

2022 Annual Report

Henry Fulton Public School



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Introduction

The Annual Report for 2022 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.

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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 which has seen enrolments reduce in recent years, (322 in 2021; 269 in 2022, 240 in 2023). Students include 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	2022 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	Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Delivering
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

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

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

AP Curriculum & Instruction: \$120,457.25

Per capita: \$18,980.00

Professional learning: \$8,000.00

Summary of progress

A full time Assistant Principal Curriculum and Instruction (APCI) was employed in 2022. This leadership role is dedicated to ensuring literacy and numeracy knowledge and skills are embedded in curriculum and assessment, high quality teaching practices are enhanced, and the capabilities of middle leaders and classroom teachers are strengthened in literacy and numeracy instruction.

Use of data to improve the teaching of reading & Use of data to improve the teaching of numeracy

Throughout 2022, the APCI led professional learning to build teacher capacity and knowledge around evidence-based literacy instruction particularly in the area of reading. Team teaching and modelled lessons occurred to build skills in the teaching of phonemic awareness and phonics and introduce decodable texts. There has been increased use of DoE On Demand assessment and this has allowed teachers to track student progress using the learning progressions and PLAN2, particularly in the area of phonics. Check-in and NAPLAN assessments for Years 3-6 were analysed to monitor student progress and target areas for improvement.

Staff continued to explore the elements of *What Works Best: 2020 Update* focusing on assessment. Assessment tools and practices are regularly being reviewed and refined to ensure chosen assessments provide data that informs the teaching and learning cycle, is evidence based and provides next steps in learning. In the area of Data Skills and Use - Data analysis (School Excellence Framework), the school self-assessed at Delivering in 2022. Data collection and analysis is undergoing a process of change, as some assessments traditionally used are retired and new evidence-based strategies adopted.

Late in 2022, five staff attended a two day mathematics professional learning course to drive improvement in the delivery of numeracy lessons across K-6. An update of resources has taken place to ensure all classes have access to quality learning materials that promote student engagement and an enthusiasm for the learning of mathematics.

Impact

- 54% of Year 1 students were 'on track' in the 2022 Year 1 Phonics Screening Check which is an improvement of 15% from 2021 and on par with state average. Staff were kept updated on curriculum reform and worked collaboratively to ensure scope and sequences, teaching units and resources were ready for implementation in 2023.
- The use of available data has led to effective grouping of students and targeted teaching and learning programs.
- Increased teacher confidence in evidence based teaching strategies and assessment practices.
- A school mathematics committee formed and action plan created.

Building writing teaching strategies

The leadership team participated in the Leading Evaluation, Evidence & Data (LEED) Project with a focus in 2022 on explicit teaching and effective feedback. All staff participated in professional learning relating to effective feedback in the area of writing and processes and resources have been employed to evidence teacher feedback and provide targeted feedback to students. Teachers were involved in moderating writing work samples to ensure consistent teacher

judgement of progress in reference to syllabus outcomes and learning progressions.

Impact

- Writing check-in data for Year 6 in Semester Two, indicated that the average writing score was 21.2 which is above state average (20.7).
- Students in Stage Three are more aware of their individual learning goals and progression of learning in writing.
- There was an improvement in Year 5 NAPLAN writing results which showed an additional 10% of students achieving in the top two bands.

Next steps

In 2023, evidence-based teaching strategies will continue to be a focus as teachers:

- Implement the new K-10 syllabus for English and Mathematics in K-2
- Prepare for implementation of the new K-10 English and Mathematics syllabus in Years 3-6 in 2024
- Continue to explore *What Works Best: 2020 Update* themes
- Work collaboratively to reflect upon and refine practice in the "enact" phase of the new syllabus K-2
- Engage in professional learning to employ most effective evidence based teaching strategies in the area of mathematics
- Increase engagement with PLAN2 and the learning progressions to track student progress and guide next steps in learning
- More widely adopt DoE on-demand assessments and tools eg. fluency tracking to monitor progress
- Participate in network meetings, PL groups and collaborate with other schools to reflect and improve upon teaching practice eg. CRC, APCI, LaST, AECG, Cambridge Park Network.

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
Achievement of 2022 system negotiated targets. • Top 2 bands in NAPLAN reading increase to be at the lower bound of 40.7%.	44% of students achieved in the top two bands in NAPLAN reading indicating achievement of the lower-bound target .
Improvement in the percentage of students achieving expected growth in NAPLAN reading to be close to the lower bound target of 58.3%.	Expected growth of Year 5 students in NAPLAN reading was unable to be calculated in 2022 as these students in Year 3 in 2020 did not complete NAPLAN due to the COVID-19 pandemic.
Improvement in the percentage of students achieving expected growth in NAPLAN numeracy to be close to the lower bound target of 48.7%.	Expected growth of Year 5 students in NAPLAN numeracy was unable to be calculated in 2022 as these students in Year 3 in 2020 did not complete NAPLAN due to the COVID-19 pandemic.
• Top 2 bands in NAPLAN numeracy increase to be at the lower bound of 29.4%.	26% of students achieved in the top two bands in NAPLAN for numeracy indicating progress toward the lower-bound target .
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: LEARNING <i>Curriculum</i> - Teaching and learning programs, Differentiation <i>Assessment</i> - Whole school monitoring of student learning	Self assessment against the School Excellence Framework shows the school remained at sustaining and growing in each of the following areas. The school is striving to move toward excelling in these areas.: LEARNING <i>Curriculum</i> - Teaching and learning programs, Differentiation <i>Assessment</i> - Whole school monitoring of student learning TEACHING <i>Effective classroom practice</i> - Explicit teaching, Feedback <i>Professional Standards</i> - Improvement of

TEACHING

Data Skills and Use - Data analysis

Effective classroom practice - Explicit teaching, Feedback

Professional Standards - Improvement of practice

LEADING

Educational leadership - Instructional leadership

practice

LEADING

Educational leadership - Instructional leadership

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

Professional learning: \$1,400.00

Per capita: \$1,300.00

Summary of progress

Whole school approach to positive behaviour

All school staff were trained in the 1-2-3 Magic & Emotion Coaching Program. Systems and processes have been put in place to communicate behaviour expectations, gather data and review implementation. Staff were surveyed. Two parent training sessions were run throughout the year by the School Counsellor and L&S staff. Parents were notified of additional training sessions held by outside agencies. School procedures around our Positive Behaviour for Learning (PBL) values have been reviewed and strengthened to complement the goals of the 1-2-3 Magic & Emotion Coaching Program. There was regular communication with the school community about 1-2-3 Magic & Emotion Coaching Program. Staff made preparations to implement the Student Behaviour Strategy.

Impact

- This whole school approach to support behaviour management has resulted in increased consistency across the school, especially in classroom learning environments.
- Consistency between home and school management of behaviour and expectations.
- Parents have an increased understanding of the school's behaviour management plans and procedures.
- 100% of staff reported that the 1-2-3 Magic & Emotion Coaching Program was either very successful or extremely successful in its implementation.

Sense of Belonging

Many proactive intervention programs were run during 2022 including Peaceful Kids, Peer Support, Peer Play Program, PALS and "Mind Up" program. A school scope and sequence was developed for 2023 to implement the Smiling Mind Program in all classrooms.

The resumption of extra-curricular activities such as debating, choir, dance groups and sporting teams after COVID-19 interruptions has allowed children to experience a sense of belonging to these teams. Playground initiatives such as Lego club and art club provided further opportunities for students to engage during break times and promote wellbeing. A successful "Sustainability" grant for approximately \$15,000 was applied for at year end to reignite the gardening club and put in place sustainability initiatives in 2023.

The school celebrated its 25th anniversary late in 2022. All students contributed a piece of work to the art show and the various activities relating to the celebration invoked a sense of community and belonging.

Impact

- Increased opportunities for students to be part of a group, team or organised activity.
- Increased number of events that involved the community.
- Approximately 50% of the students registered their interest to be part of the gardening club which commenced at the end of 2022.
- 93% of Year 5 students trained as Peer Play Leaders and led playground activities for Early Stage One and Stage One students, three times per week.
- 12 students (7 in Term 2 and 5 in Term 3) benefitted from the Peaceful Kids, small group intervention program reporting that they felt an increase in confidence and the ability to identify emotions and employ coping/resilience

strategies.

- A Smiling Mind scope and sequence for 2023, ready for implementation which includes teaching mindfulness K-6.
- 72% of students have pride in their school in the Tell Them From Me Surveys.
- Students' sense of belonging increased throughout 2022 between Semester 1 and Semester 2 in the Tell Them From Me Surveys.

Attendance

Staff continued to monitor student attendance and followed up absences in accordance with school procedures. NSW student attendance data is not comparable to previous years due to the effects of the COVID-19 pandemic. Attendance figures and targets have continued to be affected. Health guidance included "stay home if unwell" with the virus being highly infectious. Although there were no state-wide or regional lockdowns in NSW during 2022, COVID-19 continued to affect student attendance. Student attendance was impacted by a range of factors, but mainly:

- Sick students staying at home until a negative COVID-19 test was returned.
- Household members testing positive to COVID-19.
- Department and Health advice being "stay home if unwell" and "no staff or students can be at school with symptoms".

The Henry Fulton Public School community is very supportive when regulations, guidance and advice is in place. In 2022, families did keep children at home if they were unwell and were very cautious. Understanding that the lack of replacement staff available could impact on their child's class program, and with the low numbers of cases in our community, parents and carers saw the benefit of following all the advice that was provided. Therefore attendance rates were low overall.

Impact

- Absences and low attendance followed-up, monitored and recorded.

Next steps

In 2023, the school has committed to:

- Establishing a sustainability committee to carry out the tasks outlined in the grant application eg. establish and maintain garden beds, recycling program
- Implementation of IER department policies
- Continuing to work effectively with outside agencies to support student learning
- Continuing to monitor student attendance and follow up absences
- Refining data collection relating to 1-2-3 Magic & Emotion Coaching Program
- Continuing with proactive intervention programs
- Implementing whole school mindfulness wellbeing program Smiling Mind
- Playground behaviour expectations will be a focus to ensure the 1-2-3 Magic & Emotion Coaching Program is effectively implemented in all school settings
- Completing a student survey on the 1-2-3 Magic & Emotion Coaching Program.

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 at or above the lower bound of 88.5%.	Tell Them From Me data indicates 79.14% of students report a positive sense of wellbeing (Expectations for success, advocacy, and a sense of belonging at school).
Increase student attendance 90% of the time to the lower bound target of 81.1%.	The number of students attending greater than 90% of the time is 43.3%.
The school will implement evidence-based change to whole school practices, resulting in measurable improvements in wellbeing and engagement to support learning. A range of evidence supports our assessment/validation in the element of wellbeing at sustaining and growing.	Self-assessment against the School Excellence Framework shows the school remaining at sustaining and growing in the area of wellbeing.

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

Summary of progress

Transition

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 Year 7 and from pre-school to Kindergarten. Students participated in orientation programs in local high schools and students starting Kindergarten, visited the school.

Stage 3 teachers held meetings with Year 7 advisors and learning support teachers from local DoE high schools. Students requiring additional support whilst moving into Year 7 were provided with special transition visits or support to complete entrance tests. Students were supported when applying for high potential opportunity classes.

Teachers and the Learning and Support Team worked collaboratively to plan and prepare students with disabilities, learning needs and/or at risk, for a smooth transition within the school and to other school settings. Explicit communication with the parents of students with learning needs was provided so they are aware of where their child will be placed in the next year eg. teacher, room, building. Supports were put into place to transfer equipment and resources.

Impact

- Improved level of understanding of student needs for the teachers in other schools when orienting new students to their setting.
- Increased confidence in new school or high school for students with needs.
- Effective transfer of concise information between schools eg face to face and zoom meetings, assessment results.
- A settled start for all students with disabilities, learning needs and/or at risk.

Next steps

In 2023, the school will continue to:

- Build relationships with local child care services and DoE high schools
- Collaborate with parents, internal and external agencies, when transitioning to alternative school settings.

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 including students with additional health and learning support needs.

All Kindergarten students arrive at HFPS with a carefully constructed learning and wellbeing profile.

Kindergarten students engaged in orientation activities in Term 4 in readiness for commencement in 2023. Some local pre-schools made additional transition visits. The school received a greater number of reports from pre-school settings. The school analysed reports on each child entering Kindergarten.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$108,847.00</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>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • Implementation of targeted programs to differentiate teaching and learning programs. Adjustments to sporting programs and activities. Consultations with LaST and outside agencies (OT, Physio, Speech Therapist) about best modifications/adjustments. • Annual funding reviews with parents based on eligible students identified needs. Regular review of needs ss part of LaST meetings. • Purchase of specialised sporting equipment based on the needs of each individual student. • Staffing release for individual case conferences and development of Individual Learning Plans (ILPs) Annual review meetings with classroom teacher, school counsellor, LaST and carers. • Intensive learning and behaviour support for funded students. • Additional staffing to assist students with additional learning needs. • Employment of staff to provide additional support for students who have high-level learning needs. <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> -All eligible students demonstrating progress towards their personalised learning goals. All ILPs were regularly updated and responsive to student learning needs and progress ensuring eligible students receive personalised learning and support within their own classrooms. -Improved quality and quantity of supervision in the playground and support for toileting during class and playground time for students with more specific needs. <p>After evaluation, the next steps to support our students will be:</p> <p>Ongoing support will be provided with the allocated funding.</p>
<p>Socio-economic background</p> <p>\$77,886.00</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>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Transition • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • SLSO support from LaST with specialist training in relation to use of individual action packs. • Providing students without economic support for educational materials, uniform, equipment and other items. Second hand uniforms available. Also subsidised whole school learning programs (Mathletics, Soundwaves) and excursions. • Professional development of staff to support student learning. <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> -Intervention programs for students with disabilities has been successful. -Students are cared for and supported in their learning. "Action Packs" are created for SLSO's to use in the classroom. -Support and care is provided in the playground and for assistance to toilet

<p>Socio-economic background</p> <p>\$77,886.00</p>	<p>during class and playground time, during school events, excursions and assemblies.</p> <p>-Other funding sources include IFS funding, COVID ILSP and school funds are used.</p> <p>After evaluation, the next steps to support our students will be: Annually, the school devises a learning and support plan that includes students with learning needs.</p>
<p>Aboriginal background</p> <p>\$28,744.00</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>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Employment of additional staff to deliver personalised support for Aboriginal students. An opportunity for parents to meet with the Aboriginal education teacher in face to face meetings at Parent Teacher Interview in Semester 1 to increase the parents understanding of the program and interactions with the school. • Community consultation and engagement to support the development of cultural competency eg NAIDOC cup, Yulunga games, Kamay Botany Bay Aboriginal Zoom lesson Monday 27 June. <p>The allocation of this funding has resulted in the following impact:</p> <p>-Increased communication and interactions between Aboriginal parents and teachers.</p> <p>-Increased cultural competency due to community consultation and engagement.</p> <p>-Increased opportunities for Aboriginal students to participate in cultural days and lessons.</p> <p>Tell Them From Me data indicated:</p> <p>-100% of Aboriginal students feel good about their culture. This is an increase of 13% from 2021 to 2022</p> <p>-Most of the Aboriginal students have improved test scores and are in line with, or above state average.</p> <p>-86% of Aboriginal students said their teacher has a good understanding of their culture.</p> <p>After evaluation, the next steps to support our students will be: There will be continued support for Aboriginal students.</p>
<p>English language proficiency</p> <p>\$11,359.00</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>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Provision of additional EAL/D support in the classroom and as part of differentiation initiatives. i.e COVID intensive groups based on individual needs of students. • Students assessed and monitored regularly with support provided to those with identified needs. • Employment of additional staff to support delivery of targeted initiatives. • Classroom differentiation, SLSO support and withdrawal lessons for small group (developing) and individual (emerging) support as part of COVID

<p>English language proficiency</p> <p>\$11,359.00</p>	<p>ILSP.</p> <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> -Progress and ongoing assessments using the EALD scales. -Improved literacy and numeracy skills for students developing and emerging on the EALD scales. -94% of students usually or always feel that they are treated with fairness and respect by teachers in regards to cultural background. -93% of students usually or always feel that they are treated with fairness and respect by other students in regards to their cultural background. <p>After evaluation, the next steps to support our students will be:</p> <p>To improve tracking of our EALD student progress.</p>
<p>Low level adjustment for disability</p> <p>\$128,687.00</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>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students. Providing targeted differentiation and support to students in the classroom and playground setting. • Engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting. • 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. • Employment of SLSO and teaching staff to support teachers to differentiate the curriculum and develop resources and classroom activities resulting in improvement for students with additional learning needs. <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> -A highly skilled and trained permanent teacher fills the role of Learning and Support Teacher three days per week and another fills the role for one day per week. -The Learning and Support team work together to complete assessments, create learning programs, meet with outside agencies, create applications, and conduct follow-up, review and case meetings. -Annual data for NCCD is gathered and submitted. -Behaviour support is provided to teachers and crisis management plans, health care plans, behaviour support plans and behaviour management plans are created, shared and implemented, reviewed and updated. -A number of successful applications to gain IFS funding for students in our school. IFS allocations reviewed and increased as a result of meetings, updating of plans, monitoring and data collection. -Significant time allocated to meeting with outside agencies to provide a full understanding of needs, follow-up and inter-agency support and understanding is critical to the success of these students. -Data gained from assessments provides the school with accurate and relevant information in order to create learning programs. -PL is provided to staff. -Ongoing liaison with families, feature in the schools Learning and Support program. <p>After evaluation, the next steps to support our students will be:</p> <p>There will be ongoing support for students with learning needs.</p>
<p>Professional learning</p> <p>\$19,442.00</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Henry Fulton</p>

<p>Professional learning</p> <p>\$19,442.00</p>	<p>Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Use of data to improve the teaching of numeracy • Whole school approach to positive behaviour • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • A team of staff engaged in evidence based maths PL. • The APCI led extensive PL to unpack evidence-based approaches to teaching strategies around reading and further PL was undertaken by staff. • New curriculum PL was undertaken and funds were used to release teams to work together. • All staff participated in 1-2-3 Magic & Emotion Coaching Program PL. <p>The allocation of this funding has resulted in the following impact:</p> <p>-Systems and processes to be commenced to ensure all staff are using the techniques and adopting the strategies recommended in the program in their classrooms and playground. Review current PBL positive rewards processes, stop/start behaviours, big rocks and data recording to track success of program.</p> <p>-Staff are prepared for the implementation of the new K-2 syllabus in 2023.</p> <p>After evaluation, the next steps to support our students will be:</p> <p>There will be ongoing support for staff to attend training and PDP's that reflect the needs of staff.</p>
<p>QTSS release</p> <p>\$61,483.00</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>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Additional staffing to support staff collaboration in the implementation of high-quality curriculum. • Assistant principals provided with additional release time to support classroom programs. • Implementation of instructional rounds to strengthen quality teaching practices. • Staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff. <p>The allocation of this funding has resulted in the following impact:</p> <p>-Improved PDP's that link goals to the schools strategic directions.</p> <p>-Improved teacher quality as shown through the PDP process and the achievement of goals.</p> <p>After evaluation, the next steps to support our students will be:</p> <p>There will be ongoing support for staff to complete and engage in quality professional interactions.</p>
<p>COVID ILSP</p> <p>\$119,400.00</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 2022.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities

<p>COVID ILSP</p> <p>\$119,400.00</p>	<p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • Employment of teachers/educators to deliver small group tuition. • Learning & Support staff analysed school and student data to identify students for small group tuition groups/monitor progress of student groups. • Providing targeted, explicit instruction for student groups in literacy/numeracy - MiniLit and MacqLit, math groups. • Implementation of the program from Week 6 Term 1. <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> -Consultation with classroom teachers on the progress and targeted goals for students. -Learning & Support staff conducted frequent observations, analysed assessments, monitored progress and determined next steps in programming. -Data entered onto tracking spreadsheets. <p>After evaluation, the next steps to support our students will be:</p> <p>There will be ongoing monitoring of students as they progress to the next year and provision of learning and support as required.</p>
<p>AP Curriculum & Instruction</p> <p>\$120,457.25</p>	<p>Assistant Principals, Curriculum and Instruction support strong instructional leadership models in schools, coordinating professional learning for teachers, monitoring student outcomes, and supporting families to be key partners in student learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Use of data to improve the teaching of reading <p>Overview of activities partially or fully funded with this Staffing - Other funding include:</p> <ul style="list-style-type: none"> • There is an APCI allocation of 0.8. The school has committed another 0.2 to make this a full time position of FTE 1.0 using school funds. • The APCI leads professional learning that links to the schools strategic directions. • The APCI monitors and reviews school and student data. • Preparation for the implementation of new curriculum in 2023 and building teacher capacity and confidence to deliver high quality evidence based instructional strategies. <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> -Strong support to achieve initiatives in Strategic Direction 1. -Provision of high quality professional learning of the new K-2 curriculum. - Tell Them From Me Survey results include: <ul style="list-style-type: none"> • 92% of teachers are fully aware of the new curriculum releases • 91% of teachers agree or strongly agree that the school does a good job of implementing curriculum change • Teachers monitor progress of individual students and set high expectations • School leaders have helped teachers establish challenging and visible learning goals and new opportunities for students • School leaders have provided teachers with feedback about their teaching and have helped teachers improve their teaching • School leaders have provided guidance for monitoring student progress. <p>After evaluation, the next steps to support our students will be:</p> <p>To support teachers in the "enact" phase of the new K-2 curriculum and support 3-6 teachers in the "engage" phase of the new 3-6 curriculum, in readiness for 2024.</p> <p>To focus on assessment and moving toward evidence based assessment and tracking of student growth.</p> <p>Building staff familiarity with version 3 of the literacy and numeracy progressions and entering and tracking student data using PLAN2.</p> <p>To focus on mathematics professional learning.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	198	174	145	135
Girls	230	214	163	134

Student attendance profile

School				
Year	2019	2020	2021	2022
K	94.0	91.6	94.9	88.9
1	91.5	92.7	93.1	85.8
2	92.2	90.9	93.7	88.6
3	94.0	90.2	91.1	88.0
4	92.4	93.7	91.8	82.7
5	92.3	92.4	92.5	86.7
6	92.7	93.0	90.3	83.9
All Years	92.7	91.9	92.4	86.6
State DoE				
Year	2019	2020	2021	2022
K	93.1	92.4	92.8	87.9
1	92.7	91.7	92.7	87.4
2	93.0	92.0	92.6	87.8
3	93.0	92.1	92.7	87.6
4	92.9	92.0	92.5	87.4
5	92.8	92.0	92.1	87.2
6	92.1	91.8	91.5	86.3
All Years	92.8	92.0	92.4	87.4

The number of students attending greater than 90% of the time or more has decreased by 28.85%, however; this data has been heavily impacted by the Public Health Orders in place at the beginning of 2022 in relation to COVID 19 when this data was harvested.

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 from 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 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.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2022, student attendance was impacted by a range of factors:

- Families evacuating and relocating due to NSW floods
- Sick students staying at home until a negative COVID-19 test was returned
- Household members testing positive to COVID-19
- The easing of COVID-19 border controls at the beginning of 2022 which allowed families to travel inter-state and overseas.

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)	4.8
Classroom Teacher(s)	8.5
Learning and Support Teacher(s)	0.8
Teacher Librarian	0.6
School Administration and Support Staff	2.62

*Full Time Equivalent

Workforce composition statement

From 2022 onwards, the new Assistant Principal Curriculum and Instruction (APCI) roles form part of entitlement. The FTE of these roles are counted as per entitlement in line with other non-deputy principal/head teacher executive positions as there is no off-set requirement from the teaching allocation. The APCI is included under the assistant principal(s) position grouping.

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 2022, 4.6% of the department's overall workforce identify as Aboriginal and/or Torres Strait Islander Peoples.

Aboriginal and Torres Strait Islander school workforce composition

Staff type	Benchmark ¹	2022 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.00%	4.10%
Teachers	3.00%	3.30%

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 2022 to 31 December 2022. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2022 Actual (\$)
Opening Balance	684,097
Revenue	3,337,215
Appropriation	3,164,147
Sale of Goods and Services	16,252
Grants and contributions	152,075
Investment income	4,740
Expenses	-3,010,865
Employee related	-2,681,721
Operating expenses	-329,144
Surplus / deficit for the year	326,351
Closing Balance	1,010,448

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.

	2022 SBAR Adjustments (\$)
Targeted Total	85,925
Equity Total	246,677
Equity - Aboriginal	28,744
Equity - Socio-economic	77,886
Equity - Language	11,359
Equity - Disability	128,687
Base Total	2,200,438
Base - Per Capita	77,825
Base - Location	0
Base - Other	2,122,613
Other Total	271,291
Grand Total	2,804,331

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.

Parent/caregiver, student, teacher satisfaction

In 2022, the school used Tell Them From Me surveys for students, staff and parents to complete. We were able to ensure all relevant students and staff participated. In Semester 2, 19 parents responded to the survey.

Tell Them From Me - Student results showed that the school was above NSW Government Norm for the following:

- Students that do not get into trouble for disruptive or inappropriate behaviour at school
- Teachers set clear goals for learning, establish expectations, check for understanding and provide feedback

In other results:

- 65% agree or strongly agree that they expect to go to university
- 100% of Aboriginal students feel good about their culture
- 86% of Aboriginal students said their teacher has a good understanding of their culture
- 72% of students have pride in their school
- 94% of students usually or always feel that they are treated with fairness and respect by teachers in regards to cultural background
- 93% of students usually or always feel that they are treated with fairness and respect by other students in regards to their cultural background
- An average of 81.6% of students say the library, playground and canteen are clean and well looked after
- 64% of students agree or strongly agree that there are enough covered areas to go to when it's hot or rains
- 80% of students know where to seek help if they are being bullied
- Students' sense of belonging increased throughout 2022

Tell Them From Me - Staff

Leadership results showed that the school is well above NSW Government 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 create new learning opportunities for students
- School leaders have provided teachers with feedback about their teaching
- School leaders have helped teachers improve their teaching
- School leaders have provided guidance for monitoring student progress
- Teachers work with school leaders to create a safe and orderly school environment
- School leaders have taken time to observe teachers, teaching
- School leaders have supported teachers during stressful times

Collaboration results showed that the school is well above NSW Government 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
- Other teachers have shared their learning goals with each other
- Teachers discuss assessment strategies with other teachers
- Teachers discuss their learning goals with others

Learning culture results showed that the school is well above NSW Government Norm for the following:

- 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 Government Norm for the following:

- Assessments help teachers understand where students are having difficulty
- When student's formal assessment tasks or daily classroom tasks fail to meet expectations, teachers give an opportunity to improve
- Teachers use results from formal assessment tasks to inform lesson planning

Teaching strategies results showed that the school is well above NSW Government Norm for the following:

- Teachers try to link previously mastered skills and knowledge when introducing new concepts
- Teachers use two or more teaching strategies in most class periods
- Teachers easily identify unproductive learning strategies
- Students receive feedback on their work that brings them closer to achieving their goals

Technology results showed that the school is well above NSW Government 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
- Students use computers and other interactive technology to undertake research

Inclusive school results showed that the school is well above NSW Government Norm for the following:

- Teachers are able to help students with special learning needs and strive to understand their 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 Government Norm for the following:

- Teachers work with parents to solve problems that interfere with their child's progress
- Learning goals are shared
- Parents understand expectations
- Teachers make an effort to involve parents in creating learning opportunities
- Parents are regularly informed of their child's progress

Challenging and Visible goals results showed that the school is well above NSW Government Norm for the following:

- Other teachers have shared their learning goals for students
- Individual learning goals are set for students with needs
- Teachers set clear expectations for classroom behaviour
- Individual education plans with set goals for students with special learning needs are used

Overcoming obstacles to learning results showed that the school is well above NSW Government Norm for the following:

- Assessments help teachers understand where students are having difficulty
- Teachers talk to other teachers about strategies to increase engagement in learning

In other results:

- 100% of teachers agree or strongly agree that the school is well maintained
- 81% of teachers agree or strongly agree that effective teaching strategies are supported
- 91% of teachers agree or strongly agree that students always focus on their learning
- 81% of teachers agree or strongly agree there is a sense of belonging among students
- 92% of teachers agree or strongly agree that school leaders lead improvement and change
- 100% of teachers agree or strongly agree that school leaders clearly communicate the strategic vision and values for the school
- 91% of teachers agree or strongly agree that they have the skills and confidence to meet the needs of students with disability or special needs
- 92% of teachers are fully aware of the new curriculum releases
- 91% of teachers agree or strongly agree that the school does a good job of implementing curriculum change
- 100% of teachers agree or strongly agree that the school is a welcoming place
- 92% of teachers agree or strongly agree that the school is a culturally safe place for all students

Tell Them From Me - Parent/caregiver results showed:

- Written information from the school is in clear, plain language
- The school's administration staff are helpful when they have a question or problem
- Reports on their child's progress are written in terms they understand
- 100% of parents talked with a teacher once or more throughout the year
- 95% of parents attended one or more parent-meetings or social functions
- 16% of parents are involved in school committees eg. P&C

Other results showed that the school is well above NSW Government Norm for the following:

- Children are praised by their parents for doing well at school
- Children are clear about the rules for school behaviour
- Children feel safe going to and from school
- 69% of parents agree or strongly agree that their child's school is a culturally safe place for all students
- An average of 88% of parents are involved in voluntary work eg sport, classroom, canteen at least once or twice per year
- Useful types of communication, which were found as useful or very useful by more than 60% of parents were telephone, school reports, progress/interim reports, informal meetings, formal interviews and emails
- Useful types of communication, which were found as useful or very useful by more than 60% of parents were social media, school newsletters, and emails
- 42% of parents expect that their child will go to university
- 84% expect their child will complete Year 12
- 26% expect their child to attend TAFE
- 69% of parents believe the school is well maintained
- 68% of parents believe the physical environment is welcoming
- 84% of parents find the school easy to access/move around the school
- 74% of parents can help with maths homework
- Only 8% of parents believe maths is not important

Positive results were gained from the surveys. In particular, the school is encouraged by the positive comments/responses about the learning culture, safety, wellbeing, environment, effective communication, support for teaching and learning and staff quality.

Policy requirements

Aboriginal Education Policy

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

Evidence of effective implementation of the policy included:

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

Anti-Racism Policy

All teachers are responsible for 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.

Multicultural Education Policy

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.