

Harbord Public School

Annual Report



2017



2133

Introduction

The Annual Report for 2017 is provided to the community of Harbord 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.

Craig Davis

Principal

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School background

School vision statement

To provide a supportive, positive and collaborative learning environment which allows students to achieve their personal best. The school encourages students to be constructive, self-regulated learners who are confident and creative individuals, with the personal resources for future success and wellbeing. – Ref: School Excellence Framework

Our purpose is to focus on excellence in teaching and learning in literacy, numeracy, student wellbeing and student engagement through STEM.

School context

Harbord Public School (enrolment 1150) is situated on the Northern Beaches of Sydney. Our students have access to a wide range of opportunities in the academic fields, performing arts, student leadership and sport. The school has a dynamic team of staff who have high expectations and the willingness to deliver future focused learning for students. Staff are committed to creating an environment that supports contemporary educational practice and the collaborative nature of learning. Our staff work cooperatively and are effective in building positive relationships with colleagues, students and parents. The Department of Education completed a Major Capital Works program in January 2017. The program included the construction of 18 classrooms and major grounds improvements.

Harbord Public School has developed the following goals:

- 1: Every student is engaged and challenged to learn
- 2: Every student is known, valued and cared for in our school
- 3: All students are provided with a strong foundation in literacy and numeracy
- 4: All students, teachers, leaders improve every year
- 5: All students engaged in a learning environment inclusive of the futures learning

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

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

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

In 2017 the progress across the three domains of teaching, leading and learning has been consistent with the school's strategic directions. The school engaged with the Department of Education planning and self-assessment cycle. This process has involved discussion with students, staff and the school community. We reviewed our shared vision, context statement and strategic directions throughout the life of the plan to ensure that our school plan prepares the . The school uses internal and external data to assess our progress.

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

For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/sef-evidence-guide>

Strategic Direction 1

Learning

Purpose

Our purpose is to

- **apply** information about individual student's capabilities and needs to plan effectively to support learning
- **develop** an integrated approach to quality teaching, curriculum planning, delivery and assessment
- **encourage** our students to develop the necessary skills to make informed decisions about their learning
- **assist** our students to successfully demonstrate their knowledge and learning through the elements of Communication, Collaboration, Critical thinking and Creativity
- **develop** and **implement** Positive Behaviour for Learning (PBL) strategies with staff, students, parents and carers
- **monitor** the effectiveness of PBL strategies and record and review school data

Overall summary of progress

In 2017 the school continued to implement support programs in Reading Recovery targeting Year 1. Students in Year 1 and 2 with identified needs in phonemic development were supported with MiniLit and MultLit Programs. Students in Grades 3, 4, 5 and 6 were supported in literacy and numeracy through the Learning and Support Teacher's program. Staff continued to demonstrate their understanding of the relationship between student engagement and developed programs of learning which included differentiation.. The school provided professional learning around the use of evidence-based teaching practices and innovative educational delivery. The school applied assessment data to monitor student progress and to identify gaps in student learning to inform planning for individuals as well as for groups of students.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
• Teachers demonstrate evidence of professional growth against the Australian Teaching Standards.	Teaching programs and practices demonstrate explicit integration of collaborative practice.	\$12 000 to support coaching and collegial support the implementation of our quality teaching and successful students strategy.
• Teaching programs and practices demonstrate an understanding of pedagogical practices required by contemporary learners.	Teaching observations have improved techniques to engage learners and to promote higher order thinking and facilitate creativity.	\$13 000 to support classroom observations and quality teaching and successful students strategy.

Next Steps

- Staff professional learning to reflect strategic directions
- Records of student assessment of learning and for learning
- Class programs reflect student needs and reasonable learning adjustments through differentiation is evident
- Contemporary pedagogy is attempted
- Student data for mathematics is maintained through PLAN
- QTSS processes in place once funding has been released
- Collegial and collaborative planning of class programs is evident through the increased use of the Google Docs Application
- Mentoring program for beginning teachers is in place a for all eligible staff

Strategic Direction 2

Teaching

Purpose

Our purpose is to

- **facilitate** collaborative techniques to support staff to evaluate the effectiveness of their teaching practices
- **use** whole school student assessment data to identify student achievement and areas for development
- **develop** mutually agreeable and sustainable systems for effective feedback to sustain quality teaching practice
- **support** staff to structure flexible learning spaces that support the elements of contemporary teaching practice

Overall summary of progress

Professional Learning sessions throughout the year have supported staff develop their knowledge and understanding of modern pedagogy. There has been an focus of establishing an engaging classroom environment through organisation and planning. Staff are working towards collaborative techniques to support one another and to evaluate the effectiveness of their teaching practices.. There is evidence of a greater use of whole school student assessment data to identify student achievement and areas for development. A focus on visible learning has led to students setting personal learning goals.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
• Quality teaching is reflected through differentiated learning and classroom practice in the use of a variety of high quality assessment practices.	\$2 000 to release staff to review the effectiveness of collaborative designed assessment tasks.	An increase in differentiated learning experiences is evident. Staff are applying visible learning provide rich learning experiences for all students.
• Consistent growth in performance in literacy and numeracy as measured by NAPLAN and consistent teacher judgement.	\$2 000 to release staff to review NAPLAN and PLAN data.	Staff continue to complete details of student assessment as appropriate in PLAN and Sentral.
• Targeted Professional Learning to enhance teaching and practice across all KLA's.	\$22 000 for to access external professional learning opportunities inline with strategic directions.	The school will provide support to targeted student groups using data and teacher judgement.

Next Steps

- Staff undertake an analysis of data to support teaching strategies
- Staff inform students of explicit success criteria such as What a Good One Looks Like
- Staff, mentors, colleagues and supervisors engage in regular formal; and informal observation of teaching practice
- Staff are encouraged to participate in collegial teaching practices
- Grade planning occurs regularly

Strategic Direction 3

Leading

Purpose

Our purpose is to

- **foster** a school-wide culture of high expectations and a shared sense of responsibility for student engagement by recognising all teachers as authentic leaders
- **maintain** the school plan as being at the centre of continuous improvement efforts in line with the school's vision and strategic directions
- **use** resources strategically to achieve improved student outcomes

Overall summary of progress

The school plan has been maintained as a focus resources strategically to achieve improved student outcomes.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
• Teachers, as leaders, identify their impact on school and classroom conditions and their influence student learning.	Staff use classroom data level to improve understanding of learners' needs. Hattie (2005).	\$8 000 for professional learning
• Reporting against milestones to identify professional learning, budgeting and resourcing (human and material) needs and achievements.	A regular summary of professional learning, budgeting and resourcing (human and material) to be reviewed against the school plan's strategic directions.	\$8 000 for professional learning
• Teachers can clearly identify the broader landscape of leadership	Staff demonstrate their understanding and knowledge of leadership through staff training opportunities.	\$2 500 to release staff to participate in professional learning and conference.

Next Steps

- PLAN is implemented effectively and monitored regularly
- The records of Positive Behaviour for Learning issues used to identify areas of support for student behaviour
- There is an increased awareness of using data to identify students accessing multiple areas of support

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$3000 allocated for library resources to be accessed by whole school.	Staff and students have developed a deeper appreciation of contemporary issues facing Aboriginal and Torres Strait Communities.
English language proficiency	\$6000 allocated for professional learning and resources. Resources included the purchase of laptops and ipads to support learning.	Students and staff supported in the provision and development of language acquisition.
Low level adjustment for disability	\$25000 allocated for professional learning, support and resources. Resources included the employment of additional support staff.	Students requiring additional support and reasonable adjustments for learning identified and managed. Funds support Reading Recovery, MiniLit, MultiLit and extension reading Year 4.
Socio-economic background	\$13000 allocated from this initiative to continue to offer support and resources. Resources included the employment of additional support staff.	Students requiring additional support and reasonable adjustments for learning where identified and further support by accessing various programs.
Support for beginning teachers	\$26000 allocation to provide an additional provide 2 hours per week for eligible Beginning Teachers.	Eligible Beginning Teachers and their mentors were provided three hours per week to support growth and development. All Beginning Teachers successfully completed their accreditation requirements.

Student information

Student enrolment profile

	Enrolments			
Students	2014	2015	2016	2017
Boys	574	585	589	589
Girls	542	555	553	551

Student attendance profile

School				
Year	2014	2015	2016	2017
K	95.9	95.6	95.7	95
1	95.8	95.1	94.3	95.7
2	95.3	95.1	95.6	94.4
3	95.1	95.2	94.5	95.8
4	94.2	94.9	94.6	94.6
5	95.1	94.2	93.5	94.4
6	94.9	94.3	93.6	94.2
All Years	95.2	94.9	94.5	94.9
State DoE				
Year	2014	2015	2016	2017
K	95.2	94.4	94.4	94.4
1	94.7	93.8	93.9	93.8
2	94.9	94	94.1	94
3	95	94.1	94.2	94.1
4	94.9	94	93.9	93.9
5	94.8	94	93.9	93.8
6	94.2	93.5	93.4	93.3
All Years	94.8	94	94	93.9

Management of non-attendance

Encouraging regular attendance is a core school responsibility. Following an absence from school parents are asked to provide the school with a verbal or written explanation for the absence.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	2
Assistant Principal(s)	6
Head Teacher(s)	0
Classroom Teacher(s)	43.63
Teacher of Reading Recovery	0.82
Learning & Support Teacher(s)	0.8
Teacher Librarian	1.8
Teacher of ESL	0.6
School Counsellor	1
School Administration & Support Staff	6.67
Other Positions	0

*Full Time Equivalent

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	13

Professional learning and teacher accreditation

All staff members received training in the Wellbeing Framework for Schools and school wellbeing protocols, the Quality Teaching Framework, and use of Google Apps for Education (including Google Classroom). Mandatory training in the provision of first aid, emergency care, response to anaphylactic shock, child protection and Disability Standards in Education also occurred. Six teachers have attained accreditation at the proficient level and are now in their maintenance phase. Several beginning teachers have successfully completed their accreditation process for proficient level. Harbord Public school hosted information sessions for interested NBLA teachers to develop their awareness of the accreditation process for proficient, highly accomplished and lead career stages. Substantial teacher professional learning was delivered to school staff in 2017.

- Visible learning
- Student Wellbeing: Positive Behaviour for

Learning (PBL) Universal Training; teaching positive behaviours and social skills; Wellbeing framework – Connect, Strive, Succeed; Autism online; Communicating and Engaging with your community

- Literacy: Beginning Reading Strategies; Phonics; Seven Steps to Writing; Literacy Continuum and PLAN; supporting students experiencing difficulty with Spelling and Reading; Book Week shortlisted books
- Numeracy: Thinking while moving in Maths; Building blocks for Numeracy; Maths differentiation; Maths Best Practice; Numeracy Continuum and PLAN
- STEM: Project Based Learning and STEAM; STEM enrichment academy; WeDo Lego robotics; STEAM action project day
- Contemporary Learning: L21 project at ANZAC Park PS; Critical and Creative Thinking Skills – Minds Wide Open
- Accreditation: Introduction to Higher Levels of Accreditation at Highly Accomplished and Lead–Continuing the Journey; Maintenance of Accreditation at Proficient; Professional growth through classroom observation; Transferring pre–2004 service teachers to Proficient; Professional learning for maintaining accreditation; Beginning Teacher Network
- Other KLAs: ICT; Road Safety
- Mandatory: CPR; Anaphylaxis; Emergency Care; Child Protection

	2017 Actual (\$)
Opening Balance	672,861
Revenue	8,608,319
Appropriation	7,797,458
Sale of Goods and Services	26,379
Grants and Contributions	770,109
Gain and Loss	0
Other Revenue	0
Investment Income	14,373
Expenses	-8,373,751
Recurrent Expenses	-8,373,751
Employee Related	-7,613,153
Operating Expenses	-760,598
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	234,568
Balance Carried Forward	907,429

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

Financial summary

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

The school has an executive finance committee. The committee meets twice per term as part of the regular executive meeting. All budgets are monitored by the finance committee and submitted to the appropriate budget coordinator and principal for approval.

- the school retained some establishment funds in order to complete some outstanding items remaining from the major capital works program.
- the school also holds and manages \$168 000 dollars of behalf of the Northern Beaches Learning Alliance

Financial summary equity funding

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

	2017 Actual (\$)
Base Total	6,967,627
Base Per Capita	174,528
Base Location	0
Other Base	6,793,100
Equity Total	240,750
Equity Aboriginal	3,841
Equity Socio economic	12,988
Equity Language	77,557
Equity Disability	146,364
Targeted Total	146,544
Other Total	271,728
Grand Total	7,626,650

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

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

School performance

NAPLAN

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

- In Year 3 grammar and punctuation scores indicated 53.3% (81 students out of 152) achieved a result in the top band. This is a 10% improvement on the previous year. There was also a significant improvement in the band 5 results (6.7%), with 28.3% (43 students) receiving this result. This equates to 81.6% (124 students) achieving in the top two bands with 90.8% (138 students) in the top three.

- In Year 3 reading scores indicated 44.1% (67 out of 152 students) achieved a result in the top band while 23% (35 students) achieved band 5. This equates to 67.1% (102 out of 152 students) being placed in the top 2 bands. A further 17.8% (27 students) achieved a band 4 result with 84.9% (129 students in total) were placed in the top three bands.

- In Year 3 spelling scores indicated 37.5% (57 out of 152 students), achieved a result in the top band while only 21.1% (32 students) achieved band 5 and 28.3% (43 students) achieved band 4. This equates to 94.9%

of students (132 in total) being placed in the top 3 bands.

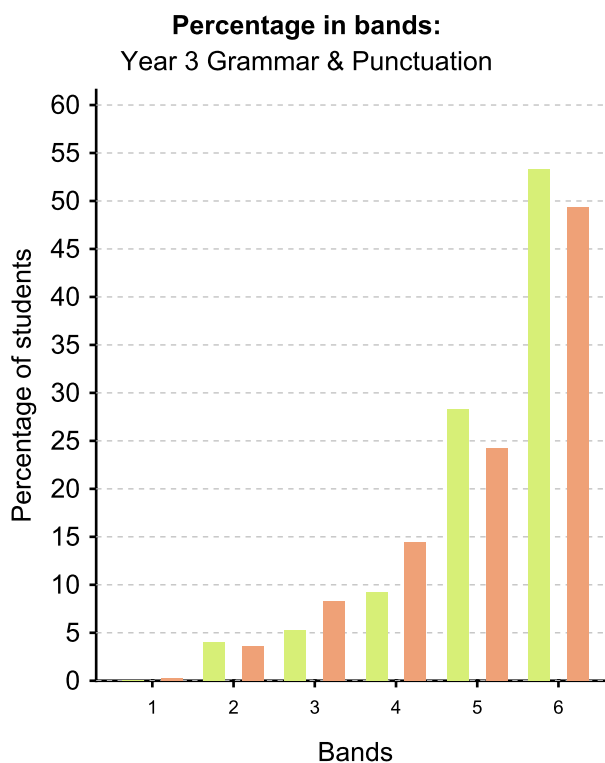
- In Year 3 for writing scores indicated 19.7% (30 out of 152 students) achieved a result in the top band while 52% (79 students) achieved band 5 and 21/1% (32 students) achieved band 4. This equates to 92.8% of students (141 in total) being placed in the top 3 bands.

- In Year 5 grammar and punctuation scores indicated 36.1% (61 students out of 169) achieved a result in the top band while 19.5% (33 students) achieved band 7 and 25.4% (43 students) achieved band 6. This equates to 81% of students (137 in total) being placed in the top 3 bands.

- In Year 5 reading scores indicated 38.3% (64 students out of 167) achieved a result in the top band while 27.5% (46 students) achieved band 7 and 20.4% (34 students) achieved band 6. This equates to 86.2% of students (144 in total) being placed in the top 3 bands.

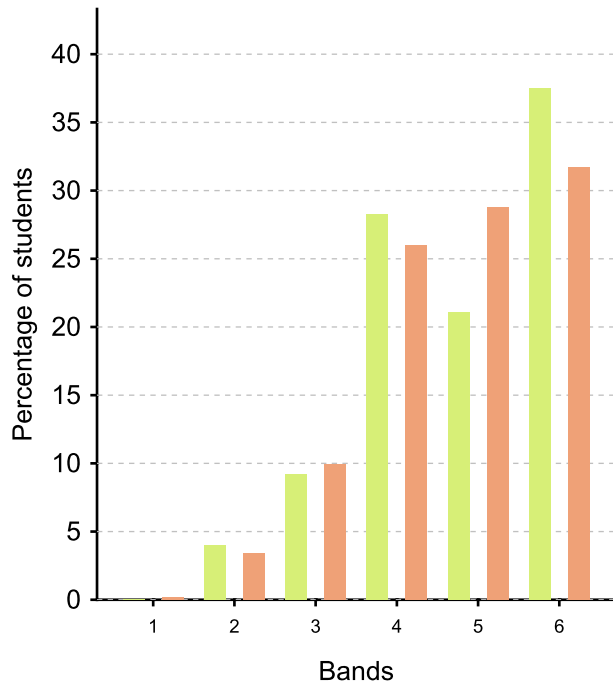
- In Year 5 spelling scores indicated 17.8% (30 students out of 169) achieved a result in the top band while 26.6% (45 students) achieved band 7 and 36.7% (62 students) achieved band 6. This equates to 81.1% of students (137 in total) being placed in the top 3 bands.

- In Year 5 for writing scores indicated 3.6% (6 students out of 169) achieved a result in the top band while 21.3% (36 students) achieved band 5 and 43.8% (74 students) achieved band 4. This equates to 68.7% of students (116 in total) being placed in the top 3 bands.



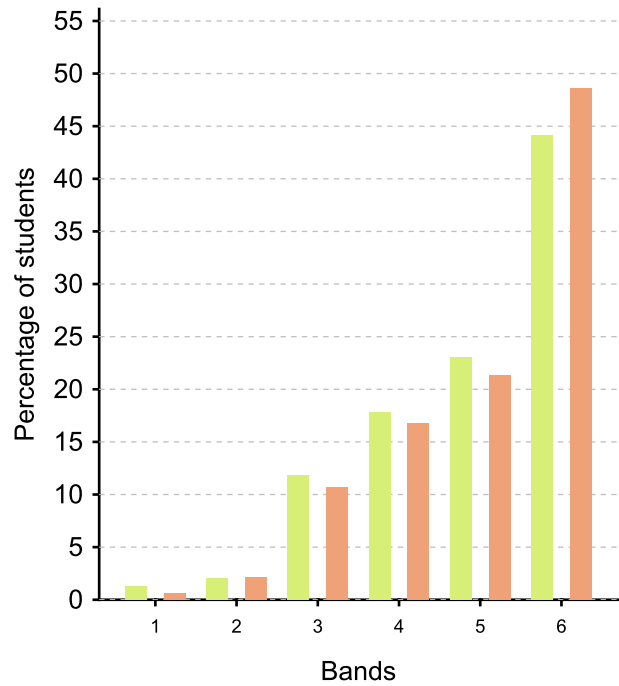
Percentage in Bands
School Average 2015-2017

Percentage in bands:
Year 3 Spelling



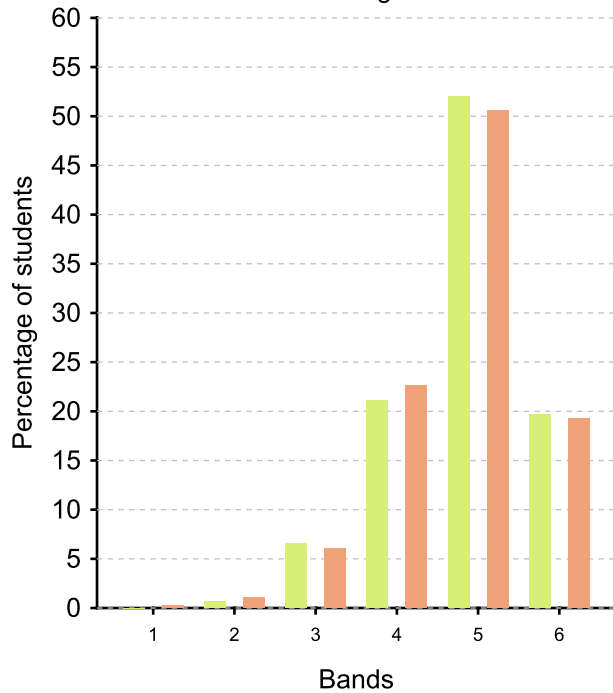
Percentage in Bands
School Average 2015-2017

Percentage in bands:
Year 3 Reading



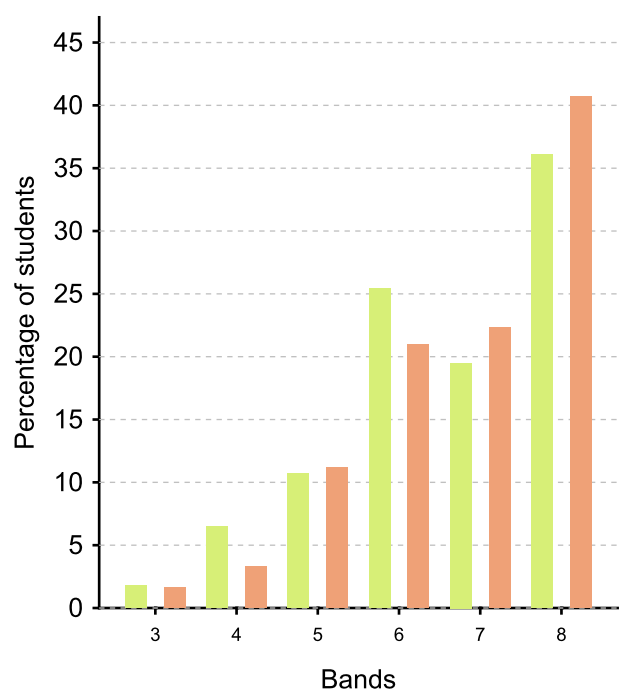
Percentage in Bands
School Average 2015-2017

Percentage in bands:
Year 3 Writing



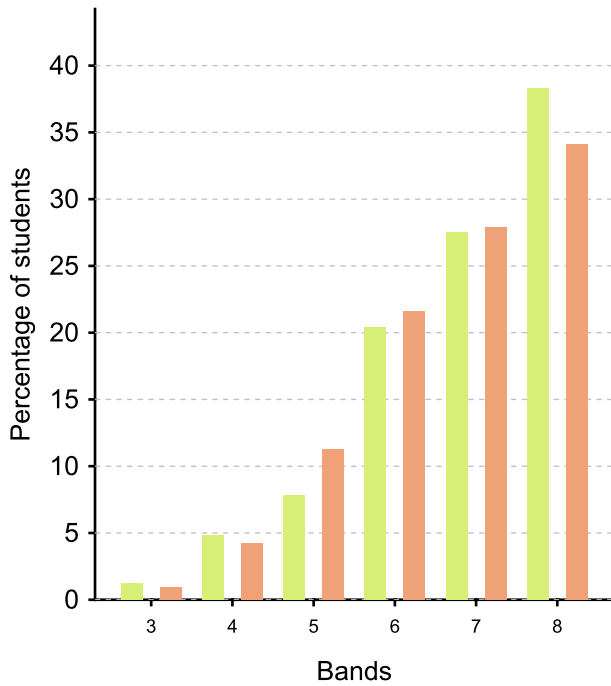
Percentage in Bands
School Average 2015-2017

Percentage in bands:
Year 5 Grammar & Punctuation



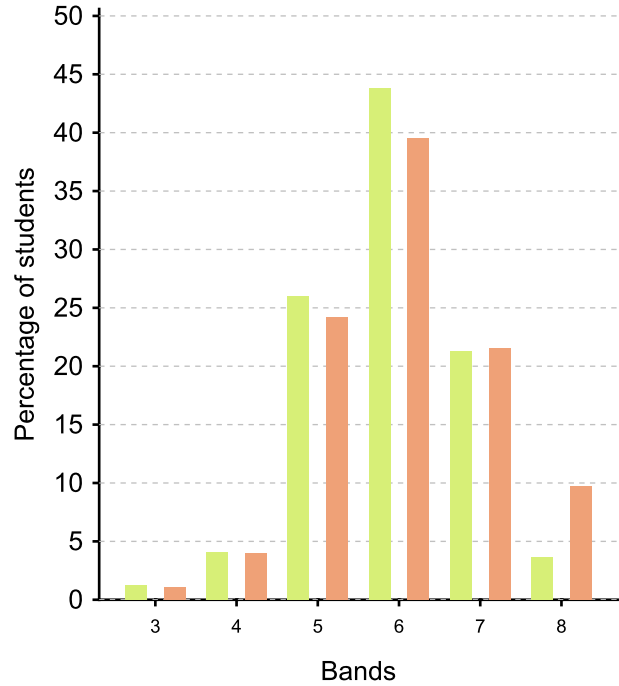
Percentage in Bands
School Average 2015-2017

Percentage in bands:
Year 5 Reading



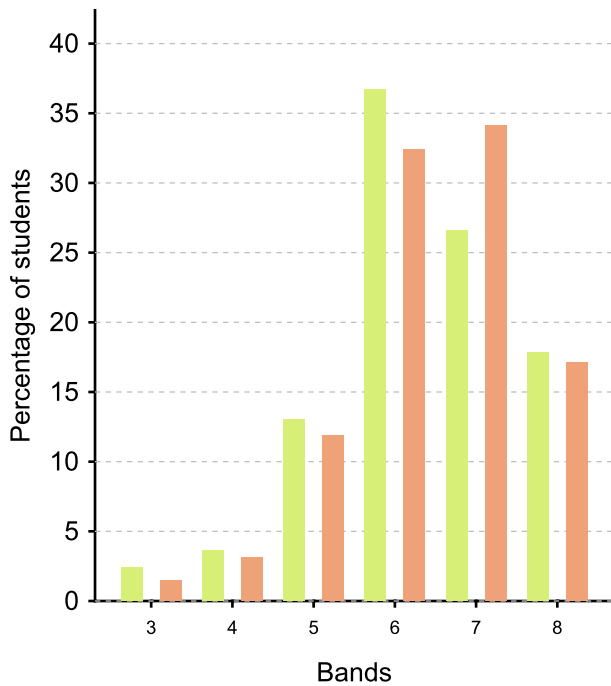
Percentage in Bands
School Average 2015-2017

Percentage in bands:
Year 5 Writing



Percentage in Bands
School Average 2015-2017

Percentage in bands:
Year 5 Spelling



Percentage in Bands
School Average 2015-2017

In the National Assessment Program numeracy includes the areas of data., measurement, Space and Geometry. Numeracy also includes number, patterns and algebra.

- In Year 3 numeracy scores indicated 32.5% (49 students out of 151) achieved a result in the top band while 24.5% (37 students) achieved band 5 and 25.2% (38 students) achieved band 4. This equates to 82.2% of students (124 in total) being placed in the top 3 bands.

- In Year 5 numeracy scores indicated 20% (33 students out of 165) achieved a result in the top band while 30.3% (50 students) achieved band 7 and 32.1% (53 students) achieved band 6. This equates to 82.4% of students (136in total) being placed in the top 3 bands.

Parent/caregiver, student, teacher satisfaction

Opinions gathered about behavioural support systems within the school were further reviewed after our first year as a Positive Behaviour for Learning (PBL) school. An additional Self-Assessment Survey (SAS) was utilised to enable staff to examine the current practices across the school. The survey indicated the need for greater professional learning around issues of behaviour management and anti-bullying programs. The PBL team's extensive analysis of the Sample Survey enabled them to identify problem behaviours, replacement behaviours and target settings and to develop expectations, assisted by the development of continuums of corrective interventions and positive feedback. Students from all classes were surveyed as to what their expectations of positive behaviour looked like for learning environments and whole school activities. Using this data, the PBL team collated the responses which were then sorted according to our key values of Respect, Responsibility and Personal Best.

Policy requirements

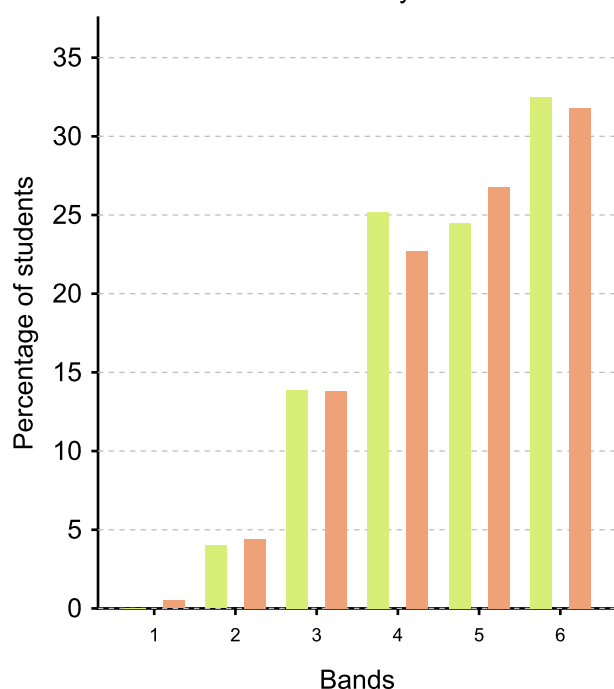
Aboriginal education

In 2017, one of our parents initiated a unique opportunity for our students of our Aboriginal and Torres Strait Islander Communities to learn Language. On a Tuesday morning before school students would gather with a tutor to learn and explore "Sydney Language". Throughout the year, significant staff participated further professional learning to increase their knowledge around indigenous practice, awareness and respect. The school is actively engaged in National Aboriginal and Torres Strait Islander Week Celebrations.

Multicultural and anti-racism education

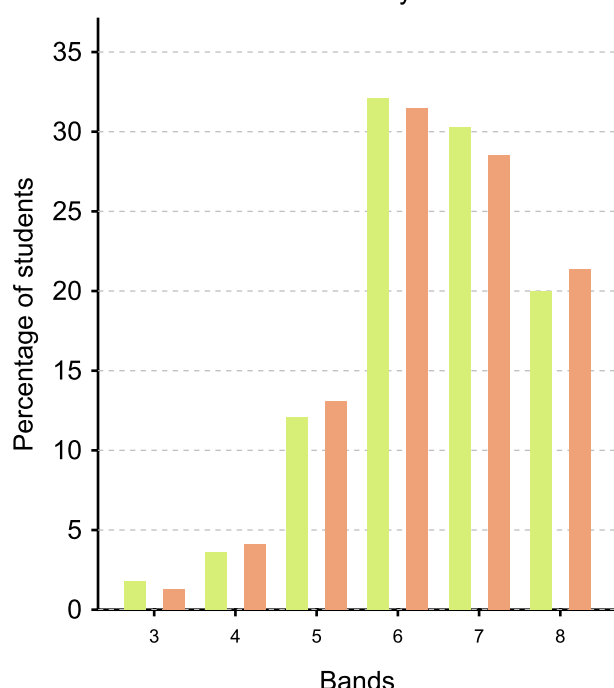
Staff and community work together to further develop the knowledge, skills and attitudes that will allow students to fully participate in a culturally diverse society. The school has maintained a focus on multicultural education in all areas of the curriculum by providing a multicultural perspective in units of work. The school does not tolerate racism in any form and has an Anti-Racism Contact Officer (ARCO) who is trained to deal with issues related to racism. Playground behaviour records and teacher observations and assessments show that the student behaviour demonstrates tolerance and respect for all cultures.

Percentage in bands:
Year 3 Numeracy



Percentage in Bands
School Average 2015-2017

Percentage in bands:
Year 5 Numeracy



Percentage in Bands
School Average 2015-2017

The My School website provides detailed information and data for national literacy and numeracy testing. Go to <http://www.myschool.edu.au> to access the school data.