

Harrington Park Public School

Annual Report



2017



4628

Introduction

The Annual Report for **2017** 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.

Ms Kelly Paton

Principal

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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

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 continued 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. All staff engaged in developing their knowledge and understanding of how to use the literacy and numeracy continuum's to analyse student work samples and inform teaching practice. 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 L3 in the grades K–2. This provides an example of how teachers are collecting and using assessment data to monitor achievement and identifies gaps in learning to inform differentiated planning for student groups and individual students.

All teaching staff participated in Aboriginal Education Modules 1, 2 and 3. These modules provided opportunities for professional learning, networking and collegial support for educators to increase their knowledge and understanding of traditional and contemporary Aboriginal culture. Two teachers completed the 8 Ways training, a pedagogical framework that allows teachers to use Aboriginal knowledge authentically through Aboriginal learning techniques. An intensive approach towards ensuring that 18 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.

The school Positive Behaviour for Learning (PBL) approach was maintained in 2017 as it entered it's second year of implementation at Harrington Park PS. Continued consultation with students, teachers and parents identified areas of strength within the program and also areas where continued development and modification was required. These

modifications will be implemented in the PBL program in 2018. Through the effective implementation of the school's Positive Behaviour for Learning (PBL) processes the school is focused on creating a safe and effective environment for learning.

Teaching

An explicit approach to utilising formative assessment practices was of focus during 2017. Learning Intentions and Success Criteria (LISC) are used to provide students with clear and concise objectives and evidence of learning. Staff were provided with professional learning and an implementation plan for LISC where both teachers and students recorded improvements in student understanding and learning. The focus area for the implementation of formative assessment processes was in writing, although students were also exposed to LISC through a range of key learning areas. 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.

After a successful trial of the Bring Your Own Device (BYOD) program to support Future Focused learning skills in the classroom in 2016 in year 6 classrooms, we extended the use of the BYOD program into all Years 5 and 6 classrooms in 2017. Results indicated students were more engaged in their learning and valued the opportunity to utilise their technological skills for learning.

During 2017 our Professional Learning Communities (PLC) were allocated regular and consistent time to meet.. This along with collaborative planning days enabled teams to review the curriculum and to revise teaching practices and learning programs to meet the needs of learners, based on evidence of student progress and achievement.

Leading

Every teacher has a leadership role within the school. Throughout 2017 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 staff members to learn about innovative pedagogies implemented at local schools and bring back their knowledge to staff at Harrington Park. One teacher was selected to co-lead with a high school representative professional learning for our Community of Schools.

With an emphasis on Future Focused Learning the school has investigated ways to use the physical learning spaces flexibly to meet a broad range of student learning needs.

The school continued to seek ways to improve its consultation with the community by conducting parent forums, surveys and information sessions. These provided parents and the school with valuable information about parent knowledge and understanding of school life, practices and procedures. Through these processes the school measures school community (student and parent) satisfaction.

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

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

Positive Behaviour for Learning (PBL)

The Positive Behaviour for Learning (PBL) program continued to be revised throughout 2017 in consultation with staff, students and community. The established theme was maintained with updated rewards and consequences. Positive consequences continued to include tokens for students demonstrating the school core values of being kind, great, fair and safe; as well as merit certificates awarded at stage assemblies and Care Believe Succeed awards at whole school assemblies. Students were also invited to a special reward day once they achieved the rank of Admiral. Daily classroom tracking sheets were utilised as a visual reminder for students to display their positive progress towards milestone awards. Any negative incidents were recorded and monitored by class teachers and members of the school executive team.

Towards the end of 2017, and after reviewing the system in place, the PBL committee put forward suggestions to further refine the positive and negative consequences for student behaviour. It was recommended that the tracking sheets would no longer be necessary, instead replaced by twice a term reward tracking of student positive behaviour. This will reflect the achievement of a milestone award as well as an invitation to the end of term reward day. It was also proposed that all classes in the school display a revised motto highlighting the importance of respect. To define the negative consequences, all classes will have a visual step system providing students with opportunities to reflect on their choices and to make adjustments to ensure they are following school rules and expectations. This system will be trialled and implemented in 2018.

Teaching and Learning

Formative assessment continued to be a focus throughout 2017. Staff participated in several professional learning opportunities and implemented a variety of strategies in their classrooms. A visual support was developed to display the learning intention and success criteria in each class; and this was consistent across all classes K to 6. Staff also worked in stage teams to further determine some focus areas for formative assessment and applied these during their teaching instruction. Reflection time was provided to feedback successes and adjustments that needed to be applied. 2017 also saw staff being exposed to the important connection between learning intentions, success criteria and feedback. Different forms of feedback were delivered to students, ensuring that the feedback is explicit, purposeful and future directed. The stage team presentations highlighted success across the school.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none">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.	\$2,500	During 2017 most staff who had previously received professional learning in this initiative, continued to provide opportunities for their students to engage in SOLE sessions. Staff new to the school were able to seek team teaching opportunities to further develop their understanding of this initiative.
<ul style="list-style-type: none">75% of students can articulate the correlation between learning intentions, success criteria & feedback.	\$1,000	<p>The majority of students were exposed to consistent language around learning intentions and success criteria with visual displays in all classrooms.</p> <p>Staff were provided considerable professional learning on the importance of feedback and how best to deliver it.</p>

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none"> • 75% of students can articulate the correlation between learning intentions, success criteria & feedback. 		From K–6 our survey indicated that 83% of students could articulate the correlation between learning intentions, success criteria and feedback.
<ul style="list-style-type: none"> • Increased percentages of students obtaining proficiency (top 2 bands) in NAPLAN assessment equal to or above state average. 	\$20,000 (classroom equipment and resources to support engaging teaching and learning including reading and numeracy resources)	<p>In 2017 NAPLAN testing, the school recorded the following increases in students performing in the proficiency bands:</p> <p>Year3</p> <p>Spelling: increase of 7% from 2016 and an increase of 10% from 2015</p> <p>Grammar and Punctuation: increase of 9% from 2016 and an increase of 13% from 2015</p> <p>Numeracy: increase of 1% from 2016 and an increase of 3% from 2015</p> <p>Year5</p> <p>Spelling: increase of 4% from 2016 and an increase of 11% from 2015</p> <p>Numeracy: increase of 4% from 2016 and an increase of 2% from 2015</p>

Next Steps

Positive Behaviour for Learning (PBL)

* An evaluation at the end of 2018 to determine the effectiveness of the revised PBL system after a year of implementing new procedures.

Future Focused Learning

* Teachers will be supported through professional learning and mentoring around SOLE, then leading to Creative and Critical Thinkers and then finally Growth Mindset. This will then allow students to be able to engage in inquiry based learning.

Teaching and Learning

* Staff will continue to consolidate understanding of formative assessment procedures and the correlation to effective feedback.

* Executive staff will further develop the Professional Learning Communities (PLC) process to enhance teacher quality.

* A continued focus on, and enhancement of, literacy initiatives including L3 for Early Stage 1 and Stage 1, 7 Steps of Writing for Stage 2 and Focus On Reading for Stage 2 and Stage 3; as well as numeracy initiatives including TEN for Early Stage 1 and Stage 1 and TOWN for Stage 2 and Stage 3.

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. All staff were encouraged to explore goals associated with the Australian Professional Standards for Teachers as well as linking their goals to the school plan. 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 collaborative approach to the implementation of PLC's to facilitate professional dialogue about the core business of teaching and learning was continued in 2017. PLC's were held in stages, three times a term and combined the focus of improving the student achievement in writing with ensuring an effective and consistent approach to the teaching and learning cycle across the grade and stage. This consistent allocation of time linked with the collaborative approach enabled all teachers to feel comfortable with implementing learning sequences consistent with school expectations aligned with the Quality Teaching Framework.

Collaborative Planning

Stage teams were provided with a day per term to discuss and plan teaching and learning programs for 2017. 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. This data was recorded on the school's data wall to allow teachers to identify areas of strength and areas of development and to assist teachers to identify where teaching needed to be differentiated to meet the individual need of the students. Results are discussed at stage, executive and whole school level providing an indication for teachers and executive staff of areas for future school directions.

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 throughout the year.

The 2567 Community of Schools continued to implement the Innovative Pockets of Practice (IPOP) professional learning initiative across the four local schools involved. One teacher from Harrington Park PS was selected to co-lead an initiative providing leadership to Harrington Park and all other schools involved.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
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	\$35,000 (Mentors/AP/DP support)	The 2017 Focus on Learning survey indicated a combined score of 6.9 in Leadership as a driver of student learning. This result can be attributed to: * executive staff being able to access local

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
school has provided them with 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.	Approximately \$97,000 spent on teacher professional learning. A large proportion of this was devoted to Language, Learning and Literacy (L3) training for Early Stage 1.	<p>Targeted professional learning processes ensure that teachers are provided with opportunity to participate in professional learning opportunities to improve their teaching practice and knowledge. All members of staff develop a PDP with their supervisor that identifies development goals and strategies, under the Performance and Development Framework.</p> <p>Beginning teachers were provided time and received mentorship from experienced colleagues within the school.</p> <p>School professional learning initiatives included Language, Learning and Literacy (L3), Targeting Early Numeracy (TEN), Formative Assessment and Self Organised Learning Environments (SOLE).</p>
Internal school data shows 90% of students achieving grade expected exit levels on the Literacy and Numeracy continuum.	<p>\$30,000 (L3 resources)</p> <p>\$10,000 (TEN resources)</p>	<p>According to in school data collected during 2017 the following achievements relate to this target:</p> <p>* Kindergarten – 97% of students reached the target in Reading Texts, 92% in Comprehension and 90% in Aspects of Writing.</p> <p>* Year 1 – 88% reached the target in Reading Texts and 74% in Vocabulary Knowledge.</p>

Next Steps

L3 Training and Implementation

*After successful implementation of the first year of L3 training in Early Stage 1 the team will continue with their second year of training and implementation. L3 training will also extend to Year 1 in 2018.

Beginning Teacher Support

* A modified approach to supporting beginning teachers will be implemented during 2018. This approach will include timetabled mentor support and an identified area of need/interest forming action research.

Professional Learning Communities

* The continuation of PLCs with a focus on the teaching and learning cycle.

Formative Assessment

* Continued support to the implementation of formative assessment strategies.

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

Overall summary of progress

* a range of opportunities were provided for parents to consult about current and future school directions, including day and evening forums on the Bring Your Own Device and PBL programs as well as the monthly P&C meetings.

* regular staff and stage meetings as well as planning days held once per term have provided all staff with the opportunity to contribute to school strategic directions and have also promoted effective communication and organisation in the day to day functioning of the school. As a result teachers have a sense of ownership of school planning and directions as well as feeling valued and positive about their workplace.

* through developing and implementing Professional Development Plans (PDPs) for all teaching staff, Assistant Principals have used data from the professional learning survey to provide and support the differentiated implementation of professional learning and have facilitated the scheduling of times for teachers to view colleagues with specific areas of expertise.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
• Parent and student consultation and feedback are improved by 25% across the school.	\$1,000	<p>In 2017 we saw an increase in responses as 49 parents completed the survey compared to 34 and 38 responses in the previous two years.</p> <p>Parent forums were held in 2017 to communicate our BYOD program to the parents of stage 3 students. We have recorded a gradual increase of approximately 10% each year, with 80 people attending these information evenings.</p> <p>Discussions at P & C meetings proved to be an effective way of communicating changes to our PBL program. All changes were well supported by the P&C.</p>
• Improvements are made on the baseline scores (2014) for the elements included in the Positive Workplace Culture Audit.	\$2,000	<p>The Positive Workplace Culture Audit was not conducted in 2017. The audit will be completed again in 2018 to make comparisons with data from previous years.</p>
• 100% of staff providing constructive feedback about	Nil funding required	<p>To continue to develop and enhance collaborative practices among teaching staff, observation</p>

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
teaching practice to their colleagues. Increasing from 5.5 to 10 on a 10 point scale in the Focus on Learning Teacher Survey.		processes and interest based professional learning, through the Community of Schools iPops project were utilised in 2017. Support and mentoring amongst teachers have also continued. The results of the Focus on Learning survey indicated a continual improvement over the past 3 years for staff collaboration, from 5.5 to 7.4 and now 8.1 on a 10 point scale for 2017.

Next Steps

* Continue to provide and support the differentiated implementation of professional learning as well as opportunities for teachers to view colleagues with specific areas of expertise.

*Host parent forums in literacy and numeracy as well as BYOD and PBL using the community consultation grant provided to schools to inform parents of school and classroom practice as well as strategies for supporting their children at home.

*Complete the Positive Workplace Culture Audit again in 2018 to make comparisons with data from previous years.

*By adhering to our 'Why Not' culture we have created greater opportunities for our students to engage in 21st century practices. A student film club has been created to allow students another medium to express themselves. The students are learning the process of film making. Filmpond have recognised the relevance of this project and are assisting with the editing stage.



Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$14,749 • Aboriginal background loading (\$0.00)	The cultural inclusion and awareness program conducted by an experienced classroom teacher one day per week, enabled students of Aboriginal background the opportunity to trace their heritage, understand and engage in activities focused on understanding their cultural heritage.
English language proficiency	\$38,163	2 days per week of allocated teacher support in whole class and small group structures enabling students to improve their proficiency in English and making progressions in learning in all areas.
Low level adjustment for disability	\$244,661 (\$156,170 – staffing allocation, \$88,491 – flexible funding)	Funds spent on providing individual and small group support to students through: the provision of School Learning Support Officers, purchasing of teaching resources, iPads, home readers, reading kits, furniture and Interactive Whiteboards and Learning and Support Teacher staffing positions.
Quality Teaching, Successful Students (QTSS)	0.559 staffing allocation	Timetabled class observation and mentoring time provided to both executive and non-executive staff enabling all teachers to improve the quality of teaching practice.
Socio-economic background	\$67,953	Funds spent on providing individual and small group support to students through: the purchasing of teaching resources, iPads, home readers, reading kits, furniture and Interactive Whiteboards.
Support for beginning teachers	\$33,271 budget allocation	Over \$20,000 spent in this area in 2017 with a further \$15,000 planned to be spent during semester 1 2018.
Targeted student support for refugees and new arrivals	N/A	N/A



Student information

Student enrolment profile

	Enrolments			
Students	2014	2015	2016	2017
Boys	386	383	392	394
Girls	378	363	367	396

Student attendance profile

School				
Year	2014	2015	2016	2017
K	95.3	95.1	94.9	94.4
1	95.8	92.8	93.3	94.5
2	95.7	94.6	93.8	94
3	95.9	93.8	95.2	93.8
4	94.9	94.2	93	94.5
5	95	93.6	94.8	92.8
6	94.7	92.2	93.6	92.4
All Years	95.3	93.7	94	93.7
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

At Harrington Park PS our attendance of 92.48% is above the state average for attendance in schools. In line with departmental guidelines students are required to have any absence explained on the day they return to school. Classroom teachers follow-up unexplained absences through written or phone call communication. The school monitors student attendance weekly and works closely with the Home School Liaison Officer (HSLO), meeting fortnightly. Where attendance is a concern the school and HSLO will collaboratively make contact with families and provide the necessary information and assistance to ensure school attendance is a priority.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	2
Assistant Principal(s)	4
Head Teacher(s)	0
Classroom Teacher(s)	29.25
Teacher of Reading Recovery	0.84
Learning & Support Teacher(s)	1.5
Teacher Librarian	1.4
Teacher of ESL	0
School Counsellor	1
School Administration & Support Staff	4.67
Other Positions	0

*Full Time Equivalent

We currently have 1 teacher who identifies as Aboriginal or Torres Strait Islander.

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 2017 staff engaged in various forms of professional development that would assist in the implementation of the school plan, with a particular emphasis on Strategic Direction 2 – A Quality Teacher For Every Child. Staff participated in whole school staff meetings, staff development days, professional learning communities (PLCs), external courses and school planning conferences. A total of \$97,726 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 Early Stage 1 team commenced training in "Language, Learning and Literacy (L3)". This program is an effective research based program that targets reading and writing in the early years of schooling.

* The continued implementation of formative assessment processes in all classrooms (K–6) with a focus on learning intentions, success criteria and feedback.

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, but not limited to, Targeting Early Numeracy (TEN), formative assessment, creative and critical thinking and the Australian Professional Standards for Teachers.

Beginning Teachers

In 2017, Harrington Park had a total of 7 beginning teachers. Using funding allocated to us from QTSS we were able to provide each beginning teacher with extra RFF which was used for planning, meeting with mentors and professional learning. Beginning teachers were consulted on the areas they believed they needed assistance with to improve the quality of their teaching. Some of the areas identified were behaviour management, programming and assessment. Teacher mentors were identified to support beginning teachers in their area of need. The mentors was given time through QTSS to work with the teachers.

As a result, beginning teachers at Harrington Park felt supported and understood that they had access to colleagues with experience and specific expertise. They also felt that the quality of their teaching improved, specifically in their identified area of need.

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.

	2017 Actual (\$)
Opening Balance	414,848
Revenue	5,968,608
Appropriation	5,691,252
Sale of Goods and Services	2,046
Grants and Contributions	269,241
Gain and Loss	0
Other Revenue	0
Investment Income	6,069
Expenses	-5,768,722
Recurrent Expenses	-5,768,722
Employee Related	-5,198,234
Operating Expenses	-570,487
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	199,887
Balance Carried Forward	614,735

Our school's Finance committee meets regularly to ascertain our current financial position and to plan future school spending in all areas with a major focus of resourcing to improve student learning outcomes and meeting the social and emotional needs of students. The school principal provides a detailed financial statement to the school's P and C at the beginning of the school year and keeps them updated throughout the year.

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	4,900,844
Base Per Capita	115,995
Base Location	0
Other Base	4,784,848
Equity Total	351,489
Equity Aboriginal	14,119
Equity Socio economic	67,953
Equity Language	38,163
Equity Disability	231,255
Targeted Total	78,556
Other Total	252,148
Grand Total	5,583,037

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.

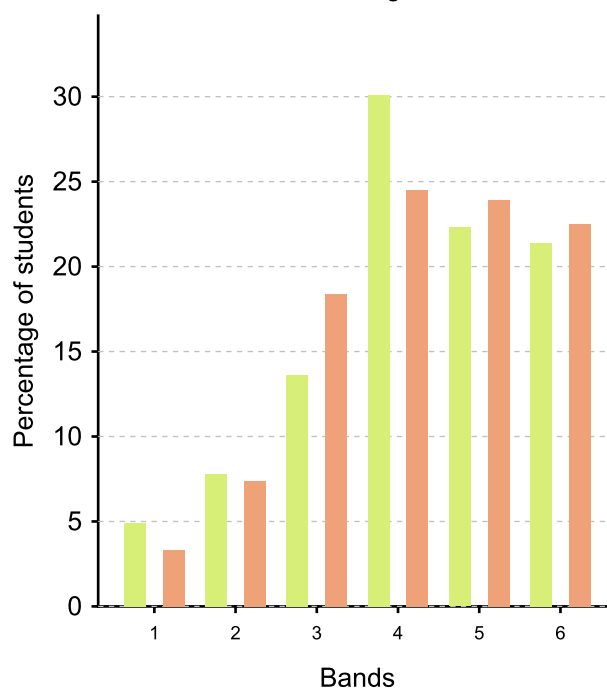
A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

School performance

NAPLAN

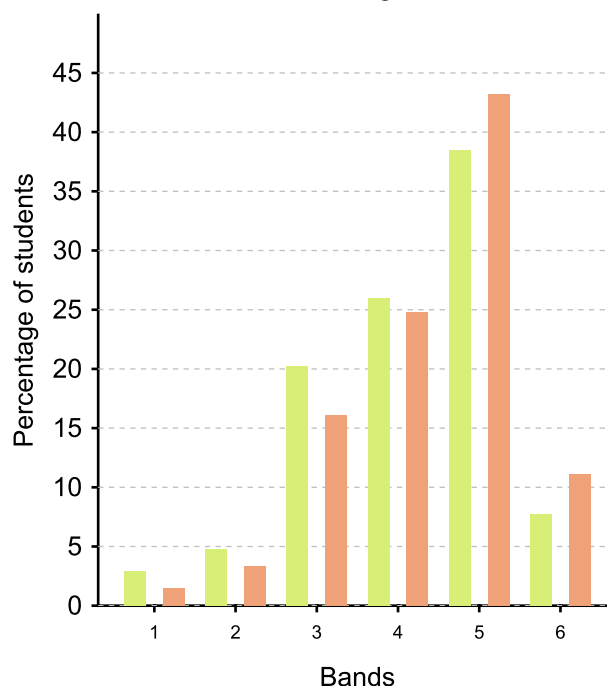
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

Percentage in bands:
Year 3 Reading



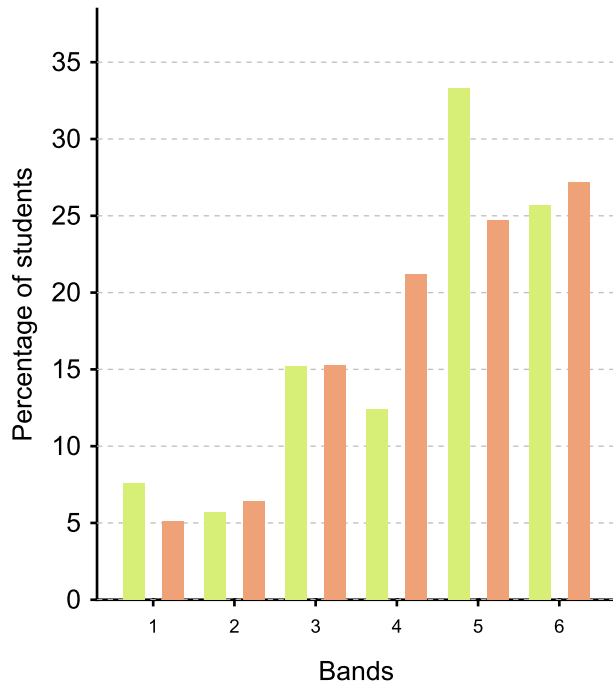
Percentage in Bands
School Average 2015-2017

Percentage in bands:
Year 3 Writing

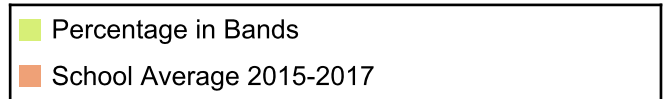
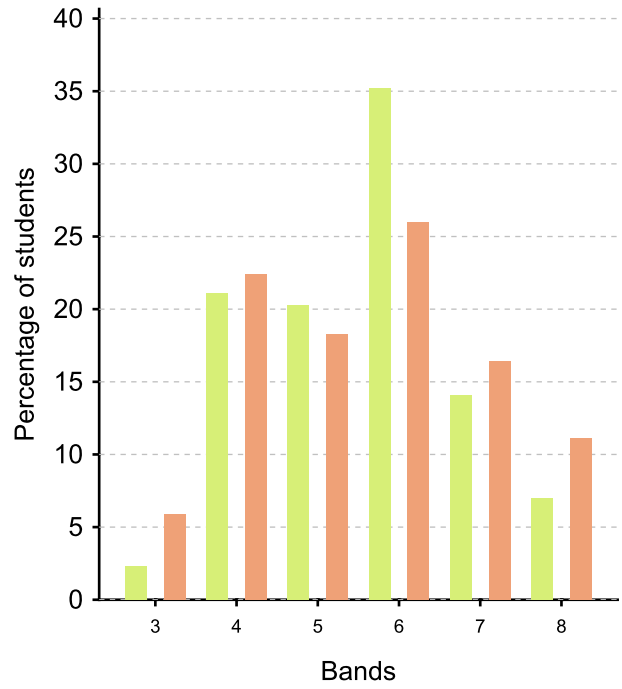


Percentage in Bands
School Average 2015-2017

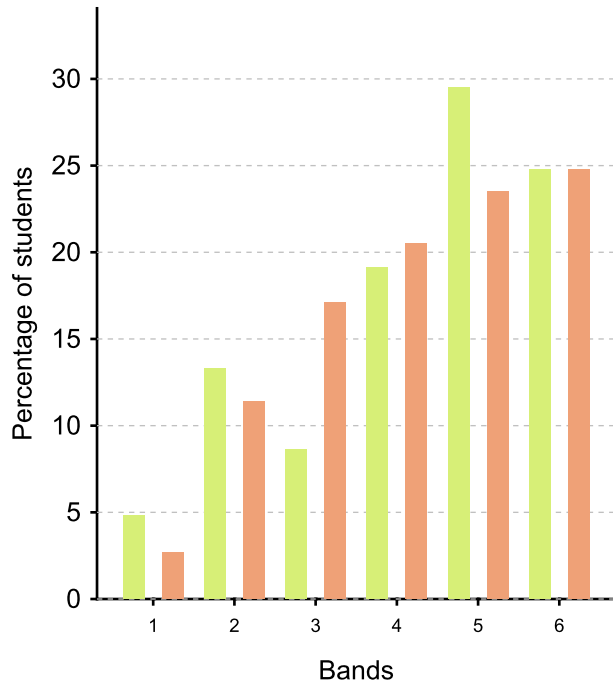
Percentage in bands:
Year 3 Grammar & Punctuation



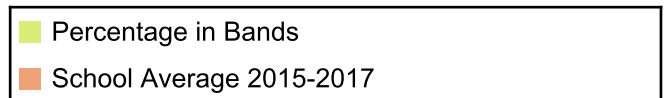
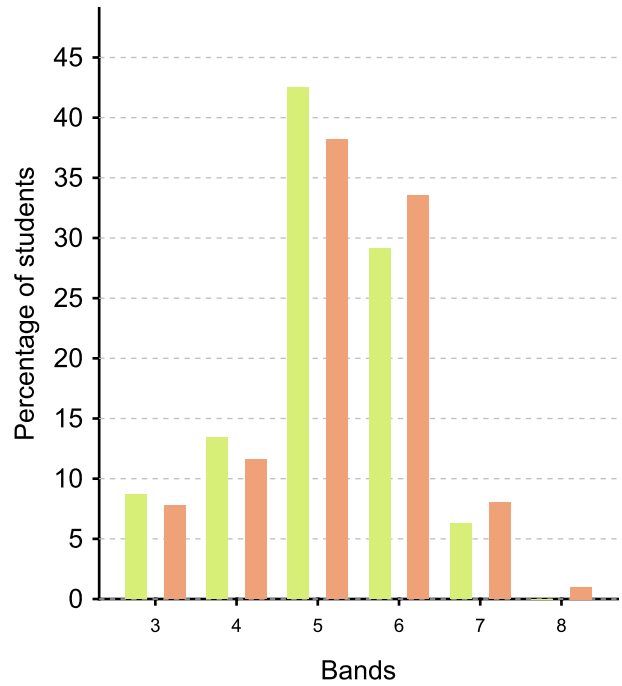
Percentage in bands:
Year 5 Reading



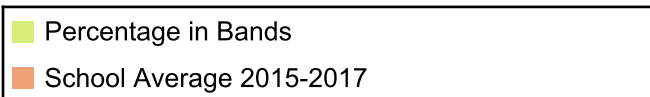
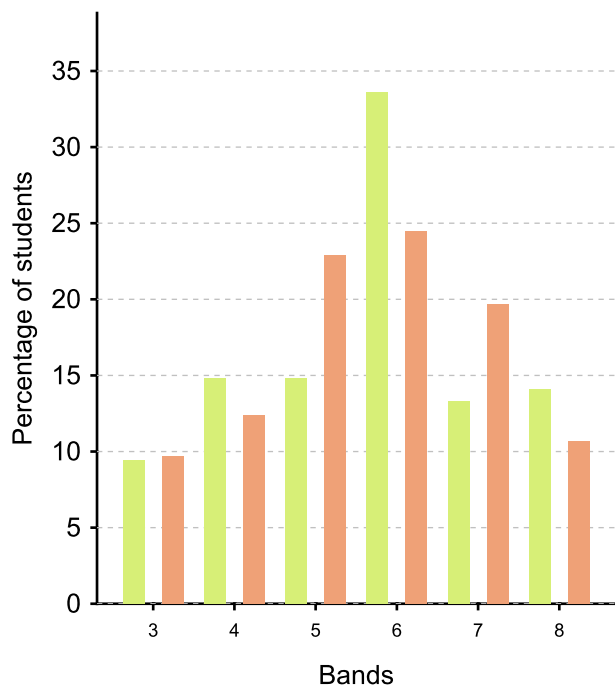
Percentage in bands:
Year 3 Spelling



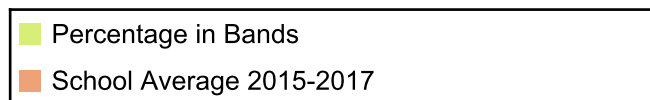
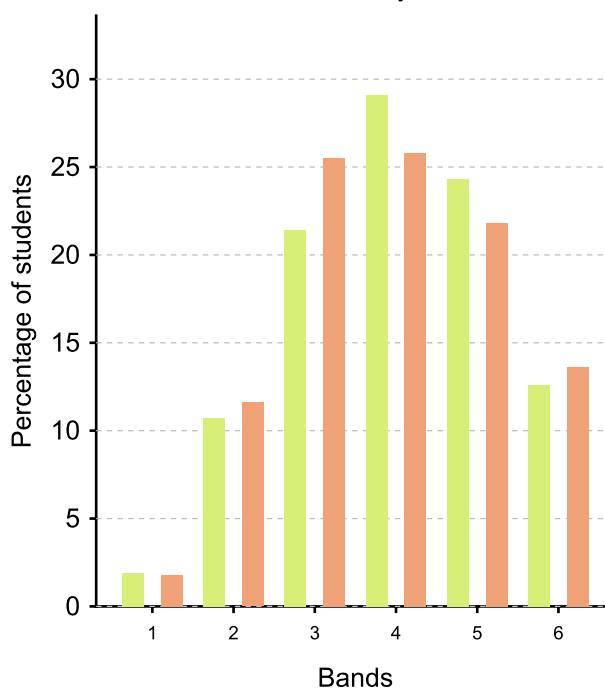
Percentage in bands:
Year 5 Writing



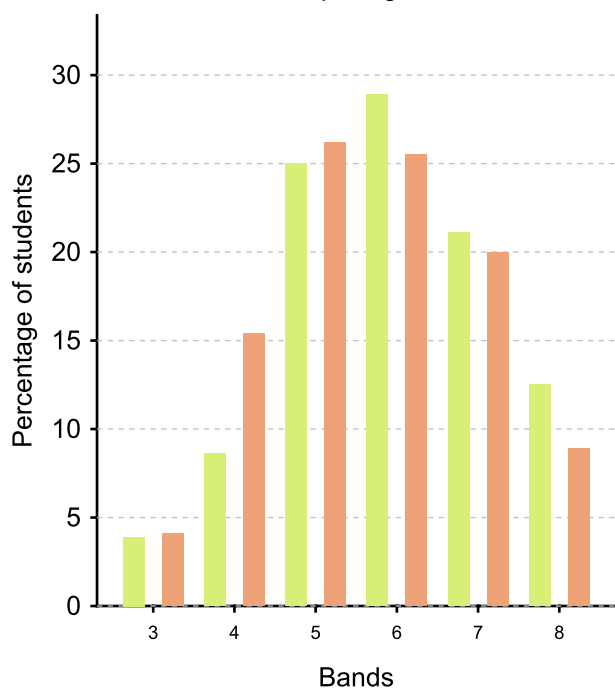
Percentage in bands:
Year 5 Grammar & Punctuation



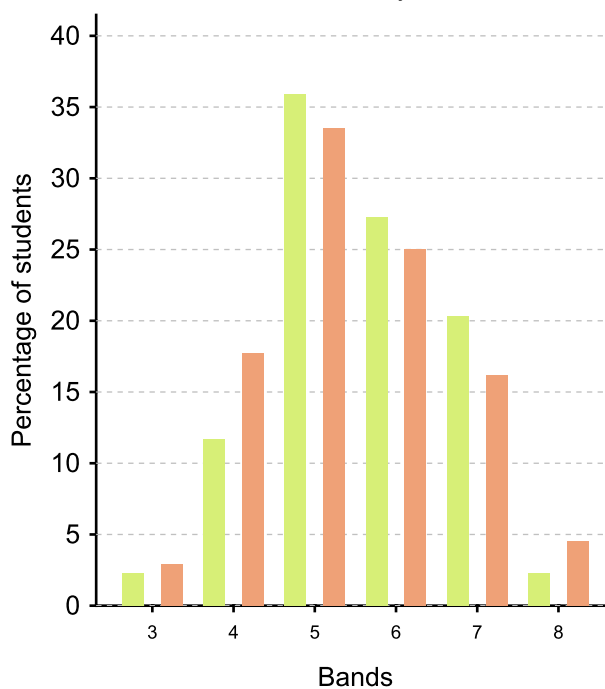
Percentage in bands:
Year 3 Numeracy



Percentage in bands:
Year 5 Spelling



Percentage in bands:
Year 5 Numeracy



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.

Results in 2017 indicated that we currently have 21.1% of our students and 12.5% of our Aboriginal student

population who have achieved the top two bands in NAPLAN. In line with both the Premier's Priorities and State Priorities we plan on increasing our support to these students in 2018 by allocating two days per week of Learning and Support Teacher time to working with classroom teachers and identified higher achieving students to ensure we can increase the percentages in the top two bands.

Parent/caregiver, student, teacher satisfaction

Parent/Caregiver, Student, Teacher Satisfaction

In 2017 the school engaged in the data collection tool administered by the Centre for Education Statistics and Evaluation (CESE). 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

2017 saw an increase in the number of parents who engaged in this survey – rising from 34 to 49. There was a positive improvement in almost every area, demonstrating the achievement of goals set for 2017. This included; ensuring that parents feel welcome when they visit the school. Most notable improvements were in the indicators, 'I am well informed about school activities' and 'Parent activities are scheduled at times when I can attend'. Another noteworthy improvement was in the area Parents Support Learning at Home. Parents demonstrated significant gains in the indicators, 'Talk about how important schoolwork is' and 'Take an interest in your child's school assignments'. In 2018, the school will continue to develop strategies to keep parents informed, focussing on ways to report on student achievement in written terms that provides appropriate information to our parent body.

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 as well as their attitudes towards school. Results demonstrated significant increases for the school as a whole, for boys and girls as individual cohorts, and several areas where results were above the state average, as indicated below:

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- Students rated the relevance of their learning as 7.9 on a 10 point scale, increasing from 7.4 two years ago in 2015
- In the area of effort 90% of students indicated that they tried hard to succeed in their learning
- Over the same two year period there was a significant decrease in the number of students

who had experienced bullying incidents (34% compared to 38% in 2015)

- In regards to student/teacher relationships, there was a major improvement in students who believed that they had someone to advocate for them while at school (8.2 on a 10 point scale compared to 6.0 in 2015). Students also felt positive about teachers being responsive to their needs.
- 95% of students indicated that they valued school and believed that it would have a strong bearing on their future
- 90% of students always exhibited positive behaviour at school compared to the state average of 83%

Teacher Satisfaction

The teacher survey demonstrated improvements across four of the eight drivers of student learning collaboration, teaching strategies, inclusive school and parent involvement. 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 leadership, learning culture, data informs teaching practice and technology have slightly decreased since 2016. These areas will continue to be addressed during the 2018–2020 School Plan.

Policy requirements

Aboriginal education

In 2017, our K–6 population of students from Aboriginal and Torres Strait Islander backgrounds was 18. The students actively engaged in a school initiative that began in 2016 and focused on developing awareness of their Aboriginal culture and heritage. Major achievements included, the design and construction of a no-dig mandala planted with a mixture of flowering perennials, vegetables and native shrubs, participation in Macarthur Threatened species writing competition, Aboriginal artworks included in our whole school art show, Artscape, and the design of a Yarning Circle which will be constructed in 2018. With the goal of promoting Aboriginal viewpoints, interests and expectations, a Minister for Aboriginal Affairs will be included in School Parliament in 2018.

All students, K–6 learnt about Aboriginal culture and history in HSIE. The cross curriculum priority, Aboriginal and Torres Strait Islanders, was embedded across key learning areas. All teaching staff participated in Aboriginal Modules 1, 2 and 3. The course provided opportunities for professional learning, networking and collegial support for educators to increase their knowledge and understanding of traditional and contemporary Aboriginal culture. Two teachers completed the 8 Ways training, a pedagogy framework that allows teachers to include Aboriginal perspectives by using Aboriginal learning techniques.

Our school had the privilege of hosting Koomurri, an Aboriginal performance group who shared their

indigenous teachings with our students. Our Aboriginal students learnt several dances, threw boomerangs and listened to some didgeridoo playing. Their dance skills were then on display for the whole school to share.

NAIDOC was celebrated with a week of activities designed and led by our Year 3 to 6 Aboriginal students. The students taught traditional indigenous games to all classes, read Dreamtime stories to Kindergarten students and judged a NAIDOC poster design competition.

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(MAK) Day at Mount Annan Botanic Garden and Belonging Day at Katoomba.

The students have indicated that in 2018, they would like to fundraise to support less fortunate Aboriginal groups in remote communities.



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 racism. 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

Creative and Performing Arts

Harrington Park PS provides a diverse range of opportunities for all students across K-6 to be involved in creative and performing arts programs. In 2017, we held our biannual art show titled 'Artscape'. The whole school committed to an outdoor event and we made use of the beautifully manicured school gardens to present our art pieces. To reinforce our environmental ethos 'Reduce Reuse Recycle', every class sourced products from recycling centres to create their art works. A local artist officially opened 'Artscape' and the event was well received by parents, grandparents and the local community. A survey at the conclusion of the evening was overwhelmingly supportive and congratulatory.

In 2018, the school will hold its biannual school performance. The performance will be held at Event Cinemas at Macarthur Square Campbelltown much to the excitement and anticipation of the students, staff and school community.

Environmental Education

In 2017, Harrington Park P.S. continued to promote sustainable practices and environmental awareness through a variety of student centred activities.

Harrington Park Environmental Action Team (H.E.A.T) formed for the ninth consecutive year with new recruits, taking the membership to over 20 students from grades four, five and six. The team worked on many projects during the year including tree planting, beautifying the school grounds, organising the purchase and distribution of mixed recycle bins for every classroom and the making of a movie which outlined how to use the bins.

Year 4 students were active participants in the EnviroMentors program which focused on waste and recycling, an area our school is trying to improve. Our 'Waste Warriors', were fitted out with new fluorescent green vests to wear while participating in these activities. The students in the infants were especially impressed with the new attire, often waiting in long lines for their turn to help our school.

The National Parks Association teamed up with two Year 4 classes to run a program around pollinators and the role they play, especially bees. The students expressed excitement and enthusiasm for the program and developed an awareness of the importance of these creatures in our lives.

Our Garden Club program continued, with many students wanting to get active and 'dirty' in the garden. The Garden Club program ran every Friday, 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.

Using the 8 ways pedagogy, our Aboriginal students designed and built a no dig, mandala garden which was planted with flowering annuals and vegetables.

In 2018, we hope to continue to grow and develop a food production garden at our school and provide valuable learning experiences that promote an awareness of the natural environment.

Sport

2017 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).

Seventeen students represented at zone level or higher in team sports and another twenty-one 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 5th in NSW.

Hot Peppers

In 2017, the Hot Peppers skipping group wowed audiences during their performances at the 2567 Showcase and our Grandparent's Day assembly at school. At the beginning of the year, the students took part in the skipping workshop at Homebush where they had the opportunity to learn new tricks and observe some amazing skipping teams. Our team rose to 27 students and they worked extremely hard throughout the year to improve their skills. The Hot Peppers encouraged their peers to get skipping during the skipathon where they helped to raise money for the Heart Foundation. Due to a restructure of the foundation, the team were unable to perform at other schools but they are looking forward to the opportunity in 2018. We would like to thank the leaving Year 6 students for their dedication and commitment to the Hot Peppers and look forward to another fantastic year.