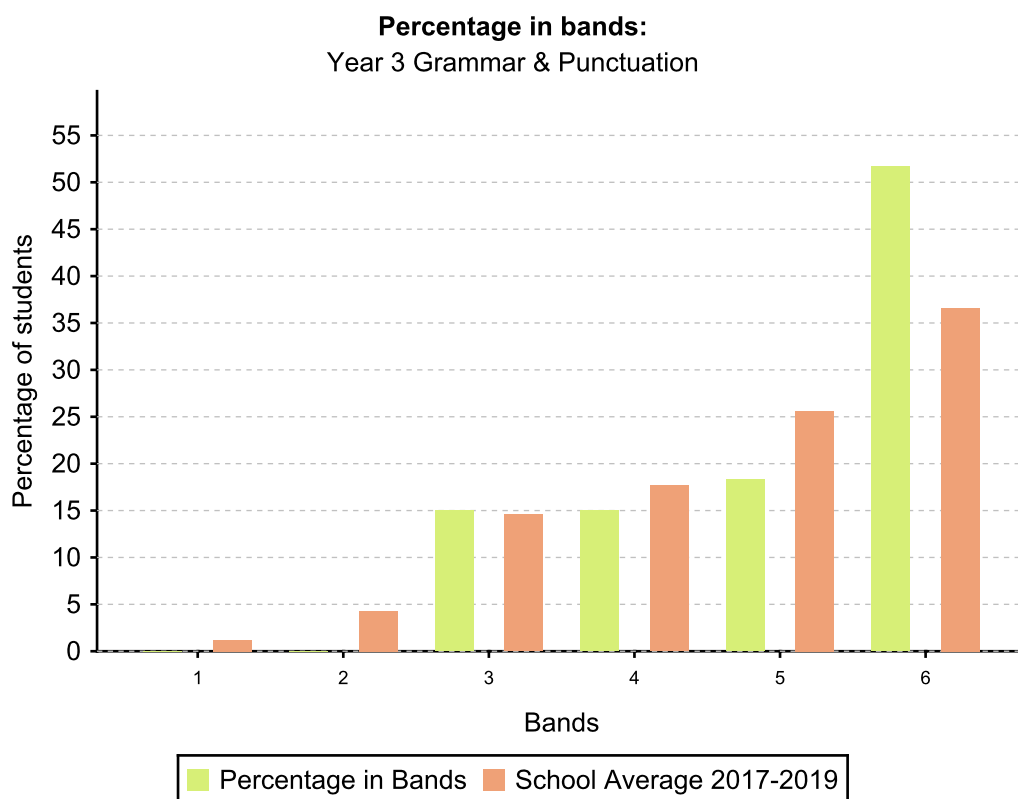
Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

## 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.

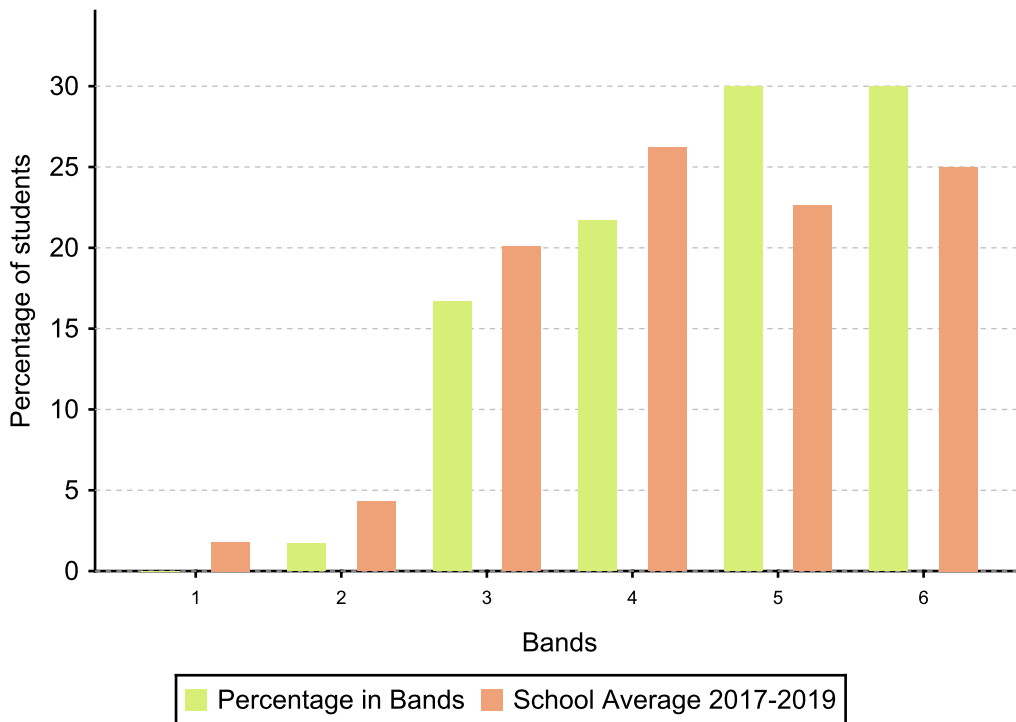
From 2018 to 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in NAPLAN on paper and others online. Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should be treated with care.

### Literacy and Numeracy Graphs



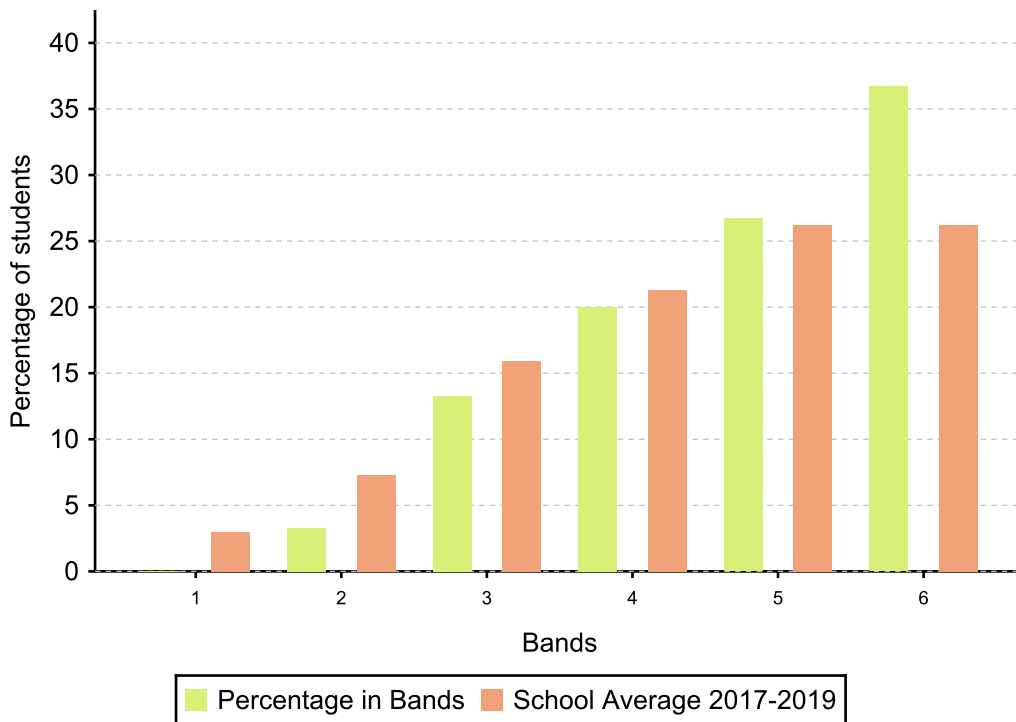
Band	1	2	3	4	5	6
Percentage of students	0.0	0.0	15.0	15.0	18.3	51.7
School avg 2017-2019	1.2	4.3	14.6	17.7	25.6	36.6

**Percentage in bands:  
Year 3 Reading**



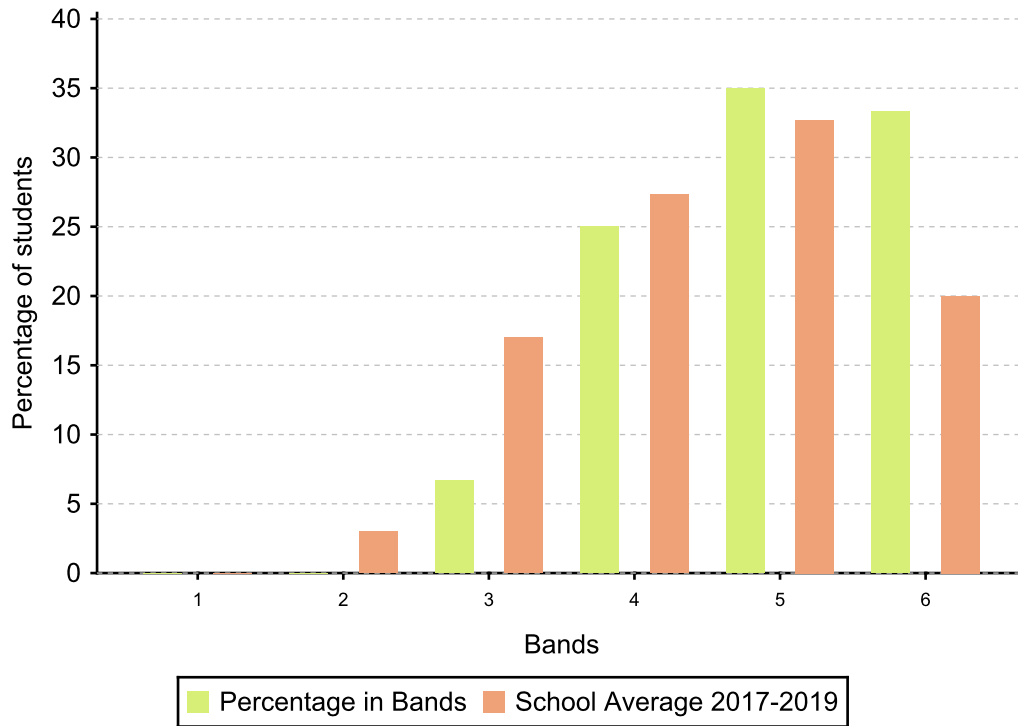
Band	1	2	3	4	5	6
Percentage of students	0.0	1.7	16.7	21.7	30.0	30.0
School avg 2017-2019	1.8	4.3	20.1	26.2	22.6	25

**Percentage in bands:  
Year 3 Spelling**



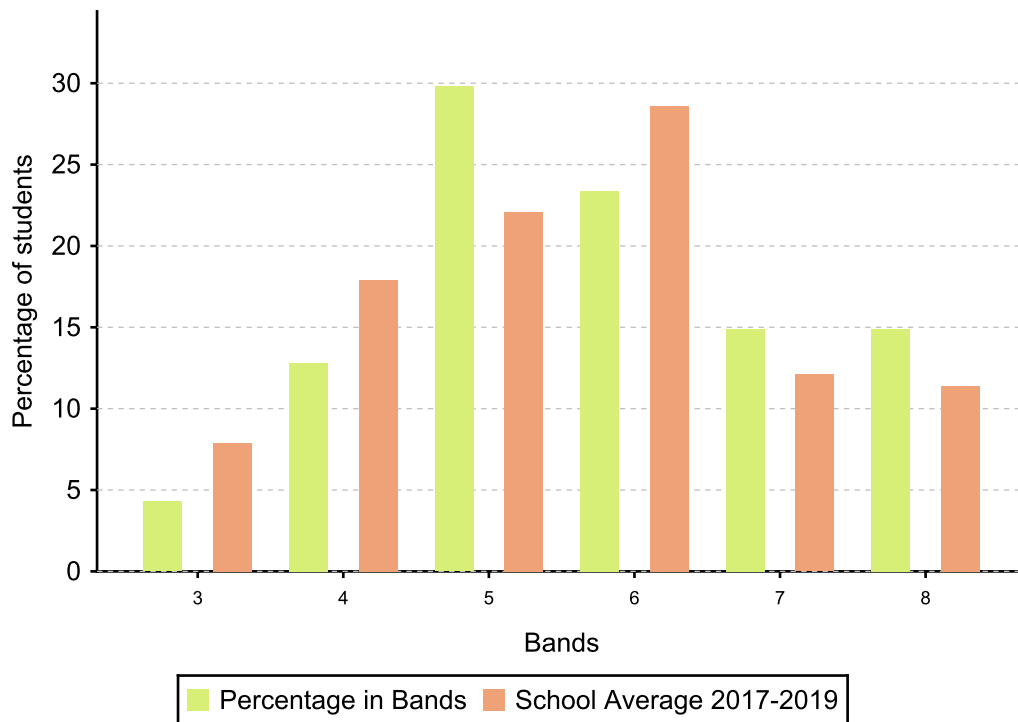
Band	1	2	3	4	5	6
Percentage of students	0.0	3.3	13.3	20.0	26.7	36.7
School avg 2017-2019	3	7.3	15.9	21.3	26.2	26.2

**Percentage in bands:**  
Year 3 Writing



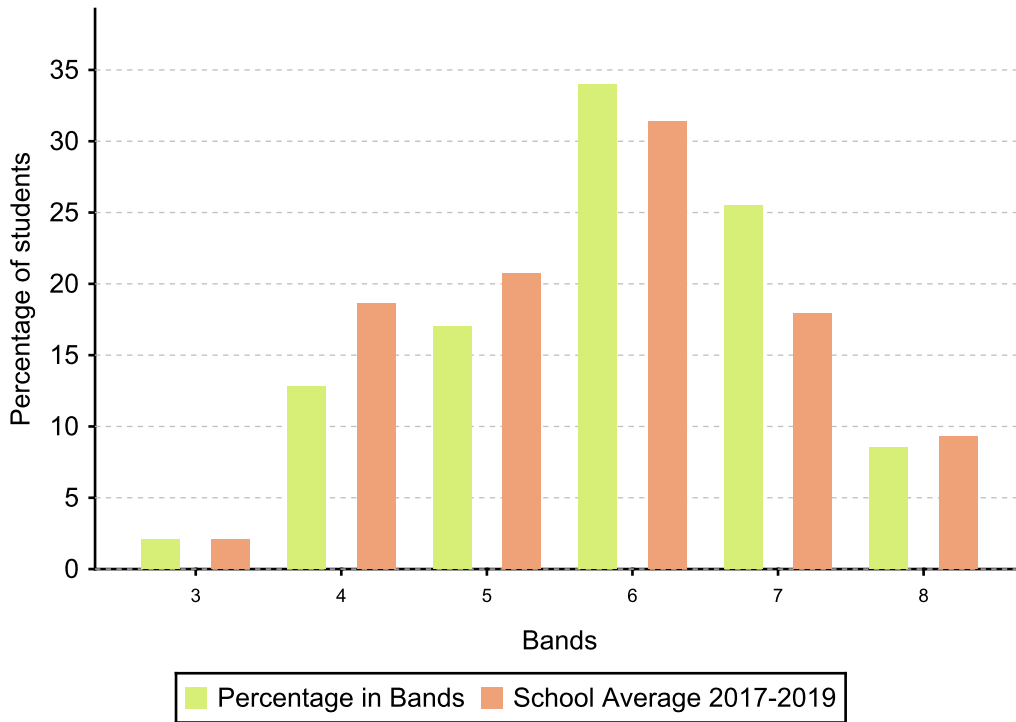
Band	1	2	3	4	5	6
Percentage of students	0.0	0.0	6.7	25.0	35.0	33.3
School avg 2017-2019	0	3	17	27.3	32.7	20

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



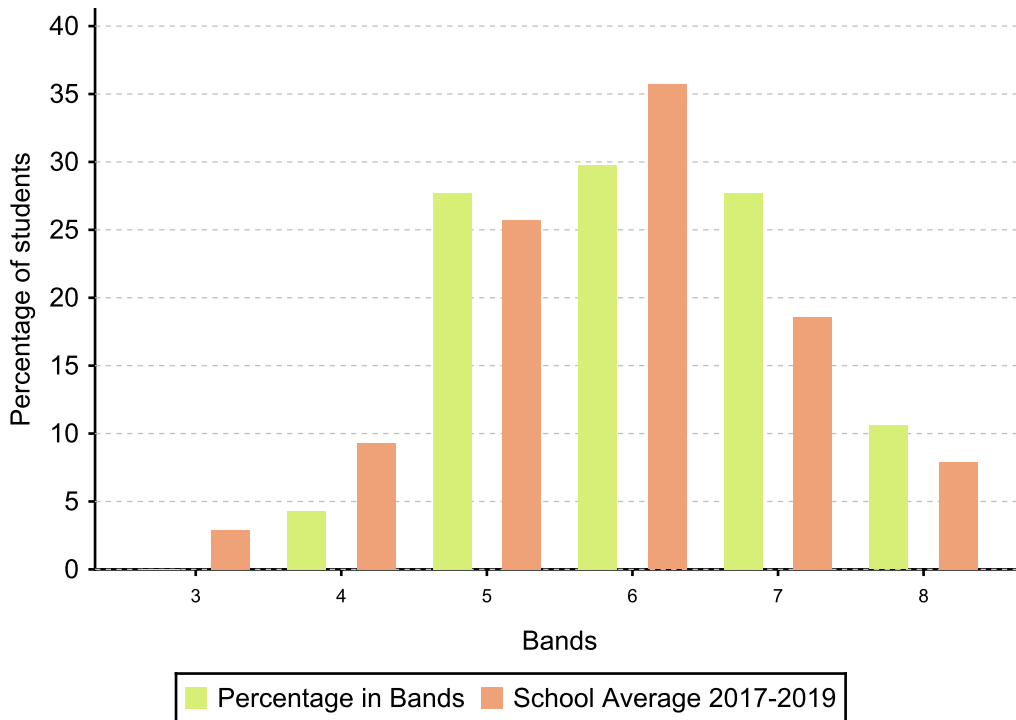
Band	3	4	5	6	7	8
Percentage of students	4.3	12.8	29.8	23.4	14.9	14.9
School avg 2017-2019	7.9	17.9	22.1	28.6	12.1	11.4

**Percentage in bands:  
Year 5 Reading**



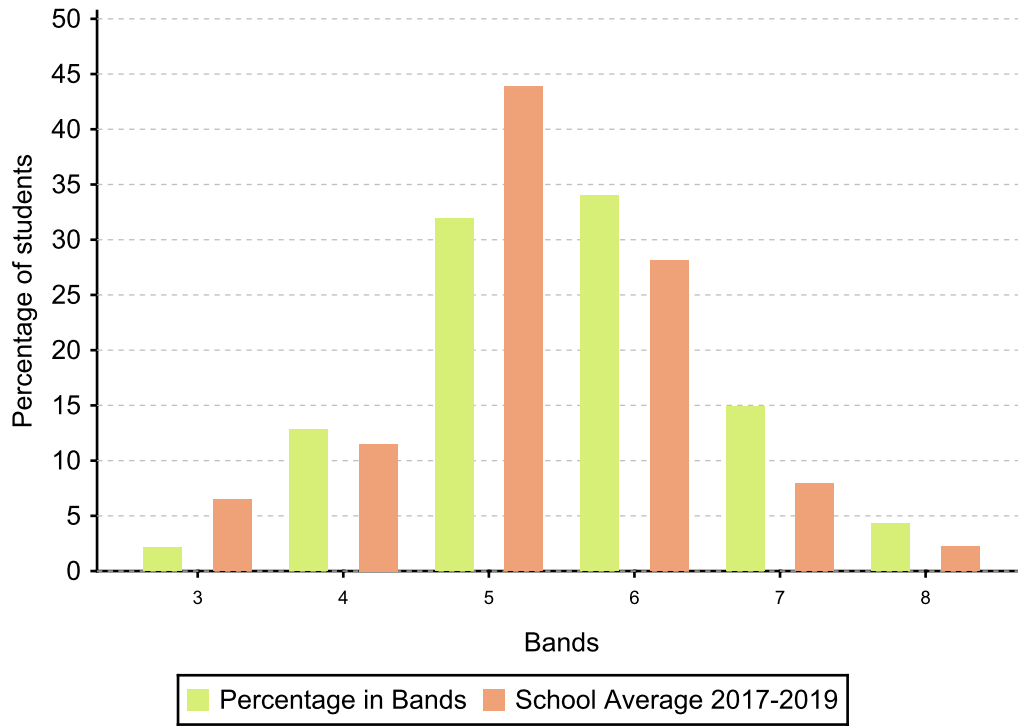
Band	3	4	5	6	7	8
Percentage of students	2.1	12.8	17.0	34.0	25.5	8.5
School avg 2017-2019	2.1	18.6	20.7	31.4	17.9	9.3

**Percentage in bands:  
Year 5 Spelling**



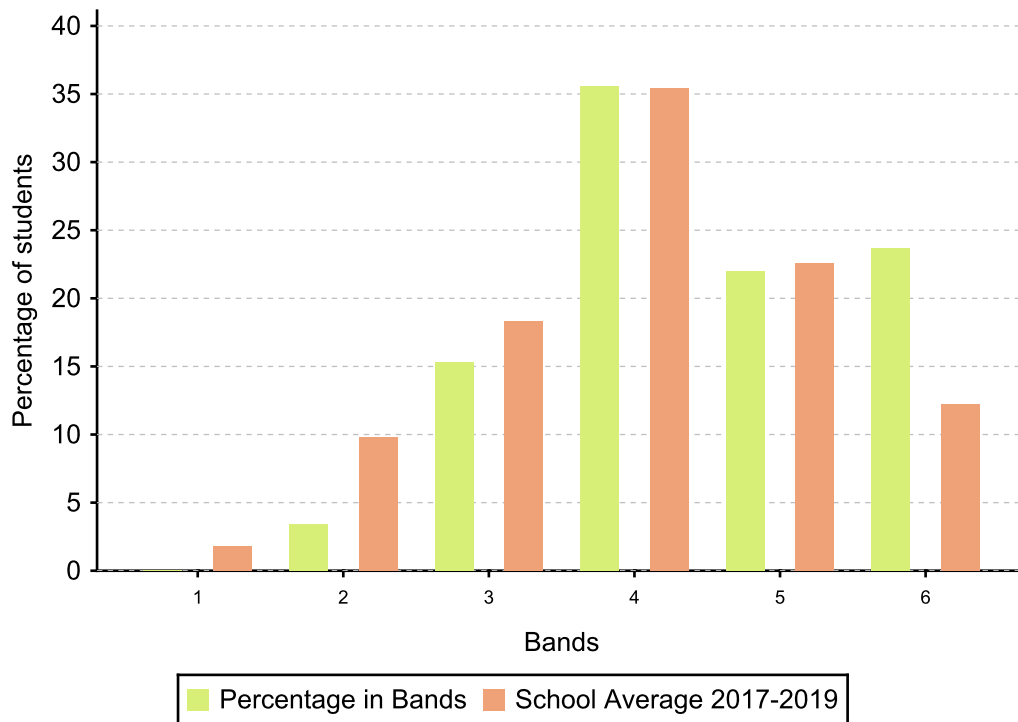
Band	3	4	5	6	7	8
Percentage of students	0.0	4.3	27.7	29.8	27.7	10.6
School avg 2017-2019	2.9	9.3	25.7	35.7	18.6	7.9

**Percentage in bands:**  
Year 5 Writing



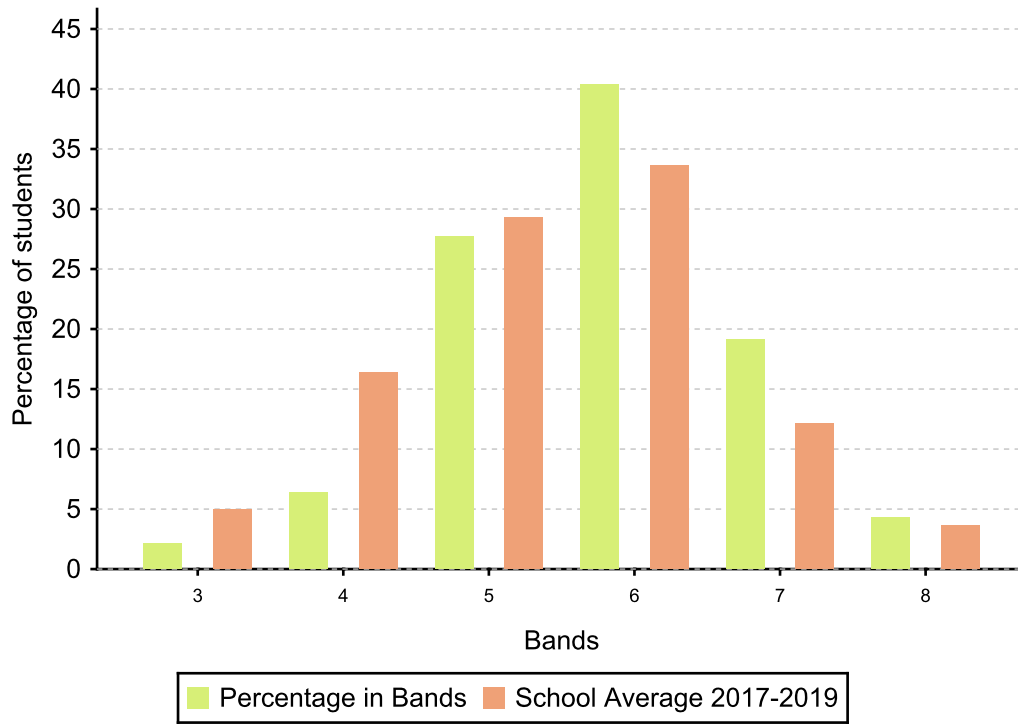
Band	3	4	5	6	7	8
Percentage of students	2.1	12.8	31.9	34.0	14.9	4.3
School avg 2017-2019	6.5	11.5	43.9	28.1	7.9	2.2

**Percentage in bands:**  
Year 3 Numeracy



Band	1	2	3	4	5	6
Percentage of students	0.0	3.4	15.3	35.6	22.0	23.7
School avg 2017-2019	1.8	9.8	18.3	35.4	22.6	12.2

**Percentage in bands:**  
Year 5 Numeracy



Band	3	4	5	6	7	8
Percentage of students	2.1	6.4	27.7	40.4	19.1	4.3
School avg 2017-2019	5	16.4	29.3	33.6	12.1	3.6

## Parent/caregiver, student, teacher satisfaction

The school uses the Tell Them From Me survey so students, teachers, parents and carers have the opportunity to provide feedback. A variety of positive results were gained from the surveys.

Results from students include:

- 70%–80% of students agree or strongly agree that the classrooms are well looked after and everything works
- 70%–80% of students agree or strongly agree that the built environments (playground, shaded covered areas, library and canteen areas) are adequate
- 94% of our Aboriginal students feel good about their culture
- 75% of students agree or strongly agree they feel proud of their school
- 88% of students feel they demonstrate positive behaviour at school

Results from parents include:

- 89% of parents are happy to recommend our school
- 80%–85% of parents feel our school environment is welcoming, well maintained and is easily accessible
- 85% of parents have high aspirations for their children
- Parents believe the school supports positive behaviour by teachers having high expectations, the children having clear understanding of school rules and teachers devoting time toward extra curricula activities. This is above the NSW Government Norm
- 85% of parents with a child in Years 3–6 believe that the school was able to provide specialist assistance for their child when it was needed
- 80% of parents with a child in Kinder to Year 2 believe that the school was able to provide specialist assistance for their child when it was needed
- Overall, 95% of parents find formal interviews, informal meetings, emails, telephone calls and school reports useful or very useful as types of communication at school
- Parents feel very well informed about their child's progress in school subjects and this is about the NSW Government Norm
- Parents support their child's learning at home by praising their child, encouraging their child to do well, talk about school and assist with school assignments. This is above the NSW Government Norm
- Parents feel welcome and overall, 22% of parents get involved in committees eg P&C
- Students are safe at school and behaviour issues are dealt with in a timely manner. This is above the NSW Government Norm
- Parents support learning at home and overall, approximately 80% of parents have spoken with their child's teacher
- School newsletters, social media and the school website are the most useful methods of communication.

Results from teachers include:

- Most of the staff agree or strongly agree that the school supports effective teaching practices
- Most of the staff agree or strongly agree that students focus on their learning and have a sense of belonging
- Most of the staff agree or strongly agree that the school is well maintained
- Most of the staff believe there is collaboration
- Most of the staff agree or strongly agree that the school leaders clearly communicate their strategic vision and values for the school
- Most of the staff agree or strongly agree that school leaders are leading improvement and change



# Policy requirements

## Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

## Anti-Racism Policy

All teachers are responsible for supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. Principals are responsible for examining school practices and procedures to ensure they are consistent with the policy. All schools have an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

## Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.