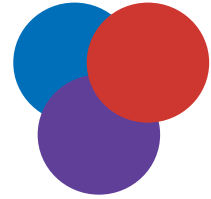


Holsworthy Public School Annual Report



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Introduction

The Annual Report for 2015 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

It is my great pleasure to write this message to begin our 2015 Annual Report as it presents an opportunity to recognise the wonderful efforts of our school community and celebrate outstanding achievements of HPS students throughout the year, in all areas of school life. Our academic programs have been developed and improved and cross-curricula opportunities extended. The result is once again an exemplary school which maintains a strong emphasis on academic excellence, whilst developing the whole child.

2015 was the first year of the implementation of our three year school plan, with our strategic directions: 21st Century Learning; Development and Performance; and Community and Engagement. Programs implemented were highly successful with key features being the introduction of formative assessment, the development of high quality and individualised professional learning and broader community involvement.

The outstanding academic performance of our students is apparent every day in all classrooms. This is clearly reflected in on-going school based assessments and evaluations. In 2015 it was very strongly demonstrated by our NAPLAN results. Our school's average was well above the state and national average in every subject in both Years 3 and 5, with high percentages of students in the top two bands in every subject.

Our students have also made great achievements in a wide variety of extra curricula programs. 5/6T was the Team of the Year in the Australasian Maths Olympiad, being placed 1st, with 10 students achieving perfect 100% scores. Nishant Goyal was placed 1st in the NSW State Championship of Language Perfect. In ICAS competitions many students were awarded high distinctions and distinctions, with Dakshar Ponugupaty achieving the ultimate award of a medal for being 1st in Year 2 Writing. We entered many team academic competitions, including Tournament of Minds. All teams performed extremely well with many awarded 1st and 2nd places.

Opportunities for students to be involved in cultural activities were increased. Our dance group performed in the NSW Schools Spectacular for the first time and our school staff and students were heavily involved in the inaugural and highly successful Cross Network Creative and Performing Arts Project. In addition our students performed extremely well at state and regional festivals and the local COS Concert.

The tradition of high levels of participation and excellence in sport continued. The school fielded many teams in the Zone PSSA and other competitions with several teams being placed 1st and many students representing at regional and state level.

Our achievements are a result of a lot of hard work by our whole community. I would like to sincerely thank our dedicated and professional staff, my outstanding executive, our parents/care givers and community groups for their wonderful efforts and support. I thank our P&C for their commitment and hard work. Finally, I thank our tremendous students for their great efforts, and outstanding behaviour and attitude. All these people combine to make Holsworthy Public School the great place it is today. Strive to improve!

Peter Ward, Principal

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 58 students from Defence Force families. Sixty per cent of students are from non-English speaking backgrounds, the most significant ethnic groups being Indian (30%) and South East Asian (11%).

At Holsworthy Public School we have:

- An experienced, 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, Reading Recovery, Early School Support Program 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, 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.

Self-assessment and school achievements

Self-assessment using the School Excellence Framework

This section of the Annual Report outlines the findings from self-assessment using the School Excellence Framework, our school achievements and the next steps to be pursued. 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 2015, staff at Holsworthy Public School (HPS) undertook self-assessment using the elements of the School Excellence Framework. Through whole school and stage based teacher professional learning sessions staff unpacked the framework and used it to evaluate areas of strength and development in terms of Learning, Teaching and Leading. This was used this to inform the development of our school plan.

Learning

The focus has been on improved understanding and implementation of formative assessment tasks through stage based, whole school and external teacher professional learning sessions. Formative assessment is being embedded in all teaching and learning processes for all Key Learning Areas (KLAs). Consistent monitoring, discussion and evaluation ensure that all staff are committed to using data extensively to inform planning and identify gaps in student learning. All students and teachers are beginning to use a common language in relation to teaching, learning and assessment. Students are able to evaluate their work against set criteria, clarify their understanding and reflect on their learning.

Through the Learning Support Team (LST) process teachers identify students who need additional and personalised support. Programs are developed to assist students and to provide them with opportunities to succeed.

This process reinforces our strategic direction of 21st Century Learning.

Within the Learning Domain we believe that our current level of performance is “Sustaining and Growing”.

Teaching

HPS is committed to implementing effective teaching strategies and aligning professional learning with the school plan. The main focus for 2015 was the continual consolidation of the English syllabus and implementation and development of new school scope and sequences for History/Geography and Personal Development/Health/Physical Education (PD/H/PE). Teachers worked collaboratively in grade, stage and whole school groups. Planning Literacy and Numeracy (PLAN) and National Assessment Program-Literacy and Numeracy (NAPLAN) data were also analysed to identify skill areas needing improvement.

A school team of four teachers participated in a three day professional learning program (Self Organised Learning Environment –SOLE) to develop inquiry based units of learning that recognise that every student can learn and to create learning environments that enable students to shape their own learning. The future directions are to up-skill the whole staff and have the program implemented across the whole school.

Within the Teaching Domain we believe that our current level of performance is “Sustaining and Growing”.

Leading

HPS is committed to leadership development with a focus on capacity building and succession planning. Staff are provided with opportunities to relieve in executive positions, lead management committees, run professional learning sessions and mentor peers through in-class demonstrations and career-path planning sessions. Beginning teachers are given the opportunity to manage events and portfolio areas with an experienced teacher as a buddy.

Student attendance rates are high. Community involvement at school events continues to grow. This indicates that parents feel welcome and valued. These events included: Easter hat parade; Book Week parade; parent information evenings; assemblies; sports carnivals; carol evening; and Community of Schools (COS) concert.

Students and the community were given the opportunity to provide constructive feedback through Tell Them From Me (TTFM) surveys.

At HPS strategic financial and resource management procedures are used to maximise available resources and implement the school plan.

Within the Leading Domain we believe that our current level of performance is “Delivering”.

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

21st Century learning is a continuous focus for HPS. Quality teachers monitor student progress, provide feedback, have strong subject knowledge and demonstrate explicit teaching techniques. Formative assessment strategies have been implemented successfully across the school. Teachers are clarifying and sharing learning goals and success criteria and engaging in discussion about strengths and weaknesses. They provide quality feedback that is timely, focused and related to the learning intentions. A variety of techniques are implemented to elicit evidence of student achievement and effectively adjust instruction to meet student needs.

School teams are effectively implementing programs including Lego Mindstorm Robotics, Self Organised Learning Environments (SOLE) and Science, Technology, Engineering and Mathematics (STEM). Students are using their knowledge and skills by thinking critically, applying knowledge to new situations, analysing information, comprehending new ideas, communicating, collaborating, solving problems and making decisions.

The effective use of formative and summative assessment data, including PLAN and National Assessment for Literacy and Numeracy (NAPLAN) data, to improve student outcomes in literacy and numeracy is developing across the school. School and grade teams analyse PLAN and NAPLAN data and identify focus areas for staff development and learning programs.

Progress towards achieving improvement measures		Resources (annual)
Improvement measure	Progress achieved this year	Funds expended
Classroom observations and surveys show 100% of classrooms involved in 21st Century teaching and learning program.	<ul style="list-style-type: none">• A school team attended three days of formal professional learning on SOLE.• The team developed a unit of learning that focused on enquiry learning through self organised learning environments.• The SOLE team shared through video conference with other schools their achievements in implementing the program with their class and created a short video documenting the process.• Development of a plan for whole school implementation of the SOLE program for 2016.	\$4 950
Staff utilise formative assessment strategies - evident in teaching and learning programs.	<ul style="list-style-type: none">• Whole staff professional development sessions focusing on a formative assessment strategy.• Professional readings distributed and discussed at whole school professional development sessions.• Grade teams sharing with whole school at SDD's - embedding a strategy into a unit of work and evaluating techniques trialed.	Teacher professional learning funds
Student use of self-monitoring strategies to measure their performance against set	<ul style="list-style-type: none">• Use of formative assessment strategy 1, sharing the learning goal and success criteria, including We Are Learning To (WALT), criteria checklists and visual	No funds required

Strategic Direction 1

<p>criteria.</p> <ul style="list-style-type: none"> • School data will equal or exceed state norms for the Focus on Learning survey in areas of Effective Learning Time and Rigour; and Learning Climate 	<p>examples of work.</p> <ul style="list-style-type: none"> • Student and staff surveys - 100% of classes using learning goals. • 29% of staff and students recorded a “great improvement” and 66% recorded a “moderate improvement” of student achievement. • Students monitored their achievements and areas for further development using learning intentions and success criteria in a KLA. 	<p>No funds required</p>
<p>An increased number of students achieving outcomes along the teaching and learning continuum.</p>	<ul style="list-style-type: none"> • Use of PLAN software to record, analyse and monitor student progress through the Literacy and Numeracy continuums K-10. • PLAN data used to identify focus areas. • 71% of Year 5, 73% of Stage 2 and 75% of Kindergarten at or beyond grade level for comprehension. 	<p>\$6 000</p> <p>Special Purpose grant - Literacy and Numeracy Programs K-6</p>
<p>School data will equal or exceed state norms for the Focus on Learning survey in areas of:</p> <ul style="list-style-type: none"> • Effective Learning Time and Rigour • Learning Climate 	<p>Through the TTFM survey school results indicate equivalence to state norms.</p> <ul style="list-style-type: none"> • 80% of parents reported that concepts are well taught. • 82% of parents believe classroom instruction is purposeful and accompanied with immediate and appropriate feedback. • 87% of parents communicated that school staff emphasise academic skills and hold a high expectation for all students to succeed. 	<p>No funds required</p>

Next steps

- Implement whole school action plan for the professional development, planning and implementation of SOLE across the school.
- Evaluate technology use, accessibility and resourcing and plan for staff development in adapting to new technologies in teaching programs.
- Investigate the effective use of learning spaces/furniture for implementation of 21st century practices.
- School groups develop action plans for personal development to further embed formative assessment strategies.
- Further staff development focusing on SMART and PLAN data to identify strengths and weaknesses, development of relevant explicit instructional teaching sessions and reliable assessment tools.

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

Executive training in the GROWTH coaching model. Methodologies will allow executive to better guide their team members through the formulation of individualised goals. Staff determined the actions they required to achieve their goal/s and make links to the Institute of Teachers Professional Learning Standards. All teachers engaged in peer observations as per the requirements of Personal Development Framework and have responded positively to feedback.

School systems and structures organised to ensure grade teams met each week during Release from Face to Face (RFF) for collaborative planning sessions, to provide for Consistency of Teacher judgement sessions and professional dialogue. Support provided for collaboration across the school to develop reports that are in line with departmental requirements and suit the context of our school.

Development of strategies to engage students in enrichment activities and promote student leadership. Continued provision for enrichment through curriculum interest groups, International Competitions and Assessments for Schools (ICAS) and a wide range of other curricula activities including Tournament of Minds and Mind Marathon. Opportunities to promote student leadership included school parliament, play pals, buddy reading mentors and Peer Support. The school parliament ministers visited a local school. Each school shared information about how parliament operated in their school and made adaptations.

Progress towards achieving improvement measures		Resources (annual)
Improvement measure	Progress achieved this year	Funds expended
All teachers actively engaged in the Performance and Development Framework.	<ul style="list-style-type: none">100% of staff completed a professional learning plan.Weekly professional learning meetings.External professional learning continued.Lesson observations.	\$3360 Teacher release for observations
Surveys of staff in areas of leadership processes with effective and efficient systems implemented.	<ul style="list-style-type: none">Staff leadership opportunities – committee heads.Executive - growth coaching professional learning.	\$11 080 Growth Coaching Training

Next steps

- Identify staff expertise for demonstration lessons in literacy and numeracy.
- Professional learning and opportunities to lead to increase teacher and leader capacity.
- Implement a peer mediation program with students.
- Professional learning on the new reporting system using Sentral reports.
- Executive utilise skills learned through Growth Coaching Training
- Refine practices to establish high quality goals and action plans for personal development plans.
- Lesson observations to build capacity and improve teaching practices.
- Succession planning through increased opportunities within the school.
- Beginning Teachers: time for planning, programming, reporting, observing peers, working with their mentor and attending professional development.

Strategic Direction 3

Community and Engagement

Purpose

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

Overall summary of progress

Increased community participation through community forums including: parent involvement in the Kindergarten orientation and transition programs and the Year 6 transition to high school program. Parents attended seminars for vocabulary development, reading at home and comprehension strategies; and parent information evenings. This has ensured better communication between all stakeholders.

Teachers met with parents to discuss personalised learning adjustments providing them with a clear understanding of the way their children are being supported. SLSOs undertook training and developed an improved knowledge of specific individual programs to better cater for the students they support. Communication was enhanced during 2015. The school's website is regularly accessed. The school adopted the Skoolbag application to disseminate current news and enable parents to monitor information directly related to their child's learning. Increased student involvement in a wide range of extra curricula programs provided by the school. This enriches student development as global citizens.

Many opportunities offered for students to participate in outside school events including the Community of Schools concert, Regional Concert for Creative Arts and the Schools Spectacular.

Progress towards achieving improvement measures

Resources (annual)

Improvement measure	Progress achieved this year	Funds expended
School engagement data from the Tell Them from Me survey will equal or exceed state norms.	<ul style="list-style-type: none">A majority of the community downloaded and are utilising the Skoolbag application.An increased number of parents participated in school activities and functions.83% of parents communicated with a teacher regarding their child's learning.74% of parents support their child's learning at home which exceeds the state norm.80% of parents believe that the school supports their child's learning. This is above the state norm.82% of parents believe that the school supports positive behaviour.	\$650 Computer Coordinator allocation
Increased number of student involvement in leadership opportunities in the classroom and across the school.	Students involved in a range of leadership opportunities through: student representation in school parliament, peer support, play pals, Young Leaders Conference, collaboration to organise and lead school events e.g. sporting carnivals; mini fete; and buddy reading.	\$360 Student Engagement Committee
Increased community involvement and attendance at school events.	The process of collecting information on parent attendance at school events has been implemented. An increased number of parents and extended families attended school events including parent information evenings, Easter hat parade, 100 Year Anniversary of ANZAC Day, sporting events and Education Week.	No funds required

Next steps

- The school website will be updated to enhance communication between home and school.
- Ongoing implementation of TTFM Survey for parents, teachers and students.
- Specific Teacher/Parent Curriculum information evenings for literacy and numeracy.
- The creation of a register of community expertise.

Key initiatives and other school focus areas

Key initiatives (annual)	Impact achieved this year	Resources (annual)
<p>Aboriginal background funding</p> <p>Teacher release to develop Individualised Learning Programs.</p> <p>Employment of SLSOs to work in classrooms with targeted Aboriginal students.</p>	<p>83% of students were in the top 3 bands for Years 3 and 5 NAPLAN writing assessments and 33% in the top 3 bands for numeracy. Students showed improvement in their NAPLAN results from Year 3 to Year 5.</p> <p>Strengthened partnerships and genuine collaboration with families, the local Aboriginal community and the Aboriginal Education team.</p>	\$5 840
<p>English language proficiency funding</p> <p>Employment of SLSOs to work in classrooms with students who needed language development and students targeted through speech programs.</p>	<p>Increased EAL/D students' English proficiency with 70.7% of Year 3 and 61.5% of Year 5 students achieving in the top 2 bands for reading; and 82.9% of Year 3 and 53.8% of Year 5 students achieving in the top 2 bands for Writing.</p>	\$7 582
<p>Targeted students support for refugees and new arrivals</p>	<p>No funding received 2015</p>	\$0
<p>Socio-economic funding</p> <p>Employment of SLSOs to work in classrooms with students with additional learning needs associated with their socio-economic background.</p> <p>Provision of release time for teachers to develop individualised learning plans in collaboration with the Learning and Support teacher.</p>	<p>Student individual needs and strengths were determined, goals set and appropriate programs implemented.</p> <p>Classroom teachers developed their knowledge and confidence when implementing relevant learning programs.</p>	\$21 792
<p>Low level adjustment for disability funding</p> <p>Employment of SLSOs to work in classrooms with students who have additional learning and support needs.</p>	<p>Increased level of student participation and engagement in learning.</p> <p>Less classroom disruption and the provision of an engaging learning environment with purposeful activities for all students.</p>	\$33 951

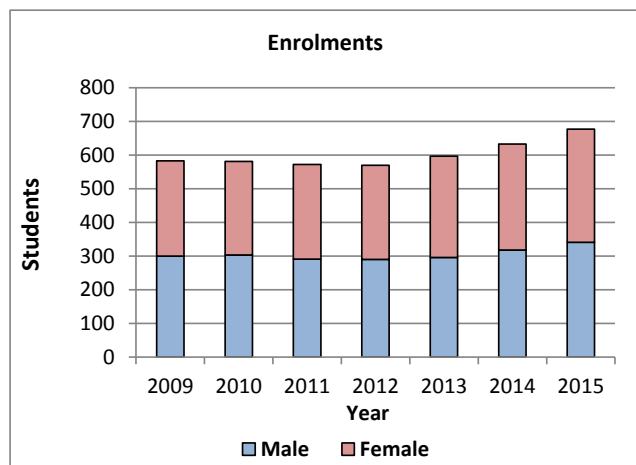
Mandatory and optional reporting requirements

Student information

It is a requirement that the reporting of information for all students be consistent with privacy and personal information policies.

Student enrolment profile

Gender	2009	2010	2011	2012	2013	2014	2015
Male	300	303	291	290	296	318	341
Female	283	278	281	280	301	315	336



Enrolment rates continue to grow.

Student attendance profile

		Year	2010	2011	2012	2013	2014	2015
School	K		96.0	95.2	95.4	95.8	97.1	94.6
	1		94.9	94.7	94.5	96.7	96.4	94.2
	2		93.8	95.5	95.7	95.9	96.6	94.9
	3		94.7	95.6	95.8	96.7	96.3	94.9
	4		94.8	95.7	95.6	95.9	96.2	93.0
	5		95.1	95.1	95.0	96.3	96.1	94.5
	6		95.3	93.9	94.9	95.5	95.5	92.8
	Total		95.0	95.1	95.3	96.1	96.3	94.2
State DoE	K		94.7	94.7	94.3	95.0	95.2	94.4
	1		94.2	94.2	93.9	94.5	94.7	93.8
	2		94.4	94.2	94.2	94.7	94.9	94.0
	3		94.5	94.4	94.4	94.8	95.0	94.1
	4		94.5	94.3	94.3	94.7	94.9	94.0
	5		94.4	94.2	94.2	94.5	94.8	94.0
	6		94	93.8	93.8	94.1	94.2	93.5
	Total		94.4	94.3	94.2	94.7	94.8	94.0

School attendance rates continue to be comparable to state averages.

Management of non-attendance

HPS complies with Department of Education (DoE) guidelines in regard to student non-attendance. Students are monitored closely through:

- expectation that parents provide a written explanation giving the reason for absence;
- reminder letters sent home after two days if explanation has not been provided;
- parent contact if there is still no response;
- contact by the Principal and or Deputy Principal for continual non-attendance, patterns of non-attendance or failure to provide written explanations;

- regular contact with the Home School Liaison Officer (HSLO) to discuss concerns in relation to student attendance, patterns of absences, and students who have less than 85% attendance;
- meetings between HSLO, Principal and parent/s to discuss areas of concern and ways the school can support improved attendance; and
- 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 held in lunch break periods; and peer support and leadership programs.

Class sizes

Roll class	Year	Total in class	Total per year
KB	K	22	22
KCR	K	20	20
KG	K	21	21
KL	K	20	20
KS	K	21	21
1A	1	23	23
1C	1	22	22
1H	1	21	21
1M	1	22	22
2CN	2	24	24
2D	2	25	25
2J	2	23	23
2S	2	24	24
3B	3	29	29
3M	3	29	29
3W	3	30	30
4J	4	27	27
4K	4	29	29
5K	5	28	28
5S	5	27	27
6H	6	28	28
6P	6	28	28
1/2W	1	14	23
	2	9	23
3/4C	3	13	31
	4	18	31
4/5B	4	16	27
	5	11	27
5/6A	5	15	30
	6	15	30
5/6T	5	15	30
	6	15	30

The school formed 27 classes in 2015. Five classes were composite in format. One Year 3-4 class was an enrichment class and one a Year 5-6 Opportunity Class.

Workforce composition

Position	Number
Principal	1
Deputy Principal	1
Assistant Principal(s)	4
Classroom Teacher(s)	22
Teacher release from face to face	1.218
Primary Teacher executive release	1
Primary Part time teacher	1.1
Teacher of Reading Recovery	0.84
Learning and Support Teacher(s)	0.8
Teacher Librarian	1.2
Teacher of ESL	1.2
School Counsellor	1
School Administrative & Support Staff	4.262
Total	40.62

The experience of teaching staff at HPS is diverse. Approximately 39% have been teaching 20 or more years; 14% between 10 and 20 years; and 47% less than 10 years.

The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce.

Two teachers at HPS are from an Aboriginal background.

One teacher received promotion to Assistant Principal at HPS through merit selection.

Two beginning temporary teachers gained permanent positions at HPS through merit selection. There were two new teacher appointments for 2016.

Teacher qualifications

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

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	39

Professional learning and teacher accreditation

In 2015 the focus for teacher professional learning supported school targets, DEC directions, new Australian syllabus implementation guidelines and identified needs of students. All staff participated in external courses and school-based sessions including: whole school and grade level meetings; school development days; and on-line sessions.

Professional learning for all staff centered on building capacity and succession planning to achieve the key priorities.

Major focus areas were: Write Again – strengthening the teaching of writing in Stages 1-3; Inquiry Learning through SOLE; Formative assessment; and syllabus implementation. These involved teams attending external courses and becoming facilitators for school-based professional learning.

Other external courses included:

- beginning teacher courses relating to preparation for accreditation;
- literacy – Reading Recovery, NAPLAN writing, Spelling and the new English syllabus, improving pedagogy with assessment in English, the Literacy continuum, English as an Additional Language or Dialect (EAL/D) ;
- preparation to implement the new Science syllabus K-6;
- Module 2 Every Student Every School (ESSES);
- Introduction to Microsoft Office 360;
- Supporting 21st Century Learning – Innovation Tour;
- classroom management;
- PD/H/PE conference;
- Managing PLAN;
- beginning teacher workshops;
- Library – network meetings and library management;
- Road Safety; and
- SASS – Participation in Organisational Change and SLSO Conference.

School based sessions included a significant focus on the English, Science, History and Geography syllabuses, formative assessment and PLAN Data.

School development days included mandatory courses in CPR, Child Protection, Code of Conduct and Workplace Health and Safety Awareness. Other sessions included Autism Spectrum Disorder.

Six beginning teachers are working towards Board of Studies Teaching and Education Standards (BoSTES) accreditation at Proficient.

Thirteen beginning teachers are maintaining accreditation at Proficient.

Three teachers are seeking voluntary accreditation at Highly Accomplished or Lead.

The average expenditure on teacher and SASS professional learning was \$520. Total expenditure: \$23,500

Financial summary

This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.

A full copy of the school's 2015 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.

Date of financial summary	30/11/2015
Income	\$
Balance brought forward	381 486.30
Global funds	365 711.98
Tied funds	196 161.31
School & community sources	267 426.84
Interest	9 416.97
Trust receipts	26 295.65
Canteen	8 299.25
Total income	1 254 798.30
Expenditure	
Teaching & learning	
Key learning areas	117 790.40
Excursions	74 672.52
Extracurricular dissections	106 858.32
Library	35 159.76
Training & development	0.00
Tied funds	209 295.94
Casual relief teachers	125 045.35
Administration & office	85 906.02
School-operated canteen	0.00
Utilities	51 078.18
Maintenance	24 807.99
Trust accounts	23 131.53
Capital programs	60 720.00
Total expenditure	914 466.01
Balance carried forward	340 332.29

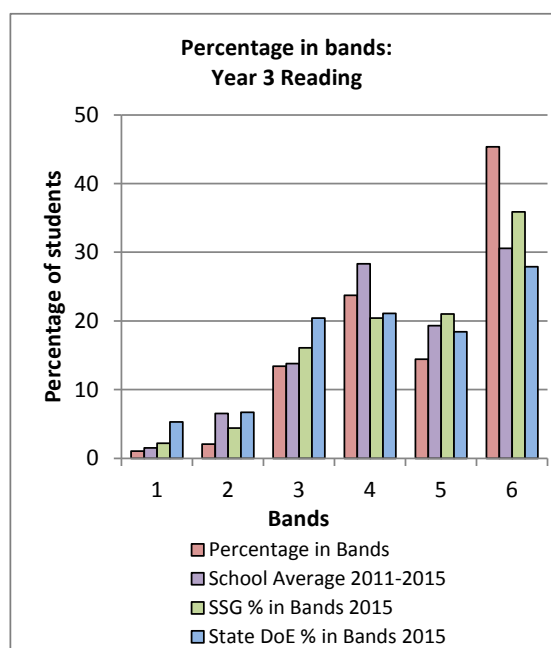
School performance

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.

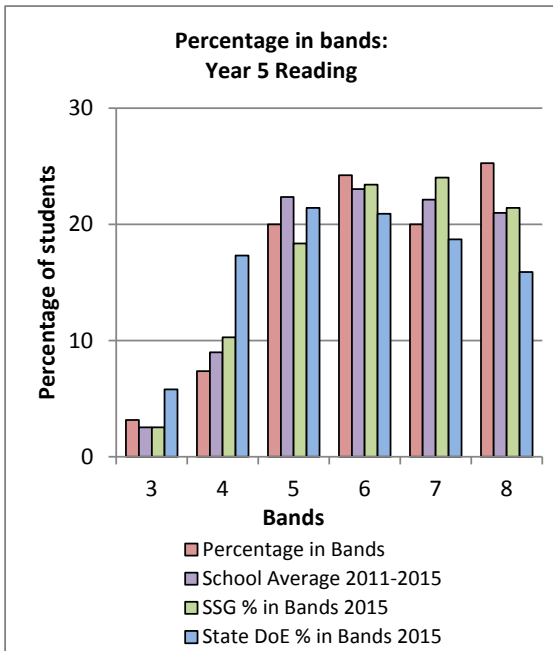
The *My School* website provides detailed information and data for national literacy and numeracy testing. Click on the link [My School](#) and insert the school name in *Find a school* and select *GO* to access the school data.

NAPLAN - Literacy (including Reading, Writing, Spelling and Grammar and Punctuation)

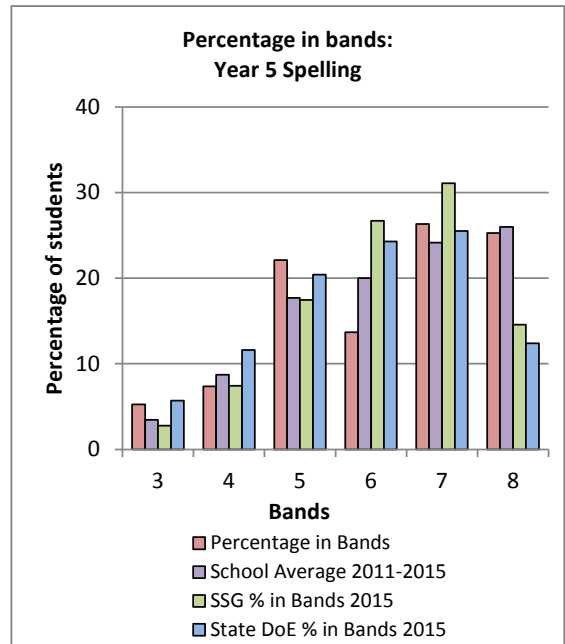


In Reading Year 3 students achieved results comparable to similar schools and above the Australian Schools' average.

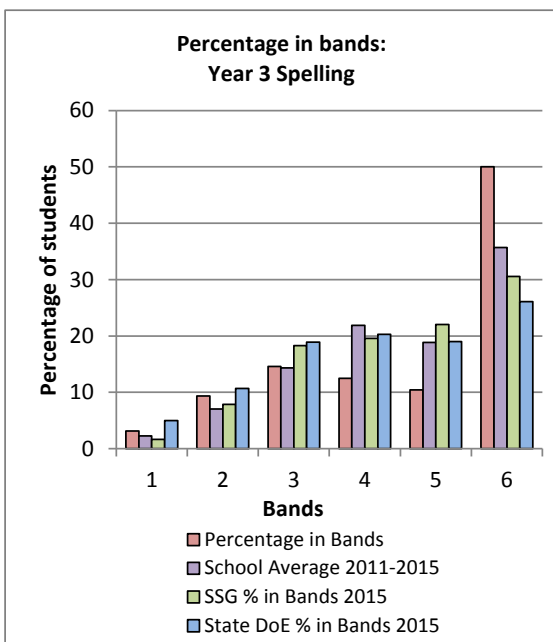
Fifty nine per cent of Year 3 students achieved results in the top 2 bands.



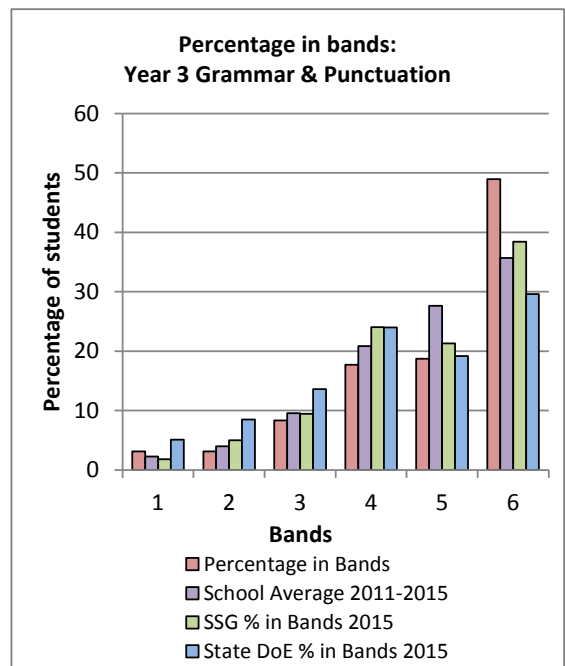
In Reading Year 5 students achieved results comparable to similar schools and above the Australian Schools' average. Forty five per cent of Year 5 students achieved results in the top 2 bands.



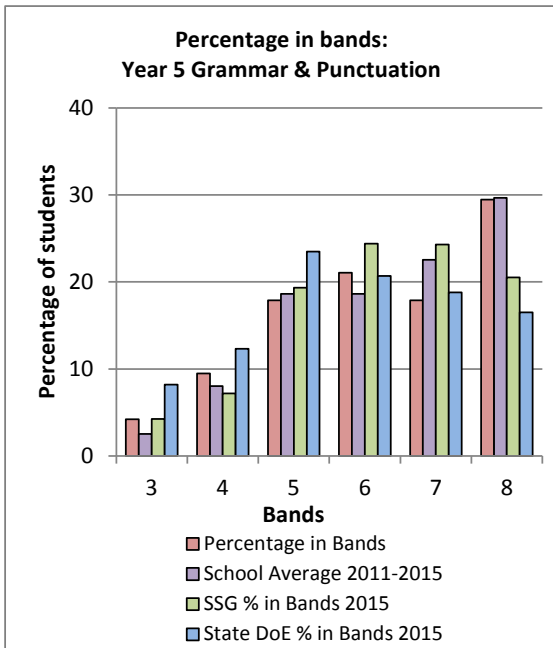
In Spelling Year 5 students achieved results comparable to similar schools and above the Australian Schools' average. Sixty per cent of Year 5 students achieved results in the top 2 bands.



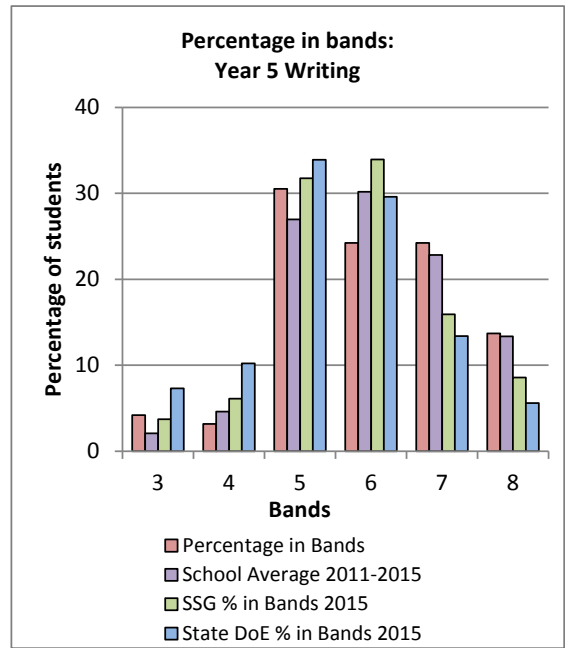
In Spelling Year 3 students achieved results above similar schools and substantially above the Australian Schools' average. Fifty one percent of Year 3 students achieved results in the top 2 bands.



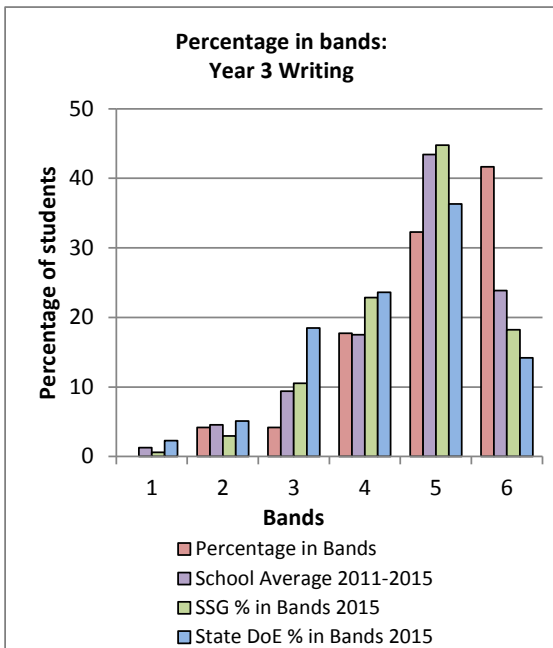
In Grammar and Punctuation Year 3 students achieved results above similar schools and substantially above the Australian Schools' average. Sixty eight per cent of Year 3 students achieved results in the top 2 bands.



In Grammar and Punctuation Year 5 students achieved results comparable to similar schools and above the Australian Schools' average. Forty seven per cent of Year 5 students achieved results in the top 2 bands.

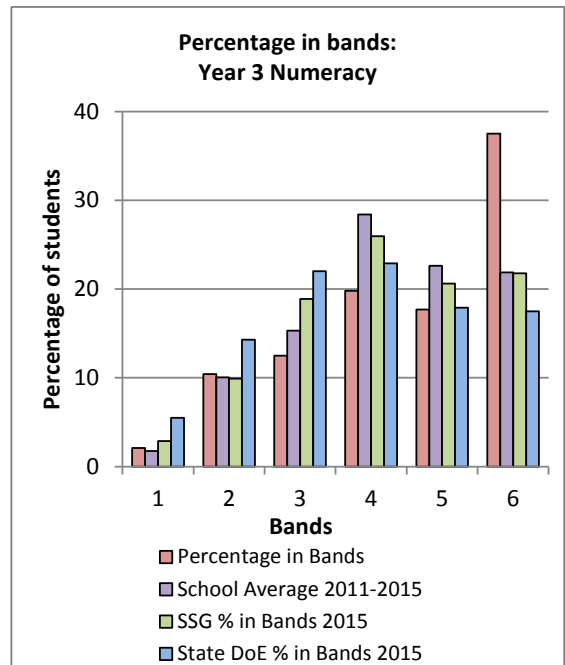


In Writing Year 5 students achieved results comparable to similar schools and substantially above the Australian Schools' average. Thirty eight per cent of Year 5 students achieved results in the top 2 bands.

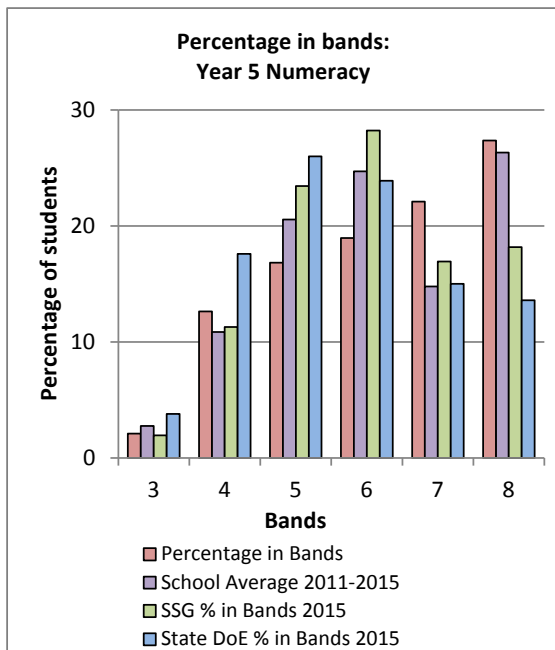


In Writing Year 3 students achieved results above similar schools and substantially above the Australian Schools' average. Seventy four per cent of Year 3 students achieved results in the top 2 bands.

NAPLAN - Numeracy



In Numeracy Year 3 students achieved results above similar schools and substantially above the Australian Schools' average. Fifty six per cent of Year 3 students achieved results in the top 2 bands.

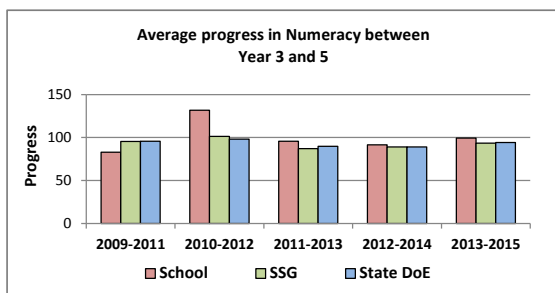
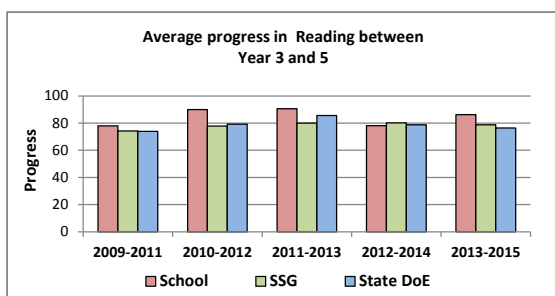


In Numeracy Year 5 students achieved results above similar schools and substantially above the Australian Schools' average. Forty nine per cent of Year 3 students achieved results in the top 2 bands.

Percentage of Year 3 students achieving at or above minimum standard (exempt students included)	
Reading	99.0
Writing	100.0
Spelling	96.9
Grammar & Punctuation	96.9
Numeracy	97.9

The school has a very high percentage of students achieving at or above the minimum standards in Year 3.

Percentage of Year 5 students achieving at or above minimum standard (exempt students included)	
Reading	96.8
Writing	95.8
Spelling	94.7
Grammar & Punctuation	95.8
Numeracy	97.9



Average progress in Reading and Numeracy between 2013 and 2015 is above state and similar school group averages.

The school has a high percentage of students achieving at or above the minimum standards in Year 5.

Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school. Their responses are presented below.

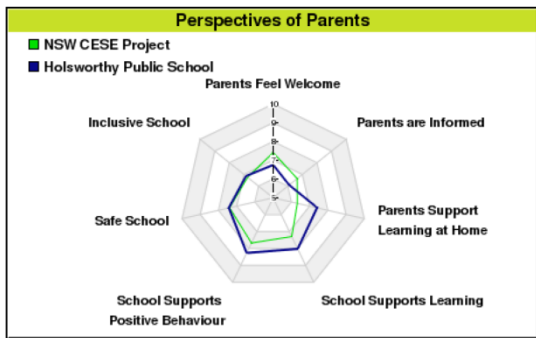
Students, teachers and parents completed the Tell Them From Me surveys this year.

The survey also provides feedback to schools about the extent to which parents feel the school supports learning and positive behaviour and promotes a safe and inclusive environment.

The survey includes eight separate measures, which were scored on a ten-point scale. The radar chart below provides a summary of the results for HPS.

Parents

The Partners in Learning Parent Survey is based on a comprehensive questionnaire covering several aspects of parents' perceptions of their children's experiences at home and school. It is based primarily on Joyce Epstein's framework for fostering positive relations between the school and the community.

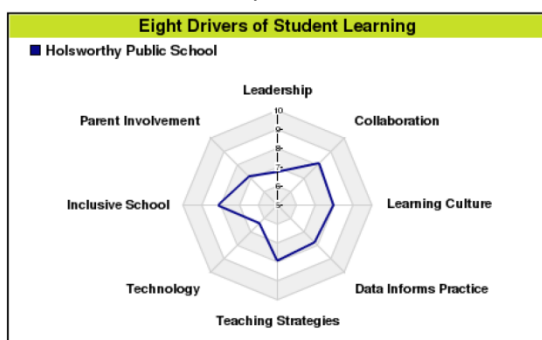


The parent responses were overall very positive. An average of 73% of parents feel welcomed at school and well informed about school activities. 75% of parents believe they are regularly informed about student behavior. 81% of parents believe that the school supports learning and positive behaviour. 74% of parents believe that the school is a safe environment for their child.

Teachers

The Focus on Learning Survey is a self-evaluation tool for teachers and schools which is based on two complementary research paradigms. One is 'effective schools' research which has identified the most important correlates of student outcomes. The questions in the survey are grouped to assess eight of the most important Drivers of Student Learning. The research on classroom and school effectiveness has consistently shown these factors to be strong correlates of student achievement.

The radar chart below provides a summary of the results for Holsworthy Public School.



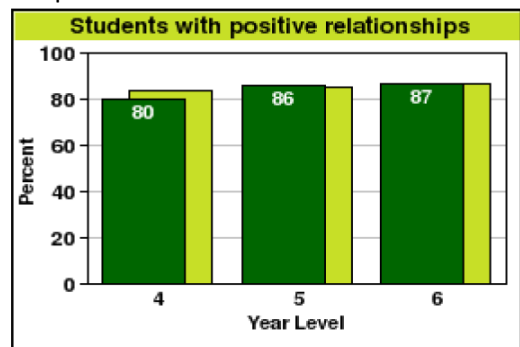
81% of teachers believe they work collaboratively with other teachers to provide effective teaching programs. 79% of teachers of teachers provide a positive learning culture for students and use a range of effective teaching strategies. 78% of teachers use relevant data to inform teaching practice.

Students

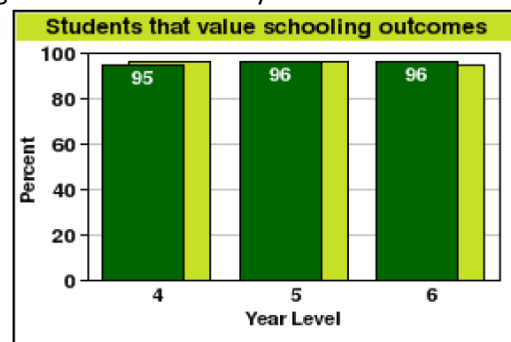
The student survey measures 20 indicators based on the most recent research on school and classroom effectiveness. This report provides highlights based on data from 230 students in this school who participated in the survey between 24 Mar. 2015 and 1 Apr. 2015. The number of students by year level is:

- Year 4: 71
- Year 5: 83
- Year 6: 76

The bar charts show the results by year level compared with NSW DEC norms.

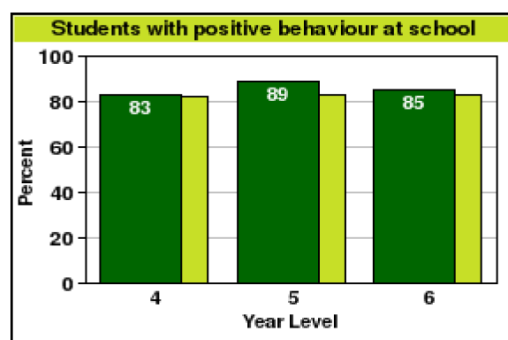


Students have friends at school they can trust and who encourage them to make positive choices. 87% of the girls and 82% of the boys in this school had positive relationships. The NSW DEC norm for girls is 88% and for boys is 83%.

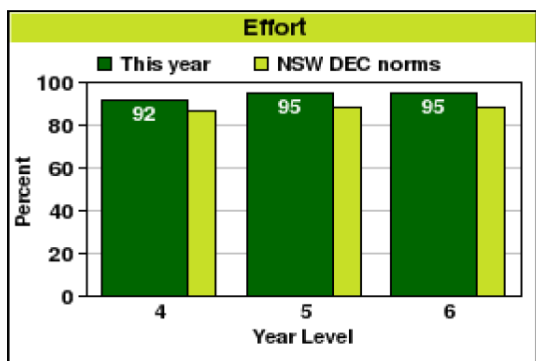


Students believe that education will benefit them personally and economically, and will have a strong bearing on their future.

98% of the girls and 94% of the boys in this school valued School Outcomes. The NSW DEC norm for girls is 97% and for boys is 94%.



In this school, 86% of students had positive behaviour; the NSW DEC norm for these years is 83%.



Students try hard to succeed in their learning. 95% of the girls and 93% of the boys in this school tried hard to succeed. The NSW DEC norm for girls is 90% and for boys is 85%.

Policy Requirements

Aboriginal Education

Strengthened partnerships and genuine collaboration occur as the school works in partnership 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 (PLPs) are developed and evaluated by teachers for all Aboriginal students in collaboration with Aboriginal families, an Aboriginal Elder and the Aboriginal education team.

RAM Equity funding has been used to provide tutoring for Aboriginal students in literacy and numeracy to enhance learning outcomes.

83% of students were in the top 3 bands for Years 3 and 5 NAPLAN writing assessments and 33% in the top 3 bands for numeracy. Students showed improvement in their NAPLAN results from Year 3 to Year 5.

Teaching staff continue to engage in professional development to improve teaching and learning skills, knowledge and cultural awareness.

Teachers have attended meetings of the Liverpool Local Aboriginal Education Consultative Group (AECG). 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 within their programs. Traditional Indigenous Games continue to be implemented successfully in grade sport programs.

All students have learnt about and developed an understanding of Aboriginal histories, cultures, perspectives and current Aboriginal Australia through the:

- teaching of science and HSIE units where students learned about Aboriginal cultural practices and customary lore, the stolen generations and reconciliation;
- participation of Aboriginal students from HPS in the Intercultural Day held at Holsworthy High School (HHS). Aboriginal students from the community of schools were engaged in workshops run by the Aboriginal high school students. Workshops included Aboriginal art and craft, traditional Indigenous games and cooking 'Johnny Cakes';
- celebration of the contributions of Indigenous Australians during Reconciliation and NAIDOC weeks. Students took part in activities led by the Koomurri dancers. These included Aboriginal art, boomerang throwing, traditional songs and dance; and
- appreciation and creation of Aboriginal artworks for the Holsworthy art competition. Selected artworks from each class were exhibited in the 24th Annual Mil-Pra AECG Exhibition and Art Award at the Casula Powerhouse Arts Centre. Three of these students won prizes.

Aboriginal students in Years 3 to 6 were representatives in our 2015 student parliament. This has been effective in improving student confidence in public speaking and leadership.

Five of our Aboriginal students were recognised at the 2015 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

Multicultural Education and Anti-racism

Multicultural Education plays a crucial role at our school. It aids in developing our culturally diverse students' knowledge, skills and values across all curriculum areas in an inclusive and safe learning environment. In turn, this enables students to become successful participants in an ever changing society where effective communication between cultures is essential.

Multicultural perspectives are incorporated in all KLAs. A clear focus on Australia's relationship with Asia and Indigenous culture and history was derived from literature from the newly

implemented English K-6 Syllabus and content from Human Society and its Environment (HSIE) and Personal Development, Health and Physical Education (PDHPE) Syllabuses.

Through the PD/H/PE syllabus content and the “No Bullying” Program, students learnt about self-acceptance, positive relationships, inclusiveness and a sense of belonging. The aim was to develop essential values and attitudes such as empathy, respect, acceptance and fairness. Students participated in discussions and activities to obtain effective skills and communication to better deal with cultural, social and emotional issues they may face now and in the future.

HPS has one trained Anti-Racism Contact Officer (ARCO) on staff who is able to be accessed when required. Interpreting and translation services are available upon request.

EAL/D (English as an Additional Language or Dialect)

The total number of Language Background Other Than English (LBOTE) students was 406, 60% of the school population. There were 45 different language backgrounds with student’s language proficiency ranging from Beginner to Consolidating.

The school’s EAL/D support allocation was one full-time position of 5 days a week plus another 2 days. Additional funding was given for Newly Arrived student support of half a day per week. A new arrivals resource kit was accessed through the Henry Parkes Equity Resource Centre to support the needs of newly arrived students.

HPS provides specific teaching and learning programs to support students from culturally and linguistically diverse backgrounds. The EAL/D teacher, LST and class teachers collaboratively develop quality EAL/D programs. The Kindergarten teachers and EAL/D teacher participated in a Teaching English Language Learners across the curriculum course (TELL). TELL is a comprehensive program to support ESL learners across the range of school subject areas. The program comprised of six workshops and five between-module tasks culminating in a collaboratively planned teaching and learning program for Kindergarten students.

Other school programs

Communication Partners Program

The LST in collaboration with a speech pathologist from Rainbow Cottage, Liverpool Hospital, implemented a communication skills program in Terms 1 and 2 to support targeted students in Years

1 and 2 in the development of their receptive and expressive language skills.

This program ran for 16 weeks and included screening of Year 1 and 2 students by the speech pathologist. Twenty four students from each grade were assessed to participate in the program. Students engaged in learning sessions with the speech pathologist in four small groups of six students for an hour each week over a six week period. The program complimented and reinforced the grade literacy programs. In order to assess the progress of students, LST members pre and post tested students and these tests were then evaluated by the speech pathologist.

The speech pathologist focused on student understanding and use of descriptive language, use of conjunctions to form stage appropriate complex sentences, development of reading comprehension skills through the extension of vocabulary and improvement in phonological awareness skills.

Follow up in Terms 3 and 4 was provided by the Learning and Support teacher as recommended by the speech pathologist.

Reading Recovery

Reading Recovery is a safety net program with the primary goal to reduce the number of Year 1 students struggling with reading and writing. This is a research based accelerated learning program targeting those students performing in the lowest 20% of Year 1. The program runs between 12 and 20 weeks for individual students.

Selection is based on prior reading achievement, diagnostic assessment and teacher recommendation, with placement of eight students per semester. Reading Recovery supplements comprehensive classroom instruction with a daily half hour explicit lesson providing a variety of reading and writing experiences. In 2015 over 81% of our students successfully completed the program on level 16 or above. Students are monitored until Year 3 to ensure they maintain reading levels.

Environmental Education

In 2015 HPS has continued to provide a range of environmental education programs in line with the Environmental Policy for Schools. Our goals are to provide students with hands-on experiences that will inspire them to care for their environment, promote environmental awareness and offer authentic learning opportunities. Our ongoing activities included:

- environmental rangers program - two students chosen each semester from every Years 2–6 class, were responsible for food scrap collection and

maintenance of the vegetable patch and school gardens;

- Stage 1 interest groups - students from Years 1 and 2 were part of a Mini Ranger group participating in a six week program focusing on the upkeep of the K-2 vegetable patch and school gardens;
- food scrap program - a daily collection of food scraps from 'Munch and Crunch' used for composting and feeding the school's worm farm;
- low waste lunch initiative - students encouraged to reduce the amount of packaged food they bring to school by competing in weekly class based primary and K-2 competitions;
- recycling program - Year 6 maintained the recycling program where paper waste is collected and put in the recycling bins;
- maintenance of school grounds and gardens - a community member volunteered one day a week to assist with the care of school native gardens and mentor the environmental ranges;
- Clean Up Holsworthy Day - students across the school cleaned up targeted areas in the school with gloves and bags provided by Liverpool City Council; and
- garden market stalls - fresh vegetable produce grown by the environmental rangers harvested and sold to members of the school community before school. The money raised was used to purchase new plants for our gardens.

Parliament

About Parliament:

- based on the operation of Australian State and Federal Parliaments;
- 12 ministers selected from Year 6; and
- portfolio areas - Prime Ministers, Grounds and Environment, Welfare and Safety, Technology, Events and Fundraising and Sport and Leisure.

2015 Minister Achievements:

- attended 2015 National Young Leaders Day Conference - participated in various workshops to recognise and develop their leadership skills;
- visited Parliament House in Canberra – watched a parliamentary session;
- ran parliament - for each parliamentary session ministers wrote a speech to present to Stage 3 about their actions and any forthcoming events;
- participated in play pals program for Kindergarten students at lunchtime;
- addressed assemblies at ANZAC and Remembrance Days;
- promoted Clean Up Australia Day 2015;
- organised Years 3-6 basketball tournament;

- managed school sport's shed equipment and prepared a roster for house captains;
- coordinated the No Waste Lunch program;
- created health and safety posters e.g. 'no running' and handball rules, to display around the school;
- developed PowerPoint presentations for weekly assembly and parliamentary sessions;
- promoted school events e.g. created posters and made announcements at assemblies; and
- assisted in the running of school events including Year 6 mini-fete, Holsworthy You've Got Talent, Sport-a-thon, peer support, school photos, school carnivals, discos, book parade, Kindergarten open day and Year 6 Farewell.

Debating

In 2015 HPS entered a Year 5 'Rookies' team and a Year 6 'Titans' team in The Premier's Debating Challenge. Teams entering the challenge competed in a round-robin series of debates against nearby schools, with the winners going on to compete at regional and state levels to determine the eventual state champion. The Year 5 team came 2nd in our zone and the Year 6 team placed 3rd. Although both teams didn't win their zone competition, every debate was extremely close and the adjudicator commended the teams on their presentation skills including the use of sophisticated vocabulary, relevant and logical arguments and skills in rebutting the opponent's arguments.

Public Speaking

The School and Regional Public Speaking competitions aim to encourage the use of clear and effective spoken English. In all subject areas, students are required to compose and interpret a range of oral texts. Students are taught how to speak and listen with different audiences and for different purposes. The demands of speaking and listening increase in complexity and sophistication as students move through school. The HPS Years 1-6 oracy competition is part of the speaking and listening program of each class. Lessons are designed to develop particular skills including speech-writing and the use of clear and effective spoken English. The competition consisted of both a prepared and an impromptu speech. Students presented to their class and one student was selected to speak at the stage final. One student from each stage was selected to represent HPS at the District final at Wattle Grove PS. All students performed exceptionally well on the day.

Multicultural Perspective Public Speaking Competition

The NSW Department of Education (DoE) runs the Multicultural Public speaking competition, for students Years 3-6. This competition aims to heighten the awareness of multicultural issues in society while developing student interest, confidence and speech-writing skills. At each stage participants presented both prepared and impromptu speeches. For the prepared speech, students chose a topic from a set list. Four students were selected to represent HPS at the local final at Smithfield PS. One Stage 2 student received a Highly Commended award. One Stage 3 student won the local final and competed in the regional final at Lewisham.

Sport achievements

In 2015, HPS took part in a range of sporting programs which included participation in:

- swimming, cross country and athletics carnivals placing 5th, 4th and 3rd respectively in the zone competitions;
- summer and winter PSSA competitions in T-ball and softball, cricket, Oz-Tag, Newcombeball, AFL, soccer, Rugby league, hockey and netball. The junior and senior hockey, the junior and senior cricket teams won their competition;
- Stage 2 and Stage 3 Milo Cup cricket competitions. In the Stage 3 competition the girls' and boys' teams placed 1st and progressed to the Regional level; and
- Bulldog's All Schools Knockout Competition. The U10 and U13 teams both ranked 5th overall.

Individual student achievements included:

- 31 students represented Liverpool Zone in softball, AFL, basketball, Rugby league, touch football, football, Rugby union and netball;
- one Stage 3 student participated in the Sydney South West (SSW) Tennis Tournament;
- two students represented SSW in cricket and hockey.
- seven students represented Liverpool Zone at the SSW Swimming Carnival;
- four students represented Liverpool Zone at the SSW Cross Country Carnival;
- eleven students represented Liverpool Zone at the SSW Athletics Carnival.
- one student represented SSW at the State Swimming Carnival;
- eleven students participated in the orienteering tournament; and
- ten students selected in the SSW Water Polo team.

HPS aims to provide students with an ongoing range of sporting programs within the school. In 2015 students from Kindergarten, Stage 1 and Stage 3 had

the opportunity to participate in the Tri Skills Gymnastics program. Students in Stage 2 participated in the Sport In Schools program or were involved in a Fundamental Movement Skills program. Students K-6 participated in a free Mega Cricket Clinic.

To complement our school sport program HPS offered a range of recreational sporting activities including AFL, tennis, golf, gymnastics, Zumba, Backyard League and hip hop.

Teachers participated in the PD/H/PE network.

New Initiatives:

- school orienteering group;
- PD/H/PE committee; and
- a K-6 scope and sequence.

Targets for the Future

- Participation in the Netball and Paul Kelly AFL cups.
- Attendance at the SSW Orienteering tournament.
- Professional development in the Physical Literacy continuum.
- Stage 2 gymnastics program.

Creative Art & Performing Arts

Cross Network Creative Arts Project (CNCA)

The CNCA project saw children from over four educational networks form groups for dance, drama, filming, choir, band and art. This culminated in a concert and art exhibition in August. Over 500 children from various schools were involved with HPS well represented.

Schools Spectacular

Sixteen dancers performed in the Schools Spectacular extravaganza, "This Is Our World". Throughout the year they combined with students K-Year 12 from all over NSW. Dancers performed at Qantas Credit Union Arena and were part of the telecast special.

Ultimo Dance Festival

HPS senior dance troupe successfully auditioned for series 1 of the Ultimo Dance Festival. The 30 children performed in several shows during June. The theme of this dance was bullying in the playground and how to overcome this issue.

Community Of Schools Concert

Senior and junior dance troupes as well as the school and Indigenous choirs performed in a matinee and evening concert.

Holsworthy, You've Got Talent

Each year HPS holds a talent competition, Holsworthy, You've Got Talent, to encourage and promote individual student talents and skills in the performing arts. Students performed individually or in groups with acts including instrumental solos, singing, dancing and comedy.