

2020 Annual Report

Henry Fulton Public School



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Introduction

The Annual Report for 2020 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.

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School vision

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 and participated in an external validation. 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. Every five years, our school undergoes an external validation process.

During the external validation process, an independent panel consisting of a Principal School Leadership and a peer principal considered our evidence and assessment of our school's progress against the School Excellence Framework.

Our self-assessment and the external validation process will assist the school to refine our school plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework: <https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/school-excellence>

Self-assessment using the School Excellence Framework

Elements	2020 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	Sustaining and Growing
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)
<p>Student ILP's and PLP's were updated and saved in the Learning and Support school network folder to help with student monitoring and transition to classes for 2021.</p> <p>Tracking on Wushka was used to determine the success of the program and the interaction and usage by students. With collaboration of staff, the program was evaluated and a decision made to renew the subscription for 2021.</p> <p>Peer Support, Peer Play, Interrelate and the School Swimming Scheme will be rebooked for 2021 if compliance with COVID-19 can be maintained.</p>	<p>Student ILP's and PDP's</p> <p>Survey Monkey</p> <p>Casual teachers to cover classes while ILPs are updated</p> <p>Funding Sources:</p> <ul style="list-style-type: none">• School based operational funds (\$1000.00)

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)
<p>Semester 2 academic reports completed in Sentral using assessment data obtained through various means throughout the term. Reports sent home to parents in Week 10 of Term 4. Feedback collected from staff on the reporting process. Reports saved on server and copies added to Student Record Cards.</p> <p>The success of the Soundwaves and Mathletics programs evaluated based on assessment results, and teacher and student feedback. Subscriptions to both programs will be renewed in 2021.</p>	<p>Report template in Sentral</p>

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)
<p>Students were unable to attend the two transition sessions to help familiarise them with the Henry Fulton facilities and staff to assist with the transition to school due to COVID-19.</p> <p>Parents information session during the orientation program cancelled due to COVID-19.</p> <p>All 2021 Kindergarten parents called by ESI Assistant Principal to discuss valuable information on the school, curriculum, transitioning children to school and to answer any questions. Packs sent to parents, and students with transition activities and information. Video was made and released on Social Media to showcase the school and highlight a 'Day in Kindergarten'.</p> <p>Presentation Day Assembly held to celebrate the academic and sporting achievements of students K-6. Student leaders for 2021 announced (modified due to COVID-19) Parents were notified by mail and Stage assemblies were able to be viewed on Zoom by Henry Fulton classes and parents.</p>	<p>Henry Fulton information packs, learning packs for students, learning activities</p> <p>Notifications to parents, trophies and awards, hall, sound system, computer for Zoom</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • School based operational funds (\$2000.00)

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>The implementation of the Seven Steps to Writing Success program continued throughout 2020 across K-6. Staff were involved in several professional learning sessions to become familiar with the program and the explicit teaching of its Seven Steps. Classroom programs reflect lessons delivering the writing content of the Seven Steps methodology. The online subscription for resources to support implementation was renewed for another 12 months, with the intention to continue refining and supporting inclusion in classroom programs in 2021.</p> <p>The Strategic Improvement Plan for 2021-2024 will reflect a focus on using PLAN2 to track student progress in writing and other curriculum areas.</p> <p>Throughout 2020, consistent assessments were used across the school to track student progress such as Sound Waves diagnostic and content tests, PAT reading and numeracy assessments, CARS reading comprehension, CAMS numeracy strategies, PM reading benchmarks and other stage based/class assessments. Student data relating to these assessments has been saved to the tracking spreadsheets for 2021 planning.</p>	<p>Seven Steps resources online subscription renewal</p> <p>Funding Sources:</p> <ul style="list-style-type: none">• School based operational funds (\$1990.00)

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>All staff held PDP meetings with their supervisor throughout the year. All staff met with the Principal in Weeks 9 & 10 of Term 4 to reflect upon achievement of annual goals and discuss plans and focus areas for 2021.</p> <p>All students receive regular, timely written and verbal feedback on their learning. Student ILP and PLP goals were reviewed and reflected upon. Documents were updated to reflect progress and saved to school server in</p>	<p>Teacher PDP's Student ILP's/PLP's</p>

Progress towards achieving improvement measures

readiness for 2021.

The creation of assessment rubrics to provide further guidance to students about expectations and success criteria remains a goal for future development. This will be reflected in the Strategic Improvement Plan 2021-2024, particularly in the area of writing.

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 collaborate with students to reflect upon achievement of individual learning goals contained in ILP/PLP. These documents are a useful tool to communicate with parents and students, and are regularly updated and finalised at the end of 2020 to give 2021 staff an accurate starting point for individual student learning.</p> <p>Casual staff were employed to implement targeted learning sprints across K-6 to focus on reading and numeracy skills. Students within these groups benefitted from the additional support provided.</p> <p>The MacqLit program was introduced to two small groups of Stage 2 children. This program targets literacy development and children successfully moved through the lessons delivered.</p> <p>The LaST teacher has also undertaken MiniLit training in 2020 and implementation of the program is anticipated for 2021, to support Stage 1 students with their literacy development.</p> <p>Peaceful kids, PALS and Panthers on the Prowl programs were delivered to support students with their well being, social and emotional development.</p>	<p>MacqLit Resources</p> <p>Casual teachers</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • School based operational funds (\$10000.00)

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>Teachers have recorded professional learning hours with NESAs to maintain teacher accreditation. The school keeps an updated register of professional learning hours in a Google document. This is updated regularly to support teachers in this process.</p> <p>Professional learning opportunities were limited in 2020 due to the COVID-19 restrictions. However, staff were still able to complete some relevant and targeted professional learning via Zoom sessions to maintain and update their skills.</p> <p>Several staff were supported to achieve their Proficient Teacher Accreditation throughout 2020.</p> <p>The school tends to use all of its allocated professional learning funds each year and then supplementary funds from school based operation funds is also used.</p>	<p>Funding Sources:</p> <ul style="list-style-type: none"> • Professional learning (\$25335.00)

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)
Areas of future school development identified using assessment data from a variety of formal and informal measures. Data used to identify student needs and to form classes and support all students in 2021.	School Data Tracking Spreadsheets TTFM results
TTFM survey results have highlighted areas to consider in 2021 to ensure the well-being of all students in the future.	

Process 2: Systems and Processes

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

Evaluation	Funds Expended (Resources)
Improvement noted in expected student behaviours across the school due to changes in playground rosters, areas of play and the use of SLSO's in the playground.	Sentral School Policies
The consistent collection of behaviour data will be used to inform areas for future PBL focus, school decisions related to students and classes, and the creation of the PBL plan for 2021.	
The knowledge of staff on school and department expectations regarding Student Welfare, LaST and Assessment and Reporting is up-to-date and is reflected in school documents.	

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)
The stage presentation assemblies were streamed through Zoom to enable parents and community members to share the success of the Henry Fulton students in 2020.	Trophies and Awards Video/movie for Year 6 farewell

Progress towards achieving improvement measures

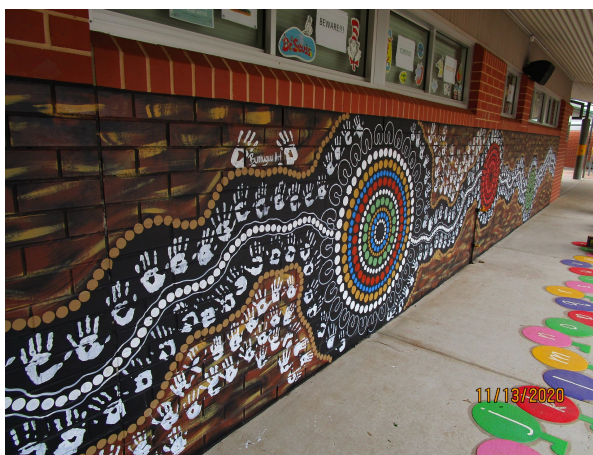
The Year 6 farewell was modified and held in the school hall due to COVID-19 restrictions and guidelines. Parents were unable to attend so the presentation was recorded and added to the Year 6 USB with photos.

No parents were able to help in classrooms in 2020 so the Parent Helper Morning Tea was cancelled.

Letters to parents

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Learning and Support Team Funding Sources: <ul style="list-style-type: none"> Aboriginal background loading (\$26 081.00) 	<ul style="list-style-type: none"> Survey results showed areas staff were seeking professional learning. Attendance at each AECG and the AGM mtg. Participation of all staff in professional learning sessions-<i>Aboriginal Education Policy and Turning Policy Into Action</i>. Completion of a mural by Sandon Gibbs and all students and staff were involved in placing their hand print on the mural.
English language proficiency	Learning and Support Team Funding Sources: <ul style="list-style-type: none"> English language proficiency (\$25 522.00) 	<ul style="list-style-type: none"> Effective identification of EALD students and where they are on the learning continuum and implementation of appropriate teaching and learning programs. Completion of the EALD data collection survey. Consultation and collaboration with class teachers and the Learning and Support Team.
Low level adjustment for disability	An allocation of staffing was 0.800 which equates to 4 days per week. A further allocation of funds \$87,507, supported the teacher allocation to increase it to an extra day and the remainder was used to employ SLSO's Funding Sources: <ul style="list-style-type: none"> Low level adjustment for disability (\$87 507.00) 	<ul style="list-style-type: none"> Students benefited from ongoing support from classroom teachers and SLSO's.
Quality Teaching, Successful Students (QTSS)	QTSS funding equates to 0.8 staffing allocation Funding Sources: <ul style="list-style-type: none"> Quality Teaching, Successful Students (QTSS) (\$77 444.00) 	<ul style="list-style-type: none"> PDP's reviewed with Supervisors and Principal. Discussion and mentoring of staff. Executive release to meet and discuss PDP's, provide instructional leadership, quality teaching rounds support and observations.
Socio-economic background	SLSO's, games and equipment. The Learning and Support Team delivered professional learning experiences for the SLSO's in the school Funding Sources: <ul style="list-style-type: none"> Socio-economic background (\$58 130.00) 	<ul style="list-style-type: none"> Teachers, students and SLSO's benefited from professional learning and with increased capacity were able to implement and use action packs and quality resources.
Support for beginning teachers	Executive staff supported the teachers on their team by providing mentoring, demonstration lessons, conducting meetings, observations, professional dialogue, analysing research and participating in regular discussions Funding Sources: <ul style="list-style-type: none"> Support for beginning 	<ul style="list-style-type: none"> Early career teachers benefited from mentoring, demonstration lessons, meetings, observations, professional dialogue, analysing research and participating in regular discussions. Three teachers were able to complete their accreditation for proficiency.

Support for beginning teachers	teachers (\$42 000.00)	<ul style="list-style-type: none"> • Early career teachers benefited from mentoring, demonstration lessons, meetings, observations, professional dialogue, analysing research and participating in regular discussions. • Three teachers were able to complete their accreditation for proficiency.
Bump It Up	Ongoing quality teaching practices were implemented	<ul style="list-style-type: none"> • Students continued to be challenged and teachers saw ongoing achievement and progress.



Student information

Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	190	206	198	174
Girls	211	214	230	214

Student number fluctuated significantly in 2020.

At the beginning of the school year, the student population was 499 and the school maintained these numbers in Semester One.

In Semester Two, on the opening of the new school in June 2020, student numbers dropped to 388.

Student attendance profile

School				
Year	2017	2018	2019	2020
K	93.3	93.1	94	91.6
1	93.9	92.3	91.5	92.7
2	92.9	91.2	92.2	90.9
3	92.2	92.9	94	90.2
4	92.6	92.9	92.4	93.7
5	92.2	91.9	92.3	92.4
6	89.8	94	92.7	93
All Years	92.6	92.6	92.7	91.9
State DoE				
Year	2017	2018	2019	2020
K	94.4	93.8	93.1	92.4
1	93.8	93.4	92.7	91.7
2	94	93.5	93	92
3	94.1	93.6	93	92.1
4	93.9	93.4	92.9	92
5	93.8	93.2	92.8	92
6	93.3	92.5	92.1	91.8
All Years	93.9	93.4	92.8	92

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

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)	4
Classroom Teacher(s)	18.35
Literacy and Numeracy Intervention	0.42
Learning and Support Teacher(s)	0.8
Teacher Librarian	1
School Administration and Support Staff	3.28

*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, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2020, 3.7% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2020 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	6.30%
Teachers	3.30%	2.80%

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 2020, an additional School Development Day was included at the start of Term 2 to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2020 to 31 December 2020. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2020 Actual (\$)
Opening Balance	705,497
Revenue	4,037,401
Appropriation	3,950,719
Sale of Goods and Services	28,911
Grants and contributions	56,523
Investment income	1,247
Expenses	-4,039,738
Employee related	-3,571,022
Operating expenses	-468,716
Surplus / deficit for the year	-2,338
Closing Balance	703,159

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.

	2020 Approved SBA (\$)
Targeted Total	77,974
Equity Total	239,009
Equity - Aboriginal	26,081
Equity - Socio-economic	58,130
Equity - Language	25,522
Equity - Disability	129,275
Base Total	3,395,563
Base - Per Capita	102,936
Base - Location	0
Base - Other	3,292,627
Other Total	208,626
Grand Total	3,921,171

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.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data.

2020 NAPLAN

As agreed by the Education Council, the National Assessment Program (or NAPLAN) did not proceed in 2020 due to the COVID-19 pandemic. This was to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

The Education Council also agreed to defer the full transition to NAPLAN Online from 2021 to 2022 and the continuation of current NAPLAN governance arrangements through 2021.

Parent/caregiver, student, teacher satisfaction

Parents and carers were surveyed using the Tell Them From Me surveys and 21 responses were returned. These responses were above government mean.

- The school's administrative staff are helpful when I have a question or problem.
- Reports on my child's progress are written in terms I understand.
- Encourage your child to do well at school.
- Praise your child for doing well at school.
- Talk with your child about feelings towards other children at school.
- My child is encouraged to do his or her best work.
- Teachers expect my child to pay attention in class.
- My child is clear about the rules for school behaviour.
- My child feels safe going to and from school.

In terms of the experiences during the learning from home period, an overall average of 59.8% of parent respondents agreed or strongly agreed that they felt there was adequate support information, resources, support for learning and school contact.

Staff were surveyed using the Tell Them From Me surveys and 21 responses were returned. These responses were above government mean.

- School leaders have helped me improve my teaching.
- I work with school leaders to create a safe and orderly school environment.
- School leaders have supported me during stressful times.
- I talk with other teachers about strategies that increase student engagement.
- Teachers in our school share their lesson plans and other materials with me.
- I discuss my assessment strategies with other teachers.
- I discuss learning problems of particular students with other teachers.
- I give students written feedback on their work.
- I monitor the progress of individual students.
- I am effective in working with students who have behavioural problems.
- I set high expectations for student learning.
- My assessments help me understand where students are having difficulty.
- I use formal assessment tasks to help students set challenging goals.
- I use formal assessment tasks to discuss with students where common mistakes are made.
- When students' formal assessment tasks or daily classroom tasks fail to meet expectations I give them an opportunity to improve.
- I use results from formal assessment tasks to inform my lesson planning.
- I give students feedback on how to improve their performance on formal assessment tasks.
- I help students set challenging learning goals.
- When I present a new concept I try to link it to previously mastered skills and knowledge.
- My students are very clear about what they are expected to learn.
- I use two or more teaching strategies in most class periods.
- Students receive feedback on their work that brings them closer to achieving their goals.
- I discuss with students ways of seeking help that will increase learning.
- Students have opportunities to use computers or other interactive technology for describing relationships among ideas or concepts.
- Students have opportunities to use computers or other interactive technology to analyse, organise, and present subject matter.
- I help students use computers or other interactive technology to undertake research.
- I help students to overcome personal barriers to using interactive technology.
- I strive to understand the learning needs of students with special learning needs.
- I establish clear expectations for classroom behaviour.
- I help low-performing students plan their assignments.
- I make sure that students with special learning needs receive meaningful feedback on their work.
- I make an effort to include students with special learning needs in class activities.
- I use individual education plans to set goals for students with special learning needs.
- I create opportunities for success for students who are learning at a slower pace.
- I work with parents to help solve problems interfering with their child's progress.
- I share students' learning goals with their parents.
- I am in regular contact with the parents of students with special learning needs.
- Parents understand the expectations for students in my class.
- Parents are regularly informed about their child's progress.
- I help students set challenging learning goals.
- I use formal assessment tasks to help students set challenging goals.
- In most of my classes I discuss the learning goals for the lesson.
- I establish clear expectations for classroom behaviour.
- Other teachers have shared their learning goals for students with me.

- My students are very clear about what they are expected to learn.
- I set high expectations for student learning.
- I use individual education plans to set goals for students with special learning needs.
- I discuss my learning goals with other teachers.
- I work with other teachers in developing cross-curricular or common learning opportunities.
- Students become fully engaged in class activities.
- Teachers in our school share their lesson plans and other materials with me.
- I work with school leaders to create a safe and orderly school environment.
- I use two or more teaching strategies in most class periods.
- I use results from formal assessment tasks to inform my lesson planning.
- Students find class lessons relevant to their own experiences.
- I create opportunities for success for students who are learning at a slower pace.
- I give students written feedback on their work.
- I am regularly available to help students with special learning needs.
- Students receive written feedback on their work at least once every week.
- I use formal assessment tasks to discuss with students where common mistakes are made.
- I monitor the progress of individual students.
- I make sure that students with special learning needs receive meaningful feedback on their work.
- I help students use computers or other interactive technology to undertake research.
- Students receive feedback on their work that brings them closer to achieving their goals.
- I give students feedback on how to improve their performance on formal assessment tasks.
- My assessments help me understand where students are having difficulty.
- I strive to understand the learning needs of students with special learning needs.
- I talk with other teachers about strategies that increase student engagement.
- I can easily identify unproductive learning strategies.
- When students' formal assessment tasks or daily classroom tasks fail to meet expectations I give them an opportunity to improve.
- I am effective in working with students who have behavioural problems.
- I discuss with students ways of seeking help that will increase learning.

In terms of the experiences during the learning from home period, an overall average of 62% of staff respondents agreed or strongly agreed that there was adequate support information, resources, support for learning, school contact and they felt prepared.

Students were surveyed using the Tell Them From Me surveys. In the area of student engagement, the following themes and findings were evident.

- Students who are 'socially' engaged are actively involved in the life of the school, their friends are there and they are involved in sports or other extra-curricular activities. This involvement can give them a sense of belonging at school and increase academic motivation. Henry Fulton Public School students were socially engaged higher than NSW Govt norms in their levels of participation in sports and clubs and for having positive relationships.
- Students who value schooling outcomes and meet the formal rules of schooling are considered 'institutionally' engaged. These students feel that what their learning at school is directly related to their long-term success, and this view is reflected in their classroom and school behaviour and their effort in doing homework. Levels of institutional engagement in Henry Fulton Public School are higher than NSW Govt norms as students stated they value schooling outcomes and have positive behaviours at school.
- Research by The Learning Bar found that there were considerable differences among schools in their levels of engagement and only some of this variation was attributable to students' family backgrounds. Henry Fulton Public School was higher than NSW Govt norms in the areas of quality instructions, positive teacher and student relations, positive learning climate and expectations for success.

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.

The school has an Aboriginal Education committee who attends local AECG meetings, forming links with the community. They meet regularly and formulate and create opportunities for students to learn about their culture. They provide opportunities for staff to build their capacity in this area. All staff, including teachers and SAS staff participated in professional learning entitled *Aboriginal Education Policy* and *Turning Policy Into Action*.

In 2020, the school commissioned a mural by artist Sandon Gibbs. The mural entitled 'Learning Together', reflects a strong community group and the importance of working and learning together. The centre circle shows everyone from the school and the wider community coming together. Each dot is important within the circles as it plays a role. Without one dot the circle would not be complete. This reflects the school community - one where everyone plays a role and has a responsibility and without that, the community would not be complete. The u-shapes in the mural reflect the Elders, children, women and men who make up the school community and they are all the same to show that everyone is equal, sitting in the circle listening to each other and respecting one another.

The four circles also reflect the house groups which are named in Dharug language - Bundarra, Kalang, Warrigal and Currawong. The line going through these to the centre illustrates everyone coming together and each individual on their own journey. The background reflects the earth and the land, the surrounding mountains and the Hawkesbury and Nepean Rivers as well as the Wianamatta Nature Reserve nearby. It shows the importance of respecting and looking after the land and that it is Aboriginal land.

The handprints added by each student within the school community allow for everyone to show all of themselves and that they are proud to be a part of the school community. It reflects that everyone is an individual and is coming together to learn as one. The mural was completed in July 2020.

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.

