Introduction

The Annual Report for 2017 is provided to the community of Holsworthy Public School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

Peter Ward
Principal

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Message from the Principal

The 2017 school year was characterised by tremendous effort from our school community, resulting in outstanding achievements by our students. This report gives me the opportunity to describe some of these achievements. We can all be very proud. Our academic programs continued to be developed and improved with increased opportunities for our students to participate in a variety of high quality extra-curricula activities. These programs, the highly professional and dedicated people who implement them, the great students who participate and the enthusiastic community who support them result in an exemplary school. This maintains a continued focus on academic excellence whilst we continue to ensure the development of the whole child.

The third year of our three-year school plan saw the further development of 21st Century Learning skills. Formative Assessment and Self-Organised Learning Environments (SOLE) were fully embedded into all class programs. Critical and Creative Thinking lessons were introduced with intensive staff training. The expansion of community involvement and effective community partnerships continued.

High expectations and academic success have been and will always be our core business and top priority. We have had some marvellous achievements as a result. Our NAPLAN results were again outstanding and the best results on record. Our school average was again above the state average in every subject in both Years 3 and 5 and in many cases significantly above. The number of students placed in the top bands were also well above the state average in all subjects, in many cases double. Forty three percent of our students were placed in the top 25% of students nationally. The number of our students offered placement by the High Performing Students’ Unit this year was outstanding. Thirty three of our Year 6 students were offered selective high school placement. Of the 15 places offered for Year 5 into our OC class, eleven places were gained by students from HPS. More of our students were offered OC placement at other schools. Mia Gould received a Regional Aboriginal Student Award. Results in academic competitions were again excellent. In ICAS competitions many students received high distinctions and distinctions. George Wen (Year 2) and Daksha Pongupaty (Year 4) were rewarded the ultimate prize of the medal for first place in NSW for Spelling. This was presented at a special ceremony held at the University of NSW.

This followed the marvellous achievements of two of our students in state competitions. Samaira Zaman competed in the state finals of the Premier's Spelling Bee, making it through to the 7th round placing her in the top 15 students in the state and being presented with her award by the Premier Ms Berejiklian. On the same day Jasmine Yang competed in the NSW State Public Speaking Final.

We also had teams enter various academic competitions and perform extremely well. This year we again entered the highly prestigious Tournament of Minds and had three teams compete. They achieved the excellent result of winning one of the regional finals and going on to compete in the state championships. In the Mind Marathon Challenge our team was placed first. Our debating team had a wonderful year competing in the state final.
Opportunities for students in cultural activities have continued to expand. Some highlights include:

* the school drama group, in only its second year, went one better than last year by gaining the great honour of being selected to perform at the Ultimo Dance Festival at NIDA and from there being selected to perform at the state drama festival at the Seymour Centre – an amazing feat;

* our dance groups had a fantastic year with the selection to perform in the School's Spectacular. We had great representation at the Ultimo Dance Festival with our own senior dance group performing, as well as many students in the COS and Cross Network groups; and

* two of our very talented dancers were selected to perform at the state festival. Piper King and Bayley Jenkins achieved this great honour as members of the Cross Network ensemble.

The tradition of high levels of participation and excellence in sport at HPS has continued. The school fielded many teams in the zone PSSA and in other competitions. Many students represented the school at regional and state level. Several teams were placed first.

Our very dedicated P&C was again extremely active, adopting a higher profile organising a wide variety of events and fundraising activities throughout the year. Levels of involvement have increased. A highlight was their successful application for a NSW Government grant to build a sensory garden. I thank them for their efforts.

As principal of Holsworthy Public School I am proud to report on these outstanding achievements which are the result of dedication and effort by many people. I would like to thank our staff, both teaching and non–teaching, my executive, our wonderful community and our tremendous students. This makes our school a place of which we are all proud. Strive to achieve!
School background

School vision statement

Our school provides an innovative 21st Century education in an inclusive, engaging and supportive environment. Our teaching and learning practices enable successful, creative, confident and active learners. We nurture collaborative partnerships and celebrate our diverse community.

School context

Holsworthy Public School is in the Liverpool area. The school has a diverse and multicultural community. There are 65 students from Defence Force families. 63.3% of students are from non–English speaking backgrounds, the most significant ethnic groups being Indian (32%) and South East Asian (11%).

At Holsworthy Public School we have:

• An experienced and dedicated staff committed to achieving improved student outcomes.
• An OC class and enrichment classes in Stage 2 and Stage 3.
• Specialist programs including, English as an Alternate Language or Dialect, and a Learning and Support Teacher Program.
• A Student Parliament that contributes to the decision making process of the school, peer support and peer tutoring programs.
• A history of high level academic achievement and the school maintains an emphasis on academic excellence.
• An extensive range of extra curricula activities including dance, drama, choir, debating, public speaking, Tournament of Minds and sport.
• A very well established and effective Community of Schools group with high quality joint programs, particularly in Performing Arts. There is a firm commitment from the leadership of all four schools to develop and extend this partnership.
• 2017 has seen the development of a number of joint projects involving students from our school and Holsworthy High School.
Self-assessment and school achievement

Self-assessment using the School Excellence Framework

This section of the Annual Report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework. The framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

In the domain of **Learning**, we have focused primarily on Learning Culture, Wellbeing, Curriculum and Assessment.

In line with the school plan and the strategic direction for 21st Century learning, teachers have been involved in developing a learning culture where the expectations for student learning and progress are high. Professional learning has supported a whole school approach to teaching and learning programs, including STEM (Science, Technology, Engineering and Mathematics), SOLE (Self Organised Learning Environment), robotics and coding. These are embedded into research-based inquiry learning with the use of technology.

Formative assessment is an integral part of daily classroom instruction. Differentiated strategies are implemented across the school, specifically in the areas of literacy and numeracy, and knowledge and practice of teachers has consolidated. Learning intentions are discussed with students, determining what type of learning behaviours, skills and understandings are needed. These are reinforced through creative and critical thinking, encouraging students to be resourceful. Problem solving and collaborative learning are employed where students communicate back what they have learnt sometimes using technology, including slideshow and Google Classroom.

Formative assessment has also been utilised to analyse NAPLAN and Probe data and reading levels and identify students who are capable of growth in specific areas.

The approach to student wellbeing is planned. The school collects and analyses data including observations, formative assessment and parent input, to develop Individual Education Plans (IEPs) and make referrals to the Learning Support team to assist with the transition of students with special needs. These are regularly monitored and reviewed. Students are provided with opportunities to participate in leadership training through the Peer Support program and the student parliament.

The school’s curriculum provision has been strengthened by a school-wide focus on The Critical and Creative Thinking Learning Continuum. The use of the Six Thinking Caps was introduced so that teachers can show students how to employ consistent thinking strategies for behaviour and learning. They apply skills and understanding to the task and transfer this into practice. Year 3 and 4 students visited Holsworthy High School for STEM lessons, and Year 6 students took part in the Pathfinders program. Executive staff visited other schools to further their understandings of data collection and collation.

Teaching and learning programs are dynamic. Individuals and stage teams reflect on their programs and use anecdotal evidence, student feedback, assessment and tracking of student progress, to revise and modify.

In the domain of **Teaching**, the elements targeted were Effective Classroom Practice, Data Skills and Use, and Professional Standards. These supported the implementation of the Strategic directions of 21st Century Learning and Development and Performance.

Teaching practice is focused on the employment of explicit teaching methods and collaborative planning. Teachers work together in stage teams to share curriculum knowledge, assessment data and student progress. They discuss classroom observations, assessments, professional learning and professional development plans. Teachers employ teaching strategies where specific learning intentions are identified to students. Student feedback is elicited by teachers and is used to inform their teaching. Students are encouraged to take responsibility for their own learning through their responses to formative assessment. Teams are developing a whole school approach to the language of effective feedback. The Positive Behaviour for Learning Program (PBL), continues to be implemented and provides a consistent whole school approach to classroom management.

Teachers are effectively using and analysing data to evaluate student understanding and direct planning. Data Skills and Use will become a whole school focus through the introduction of the SCOUT program. All executive staff have attended training on the system. This program provides a system of data storage allowing for the retrieval of specific comparative data. Reports are provided in a clear and concise manner allowing different cohorts to be compared. Data use in teaching will be consolidated to include the application of assessment strategies related to assessment for, as and of
There is a whole school approach to Professional Standards. All staff work collaboratively with supervisors to develop Professional Development Plans where they identify school, team and individual goals. Professional development opportunities are provided to recognise gaps and build on strengths. These include classroom observations and collegial discussion to support the evaluation process. Future directions include the collation of staff needs and grouping staff professional learning to target common areas, and give staff more responsibility for enhancing their teaching practice.

All teachers understand and explicitly teach literacy and numeracy to students with differing learning needs.

All strategic directions supported the domain of **Leading** with particular focus through Community and Engagement.

Instructional leadership focused on developing executive staff understandings and leadership attributes, and developing teams. Executive staff attended workshops on change processes including data collection and analysis through SCOUT. Quality Teaching Successful Student (QTSS) time was used to develop teams and their skills. Demonstration lessons were given and individual discussion time was used for the development of Professional Development Plans (PDPs) and for professional dialogue. Staff were encouraged and given opportunities to take on leadership roles. They led professional learning sessions, mentored peers, coordinated school–based events and fundraisers, and relieved in executive positions.

Staff attended teacher professional learning courses to continue the maintenance of professional learning for leadership. These included ASPIRE – introduction to building capacity; Building capacity of leaders and aspiring leaders; Supervising Future teachers; Accreditation for Proficiency and Highly Accomplished teachers; and an Early Career conference.

The school supports a culture of community engagement and its importance in addressing school improvement. This is reinforced through school information sharing on the school website and the Skoolbag App. A Community Liaison Officer (CLO) position was established, with a teacher released to enhance community engagement and collaboration. Two members of staff attended a professional learning course, linked to the Department of Education’s Community Engagement Directorate. Information was provided on the effective use of the school website and the provision of clear methods of communication with the community. An information session was delivered to a community focus group, led by a departmental directorate coordinator. The discussion related to what made Holsworthy successful and in what areas improvement is needed.

All staff have had input into the school plan and understand the school’s strategic directions. Continuous improvement in teaching practice and student outcomes is evident. Three members of our teaching staff were asked to present at a TeachMe professional learning course, showing how STEM can be incorporated into teaching as a way of engaging students in 21st Century collaboration.

Technology is a key aspect of school resource allocation. Hardware and software resources are continually maintained and updated, and new resources introduced. Teachers effectively integrate technology into their teaching and assessment practices.

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

For more information about the School Excellence Framework:

Strategic Direction 1

21st Century Learning

Purpose

Our school is committed to enhancing student outcomes through 21st Century pedagogy. Students will participate in programs that are differentiated and engaging to become lifelong learners.

We provide meaningful learning opportunities for students to develop creative, collaborative, communication, critical thinking and information technology skills.

Overall summary of progress

The focus has been on improving teacher quality through professional development in relation to formative assessment. This motivated students to be actively involved in their own learning and equipped them with 21st Century skills of building their capacity to think, be creative, solve problems and communicate effectively.

Teachers have effectively embedded formative assessment strategies, ‘learning intentions’, ‘success criteria’ and ‘eliciting evidence’, into their teaching programs. These are monitored and reviewed during collaborative stage meetings. Whole school professional development focused on reviewing formative assessment strategies and linking Dr Tony Wagner’s seven capabilities as learning assets to inquiry based learning goals. Inquiry based learning opportunities have been embedded across the curriculum in all stages, particularly in Geography and History units, and included activities such as SOLE, STEM and robotics. Stages 2 and 3 developed across the grade mixed groups using programs such as coding, robotics and Tournament of Minds challenges to focus on building collaborative networks, critical and creative thinking and problem solving skills.

2017 saw the implementation of a whole school approach to embed cross curriculum priorities and general capabilities effectively. Representatives from the Inquiry and Curriculum Committee attended professional learning regarding critical and creative thinking (CCT) and subsequently delivered a series of whole school teacher professional learning (TPL) sessions designed to equip teachers with resources and ideas for CCT based teaching across all stages. Stage and grade teams worked collaboratively to integrate CCT skills, strategies and dispositions throughout teaching and learning programs K–6. Using common language and differentiated, age appropriate teaching resources has resulted in an authentic focus on increasing the ability of all students to think critically and creatively across a variety of contexts. Clear communication between grades and regular collaboration with different stages has resulted in a consistent, school–wide approach to authentic embedding of the critical and creative thinking general capabilities.

Stage and grade groups successfully analysed PLAN data to organise focus groups across threads of the literacy and numeracy learning continuums. Semester 1 Probe and SENA data was collected and analysed in grades and led to the identification of targeted learning areas and collaborative lesson planning. Retesting and analysing student results in Term 4 demonstrated excellent improvement of learning in the targeted areas.

Progress towards achieving improvement measures

<table>
<thead>
<tr>
<th>Improvement measures (to be achieved over 3 years)</th>
<th>Funds Expended (Resources)</th>
<th>Progress achieved this year</th>
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<tbody>
<tr>
<td>Classroom observations and surveys show 100% of classrooms involved in 21st Century teaching and learning programs.</td>
<td>Teacher release 4 days x $420 = $1,680 9 days x $420 = $3,780 (TPL Tied)</td>
<td>– All staff PDPs have a 21st Century learning focus e.g. Google classrooms, robotics. – Teams observed different team leaders using formative assessment and differentiation strategies for maths including the more effective use of technology for learning e.g. Chrome books, problem solving tasks. – A focus involved interacting with and improving the participation of students who were difficult to engage. – Differentiated and engaging learning tasks were developed. Students gained understanding of</td>
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<tr>
<td>Classroom observations and surveys show 100% of classrooms involved in 21st Century teaching and learning programs.</td>
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<td>learning intentions and could communicate these.</td>
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<tr>
<td>Staff utilise formative assessment strategies which are evident in teaching and learning programs.</td>
<td>Teacher release 4 days x $420 = $1,680 (School) 9 days x $420 = $3780 (School)</td>
<td>– Staff TPL refocusing on consolidating learning intentions and success criteria. – Teachers embedding learning intentions and success criteria into planning. – Implementing of student exit slip that include ‘what they know’ and any other questions. – Use of Google classroom – students presenting projects and teacher feedback. – Grades chose items from SENA e.g. early arithmetic comprehension strategies and developed lesson plans. – An Excel database developed to enter data collected on reassessment of SENA and Probe. Graphs created illustrated high level of growth between semesters.</td>
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<tr>
<td>Student use of self–monitoring strategies to measure their performance against set criteria.</td>
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<td>Through formative assessment and the identification of learning intentions, students were able to identify and communicate areas for improvement. There was visible movement across the continuums.</td>
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<td>An increased number of students achieving outcomes along the teaching and learning continuum.</td>
<td>Teacher release 6 days x $420 = $2,520 (School)</td>
<td>– At the end of each term teachers entered PLAN data. Data was analysed to indicate grade benchmarks. – Literacy and numeracy committees analysed the data. Consistent improvement shown. – Use of spelling program Sound Waves by targeted grades has shown significant improvement in spelling growth. – Future directions include a whole school approach to: linking to other key learning areas; tracking and assessing writing collected on PLAN; plotting literacy and numeracy achievement; and continuation of the development of a consistent spelling focus based on phonemic awareness.</td>
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</tbody>
</table>
| School data will equal or exceed state norms for the Focus on Learning survey in areas of:  
  · Effective Learning  
  · Expectations of success | School data exceeded state norms for the three areas of Focus on Learning. | – Effective learning time, where important concepts are taught well, class time is used efficiently, and homework and evaluations support class objectives, 84% of students compared to state norms. |
Progress towards achieving improvement measures

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<td>· Relevance</td>
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<td>norm of 82% (86% of girls and 83% of boys).</td>
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<td>– Expectations of success, where the staff emphasises academic skills and holds high expectations for students to succeed, 90% of students compared to state norm of 87% (90% of girls and 90% of boys).</td>
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<td>– Relevance, where students find classroom instruction relevant to their everyday lives, 82% of students compared to state norm of 79% (83% of girls and 80% of boys).</td>
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</table>

Next Steps

- Continuation of PBL
- Whole school implementation of Sound Waves – online supported.
- Increased communication with learning support team and classroom teachers to identify students at risk in specific areas.
- Class teacher meetings with all stakeholders (RFF teachers, learning support, teacher support personnel) to outline students at risk and determine a whole class approach to routines and student management.
- Improved consistency of guided group tasks, guided reading and guided writing across the school.
- Continual updating of technology and teacher professional learning networks e.g. Yammer.
Strategic Direction 2
Development and Performance

Purpose
To develop leadership capacity and expertise by implementing professional learning programs which are individualised, current and collaboratively formulated.

These programs will enhance quality teaching and learning practices which will be reflected in student success.

Overall summary of progress
Building on the performance and development of staff has continued to be a focus in 2017. All teaching staff have completed a Performance and Development Plan (PDP) through goal setting and professional dialogue, with executive staff. Professional strengths and areas of improvement in their management skills and teaching and learning programs were determined. Observation of classroom practice has led to reflection and professional growth based on feedback from supervisors and peers.

Leadership capacity of non-executive staff has been developed through the shared responsibility of whole school programs and their organisation including School Parliament, School Sports Carnivals, Koomurri, the school fundraiser Hue on Holsworthy and White Ribbon Day. This delegation of roles ensures that all staff have the opportunity to contribute to the school community and advance their leadership skills. Non-executive staff have used their knowledge from attending external professional learning sessions to drive new whole school initiatives. This includes the Critical and Creative Thinking program that aims to embed thinking and problem solving skills into learning to assist the students in becoming capable and independent 21st Century learners.

The Community Liaison Officer (CLO) role has facilitated forums between parents and outside agencies to improve communication channels between school and home. The role was created after identifying a need within the school to promote a focus on community involvement. The CLO allows members of teaching staff to create stronger community links and develop leadership skills through the demands of the role. All aspiring leaders continue to develop their professional knowledge and practice through attendance at professional development courses.

Progress towards achieving improvement measures

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<tr>
<td>All teachers actively engaged in the Performance and Development Framework.</td>
<td>Teacher release 4 days x $420 = $1,680</td>
<td>The Development and Performance Framework Policy continued to be implemented. Executive staff engaged in individualised professional dialogue with team members.</td>
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<td>– Professional goals, learning plans and strategies were determined.</td>
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<td>– Goals were reviewed mid-year and annually to check progress.</td>
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<td>– Teachers had the opportunity for lessons to be observed by and observe supervisor and peers.</td>
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<td>– Observation, reflection and feedback of teaching practices against the standards has led to continual personal growth.</td>
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<td>Staff demonstrated personal responsibility for improving their teaching practice by selecting and attending external TPL courses relevant to their individual professional learning plan.</td>
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### Progress towards achieving improvement measures

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| Increased number of teachers in school leadership roles. | Teacher release 8 days x $420 = $3,360 | Built capacity Teachers:  
  - drove new school initiatives e.g. White Ribbon day, and school fundraisers;  
  - led staff meetings for Creative and Critical Thinking and SOLE;  
  - continued the implementation of whole school scope and sequences for curriculum (Geography and History);  
  - development of leadership qualities through the establishment of CLO position;  
  - liaised with the department’s Community Engagement Directorate;  
  - led new initiatives from external TPL e.g. writing; and  
  - coordinated school events. |
| School data will equal or exceed state norms for the Focus on Learning survey in areas of:  
  Collaboration  
  School leadership | | In the area of school leadership school data exceeded state norms for:  
  - helping teachers establish challenging and visible learning goals for students;  
  - working with teachers to create safe and orderly school environments; and  
  - supporting teachers through stressful times.  
In the area of collaboration school data exceeded state norms for teachers:  
  - talking about strategies that increase student engagement;  
  - sharing lesson plans and other materials;  
  - discussing assessment strategies with each other;  
  - discussing learning problems of particular students with other teachers; and  
  - discussing personal learning goals with other teachers. |

### Next Steps

Continue Creative and Critical Thinking Program.

Community: Continue CLO role – more focus groups. Greater focus on communication channels – sharing priorities. Greater focus on community involvement.
TPL: Continue to develop staff expertise through professional learning and sharing / communicating expertise.

TPL for evidence based teaching methods/strategies.

Continue / streamline development of class observations and sharing through QTSS time.

Continue PDP framework implementation procedures.

Feedback at Executive on staff PDPs, team focus areas and strategic plans.

Feedback at staff meetings on team focus areas and strategic plans.

LST: Upskilling staff on special needs students, more outside agency expertise. Sharing of programs by teachers who have implemented programs.

Consistent feedback for identified student follow–up. Structured process.

Teaching and Learning: Opportunities for collaboration and sharing across stages and management teams.

Evidence based programs and lessons that meet the needs of all students.

Greater emphasis on all teachers having a sound understanding of student assessment data and analysing data to inform planning.

Assessment for and of learning.

All teachers understand and explicitly teach literacy and numeracy.

Awareness raising and implementation of new syllabus documents. Link to specific relevant and focused assessment tools.
Community and Engagement

Purpose

To promote a positive and productive learning culture that engages with the broader community in order to establish effective partnerships.

To provide students with rich learning, personal development and citizenship opportunities.

Overall summary of progress

The focus of promoting a positive and productive learning culture was successfully implemented through our quality teaching and learning programs and engagement with our community.

The analysis of student assessment data helped to inform teaching and lead to increased differentiation of learning across the school. Individual Learning Plans (ILPs) and Personal Learning Pathways (PLPs) were written and evaluated to support the learning of individual students.

For students the integration of 21st century learning strategies, technology and formative assessment improved student engagement. School programs such as Parliament, Peer Support, Buddy Reading and Play Pals gave many students leadership opportunities across the school. Activities promoting global issues increased student awareness of the world around them.

Teacher professional learning was purposeful and in line with the school strategic plan. Performance and Development Plans (PDPs) were developed utilising the Performance and Development Framework and teacher observations. These facilitated the personal and professional growth of our staff.

The appointment of the Community Liaison Officer (CLO) led to wider communication with the school community through the online newsletter, Skoolbag App and improvements to the school website. Parents are better informed of school events and opportunities for community involvement.

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<td>School engagement data from the Tell Them from Me survey will equal or exceed state norms.</td>
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<td>- Nineteen parents, 267 students from Years 4–6, and all teachers completed Tell Them from Me surveys. Teacher and student survey data matched state norms. Parent survey data was just below state norms. (As only 19 parents completed survey, sample was too small for valid results).&lt;br&gt;- Areas of survey data, including enriching communication between school and home to inform future planning.</td>
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<td>Increased student involvement in leadership opportunities in the classroom and across the school.</td>
<td>Young Leaders conference fees and transport $290 (School) Resources for Peer support training day $400 (School)</td>
<td>- Continuation of Student parliament for students from Years 3 – 6, including Aboriginal student representation.&lt;br&gt;- Student ministers’ attendance at Young Leaders conference.&lt;br&gt;- Continuation of Peer Support program.&lt;br&gt;- Continuation of Kindergarten Play Pals program.&lt;br&gt;- Student leadership of fundraising for global issues.</td>
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<tr>
<td>Improvement measures (to be achieved over 3 years)</td>
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| Increased student involvement in leadership opportunities in the classroom and across the school.                     |                                                                     | – Student leadership of global issues including fundraising for World Vision.  
– Student leadership of ANZAC and Remembrance day services.                                                          |
| Increased community involvement and attendance at school events.                                                    | Skoolbag $700                                                   | – Very successful grade based meet the teacher evening held (class based and informal). Parents informed of grade procedures.                                                                                                      |
| Teacher release                                                                                                       | 9 days x $420 = $3,780                                          | – SLSOs supported individual students effectively through ongoing training with LaS teacher.                                                                                                                                 |
| Resources for fundraiser $600                                                                                         | Teacher release                                                 | – Continuation of mobile Skoolbag app – allowing parents to instantly retrieve information in relation to school events and as a system for community access to notes.                                                      |
| Teacher release                                                                                                       | 6 days x $420 = $2,520                                          | – Dance groups, school choir and indigenous choir performances at the Community of School’s concert.                                                                                                                     |
| (School)                                                                                                              | CLO position $15,892.35                                         | – Student participation in Drama ensemble.                                                                                                                                                                                  |
|                                                                             | (Tied Grant)                                                    | – Introduction of school fundraiser “Hue on Holsworthy”.                                                                                                                                                                  |
|                                                                             |                                                                     | – Facilitated the organisation of parent forums through the establishment of a CLO position.                                                                                                                             |
| Positive school involvement in community projects and global issues.                                                   | Teacher release                                                 | – White Ribbon Day event held. Included classroom activities, assembly cupcake sale for White Ribbon Association. Well supported by parents.                                                                                 |
|                                                                             | 2 days x $420 = $840                                            | – Continued school mufti days to support World Vision.                                                                                                                                                                      |
| (School)                                                                                                               | Teacher release                                                 | – School Defence aide:                                                                                                                                                                                                    |
|                                                                             | 5 days x $420 = $2,100                                          |   worked with small groups of students from defence families to help the building of resilience during deployment; assisted with student learning needs; supported with transition to new school; and continued parent coffee club to support networking and linking to outside services. |
| (School)                                                                                                               |                                                                     | – Writing of PLPs for aboriginal students with parents – liaison with Aboriginal School Liaison Officers.                                                                                                                  |
|                                                                             |                                                                     | – Students involved as environmental rangers.                                                                                                                                                                              |
Next Steps

- Continuation of Community Liaison position. Consolidating partnerships between school and wider community. Increase parent training with virtual tours to provide clearer communication and build the reputation of the school.
- Continuation of community café
- Continue with more informal parent information evenings.
- Consolidate and further develop parent planner for school–based events to provide notice of upcoming excursions etc. and support financial planning.
- Survey community to determine topics of interest for parent forums.
- Hold curriculum evenings to develop parent understandings and expertise.
- Initiate STEM in action on Grandparent’s day.
- Working with P&C to identify community needs.
- More specialist information sessions including speech therapist.
<table>
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<tr>
<th>Key Initiatives</th>
<th>Resources (annual)</th>
<th>Impact achieved this year</th>
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<tbody>
<tr>
<td>Aboriginal background loading</td>
<td>($10,414)</td>
<td>Raised awareness and shared understandings of student needs and development of goals through collaborative planning between parents and teachers at afternoon tea meeting.</td>
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<td>Teacher salaries</td>
<td>Development of personalised learning plans that are culturally relevant, support student achievement, maximise innovative practices and support transition points.</td>
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<td>SLSO salaries</td>
<td>Employment of SLSOs to work in classrooms to support achievement of IEP goals.</td>
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<td>Increased knowledge and understanding of Aboriginal histories, cultures and experiences through specific events, e.g. Reconciliation week assemblies, NAIDOC week activities – Koomurri and Aboriginal student achievement awards.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Improved student literacy skills through small group withdrawal focussing on comprehension strategies.</td>
</tr>
<tr>
<td>English language proficiency</td>
<td>($28,563)</td>
<td>Implementation of small group withdrawal for Key Into Comprehension program.</td>
</tr>
<tr>
<td></td>
<td>ELP Teacher salaries</td>
<td>Identification / screening of students with speech difficulties.</td>
</tr>
<tr>
<td></td>
<td>Staff training</td>
<td>Specific oral language program targeting year 1 and year 2 students for speech – 8 week small group focus.</td>
</tr>
<tr>
<td></td>
<td>Speech pathologist fees – Kinder orientation, Communication Partners Program.</td>
<td>Teacher professional learning to support refugee students.</td>
</tr>
<tr>
<td></td>
<td>Computer resources</td>
<td></td>
</tr>
<tr>
<td>Low level adjustment for disability</td>
<td>(50,564)</td>
<td>Employment of SLSOs to support students with additional learning needs. This allowed for effective group work and differentiated programs within the classroom ensuring all students are engaged in the learning process.</td>
</tr>
<tr>
<td></td>
<td>Teacher salaries</td>
<td>Teachers supporting students with special needs attended TPL courses for ASD, working with autism support services and managing challenging behaviours.</td>
</tr>
<tr>
<td></td>
<td>SASS salaries</td>
<td>Consultant from ASD worked with individual teachers in classrooms observing and assessing students. As a follow up teachers met with the consultant to develop IEPs and establish effective classroom strategies and set up resources e.g. visual cues.</td>
</tr>
<tr>
<td></td>
<td>Teacher training</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Consumable resources purchased for ASD students.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Consultant fees</td>
<td></td>
</tr>
<tr>
<td>Quality Teaching, Successful Students (QTSS)</td>
<td>($4,977.95)</td>
<td>Staff were released to work with mentors for programming, observation, and team teaching. Staff were also released to visit other schools and observed programs related to their PDPs.</td>
</tr>
<tr>
<td>Socio–economic background</td>
<td>($36,205)</td>
<td>Employment of SLSOs to work individually and with groups in the areas of literacy and numeracy to ensure targeted students with learning adjustments are on task.</td>
</tr>
</tbody>
</table>
### Socio–economic background

| Resources to support programs | Acquisition of resources including new spelling programs, specific reading texts for students with dyslexia, and games targeting social skills and language development. Establishment of a sensory room for students with ASD, anxiety or challenging behaviours to help students regulate and calm their behaviour. |

### Support for beginning teachers

| ($36,427) | Each beginning teacher was timetabled for weekly release time to support their teaching load and to work with mentors. Beginning teachers also attended external TPL for: Accreditation, Universal Prevention – classroom management, Early Career teachers, Creative and Critical Thinking, Maths, Cracking the Hard Class and Supervising Future teachers. |
| Salaries for teacher and mentor relief | |
| Course fees | |

### Disability Data Collection Grant

| ($1,306) | Acquisition of mats, games for language and social skills and science resources for the Sensory room. Implementation of school data base for students with adjustments. |
| Resources for Science and the Sensory room. 1 day teacher release. | |

### ASC Sporting Schools Program Grant

| ($1,319) | This funding was used for the ongoing implementation of the orienteering program and the purchase of a High Jump Mat cover. |
| High Jump Mat cover Sporting Schools Orienteering program. | |
### Student information

#### Student enrolment profile

<table>
<thead>
<tr>
<th>Students</th>
<th>2014</th>
<th>2015</th>
<th>2016</th>
<th>2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>Boys</td>
<td>318</td>
<td>341</td>
<td>336</td>
<td>329</td>
</tr>
<tr>
<td>Girls</td>
<td>315</td>
<td>336</td>
<td>354</td>
<td>359</td>
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#### Student attendance profile

<table>
<thead>
<tr>
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<th>2015</th>
<th>2016</th>
<th>2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td></td>
<td>97.1</td>
<td>94.6</td>
<td>94.6</td>
<td>96.1</td>
</tr>
<tr>
<td>1</td>
<td></td>
<td>96.4</td>
<td>94.2</td>
<td>94.8</td>
<td>95.4</td>
</tr>
<tr>
<td>2</td>
<td></td>
<td>96.6</td>
<td>94.9</td>
<td>96</td>
<td>94.5</td>
</tr>
<tr>
<td>3</td>
<td></td>
<td>96.3</td>
<td>94.9</td>
<td>95.4</td>
<td>94.9</td>
</tr>
<tr>
<td>4</td>
<td></td>
<td>96.2</td>
<td>93</td>
<td>95.8</td>
<td>96.2</td>
</tr>
<tr>
<td>5</td>
<td></td>
<td>96.1</td>
<td>94.5</td>
<td>93.7</td>
<td>95.2</td>
</tr>
<tr>
<td>6</td>
<td></td>
<td>95.5</td>
<td>92.8</td>
<td>93.1</td>
<td>92</td>
</tr>
<tr>
<td>All Years</td>
<td></td>
<td>96.3</td>
<td>94.2</td>
<td>94.8</td>
<td>94.9</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>State DoE</th>
<th>Year</th>
<th>2014</th>
<th>2015</th>
<th>2016</th>
<th>2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td></td>
<td>95.2</td>
<td>94.4</td>
<td>94.4</td>
<td>94.4</td>
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<tr>
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<td>94.1</td>
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<tr>
<td>3</td>
<td></td>
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<td>94.1</td>
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<tr>
<td>4</td>
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<td>94</td>
<td>93.9</td>
<td>93.9</td>
</tr>
<tr>
<td>5</td>
<td></td>
<td>94.8</td>
<td>94</td>
<td>93.9</td>
<td>93.8</td>
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<tr>
<td>6</td>
<td></td>
<td>94.2</td>
<td>93.5</td>
<td>93.4</td>
<td>93.3</td>
</tr>
<tr>
<td>All Years</td>
<td></td>
<td>94.8</td>
<td>94</td>
<td>94</td>
<td>93.9</td>
</tr>
</tbody>
</table>

### Management of non-attendance

HPS conforms to the Department of Education (DoE) guidelines in line with student non-attendance, specifically in relation to the School Attendance Policy and with consideration given to Protecting and Supporting Young People Policy.

All staff understand their responsibilities related to student attendance and the monitoring and following up of absence and lateness. Parents are aware of student attendance requirements. Attendance records are maintained in the approved format.

The effective measures in place to follow up student absence and lateness to school include:

- use of formal sign in and sign out procedures for students arriving late and leaving early;
- expectation that parents provide a written explanation giving the reason for absence within 7 days of the first day of any period of absence;
- written parent contact within 2 school days if absence is unexplained;
- parent contact if there is no response;
- students targeted at team meetings for consistent absence and lateness;
- contact by Principal and/or Deputy Principal for continual non-attendance, patterns of non-attendance or failure to provide written explanations;
- referral to school learning support team;
- contact with Home School Liaison Officer (HSLO) to discuss concerns in relation to student attendance, patterns of absence, and students who have less than 85% attendance;
- meetings with HSLO, Principal and parent/s to discuss concerns and programs that could be put in place to support the student;
- use of Lateness and Attendance Monitoring Program (LAMP);
- positive programs are implemented to improve and support student attendance at school. These include school based interest and enrichment groups including dance and choir; and peer support and leadership programs; and
- updated procedures for student attendance process.

### Workforce information

#### Workforce composition

<table>
<thead>
<tr>
<th>Position</th>
<th>FTE*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Deputy Principal(s)</td>
<td>1</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>4</td>
</tr>
<tr>
<td>Head Teacher(s)</td>
<td>0</td>
</tr>
<tr>
<td>Classroom Teacher(s)</td>
<td>25.83</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>0.84</td>
</tr>
<tr>
<td>Learning &amp; Support Teacher(s)</td>
<td>0.8</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>1.2</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td>1</td>
</tr>
<tr>
<td>School Counsellor</td>
<td>0</td>
</tr>
<tr>
<td>School Administration &amp; Support Staff</td>
<td>4.26</td>
</tr>
<tr>
<td>Other Positions</td>
<td>0</td>
</tr>
</tbody>
</table>

*Full Time Equivalent*
Two teachers from HPS are from an Aboriginal background.

### Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools.

### Teacher qualifications

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Undergraduate degree or diploma</td>
<td>100</td>
</tr>
<tr>
<td>Postgraduate degree</td>
<td>10</td>
</tr>
</tbody>
</table>

### Professional learning and teacher accreditation

Professional learning in 2017 reinforced the maintenance of the school strategic directions. Attendance at external and internal teacher professional learning courses has supported the implementation of focus programs and provided opportunities for participants to train others.

In relation to 21st century learning, the focus was for staff to continue to develop a comprehensive knowledge of syllabus documents and 21st century pedagogies. Staff attended external courses for Mathematics, Active Pedagogy and Quality literacy and numeracy. They also attended courses for Inquiry Learning, Critical and Creative Thinking and Minds Wide Open. These reinforced the pedagogies of deep thinking, innovation and creativity. School based professional learning on school development days and through team meetings, lesson observation and collegial dialogue further developed critical understandings.

This teacher professional learning helped teachers to engage students in meaningful, relevant learning to develop skills and understandings of 21st century learners.

To support the strategic area of Development and Performance, staff attended teacher professional learning courses to continue to maintain professional learning for leadership. These included: ASPIRE – Introduction to Building Capacity; Building Capacity of Leaders and Aspiring Leaders; Supervising Future teachers; Accreditation for Proficiency and Highly Accomplished teachers; and an Early Career conference.

For the area of Community and Engagement, teachers attended courses for communicating with the school community. They also took part in external and internal professional learning to engage students with a range of learning differences. These included: Students with special needs in the mainstream class; Understanding Autism spectrum disorders; Teaching students from refugee backgrounds; Teaching strategies for ASD students; courses for EAL/D students; and Cracking the hard class.

All staff participated in School Development Days that further developed understandings for Strategic Direction 1 – SENA, Probe analysis, Assessment and Reporting; and Strategic Direction 2 – PBL (Positive Behaviour for Learning).

All staff also participated in mandatory professional development that included Code of Conduct, Child Protection, CPR and Anaphylaxis.

Office staff took part in courses for First Aid, SASS Conference, LMBR– end of year rollover and Cash Desk Workshop.

The total expenditure for professional learning was $36,333.

Nine teachers are in the process of gaining accreditation at the Proficient Stage of Australian Professional Standards for teachers.

Thirty two teachers are maintaining accreditation at the Proficient Stage of Australian Professional Standards for teachers.

### Financial information (for schools fully deployed to SAP/SALM)

#### Financial summary

The information provided in the financial summary includes reporting from 1 January 2017 to 31 December 2017.
### Financial Summary

<table>
<thead>
<tr>
<th>Description</th>
<th>2017 Actual ($)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Opening Balance</strong></td>
<td>549,099</td>
</tr>
<tr>
<td><strong>Revenue</strong></td>
<td>5,256,662</td>
</tr>
<tr>
<td><strong>Appropriation</strong></td>
<td>4,902,186</td>
</tr>
<tr>
<td><strong>Sale of Goods and Services</strong></td>
<td>36,226</td>
</tr>
<tr>
<td><strong>Grants and Contributions</strong></td>
<td>311,362</td>
</tr>
<tr>
<td><strong>Gain and Loss</strong></td>
<td>0</td>
</tr>
<tr>
<td><strong>Other Revenue</strong></td>
<td>0</td>
</tr>
<tr>
<td><strong>Investment Income</strong></td>
<td>6,888</td>
</tr>
<tr>
<td><strong>Expenses</strong></td>
<td>-5,200,548</td>
</tr>
<tr>
<td><strong>Recurrent Expenses</strong></td>
<td>-5,200,548</td>
</tr>
<tr>
<td><strong>Employee Related</strong></td>
<td>-4,601,675</td>
</tr>
<tr>
<td><strong>Operating Expenses</strong></td>
<td>-598,873</td>
</tr>
<tr>
<td><strong>Capital Expenses</strong></td>
<td>0</td>
</tr>
<tr>
<td><strong>Employee Related</strong></td>
<td>0</td>
</tr>
<tr>
<td><strong>Operating Expenses</strong></td>
<td>0</td>
</tr>
<tr>
<td><strong>SURPLUS / DEFICIT FOR THE YEAR</strong></td>
<td>56,114</td>
</tr>
<tr>
<td><strong>Balance Carried Forward</strong></td>
<td>605,213</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Description</th>
<th>2017 Actual ($)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Base Total</strong></td>
<td>4,313,397</td>
</tr>
<tr>
<td><strong>Base Per Capita</strong></td>
<td>105,450</td>
</tr>
<tr>
<td><strong>Base Location</strong></td>
<td>0</td>
</tr>
<tr>
<td><strong>Other Base</strong></td>
<td>4,207,947</td>
</tr>
<tr>
<td><strong>Equity Total</strong></td>
<td>298,794</td>
</tr>
<tr>
<td><strong>Equity Aboriginal</strong></td>
<td>12,692</td>
</tr>
<tr>
<td><strong>Equity Socio economic</strong></td>
<td>24,142</td>
</tr>
<tr>
<td><strong>Equity Language</strong></td>
<td>130,137</td>
</tr>
<tr>
<td><strong>Equity Disability</strong></td>
<td>131,823</td>
</tr>
<tr>
<td><strong>Targeted Total</strong></td>
<td>88,143</td>
</tr>
<tr>
<td><strong>Other Total</strong></td>
<td>142,609</td>
</tr>
<tr>
<td><strong>Grand Total</strong></td>
<td>4,842,944</td>
</tr>
</tbody>
</table>

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

A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

### School Performance

**NAPLAN**

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

The NAPLAN results for Year 3 show consistent results in Reading for the last 3 years and consistent improvement in Spelling, Grammar and Punctuation.

Year 5 student results have show significant improvements in Reading, Spelling, Grammar and Punctuation and consistent results in Writing.
The NAPLAN results for Year 3 Numeracy have been consistent over the last 3 years.

Year 5 results show significant improvement over the last 3 years.
The MY School website provides detailed information and data for the National Literacy and Numeracy testing. Click on the link http://www.myschool.edu.au and insert the school name in the Find a school and select Go to access the school data.

The percentage of students of Year 3 in the top two bands for Reading was 59%. These results were close to similar school results and just above All Australian school results. The percentage of Year 3 students results in the top 2 bands for Numeracy was 57%. These results were just above similar school results and well above All Australian school results.

The percentage of students of Year 5 in the top two bands for Reading was 60%. This is a 19% improvement on 2016 results. These results were above similar school results and well above All Australian school results.

The percentage of Year 5 students results in the top 2 bands for Numeracy was 61%. This is a 26% improvement on 2016 results. These results were well above similar school results and significantly above All Australian school results.

Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school. In 2017, Holsworthy Public School (HPS) used the Tell the From Me (TTfM) survey to provide feedback. The results on survey measures are based on the most recent research on school and classroom effectiveness. Responses reflected the school strategic directions of 21st Century Learning, Development and Performance and Community and Engagement.

Students

Engaging students in meaningful and relevant learning was the focus for 21st Century Learning; and student access to inspiring teachers and extracurricular programs that challenge and motivate them, was the focus for Community and Engagement.

Ninety seven percent of students thought that school was useful in everyday life and 38% feel challenged in English and Mathematics and are confident in their skills.

An average of 83% of students felt that important concepts were taught well; instruction is relevant to their lives; and well organised.

Ninety percent of students felt that school staff emphasise academic skills and hold high expectations for students to succeed.

An average of 70.5% of students participated in sports and extracurricular activities. Eighty percent were motivated and interested in their learning and 85% felt that teachers are responsive to their needs.

Staff

Research has shown that the drivers of student learning have a strong impact on classroom and school effectiveness. Developing a comprehensive knowledge...
of syllabus documents and 21st Century pedagogies; personalised professional learning; collegial dialogue; and collaborative planning for consistency of teaching and assessment practices, were key components of all three strategic directions.

An average of 74% of teachers felt that school leaders provided feedback and help to improve their teaching and monitoring of student learning progress.

An average of 81% of teachers work collaboratively with other teachers to improve their practice and 81% felt that they provide a learning culture that sets high expectations for learning and individualised monitoring to support full student engagement.

An average of 78% of teachers use assessments to determine student learning needs; set challenging goals; and to determine whether a concept should be taught differently. Their assessments also inform planning and provide feedback to improve performance.

An average of 81% of teachers believe they employ teaching strategies that set challenging goals. New concepts are linked to previously mastered skills and knowledge and unproductive strategies are identified.

An average of 72% of teachers provide opportunities for students to use computers and interactive technologies to support 21st Century Learning.

84% of staff agree or strongly agree that school leaders are leading improvement for change and 85% clearly communicate their strategic vision and values for the school.

Parent/Carers

Feedback from the survey shows the extent that parents feel the school supports learning and positive behaviour; and promotes a safe and inclusive environment.

The focus for all three strategic directions was the importance of parent awareness of and participation in the support of 21st Century Learning and the capacity of parents to become effective partners in their child’s education.

An average of 71% of parents feel welcome. They can easily talk to teachers who listen to their concerns and feel informed about school activities.

An average of 67% feel they are kept informed about student progress, behaviour and social and emotional development.

An average of 66% of parents support learning at home. They discuss their child’s progress with them, encourage them to do well and praise them.

An average of 69% believe that the school supports learning, has high expectations and student needs and interests are taken into account.

An average of 77% feel that the school supports positive behaviour.

Policy requirements

Aboriginal education

Aboriginal Education is an integral part of the teaching and learning cycle at Holsworthy PS. The school supports collaborative decision making with families, the local Aboriginal community and Aboriginal School Liaison Officers to support and improve the educational outcomes and wellbeing of Aboriginal and Torres Strait Islander students.

Personalised Learning Pathways are developed for each student with specific learning goals in consultation with Aboriginal families and Aboriginal School Liaison Officers. Aboriginal students have received tutoring at school in literacy and numeracy through the RAM Equity funding.

Teachers have continued to share knowledge with new teaching staff and apply the Eight Ways of Aboriginal Learning to promote quality teaching and the inclusion of Aboriginal perspective and content in their teaching programs. Traditional Indigenous Games continue to be implemented successfully in grade sport programs.

All students have learnt about and developed their knowledge and understanding of the histories, cultures and experiences of the First Peoples of Australia through:

- teaching of Science and HSIE units where students learned about Aboriginal cultural practices and customary lore, the stolen generations and reconciliation;
- celebrating the contributions of Indigenous Australians during Reconciliation and NAIDOC weeks;
- visitation Koomurri dancers for a whole day Ultimate Dreamtime Experience;
- student involvement in a variety of cultural workshops including an Opening Ceremony, Aboriginal art, dance, and drama, Aboriginal tools
and weapons and boomerang throwing; and
• stage 2 excursion to the Royal National park
where they were immersed in the Aboriginal
perspective of the Australian bush. Students were
given the opportunity to consider the
industriousness and ingenuity of Aboriginal
peoples with regards to: hunting, burning back,
bush tucker and the symbiotic relationship of
Aboriginal peoples with the Australian landscape.

The attendance rate for Aboriginal students was 88%
for the 2017 calendar year. The school’s engagement
committee promotes attendance by presenting 100%
attendance certificates.

Aboriginal students in Years 3 to 6 have continued to
be active student representatives in our 2017 Student
Parliament. This has been effective in improving
students’ confidence in public speaking and leadership
within our school.

One of our Aboriginal students was recognised at the
2017 (SSW) Regional Aboriginal Student Achievement
Awards. Aboriginal students at our school made
connections by being part of an Indigenous choir for the
Community of Schools concert, singing the Australia
National Anthem in Dharawal language and other
Indigenous songs.

Aboriginal students effectively led the Reconciliation
Week assemblies. Significant days were recognised at
morning assemblies and by raising the Aboriginal flag.

Multicultural and anti-racism education

Multicultural education continues to be integrated into
the educational programs at HPS. The EAL/D teacher’s
role includes working with individual and groups of
students using explicit teaching strategies targeting
specific language learning needs and developing
teaching and learning plans with classroom teachers.
These plans are aimed at increasing English language
and literacy skills, supporting student participation in
schooling and fostering the achievement of equitable
educational outcomes. The curriculum is differentiated
and targeted teaching and learning programs are
implemented to address the specific learning and
wellbeing needs of students from culturally diverse
backgrounds, including newly arrived and refugee
students.

Teaching programs are also developed to promote
intercultural understanding, promote positive
relationships and enable all students to participate as
active Australian and global citizens. Through our
continued implementation of syllabus documents, we
have continued to focus on cross curriculum priorities
and general capabilities, particularly intercultural
understanding. These are embedded into our teaching
and learning across the curriculum.

Our Multicultural Education program emphasises the
important interrelationships between people and
environments and the different understandings of these
relationships. Our programs also enable students to
become active, responsible and informed citizens able
to evaluate opinions of others and express their own
ideas and arguments.

We ensure inclusive teaching practices which
recognise and respect the cultural, linguistic and
religious backgrounds of all students and promote an
open and tolerant attitude towards cultural diversity,
different perspectives and world views.

We promote positive community relations through
effective communication with parents and community
members from diverse cultural, linguistic and religious
backgrounds and by providing opportunities for their
active engagement in the life of the school. In 2017
Diwali was celebrated through a school assembly led
by the Hindu community group. This group also danced
at the local preschool.

Holsworthy Public School students also participate in
the Multicultural Perspectives Public Speaking
Competition.

HPS has one trained anti-racism contact officer who is
called upon as needed.

Interpreting and translation services are available on
request.

Other school programs

Sports achievements

In 2017, Holsworthy Public School has continued to
provide a range of sporting programs.

Ongoing activities included:
• Participating in swimming, cross country and
athletics carnivals and placing 4th, 2nd and 2nd
respectively in Liverpool zone competitions.
• Competing in summer and winter PSSA
competitions in the following sports: T-ball and
softball, cricket, league tag, touch football, AFL,
Newcombeball, soccer, Rugby league, hockey
and netball. The senior hockey and junior girl’s
T-ball teams won their competitions.
• Participating in the Stage 2 and Stage 3 Milo Cup
cricket competitions. The Stage 2 competition’s
goal was for all students to have fun and develop
cricket skills. In the Stage 3 competition the girls’
team placed 2nd and the boys’ teams placed 1st
and 2nd. They then progressed to the Regional competition.

- Providing students with an ongoing range of sporting programs within the school.
- K–6 participating in the Tri Skills gymnastics program.
- 120 students from Years 2–6 participating in the Swimming and Water Safety program.
- K–6 students participating in a free clinics run by AFL AusKick.
- A range of recreational sporting activities: tennis, Zumba, gymnastics, circus skills and hip hop.
- Utilising Sporting Schools grant money to enrich our orienteering resources and programs.
- 20 students participating in the Sydney South West Orienteering Tournament. 1 student won the tournament going on to compete at the NSW carnival, placing first in the event.
- Entering 3 teams (an U10 team, an U13 team and a girls’ team) in the Bulldogs All Schools Knockout Competition. The girl’s team progressed to the regional carnival.
- Teachers continuing to attend network meetings and professional development courses to further their knowledge and understanding of sporting initiatives and programs for primary schools.

Individual student achievements included:

- 22 students representing Liverpool zone in the following teams: AFL, Rugby league, touch football, football, Rugby union, cricket, hockey and netball;
- 4 students representing Sydney South West (SSW) region in the following teams: netball, hockey, AFL, touch football and orienteering;
- 9 students representing Liverpool zone at the SSW swimming carnival;
- 6 students representing Liverpool zone at the SSW cross country carnival;
- 12 students representing Liverpool zone at the SSW athletics carnival;
- 1 student representing SSW at the State swimming carnival; and
- 2 students representing SSW at the State athletics carnival.