

# 2021 Annual Report

## Henry Fulton Public School



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# Introduction

The Annual Report for 2021 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 Strategic Improvement 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 vision

We are committed to creating equitable, innovative and dynamic learning environments to equip our learners with the critical thinking skills and knowledge required to ensure they reach their potential and be self-directed, lifelong learners.

## School context

Henry Fulton Public School is a vibrant school in Western Sydney with an enrolment of 322 students, including Aboriginal students and 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.

Through our situational analysis, we have identified a need to use data driven practices that ensure all students have access to stage appropriate learning. A focus will be on the use and interpretation of data to ensure quality teaching and learning occurs as a result of vigorous analysis. Quality teaching to meet the needs of all students will be a result of successful planning and delivering of explicit teaching, quality differentiated instruction to students. Students with additional needs will be catered for through identification and effective use of resources. Through analysis the school has identified system negotiated targets and will focus on reading and numeracy. The school has used data to determine writing is a focus area that will be integrated and be of benefit to all students in their learning.

Work will take place to develop quality formative and summative assessment tasks and data collection practices and will develop greater consistency of judgement within and across the school.

Our work with individual students will be responsive and monitored. Individual and targeted support will be identified, planned and implemented.

Strategic professional learning opportunities will provide staff with options for improvement and ongoing learning.

## 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 Strategic Improvement Plan and annual report.

Our self-assessment process will assist the school to refine our Strategic Improvement 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>

### Self-assessment using the School Excellence Framework

Elements	2021 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: Student growth and attainment

### Purpose

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In order to improve students learning outcomes in reading, writing and numeracy we will develop and sustain whole school processes for collecting and analysing data to ensure the implementation of appropriate curriculum provision for every student is underpinned by evidence informed What Works Best strategies and embedded evaluative practice.

### Initiatives

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This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Use of data to improve the teaching of reading
- Use of data to improve the teaching of numeracy
- Building writing teaching strategies

### Resources allocated to this strategic direction

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**Professional learning:** \$2,520.00

**Socio-economic background:** \$42,000.00

### Summary of progress

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The school worked on developing a whole school system and integrated approach to quality teaching around writing using Seven Steps to Writing Success, including professional learning to support the delivery of lessons relating to informative and persuasive writing.

Staff completed professional learning on elements of *What Works Best:2020 update*. Discussions were held about Chapter 3: Effective Feedback to recognise the importance of communicating teacher expectations, provision of timely feedback to promote student engagement and achievement. Teachers collaborated in small groups to discuss the research relating to Chapter 7: Wellbeing, in recognition that the school years contribute to the development of the whole child and that students who have a higher level of wellbeing have increased engagement and higher academic achievement. Our third What Works Best session was to discuss the value of Chapter 8: Collaboration, with the aim to improve teacher practices and student outcomes.

Check in assessments for students in Years 3-6 were used to monitor, plan and report on student learning in reading and numeracy. The Year 1 Phonics screening test was used as a formative assessment tool in Semester Two and other student assessment data was regularly used, where possible due to COVID-19 and the reduced time face-to-face with students. eg: Sound Waves diagnostic.

The principal and school leadership team modelled and supported a culture of high expectations and community engagement. The learning materials produced during the lock down period were of a high quality focusing on all curriculum areas, using a range of digital and printed materials.

The school has a high performing teaching staff as measured against the Australian Professional Standards, whose capacities are continually built to ensure every student experiences high quality teaching. The leadership team has participated in capacity development programs such as the LEED Project and implements principles of evaluative thinking, continually monitoring the impact of programs and approaches used by all teachers, to improve practice as required.

In 2022, the school will have an increased focus on teachers identifying, understanding and implementing the most effective explicit teaching methods, with the highest priority given to evidence-based teaching strategies. The school will:

- employ a full time APC&I to ensure high quality curriculum implementation
- continue to explore What Works Best themes
- continued focus on writing using Seven Steps to Writing Success
- focus on evidence based approaches to the teaching of reading and numeracy
- prepare staff and resources for the implementation of the new K-2 English and Mathematics syllabus in 2023
- streamline the use of whole school assessments and use of data to monitor student progress. Student assessment data will be regularly used school wide to identify student achievement and progress and to inform future school directions.

### Progress towards achieving improvement measures

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The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
Top 2 bands in NAPLAN reading increase to be close to the lower bound of 40.7%.	49.41% of students achieved in the top 2 bands in NAPLAN <b>reading</b> indicating <b>achievement above the upper bound target</b> of 45.7%.
Improvement in the percentage of students achieving expected growth in NAPLAN reading to be close to the lower bound target of 58.3%.	The percentage of students achieving expected growth in <b>reading</b> increased to 64.10% indicating <b>achievement above the upper bound target</b> of 63.30%.
Improvement in the percentage of students achieving expected growth in NAPLAN numeracy to be close to the lower bound target of 48.7%.	Percentage of students achieving expected growth in <b>numeracy</b> in 2021 was 40.54% indicating progress toward the system-negotiated target of 48.7%.
Top 2 bands in NAPLAN numeracy increase to be close to the lower bound of 29.4%.	32.14% of students achieved in the top 2 bands in NAPLAN <b>numeracy</b> indicating <b>progress toward the upper-bound target</b> of 34.4%.
<p>Improvement as measured by the School Excellence Framework by a range of evidence that supports our assessment validation at sustaining and growing in the following elements and themes:</p> <p><b>LEARNING</b></p> <p><i>Curriculum</i> - Teaching and learning programs, Differentiation</p> <p><i>Assessment</i> - Whole school monitoring of student learning</p> <p><b>TEACHING</b></p> <p><i>Data Skills and Use</i> - Data analysis</p> <p><i>Effective classroom practice</i> - Explicit teaching, Feedback</p> <p><i>Professional Standards</i> - Improvement of practice</p> <p><b>LEADING</b></p> <p><i>Educational leadership</i> - Instructional leadership</p>	<p>Self-assessment against the School Excellence Framework shows the school remaining at sustaining and growing in each of the following elements:-</p> <p><b>LEARNING</b></p> <p><i>Curriculum</i> - Teaching and learning programs, Differentiation</p> <p><i>Assessment</i> - Whole school monitoring of student learning</p> <p><b>TEACHING</b></p> <p><i>Data Skills and Use</i> - Data analysis</p> <p><i>Effective classroom practice</i> - Explicit teaching, Feedback</p> <p><i>Professional Standards</i> - Improvement of practice</p> <p><b>LEADING</b></p> <p><i>Educational leadership</i> - Instructional leadership</p> <p>The school is striving to move toward excelling in these areas.</p>

## Strategic Direction 2: Wellbeing and attendance

### Purpose

To create a school learning environment that enables every student to be healthy, happy, engaged and successful. Where students can learn and grow with confidence and be encouraged to become self-directed, lifelong learners.

### Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Whole school approach to positive behaviour
- Sense of Belonging
- Attendance

### Resources allocated to this strategic direction

**Socio-economic background:** \$5,000.00

**Per capita:** \$10,000.00

**Professional learning:** \$2,500.00

### Summary of progress

Positive, respectful relationships are evident and widespread among students and staff and promote student wellbeing to ensure optimum conditions for student learning across the whole school.

Some staff members were trained in the Rock and Water program and delivered lessons to Stage 3 students to build self awareness and self confidence. Throughout the period of remote learning, regular wellbeing zoom sessions were conducted for students at a class, stage and whole school level. Staff wellbeing sessions were also held throughout the year.

Teachers, parents and the community worked together to support consistent and systematic processes to ensure student absences did not impact on learning outcomes. During the period of COVID-19 lockdown, staff regularly communicated with parents to ensure students remained engaged with the curriculum.

Any other planned whole school wellbeing programs were not conducted this year due to COVID-19 lockdown and restrictions. Student learning and engagement and attendance data was slightly effected by COVID-19.

In 2022 the school has committed to:-

- professional learning and implementation of the 1-2-3 Magic & Emotion Coaching program to enhance consistency and high expectations across all school settings. All staff will be trained in the program and parent training sessions are also planned to be led by the school counsellor. School procedures and data tracking policies to be reviewed for both positive (start) and negative (stop) behaviours, including improvements to Sentral
- Implementation of IER Department policies
- Proactive intervention programs such as Peaceful Kids, Peer Play, Peer Support, "Mind Up" program, playground led activities, parent workshops
- Continuing to work effectively with outside agencies to support student learning
- Continuing to monitor attendance and follow up absences
- Build staff familiarity and knowledge around "The Wellbeing Framework for Schools".

### Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
Increase in the overall TTFM survey results Advocacy at School, Expectations for Success and Sense of Belonging to be close to the lower bound of 88.5%	Tell Them From Me data indicates 86.57% of students report a positive sense of wellbeing (Expectations for success, advocacy, and sense of belonging at school) and we are working towards the lower bound target.

<p>Increase student attendance 90% of the time to be close to the lower bound target of 81.1%.</p>	<p>The number of students attending greater than 90% of the time is 72.5%. Absences relating to COVID-19 have impacted this result.</p>
<p>The school will implement evidence based change to whole school practices, resulting in measurable improvements in wellbeing and engagement to support learning.</p> <p>A range of evidence supports our assessment/validation in the element of wellbeing at sustaining and growing.</p>	<p>At the end of 2021, 3 teachers were trained in the 1-2-3 Magic &amp; Emotion Coaching Program and trialed the program in a Stage 2 classroom.</p>



## Strategic Direction 3: Transitions

### Purpose

To encourage aspirational expectations of learning progress and achievement for all students and develop and maintain effective partnerships in learning with parents and students in order for students to be motivated to deliver their best and continually improve.

### Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Transition

### Resources allocated to this strategic direction

**Socio-economic background:** \$5,000.00

**Low level adjustment for disability:** \$5,000.00

### Summary of progress

The whole school community was well supported throughout COVID-19 transition to remote learning with differentiated units of work, zoom lessons and wellbeing sessions, high quality resources using digital and printed materials. Children in various support programs were provided with additional materials to cater for their needs. Parents and carers were mentored and supported to ensure continuity of learning at home.

During Term 4, a strong collaboration between parents, students and the community was demonstrated to provide a smooth transition for students from Year 6 to 7 and from preschool to Kindergarten with a specific focus on students at risk eg: Aboriginal students and students with special needs and disabilities.

Teachers and the Learning and Support Team worked collaboratively to plan and prepare students for a smooth transition within the school and to other school settings. Programs were initiated to support some students transition back to school in Term 4, after the period of remote learning.

In 2022 the school will:

- continue to improve transition for students within the school and to other settings
- build stronger relationships with local child care services

### Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
The school will engage in strong collaborations between parents, students and the community to inform and support continuity of learning for all students at transition points, including highly mobile students and students with atypical enrolment.	The school collects relevant information regarding Kindergarten enrolments from local early learning centres. Liaison with high school settings to support smooth transition. Learning and Support team involvement and collaboration with parents occurs for all transitions.
All Kindergarten students arrive at HFPS with a carefully constructed learning and wellbeing profile.	Limited success due to COVID-19 restrictions.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$75,225.01</p>	<p>Integration funding support (IFS) allocations support eligible students at Henry Fulton Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to assist students with additional learning needs</li> <li>• staffing release for targeted professional learning courses, in-school workshops and online learning.</li> <li>• staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs)</li> <li>• employment of staff to provide additional support for students who have high-level learning needs</li> <li>• implementation of targeted programs to differentiate teaching and learning programs</li> <li>• intensive learning and behaviour support for funded students</li> <li>• release for classroom teachers to liaise with carers and stakeholders to develop and conduct regular reviews of students' personalised learning and support plans (PLSP).</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p> <p>Improved quality and quantity of supervision in the playground and support for toileting during class and playground time for students with more specific needs. The allocation of this funding has resulted in all eligible students demonstrating progress towards their personalised learning goals. All PLPs were regularly updated and responsive to student learning needs and progress ensuring eligible students receive personalised learning and support within their own classrooms.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p> <p>To formally incorporate integration funding decision making into the learning and support team meeting agenda to ensure funding use is regularly reviewed.</p> <p>The use of integration funding will be adjusted throughout the year in response to student PLSPs reviews to ensure funding is used to specifically address each student's support needs.</p> <p>Next steps will be to create more clarified school procedures for the liaisons with external agencies in order to ensure the school and the students receive the most benefit from the support that can be provided if and when needed.</p>
<p>Socio-economic background</p> <p>\$112,820.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Henry Fulton Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Use of data to improve the teaching of reading</li> <li>• Whole school approach to positive behaviour</li> <li>• Transition</li> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• professional development of staff to support student learning</li> </ul>

<p>Socio-economic background</p> <p>\$112,820.00</p>	<ul style="list-style-type: none"> <li>• employment of additional staff to support program implementation.</li> <li>• resourcing to increase equitability of resources and services</li> <li>• additional staffing to support identified students with additional needs</li> <li>• resourcing to increase equitability of resources and services.</li> </ul> <p><b>The allocation of this funding has resulted in:</b>  The provision of optimal conditions for learning, including</p> <ul style="list-style-type: none"> <li>• Universal and targeted, intensive Attendance support strategies leading to an increase in the number of students attending 90% of the time towards the lower bound target of 81.1%</li> <li>• Additional SLSO staff employed to support students in class and in the playground in order to improve literacy and numeracy skills and implement and monitor intervention 1:1 learning programs created by the learning and support team</li> <li>• Wellbeing assistance provided for students eg excursion costs, uniform support, provides welfare and mental health support for targeted students and their families</li> <li>• improved sense of belonging shown in TTFM results.</li> </ul> <p><b>After evaluation, the next steps to support our students with this funding will be:</b>  To continue to engage the literacy and numeracy support programs for students who perform in the lowest bands in NAPLAN in both reading and numeracy.</p> <p>All available data will be used and analysed to create focus groups and intensive support groups.</p>
<p>Aboriginal background</p> <p>\$21,636.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Henry Fulton Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• employment of additional teacher to work with students performing below the expected stage level</li> <li>• employment of additional staff to deliver personalised support for Aboriginal students</li> <li>• staffing release to support development and implementation of Personalised Learning Plans.</li> </ul> <p><b>The allocation of this funding has resulted in:</b>  An increase in Aboriginal families engaging in the PLP process and, more importantly, conversations became more authentic as a result of the welcoming and informal setting which includes meetings and phone calls.</p> <p>Tell Them From Me data indicated 87% of Aboriginal students feel good about their culture.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b>  To continue the focused approach to involve more opportunities to participate in cultural activities for both indigenous and non-indigenous students. Programs will be differentiated and personalised support to Aboriginal students, a formal meeting with parents as part of Parent Teacher Interviews.</p>
<p>English language proficiency</p> <p>\$63,403.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Henry Fulton Public School.</p>

<p>English language proficiency</p> <p>\$63,403.00</p>	<p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• employment of additional staff to support delivery of targeted initiatives</li> <li>• provision of additional EAL/D support in the classroom and as part of differentiation initiatives</li> <li>• additional staffing intensive support for students identified in beginning and emerging phase</li> <li>• additional teacher time to provide targeted support for EAL/D students and for development of programs</li> <li>• withdrawal lessons for small group (developing) and individual (emerging) support.</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p> <ul style="list-style-type: none"> <li>• student progress showing high growth on the EAL/D learning progressions, with an increased percentage of EAL/D students achieving expected or above expected growth.</li> <li>• EAL/D students are more confident and prepared to take risks with their language use, as noted in teacher observations and work samples.</li> </ul> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p> <p>To capitalise on teacher confidence and their capacity to design integrated writing units that reflect the needs of EAL/D learners, the identified next step is to transfer this practice across all key learning areas (KLAs). Ongoing professional learning will identify language and cultural demands across the curriculum. Personalised and targeted professional development will be provided to each teacher in the form of mentoring, co-teaching and co-planning.</p>
<p>Low level adjustment for disability</p> <p>\$136,462.00</p>	<p>Low level adjustment for disability equity loading provides support for students at Henry Fulton Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Transition</li> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students</li> <li>• engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting</li> <li>• providing support for targeted students within the classroom through the employment of School Learning and Support Officers</li> <li>• targeted students are provided with an evidence-based intervention MiniLit and MacqLit to increase learning outcomes</li> <li>• employment of additional staff to support teachers to differentiate the curriculum and develop resources and classroom activities resulting in improvement for students with additional learning needs</li> <li>• development of a needs-based learning and support program in which specialist staff collaborated with classroom teachers to build capacity in meeting the literacy needs of identified students.</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p> <p>The allocation of this funding has resulted in an increase of students achieving at or above expected growth in NAPLAN results. The school's value-add results have been steady at Excelling for K-3 and Sustaining and Growing for 3-5 and 5-7.</p>

<p>Low level adjustment for disability</p> <p>\$136,462.00</p>	<p>The school achieved a more consistent approach to student learning support and interventions with an increased number of learning support referrals and subsequent collaborative learning support activities.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> To further expand the impact of the learning support team, the school will provide additional support for identified students through the employment of SLSOs.</p>
<p>Literacy and numeracy</p> <p>\$15,931.00</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Henry Fulton Public School from Kindergarten to Year 6.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• online program subscriptions to support literacy and numeracy which include Wushka, Soundwaves, Seven Steps for Writing success.</li> <li>• staff training and support in literacy and numeracy</li> <li>• literacy and numeracy programs and resources, to support teaching, learning and assessment including PAT, CARS, Phonic assessments, Check-In.</li> <li>• purchasing of literacy resources such as quality decodable readers and picture books for guided and shared instruction</li> <li>• updating reading resources to meet the needs of students.</li> </ul> <p><b>The allocation of this funding has resulted in:</b> The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> <li>• tracking and monitoring of benchmark levels in Kindergarten</li> <li>• tracking and monitoring of benchmark levels in Year 1</li> <li>• increase in ES1 and Stage 1 students participating regularly in the home reading program by using Wushka</li> </ul> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> To provide teacher release to present literacy and home reading workshops for Early Stage 1/ Stage 1 parents to increase participation in the home reading program.</p>
<p>QTSS release</p> <p>\$92,946.00</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Henry Fulton Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to support staff collaboration in the implementation of high-quality curriculum</li> <li>• assistant principals provided with additional release time to support classroom programs</li> <li>• staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff.</li> </ul> <p><b>The allocation of this funding has resulted in:</b> The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> <li>• improved staff confidence and teaching practice. Teachers use learning intentions, success criteria and have a strong focus on formative assessment. Teachers have now embedded evidence-based, high impact teaching strategies within their classroom practice.</li> </ul>

<p>QTSS release</p> <p>\$92,946.00</p>	<ul style="list-style-type: none"> <li>teachers reported lessons differentiated according to students' needs</li> <li>teachers provided students with the opportunity to use self-assessment against learning intentions and success criteria.</li> </ul> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> To continue to develop quality PDP's with the inclusion of strategic goals.</p>
<p>Literacy and numeracy intervention</p> <p>\$47,090.00</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Henry Fulton Public School who may be at risk of not meeting minimum standards.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>employment of classroom teacher to provide intensive learning support for students requiring additional support, focusing on literacy and numeracy</li> <li>implementation of literacy and numeracy strategies to support targeted intervention for students at point of need, in line with identified targets outlined in the School Improvement Plan</li> <li>employment of additional LaST to address the identified needs for students who require additional support in literacy and numeracy.</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Differentiated teaching through on-going formative assessment followed by targeted literacy programs for identified students performing below the expected level for their stage.</p> <p>This intensive approach has resulted in improved engagement in learning. Evidence can be seen in a combination of reading assessment, writing samples, teacher observation and NAPLAN data. The percentage of students attaining the lower bands in NAPLAN decreased and the students attaining the middle bands significantly increased from 2020 to 2021.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> To engage additional teaching staff using other flexible funding to extend intensive small group reading intervention programs.</p> <p>To employ an Assistant Principal Curriculum and Instruction to lead improvement in areas where teachers need support, such as literacy or numeracy and supplement the 0.8 provided by the DoE with 0.2 to make this a full time position.</p>
<p>COVID ILSP</p> <p>\$120,282.00</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2021.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>employment of teachers/educators to deliver small group tuition</li> <li>providing targeted, explicit instruction for student groups in literacy - focus on phonemic awareness, reading and comprehension, high frequency words. MultiLit programs - MiniLit and MacqLit used for Stage 1 and 2 groups</li> <li>analyse school and student data to identify students for small group tuition</li> </ul>



COVID ILSP

\$120,282.00

and to monitor student progress

- providing targeted, explicit instruction for student groups in numeracy - focus on place value and additive strategies
- employing staff to coordinate the program
- development of resources and implementation of action packs to further support children in the program individually in their classrooms
- professional learning for COVID educators.

**The allocation of this funding has resulted in:**

- 28% of students across the school receiving small group tuition with the majority of the students in the program achieving progress towards their personal learning goals
- 82.5% of students in MacqLit and MiniLit programs showed significant improvement in their phonics and word attack skills, as reflected in results from formative assessments within the program.
- all Year 1 students in the program demonstrating increased knowledge of single sounds and high frequency words.
- staff becoming more familiar with PLAN2 and the literacy and numeracy progressions.

**After evaluation, the next steps to support our students with this funding will be:**

- to continue the implementation of literacy and numeracy small group tuition using data sources to identify specific student need.
- to monitor those children involved in 2021 programs to ensure growth is maintained as they transition back into classrooms. Providing additional in-class support for some students to continue to meet their personal learning goals will also be a priority.
- to continue using MiniLit and MacqLit programs for literacy support.
- further use of assessments linking to PLAN2 such as Phonics on Demand and Phonological Awareness Diagnostic tools to track progress and set student goals.

# Student information

## Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	206	198	174	145
Girls	214	230	214	163

## Student attendance profile

School				
Year	2018	2019	2020	2021
K	93.1	94	91.6	94.9
1	92.3	91.5	92.7	93.1
2	91.2	92.2	90.9	93.7
3	92.9	94	90.2	91.1
4	92.9	92.4	93.7	91.8
5	91.9	92.3	92.4	92.5
6	94	92.7	93	90.3
All Years	92.6	92.7	91.9	92.4
State DoE				
Year	2018	2019	2020	2021
K	93.8	93.1	92.4	92.8
1	93.4	92.7	91.7	92.7
2	93.5	93	92	92.6
3	93.6	93	92.1	92.7
4	93.4	92.9	92	92.5
5	93.2	92.8	92	92.1
6	92.5	92.1	91.8	91.5
All Years	93.4	92.8	92	92.4

## Attendance

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 2020. 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.

Attendance figures in 2021 were calculated differently to align with the third edition of ACARA's National Standards for Student Attendance Data and Reporting. Changes include treating partial absences over 120 minutes as a half day absence (instead of their actual value, calculated as a proportion of a nominal 6-hour day) and covers all weeks during Semester 1. Prior to 2021, the final week of Term 2 was excluded.



Furthermore, the Department implemented an automated attendance feed (AAF) system in Semester 1 2021. AAF transfers data automatically from third-party attendance management systems to the Department's centralised data warehouse every night. The AAF has significantly improved data quality in 2021, which has affected data comparability with previous years.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2021, COVID-19 continued to affect student attendance. Analysis of attendance codes showed a change in the structure of absence reasons in 2021.

## Management of non-attendance

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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)	10.88
Literacy and Numeracy Intervention	0.42
Learning and Support Teacher(s)	0.8
Teacher Librarian	0.8
School Administration and Support Staff	2.92

\*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 2021, 4.3% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

## Workforce ATSI

Staff type	Benchmark <sup>1</sup>	2021 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
School Support	3.30%	4.40%
Teachers	3.30%	3.20%

Note 1 - The NSW Public Sector Aboriginal Employment Strategy 2019-2025 takes a career pathway approach in that it sets an ambitious target of 3% Aboriginal employment at each non-executive grade of the public sector by 2025.

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.

# Financial information

## Financial summary

The information provided in the financial summary includes reporting from 1 January 2021 to 31 December 2021. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2021 Actual (\$)
<b>Opening Balance</b>	703,159
<b>Revenue</b>	3,340,580
Appropriation	3,229,587
Sale of Goods and Services	10,449
Grants and contributions	90,023
Investment income	520
Other revenue	10,000
<b>Expenses</b>	-3,104,693
Employee related	-2,770,091
Operating expenses	-334,602
<b>Surplus / deficit for the year</b>	235,887
<b>Closing Balance</b>	939,046

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

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

	2021 <b>SBAR Adjustments</b> (\$)
<b>Targeted Total</b>	101,783
<b>Equity Total</b>	277,321
Equity - Aboriginal	21,636
Equity - Socio-economic	60,820
Equity - Language	63,403
Equity - Disability	131,463
<b>Base Total</b>	2,477,862
Base - Per Capita	95,649
Base - Location	0
Base - Other	2,382,213
<b>Other Total</b>	221,274
<b>Grand Total</b>	3,078,240

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](https://myschool.edu.au) to access the school data.

# Parent/caregiver, student, teacher satisfaction

**People Matter Survey** results showed that 100% of respondents believe that:

The job gives them opportunities, the workgroup considers our customer needs when planning our work, there is a good team spirit and people at work care about each other.

Key drivers showed improvement in all areas including:

- I get support to do my job well
- Senior management promote collaboration
- Senior management supports career development
- My organisation is making improvements
- Change is managed well
- My organisation is committed to developing it's employees.

**Tell Them From Me - Student** results showed that the school was above NSW Gov't Norm for the following:

- teachers set clear goals for learning, establish expectations, check for understanding and provide feedback
- students feel they have someone at school who consistently provides encouragement and can be turned to for advice
- students understand there are clear rules and expectations for classroom behaviour
- feel proud of their school
- 88% of students have a medium/high perseverance level
- 84% of students thought the learning at home resources were of a high quality
- 72% of students thought that the level of feedback during the learning at home period was of a high quality
- 89% of students believe the library is clean and well looked after
- 64% of students believe there is enough covered areas when it gets hot or rains
- 82% of students know who to go to for help
- 87% of Aboriginal students feel good about their culture
- 81% of Aboriginal students believe teachers understand Aboriginal culture
- Trends showed an increase in explicit teaching practices and feedback, advocacy at school, perseverance and positive learning climate.

## **Tell Them From Me - Staff**

Trends showed an increase in inclusive school, leadership, parent involvement, collaboration, learning culture, data informs practice, teaching strategies, challenging and visible goals, planned opportunities, quality feedback, overcoming obstacles and technology.

*Leadership* results showed that the school is well above NSW Gov't Norm for the following:

- school leaders have helped teachers establish challenging and visible learning goals and new opportunities for students
- school leaders have helped teachers improve their teaching, provided guidance for monitoring student progress and supported staff in stressful times
- teachers have worked with school leaders to create a safe and orderly school environment.

*Collaboration* results showed that the school is well above NSW Gov't Norm for the following:

- teachers work with other teachers in developing cross-curricular or common learning opportunities
- teachers talk with other teachers about strategies that increase student engagement
- teachers discuss assessment strategies with other teachers
- teachers discuss their learning goals .

*Learning culture* results showed that the school is well above NSW Gov't Norm for the following:

- teachers give written feedback on work
- teachers monitor progress of individual students
- teachers work effectively with students who have behavioural problems
- teachers set high expectations.

*Data informs practice* results showed that the school is well above NSW Gov't Norm for the following:

- assessments help teachers understand where students are having difficulty
- teachers regularly use data from formal assessment tasks to decide whether a concept should be taught another way and use these to inform lesson planning.

*Teaching strategies* results showed that the school is well above NSW Gov't Norm for the following:

- teachers use two or more teaching strategies in most class periods
- students receive feedback on their work that brings them closer to achieving their goals
- teachers discuss with students ways of seeking help that will increase learning.

*Technology results showed that the school is well above NSW Gov't Norm for the following:*

- students have opportunities to use computers or interactive technology for describing relationships among ideas or concepts and also to analyse, organise and present subject matter.

*Inclusive school results showed that the school is well above NSW Gov't Norm for the following:*

- teachers are able to help students with special learning needs, strive to understand the needs
- teacher establish clear expectations for classroom behaviour
- teachers include students with learning needs in classroom activities, an individual learning plan exists and learning adjustments are made.

*Parent Involvement results showed that the school is well above NSW Gov't Norm for the following:*

- teachers work with parents to solve problems that interfere with their child's learning
- learning goals are shared
- parents are regularly informed about their child's progress.

*Challenging and Visible goals results showed that the school is well above NSW Gov't Norm for the following:*

- other teacher have shared their learning goals for students
- individual learning goals are set for students with needs.

### **Tell Them From Me - Parent/caregiver**

results showed that 88% of parent respondents would recommend the school to other parents. Other results showed the following:

#### *Two-way communication with parents*

- parents feeling welcome highlighted that the school is well above NSW Gov't Norm especially when speaking with their child's teacher, written information from the school is clear, plain language and the school's administration staff are helpful when there is a question or problem
- parents are informed as results show the school is well above NSW Gov't Norm especially as reports on child progress are written in terms that are understood and parents feel well informed about progress in school subjects
- over 88% of parents spoke with the class teacher more than twice
- trends showed an increase in parents feeling welcome and informed, that the school supports learning and positive behaviour and a feeling of safety at school.

#### *Supporting learning at home*

- parents support learning at home as results showed that the school is well above NSW Gov't Norm especially that parents encourage their child to do well at school, they praise their children and talk with their child about feelings towards other children at school
- the school supports positive behaviour & safety at school
- parents believe that the school supports positive behaviour and results showed that the school is well above NSW Gov't Norm for teacher expectations are high, children are clear about rules and school behaviour
- results showed that the school is well above NSW Gov't Norm as children feel safe going to and from school and they feel safe at school.

#### *Learning from home experience in 2021*

- 81% of parents agreed or strongly agreed that students learning occurred and 90% of parents agreed or strongly agreed that the resources provided were effective and useful.

# Policy requirements

## Aboriginal Education Policy

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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.

## Aboriginal Education - School statement

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The school has an Aboriginal committee who leads the professional learning and activities in the school.

In 2021, personalised learning pathways (PLP's) were developed for each indigenous child in consultation with their family. These were monitored throughout the year.

Transition to high school packs were organised for students heading to high school and a zoom lesson by the Kamay Botany Environmental Education Centre was a worthwhile Zoom lesson for Aboriginal students.

During lockdown, each unit of work that was provided had Aboriginal content and specific learning tasks were designed as extra-curricular work for the Aboriginal students to complete.

## Anti-Racism Policy

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

## Anti-Racism - School statement

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The school has a trained ARCO. Racism behaviours are dealt with discreetly, monitored and an action plan developed.

## Multicultural Education Policy

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Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is 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.