

# Harrington Park Public School

## Annual Report



2016



4628

## Introduction

The Annual Report for **2016** is provided to the community of **Harrington Park 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.

Kelly Paton

Principal

### School contact details

Harrington Park Public School

2 Sir Warwick Fairfax Drive

Harrington Park, 2567

[www.harringtonp-p.schools.nsw.edu.au](http://www.harringtonp-p.schools.nsw.edu.au)

[harringtonp-p.school@det.nsw.edu.au](mailto:harringtonp-p.school@det.nsw.edu.au)

4647 7116

## School background

### School vision statement

Harrington Park PS is driven by a deep belief that every student is capable of successful learning. A high priority is given to building relationships between staff, students and parents. There is a strong collegial culture of mutual trust and support among teachers and school leaders and parents are treated as partners in the promotion of student learning and wellbeing. The school works to maintain learning environments that are safe, respectful, culturally harmonious, and inclusive and that promote intellectual rigour.

### School context

Harrington Park PS is a large primary school located in the Camden Local Government Area. The school was established in 2002 and has well-equipped modern facilities.

The executive staff consists of a principal, two deputy principals (one non-teaching) and four assistant principals. The staff ranges in the level of experience, with some very experienced teachers who combine well with a growing number of early career teachers.

A good relationship exists between the school and the community. The school P&C is very supportive, and a significant feature of the school is the parent help with teaching/learning programs during the teaching day.

The school maintains a strong commitment to the development of literacy and numeracy skills, and also has achieved many successes in sport and creative and performing arts. Environmental education also is embedded in school programs and practices.

The major focus over the next three years is to ensure that we have an expert teacher for every child.

## Self-assessment and school achievement

### Self-assessment using the School Excellence Framework

#### For all schools (except those participating in external validation processes):

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.

#### Learning

There was a strong staff focus on collaborative teaching practice through the provision of deliberately planned professional learning opportunities in the form of Professional Learning Community (PLC) meetings and collaborative stage planning sessions. To ensure a successful level of classroom teaching practice staff engaged in developing their knowledge and understanding of how to interpret the literacy and numeracy continuum's in accordance with student work samples. This judgement was entered onto the Planning Literacy and Numeracy software (PLAN) to track student learning achievement. Programs were implemented to support specific areas of teaching and learning namely, the Targeting Early Numeracy (TEN) and L2 in the grades K-2.

An intensive approach towards ensuring that 22 students of Aboriginal background were provided the opportunity to access knowledge and understanding about their country and culture was implemented. This approach was supported by a class teacher working with these students one day per week.

#### Teaching

An explicit approach to teaching writing across the school was implemented in 2016. It focused on utilising formative assessment techniques, Learning Intentions and Success Criteria (LISC) to provide students with clear and concise objectives and evidence of learning. Staff were provided with professional learning and a trial implementation of LISC where both teachers and students recorded improvements in student understanding and learning. Through the PLC

structure the planning, teaching and assessment of writing provided staff with the chance to discuss successful teaching experiences and determine consistency in judgement.

From the 2015 Positive Behaviour for Learning audit the school implemented and launched suggested strategies that would revitalise the student well-being reward system. Prior to implementation the school consulted with students, staff and the community to ensure all stakeholders supported and understood the new reward system. In Term 4 the first Admiral reward day and assembly took place with more than 370 students receiving an award for displaying the values of being kind, great, fair and safe.

The school also completed a successful trial of the Bring Your Own Device (BYOD) program to support 21st Century learning skills in the classroom. The trial was conducted across two Year 6 classrooms. Results indicated students were more engaged in their learning and valued the opportunity to utilise their technological skills for learning. By the second semester the BYOD program was in full implementation across all year 6 classrooms, with those students not able to access their own device, being provided for by the school. In 2017 the BYOD strategy is to be extended to include all Year 5 and 6 classrooms.

## **Leading**

Throughout 2016 staff were provided with opportunities to relieve in various positions across the school. Assistant Principals and Deputy Principals were heavily involved in leading and participating in network opportunities throughout the Macarthur region.

The 2567 Community of schools systems leadership initiative, titled Innovative Pockets of Practice (IPOP) enabled two staff members to lead the implementation of SOLE across two primary and one high school context. It also provided seven other staff with the chance to learn about innovative pedagogies implemented at local schools and bring back their knowledge to staff at Harrington Park.

The school was able to improve its consultation with the community by conducting several parent forums and information meetings. These were well attended and provided parents and the school with valuable information about parent knowledge and understanding of school life, practices and procedures.

Our self-assessment process will assist the school to refine the strategic priorities in our School Plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<http://www.dec.nsw.gov.au/about-the-department/our-reforms/school-excellence-framework>



## Strategic Direction 1

Student Learning – The school is ready for every child

### Purpose

**Every student in our care is engaged in meaningful and future focused learning experiences and achieves their full potential as a learner, a leader and a responsible and productive citizen.**

### Overall summary of progress

#### Self–Organised Learning Environments (SOLE)

- \* 2016 was a year of consolidating the implementation of SOLE across Years 2 – 6.
- \* Teachers who were trained in 2015 incorporated SOLE into their teaching and learning programs, while those teachers new to the school or to Years 2 –6 were provided with the required professional learning and in–class support.
- \* Two staff members were chosen as Instructional Leaders for a Community of Schools project, to implement SOLE across three other contextually different schools using a modeled, guided and independent approach to supporting teaching staff.

#### Positive Behaviour for Learning (PBL)

- \* A thorough whole school evaluation in consultation with students, staff and community determined the need to review and revitalise the current PBL rewards system. A new rewards system, utilising the established nautical theme, ensures students are rewarded daily for being safe, kind, great, and fair with the ability to reach multiple levels of naval rank throughout the year. These ranks are recognised at special assemblies and activities throughout the year.

#### Teaching and Learning

As a means to ensuring the students are focused and responsible learners the school began to implement strategies focused on formative assessment techniques.

- \* Staff were trained in learning intentions and success criteria and a trial implementation occurred in Semester 2.
- \* At the conclusion of the trial 14 staff from surrounding schools visited Harrington Park to conduct an Instructional Rounds process with the problem of practice focusing on the implementation of learning intentions and success criteria during writing lessons. Feedback provided will form part of the implementation approach during 2017.
- \* An improved focus and knowledge of the Literacy and Numeracy continuum has been evident, supported through the professional learning occurring during stage based Professional Learning Communities.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<ul style="list-style-type: none"><li>• 100%of Years 2 – 6 have been exposed to and are engaged in Self–Organised Learning Environments (SOLE) as means to becoming a responsible and collaborative learner.</li></ul>	In 2015 all Year 2 – 6 classes were exposed to this teaching strategy. During 2016 the school continued to sustain the implementation of SOLE in a majority of classrooms from Years 2 –6. New teaching staff were provided professional learning and in class support.	\$2000
<ul style="list-style-type: none"><li>• 75%of students can articulate the correlation between learning intentions, success criteria &amp; feedback.</li></ul>	<ul style="list-style-type: none"><li>* During semester one, professional learning was provided to teaching staff in relation to formative assessment techniques. Students were exposed to the language of learning intentions and success criteria (LISC) in a trial during Terms 3 and 4.</li><li>* An instructional rounds process in Term 4</li></ul>	\$1000

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<ul style="list-style-type: none"> <li>• 75% of students can articulate the correlation between learning intentions, success criteria &amp; feedback.</li> </ul>	determined that a minimal percentage of students were able to articulate what they were learning and how they know they will be successful when the learning is complete.	
<ul style="list-style-type: none"> <li>• Increased percentages of students obtaining proficiency (top 2 bands) in NAPLAN assessment equal to or above state average.</li> </ul>	<p>In 2016 NAPLAN testing the school recorded the following increases in students performing in the proficiency bands:</p> <p><b>Year 3 (Band 5 and 6)</b></p> <ul style="list-style-type: none"> <li>* Increase of 2.9% for students in Band 5 Reading.</li> <li>* Increase of 2.4% for students in Band 6 for Writing.</li> <li>* 7.8% increase of students in Band 5 for Grammar and Punctuation.</li> <li>* 1.5% increase in students achieving Band 5 for Numeracy</li> </ul> <p><b>Year 5 (Band 7 and 8)</b></p> <ul style="list-style-type: none"> <li>* Increase of 9.5% in Band 7 for Reading.</li> <li>* 7.4% improvement in students achieving Band 7 in Patterns and Algebra.</li> <li>* A 2.9% increase in students achieving Band 8 in Numeracy.</li> </ul>	Nil funding required.

## Next Steps

### SOLE

Will continue to be a teaching strategy implemented across years 2– 6. Teachers will be supported through professional learning and mentoring if required.

### PBL

An evaluation at the end of 2017 to determine the effectiveness of the revised PBL system after more than a year of implementation.

### Teaching and Learning

As part of the recommendations provided through the Instructional Rounds process, staggered approach towards professional learning and implementation of Learning Intentions and Success criteria will occur in Semester 1 2017.

## Strategic Direction 2

Teacher and Leader Learning – An expert teacher for every child

### Purpose

**Build workforce capacity through focused professional learning and development that creates a culture for Harrington Park PS and Public Schools NSW in which every staff member is engaged in ongoing, relevant and evidence-based learning and practice at an individual and collective level.**

### Overall summary of progress

#### Professional Development Plans (PDP's)

PDP's enabled individual teachers to determine professional and personal goals to improve their pedagogical knowledge and teaching practice. This year staff were encouraged to explore goals associated with the Australian Professional Standards for Teachers. From these documents the executive staff were able to determine areas to target for future professional learning both on an individual and whole staff scale and identify how this professional learning supported the school plan.

#### Professional Learning Communities (PLC's)

A rigorous and frequent approach to the implementation of PLC's to facilitate professional dialogue about the core business of teaching and learning was implemented in 2016. PLC's were held in stages, three times a term and focused solely on improving student achievement in the area of Writing.

#### Collaborative Planning

Stage teams were provided with a day per term to discuss and plan teaching and learning programs for 2016. This initiative enabled stage supervisors to implement a consistent approach across all the classes within their stage.

#### Literacy and Numeracy Continuum

With the inclusion of focused PLC and collaborative planning sessions, class teachers were able to frequently assess and determine the level of achievements of their students across literacy and numeracy. Using the Literacy and Numeracy continuum as a determination for progressions of learning, staff plotted all students at the end of each semester onto the PLAN software. The results are discussed at stage and whole school level providing an indication for teachers and executive staff of areas for future school directions.

A school numeracy continuum assessment was devised by a staff member. All staff were provided with professional learning about how to administer the assessment and how to interpret the results onto the Numeracy continuum.

#### Professional Learning Networks

The school's executive staff participated in local networks for Assistant Principals and Deputy Principals, engaging and networking with fellow colleagues across the Macarthur and Campbelltown region up to four times during the year.

The 2567 Community of Schools, utilised the Systems Leadership grant funding to implement the Innovative Pockets of Practice (IPOP) professional learning initiative across the four local schools involved. Seven staff from Harrington Park participated, with two staff being involved as Instructional Leaders for SOLE. The IPOP strategy provided very positive results across the seven pedagogically different areas, with valuable student and teacher data being obtained to validate the success.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
An increased number of staff from 6.0 (2015) to 8.0 (2017) on a 10 point scale in the Focus on Learning Teacher Survey believes that the leadership of the school has provided them with	The 2016 Focus on Learning survey indicated a significant increase in this area, improving from 6.0 in 2014 to 7.3 on a 10 point scale. This result can be attributed to:  * executive staff being able to access local	\$4000

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
the opportunity to improve their leadership and teaching aspirations.	<p>Assistant Principal and Deputy Principal networks.</p> <p>* targeted Professional Learning opportunities.</p> <p>* The Community of School systems leadership initiative, that enabled classroom teachers to lead innovative pedagogical professional learning across four schools.</p>	
100% of staff have been supported and provided with targeted professional learning, using the Performance and Development Framework and The Australian Professional Standards for Teachers (AITSL) to meet their needs of successfully becoming an expert teacher.	<p>* A targeted professional learning process ensures teachers are provided with opportunity, internally and externally) to improve their teaching knowledge and practice.</p> <p>* All staff participated in one to one meetings with their supervisor to establish individualised learning plans and goals, under the Performance and Development Framework policy.</p> <p>* Fifteen New Scheme Teachers, those in the process of obtaining and those maintaining accreditation, are supported both professionally by supervisors and a coordinating teacher.</p> <p>* Three teachers also accessed beginning teacher funding under the Great Teaching Inspired Learning reform.</p> <p>* Staff were provided with and trained in a Numeracy assessment that would assist in determining student achievement and learning progression relevant to the Numeracy continuum.</p>	\$10,000 for Numeracy Assessment Project
Internal school data shows 90% of students achieving grade expected exit levels on the Literacy and Numeracy continuum.	<p>According to continuum data recorded in 2016 these are our achievements in relation to this target:</p> <p>* 100% of year 1 and year 2 students understand Concepts About Print.</p> <p>* 91% of Year 1 students reached literacy benchmark level in Reading Texts.</p> <p>* 93% of students in Year 1 achieved the grade benchmark for Phonics.</p> <p>*94% of students in year 2 reached benchmark for Phonemic Awareness.</p>	Nil required.

## Next Steps

\* The school will continue to implement PLC's and collaborative planning sessions to determine the consistency in teacher judgement when recording student achievement across the Literacy and Numeracy continuum's. Professional learning will be aligned to provide teachers with the knowledge and confidence to support explicit record keeping. A whole school literacy and numeracy data wall will be provided as a visual representation for tracking students.

\* An evaluation of the Schedule for Numeracy Continuum Assessment tool will be conducted towards the end of year to determine the effectiveness of assisting with teacher judgement and curriculum planning.

\* The Community of Schools IPOP initiative will again be implemented and Harrington Park school staff encouraged to lead and participate in this professional learning opportunity.



### Strategic Direction 3

School Learning – Creating a why not culture

#### Purpose

**Enable all staff to demonstrate systems leadership and innovation within a culture of organisational improvement through a collaborative approach to decision making that is accountable, transparent and reflects local and systemic priorities.**

#### Overall summary of progress

##### Home–School Partnership

- \* Several opportunities were provided for parents to consult about current and impending school directions. This occurred regularly at monthly Parents and Citizens meetings, while the school also provided daily and evening forums for Bring Your Own Device and PBL.
- \* Regular staff and stage meetings ensure that all staff are provided with the opportunity to communicate and contribute to school strategic directions and daily activities of school life. This provides for a collaborative workplace, where staff feel valued and positive about their workplace.
- \* Assistant Principals utilised the professional learning survey provided to all staff at the beginning of the year to determine how they would support the differentiated implementation of professional learning, specifically scheduling times for teachers to view colleagues in areas of expertise.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<ul style="list-style-type: none"><li>• Parent and student consultation and feedback are improved by 25% across the school.</li></ul>	<p>In 2015 38 parents responded to the Focus on Learning Survey. In 2016 the school conducted a parent forum and subsequent survey, obtaining 125 responses. The following Focus on Learning survey in 2016 had 34 responses.</p> <p>Parent forums were also held to provide information about school implementation of the Bring Your Own Device strategy which expanded into Year 5 classes in 2016. More than 70 family representatives attended the BYOD information evening, compared to less than 60 the previous year.</p> <p>Several families were also represented at the Positive Behaviour for Learning workshop that were conducted to provide the community with information about the newly developed system.</p>	Nil funding required
<ul style="list-style-type: none"><li>• Improvements are made on the baseline scores (2014) for the elements included in the Positive Workplace Culture Audit.</li></ul>	<p>The Positive Workplace Culture Audit was not conducted in 2016. The audit will be completed again in 2017 to compare data from previous years.</p>	Nil funding required
<ul style="list-style-type: none"><li>• 100% of staff providing constructive feedback about teaching practice to their colleagues. Increasing from 5.5 to 10 on a 10 point scale in the Focus on Learning Teacher Survey.</li></ul>	<p>To develop collaborative practices among teaching staff, the observation process established in 2015 continued this year. The results from the Focus on Learning survey indicated an improvement of 7.4 from 5.5 on a 10 point scale. where staff provide constructive feedback to their colleagues.</p>	Nil funding required

## Next Steps

- \* Continue to provide further opportunity for staff to view professional practice.
- \* Host parent forums for literacy and numeracy concepts to inform parents of school and classroom practice and how to support their children at home. using the Community Consultation grant provided to schools.
- \* Use the Community consultation grant to develop informative videos (through Filmpond) for the school community about Harrington Park – its school directions, practices and processes, implementation of curriculum and community involvement.
- \* Conduct the Positive Workplace Culture Audit.



Key Initiatives	Impact achieved this year	Resources (annual)
<b>Aboriginal background loading</b>	<p>An experienced class teacher was used one day per week over 30 weeks to engage 22 Aboriginal students about their culture and country. This focus group also completed an Aboriginal mural depicting their cultural backgrounds and the local area.</p> <p>A school learning support officer was employed to assist Aboriginal students achieving low results in reading.</p>	\$25000
<b>English language proficiency</b>	A teacher was trained and employed one day per week to support student English language development according to required needs.	\$24 000
<b>Low level adjustment for disability</b>	A number of SLSO's were employed to support student engagement and learning in the classroom and for social support in the playground.	\$60 000
<b>Quality Teaching, Successful Students (QTSS)</b>	A teacher was employed part-time to provide release for staff to mentor teachers about literacy and numeracy practice and continuum use as a tool to progress learning.	\$40 000
<b>Socio-economic background</b>	A teacher was employed part-time to provide release for teaching staff and executive to observe the expert teaching practice of fellow colleagues, and provide individualised support and professional learning based on PDP goals.	\$50 000
<b>Support for beginning teachers</b>	Three teachers were supported using this funding. It provided additional release time for teachers to be mentored and observe quality teaching practices. Staff were able to seek teaching practice.	\$14 983.
<b>Targeted student support for refugees and new arrivals</b>	This staffing allocation was used to provide intensive English support to a Kindergarten student who demonstrated a very limited amount of English.	0.1 staffing allocation

## Student information

### Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	403	386	383	392
Girls	391	378	363	367

The school enrolment numbers declined slightly during 2014 and 2015, possibly caused by a large cohort of Year 6 students leaving the school and not being replaced with the same number of Kindergarten students. Also, housing development slowed slightly due to the suburb having no space for new properties. The newly developed Harrington Grove estate should provide the school with increased enrolments as it is within the local area. The establishment of a before and after school care facility on site has provided the community with the opportunity to attend their local primary school.

### Student attendance profile

School				
Year	2013	2014	2015	2016
K	96.5	95.3	95.1	94.9
1	95.5	95.8	92.8	93.3
2	95.4	95.7	94.6	93.8
3	95.6	95.9	93.8	95.2
4	95.1	94.9	94.2	93
5	94.9	95	93.6	94.8
6	95.3	94.7	92.2	93.6
All Years	95.5	95.3	93.7	94
State DoE				
Year	2013	2014	2015	2016
K	95	95.2	94.4	94.4
1	94.5	94.7	93.8	93.9
2	94.7	94.9	94	94.1
3	94.8	95	94.1	94.2
4	94.7	94.9	94	93.9
5	94.5	94.8	94	93.9
6	94.1	94.2	93.5	93.4
All Years	94.7	94.8	94	94

### Management of non-attendance

Harrington Park Public School students demonstrated an attendance average equal to the State average for Department of Education schools. Attendance is monitored primarily by the classroom teacher, whilst also liaising with the stage supervisor about student attendance concerns. The Home School Liaison Officer (HSLO) meets regularly each term with the Deputy Principal to determine students not meeting appropriate attendance percentages and procedures and follow-up processes are followed accordingly.

## Workforce information

### Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	2
Assistant Principal(s)	4
Classroom Teacher(s)	26.5
Teacher of Reading Recovery	0.84
Learning and Support Teacher(s)	1.5
Teacher Librarian	1.2
Teacher of ESL	0
School Counsellor	0
School Administration & Support Staff	4.67
Other Positions	0

\*Full Time Equivalent

In 2016 there were no staff who identified as being of Aboriginal background.

### Teacher qualifications

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

### Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	74
Postgraduate degree	26

## Professional learning and teacher accreditation

In 2016 staff engaged in various forms of professional development that would assist in the implementation of Strategic Direction 2 of the school plan – A Quality Teacher For Every Child. Staff participated in whole school staff meetings, staff development days, external courses and school planning conferences. A total of \$28 551 was used from professional learning funds to provide teachers with the opportunity to improve their pedagogical knowledge and practice. Individual professional learning opportunities were carefully considered and required teachers to demonstrate links to professional development plans and strategic school directions. Major focus areas for improving teacher quality included:

- \* Stage supervisors (Assistant Principals) developing Professional Development Plans with all classroom teachers.
- \* Stage teams being provided with collaborative planning days to ensure consistency in curriculum delivery and assessment.
- \* The development of and training in a Numeracy assessment tool that assists teachers to make informed judgments about student progress.
- \* An instructional rounds process to determine the implementation of formative assessment techniques, namely focused on learning intentions and success criteria.

The school conducted staff development days in Terms 1, 2 and 3. The staff also completed four twilight evenings, of three hours in lieu of the last two staff development days provided in Term 4. Content for these days and evenings included English conceptual planning, CPR training, a focus on Numeracy planning, assessment and continuum use, evaluation of school direction against the School Excellence Framework, School Planning for 2017 and the launch of the Community of Schools initiative called iPOP.

## Beginning Teachers

Harrington Park PS had eight teachers in the process of gaining accreditation at the proficient level. Seven teachers were maintaining accreditation at the proficient level.

Three teachers received beginning teacher funding in 2016 to assist in their professional development and teaching practice.

## Financial information (for schools using both OASIS and SAP/SALM)

### Financial information

The three financial summary tables cover 13 months (from 1 December 2015 to 31 December 2016).

The financial summary consists of school income broken down by funding source and is derived from the school Annual Financial Statement.

The balance carried forward for Beginning Teacher Support (GTIL) is for two teachers on maternity leave and these funds will be held over.

Balance of Equity Funds was set aside to purchase electronic whiteboards, Guided Reading and Home Reading Books for students K–2.

School & community sources increased due to the establishment of an OOSHC from July 2016.

SASS staff short term relief increased due to training for the LMBR system.

Income	\$
<b>Balance brought forward</b>	<b>391 792.82</b>
Global funds	475 596.65
Tied funds	310 580.60
School & community sources	154 317.64
Interest	8 560.32
Trust receipts	10 219.42
Canteen	0.00
Total income	1 351 067.45
<b>Expenditure</b>	
Teaching & learning	
Key learning areas	10 451.02
Excursions	56 117.02
Extracurricular dissections	19 054.72
Library	7 387.08
Training & development	12 549.36
Tied funds	256 803.35
Short term relief	107 971.99
Administration & office	86 764.80
School-operated canteen	0.00
Utilities	63 253.25
Maintenance	25 005.82
Trust accounts	32 474.24
Capital programs	11 145.46
Total expenditure	688 978.11
<b>Balance carried forward</b>	<b>662 089.34</b>

The information provided in the financial summary includes reporting from 16 October to 31 December



	2016 <b>Actual</b> (\$)
<b>Opening Balance</b>	0.00
<b>Revenue</b>	751 737.88
(2a) Appropriation	675 593.66
(2b) Sale of Goods and Services	0.00
(2c) Grants and Contributions	75 611.54
(2e) Gain and Loss	0.00
(2f) Other Revenue	0.00
(2d) Investment Income	532.68
<b>Expenses</b>	-336 889.42
Recurrent Expenses	-336 889.42
(3a) Employee Related	-145 952.55
(3b) Operating Expenses	-190 936.87
Capital Expenses	0.00
(3c) Employee Related	0.00
(3d) Operating Expenses	0.00
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	414 848.46
<b>Balance Carried Forward</b>	414 848.46

There is no opening balance recorded in the SAP finance table. The opening balance for the school for this reporting period is recorded as the Balance Brought Forward in the OASIS table.

The OASIS Balance carried forward amount (ie, funds on date of migration) is included in the (2a) Appropriation amount in the SAP table.

Any differences between the OASIS Balance carried forward and (2a) Appropriation amount is the result of other accounts and transactions being included in the (2a) Appropriation amount.

### Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

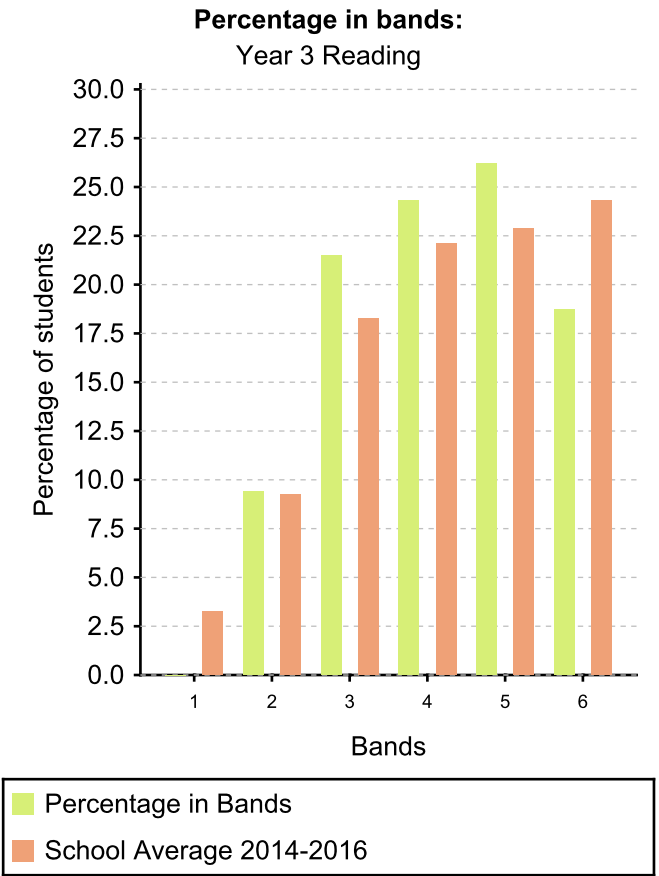
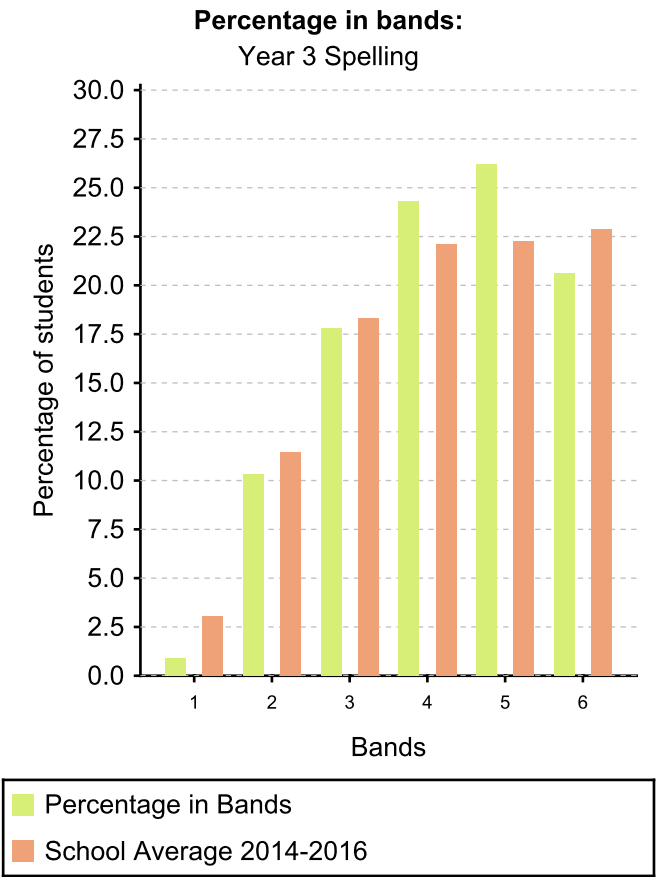
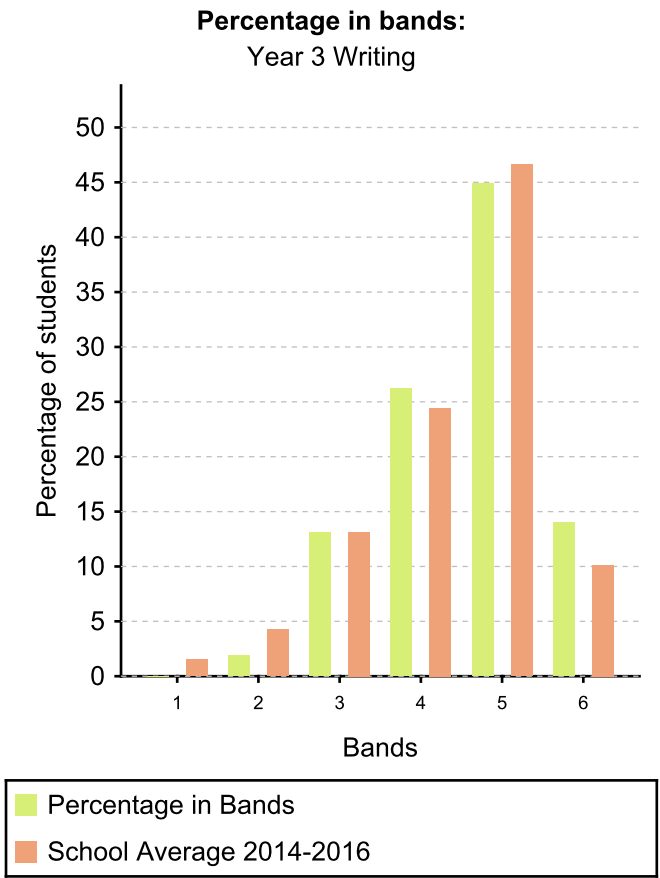
	2016 <b>Actual</b> (\$)
<b>Base Total</b>	4 512 956.86
Base Per Capita	39 761.98
Base Location	0.00
Other Base	4 473 194.88
<b>Equity Total</b>	282 554.08
Equity Aboriginal	7 540.68
Equity Socio economic	37 856.73
Equity Language	23 974.34
Equity Disability	213 182.32
<b>Targeted Total</b>	54 750.00
<b>Other Total</b>	88 467.54
<b>Grand Total</b>	4 938 728.47

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.

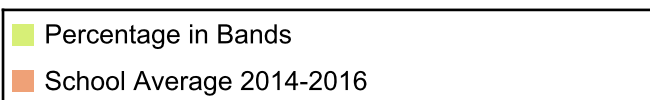
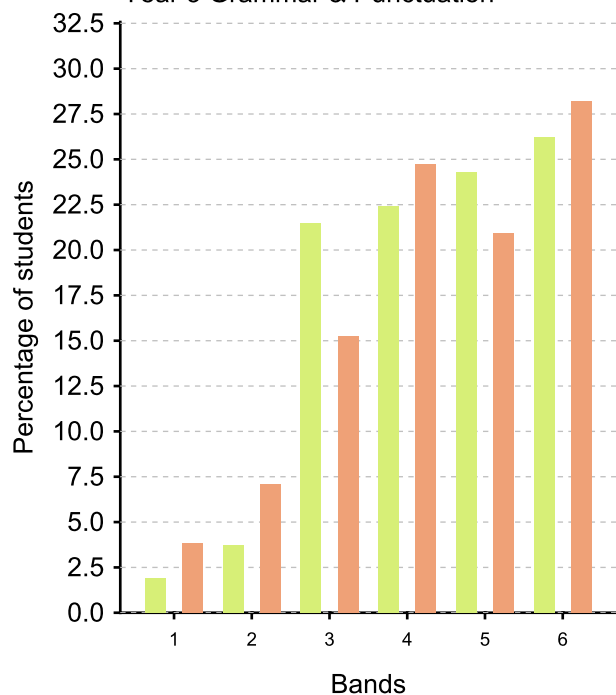
# School performance

## NAPLAN

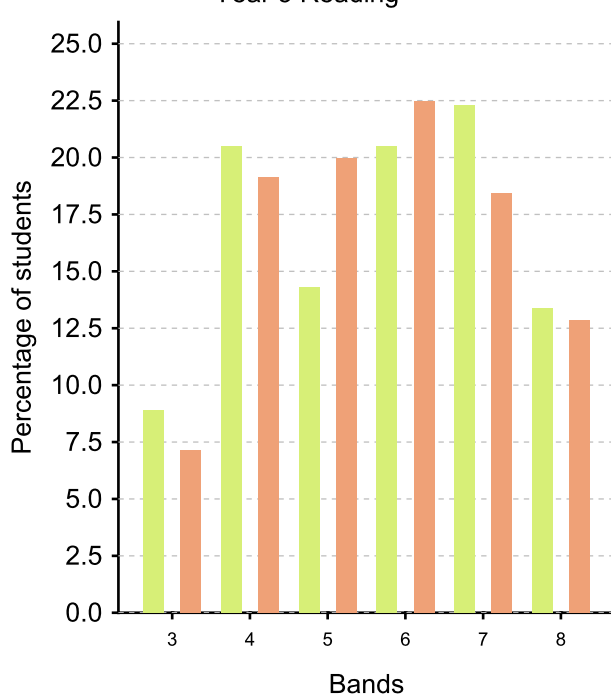
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.



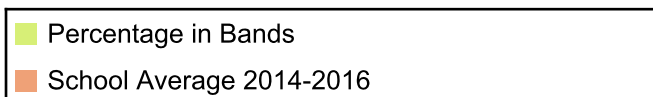
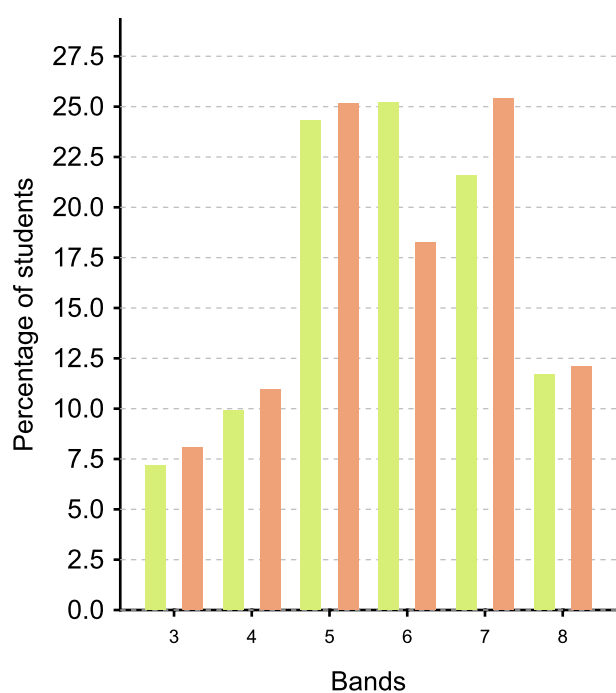
**Percentage in bands:**  
Year 3 Grammar & Punctuation



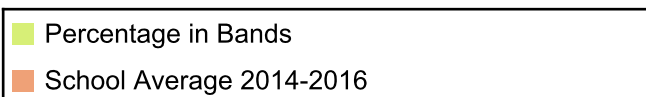
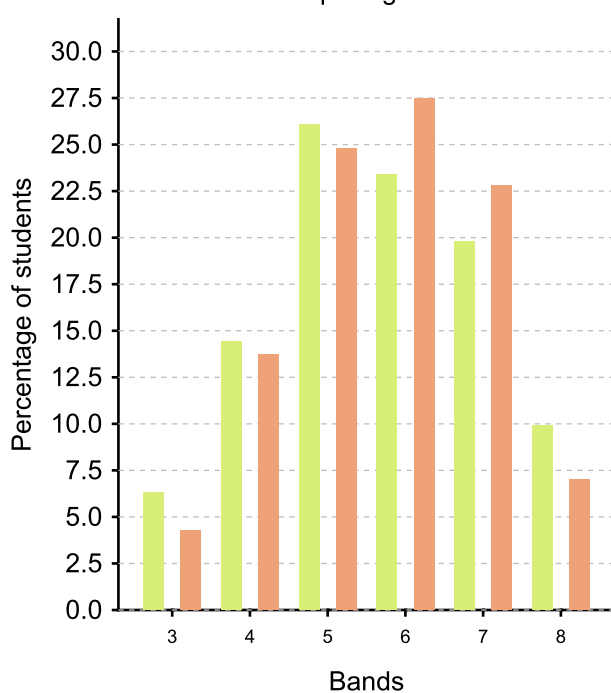
**Percentage in bands:**  
Year 5 Reading



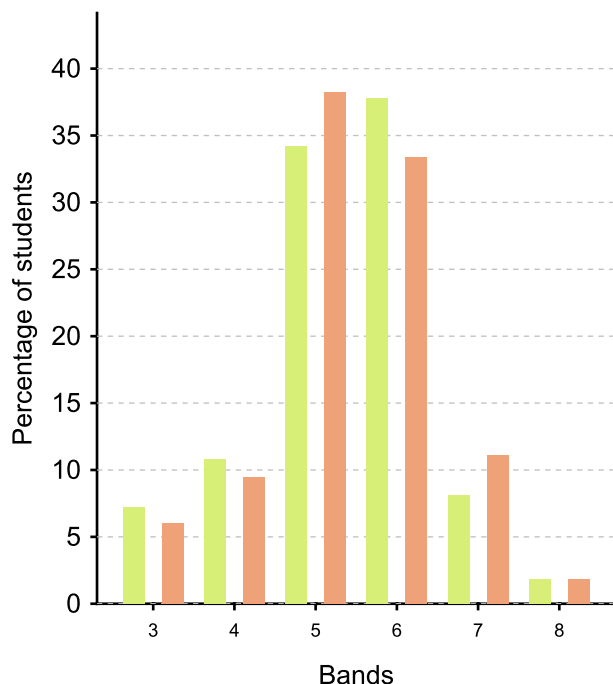
**Percentage in bands:**  
Year 5 Grammar & Punctuation



**Percentage in bands:**  
Year 5 Spelling

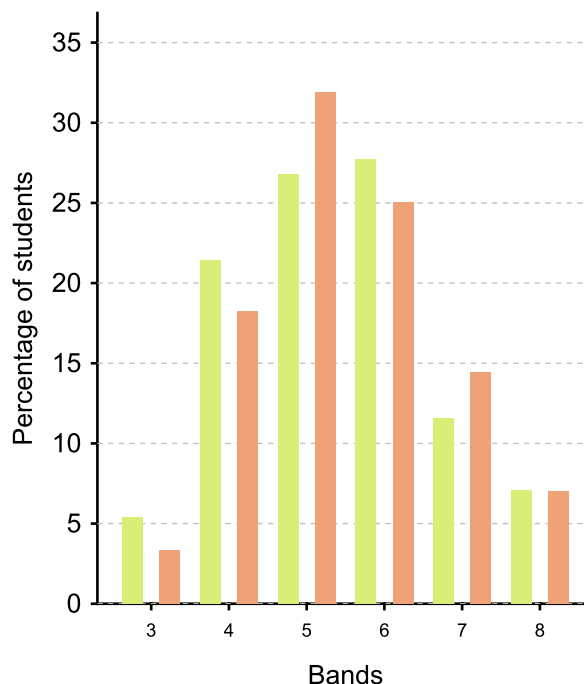


**Percentage in bands:**  
Year 5 Writing



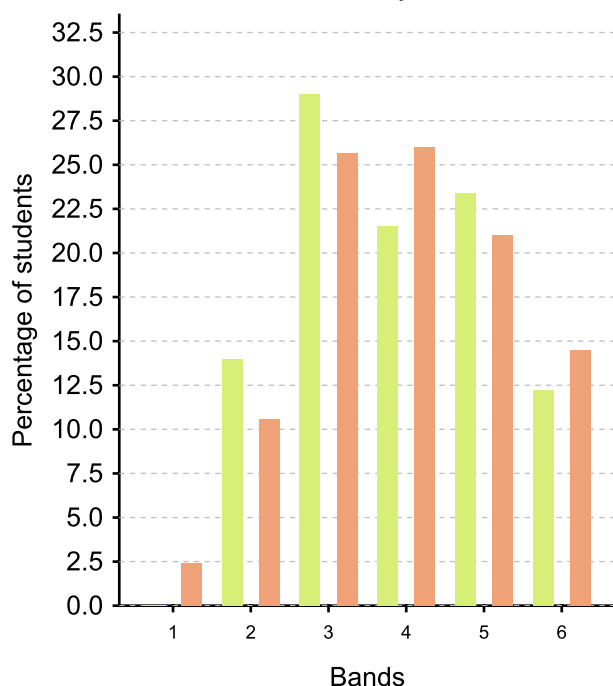
Percentage in Bands  
School Average 2014-2016

**Percentage in bands:**  
Year 5 Numeracy



Percentage in Bands  
School Average 2014-2016

**Percentage in bands:**  
Year 3 Numeracy



Percentage in Bands  
School Average 2014-2016

The My School website provides detailed information and data for 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.

## Parent/caregiver, student, teacher satisfaction

In 2016 the school engaged in the data collection tool administered by the Centre for Education Statistics and Evaluation. The Tell Them From Me surveys are designed to measure, assess and report insights into the school and its systems, collating evidence from the school's three stakeholders – parents, students and staff.

### Parent Satisfaction

In comparison to the 2015 parent survey, the 2016 results differed slightly from the small cohort of families (34) who engaged in the survey. Areas for improvement for 2017 were to ensure that parents felt welcome when they visit the school; providing information to parents about areas of student learning and behaviour and ensuring the school has effective strategies to prevent bullying incidences. Areas that the school improved in this year included providing student reports that were presented in a language that was parent friendly. An evaluation of our Positive Behaviour for Learning program included parent and student consultation and resulted in clearer behavioural expectations for both class and playground behaviour.

## Student Satisfaction

The student survey measured 20 indicators based on the most recent research on school and classroom effectiveness. The responses indicated increases across the majority of areas measuring the social-emotional outcomes of students and elements of driving student outcomes. Results demonstrated significant increases for the school as a whole, and for boys and girls as individual cohorts, as indicated below:

- \* Boys sense of belonging (77% increasing to 82%).
- \* Girls who are interested and motivated (74% to 82%).
- \* 90% of students have school friends they can trust (84% in 2015).
- \* Students rated the relevance of their learning as 7.4 on a 10 point scale in 2015 and rated this as 8.1 in 2016.
- \* There was a dramatic decrease in possible victims of bullying, from 38% of students experiencing bullying incidents in 2015 to 29% of students in 2016.
- \* In regards to student-teacher relationships, results indicated a major improvement in students believing they had someone to advocate for them when at school (6.0 to 8.3 on a 10 point scale), while the students also felt positive about teachers being responsive to their needs.

## Teacher Satisfaction

The teacher survey demonstrated improvements across six of the eight drivers of student learning being leadership, collaboration, learning culture, data use informing teacher practice, technology and inclusive school. The increase in these areas can be attributed to a strong focus on ensuring that all teaching staff are provided with the latest research and professional learning that will enable them to deliver best practice in the classroom. The areas of parent involvement and teaching strategies were scored the same as in 2015.



## Policy requirements

### Aboriginal education

#### Aboriginal Education

In 2016, our K– 6 population of students from Aboriginal and Torres Strait Islander backgrounds was 22. The students actively engaged in a new school initiative that focused on developing awareness of their Aboriginal culture and heritage. Major achievements included, a 10 x 2 metre Aboriginal mural designed and painted by the students with guidance from an Aboriginal artist; a life size gunyah built by the students using natural materials found in the school grounds; a message, 'Smile You're On Dharawal Land' added to the school electronic noticeboard and a variety of native plants were planted in the school's garden. With the goal of promoting Aboriginal viewpoints, interests and expectations, in 2017, a Minister for Aboriginal Affairs will be included in School Parliament.

All students, K–6 learnt about Aboriginal culture and history in HSIE. The cross curriculum priority, Aboriginal and Torres Strait Islanders, was embedded across other key learning areas.

NAIDOC was celebrated with a performance by international didgeridoo performer, Tjupurru. The students heard stories about Aboriginal culture and listened to contemporary didgeridoo music being played.

Additional opportunities for Aboriginal students to develop a deeper understanding of their culture and heritage were achieved when they made connections with other Aboriginal students at Macarthur Aboriginal Kids Day at Belgenny Farm and Belonging Day at Taronga Zoo.

### Multicultural and anti-racism education

Harrington Park Public School has experienced a growth in students enrolling with backgrounds other than English, which has exposed our school community to a vast range of different cultures and languages. All teaching and learning programs incorporate multicultural perspectives through an integrated curriculum. We participated in the Multicultural Perspectives Public Speaking competition with all students creating and delivering informative and interesting points of view related to multicultural topics.

Throughout the school year students are immersed in the language of our school rules and values (Care, Believe, Succeed) and how they can relate these to improving and eliminating bullying and racist situations. This complimented the student learning that took place via their participation in an anti-bullying program combating anti-social behaviour and racism. An evaluation of our Positive Behaviour for Learning program, also provided opportunity for students to express their concerns about how social behaviours are addressed at school with the outcome of improving school processes and expectations and decreasing



inappropriate behaviour.

The school addresses any anti-social racist behaviour through the trained Anti-Racism Contact Officer. The school is fortunate to utilise this service on a minimal basis, with known incidents investigated being of a low number.

## Other school programs

### Sport

2016 was another successful year in sport with many outstanding performances and achievements by individuals and teams. However, our main focus in this area is to continue the culture of encouraging all children to participate in physical activity and to pursue healthy lifestyles. All students K-6 are involved in programs which emphasise skill development and involvement in physical activity (fundamental movement skills, Premier's Sporting Challenge and stage sport and fitness programs) and opportunities are provided for talented students to compete and extend their skills at a higher level (gala days, state knockouts, representative teams, PSSA carnivals).

Twenty students represented at zone level or higher in team sports and another nineteen in swimming, cross country and athletics. We entered seven teams in state knockout competitions in cricket, softball, netball, soccer and hockey with our most successful team being the girls hockey team who finished in the top 8 in NSW.

### Creative and Performing Arts

Harrington Park PS provides a diverse range of opportunities for students to be involved in creative and performing arts programs. In 2015 students participated in a variety of school based and external dance, recorder and choir festivals, including some state and local concerts. In 2015 the school held it's biannual performance concerts. The whole school committed to holding the performance at an alternative venue, Event Cinemas, Macarthur Square. There were a series of 3 concerts that all students were able to perform in with the title of "Pure Imagination". The concerts were well supported by all school staff and the community with all evening performances booked out. This whole school opportunity was very well received by the community, with congratulatory remarks and positive feedback obtained from the audience after each concert.

### Environmental Education

In 2016, Harrington Park P.S. continued to promote sustainable practices and environmental awareness through a variety of student centred activities.

Harrington Park Environmental Action Team formed for the eighth consecutive year with many new recruits, taking the membership to over 25 students from grades three to six. The team worked on many projects during the year including tree planting, supervising the use of the litter-claws, beautifying the school grounds and planting a bamboo forest, an area that will provide

shade, beauty and learning opportunities.

Sixty students from grades three to six who were not selected for a PSSA team were given the opportunity to join our Garden Club. The Garden Club program ran every Friday, during sport time and provided opportunities for the students to engage in low impact physical activities in which plants and gardening activities were used to improve health and well-being. Involvement in the program encouraged communication, decision making and problem solving while providing an opportunity to learn new skills and work towards a common goal which was to enter the Camden Council Garden Competition for the first time.

Two major awards were achieved in the Camden Council Garden Competition. All of the student's hard work and dedication was rewarded with 1st place in the School Plot category and 2nd place in the Sustainable Garden category.

Our school vegetable garden was increased to approximately 90 square metres. The area was planted with seasonal vegetables and provided learning opportunities for over 120 students. Several students indicated that they had started a vegetable garden at home.

Again this year, we supported our local council and entered the Macarthur Threatened Species Art Completion. Over 650 students from K-6 entered artworks, depicting threatened species in the Macarthur area.

Our goal for 2017 is to increase our participation in the Eco-Schools program and to form connections with international schools.

### Hot Peppers Skipping Group

The Hot Peppers Skipping Group have had another wonderful year. Five new Year 3 students joined the team and have made excellent progress with their skills. The team have developed new tricks and a new routine. The Hot Peppers performed this year at a number of different schools encouraging other students to participate in skipping and teaching them a few tricks, even some teachers joined in. They delighted our parents, grandparents and friends with their performances during Education Week and Grandparents Day and took part in the 2567 School Showcase. Mrs Tidyman and Mrs Smukulis would like to thank the parents of our students for their continued support and to the leaving Year 6 students for their dedication to the team. We welcome the new Year 2 students who will join the Hot Peppers Skipping Group in 2017.