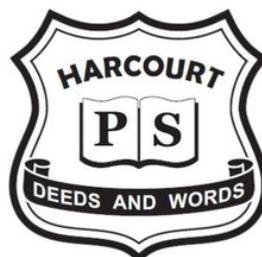


# Harcourt Public School Annual Report



2017



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## Introduction

The annual report for 2017 is provided to the community of Harcourt 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.

Jan Holt

Principal

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## School background

### School vision statement

Harcourt Public School's vision is for quality teaching and learning to be a standard for our school every day – develop in our students:

- an enthusiasm for life-long learning;
- values and morals that encourage honesty, integrity and good judgment;
- scholastic skills in all key learning areas;
- strong self-esteem
- high personal aspirations and expectations;
- tolerance and respect for others.
- Positive respectful relationships

We value the partnership which exists between school, students, staff, families, community and the community of schools and the part they play in realising this vision.

### School context

Harcourt Public School is situated in an inner-western suburb of Sydney where there is a diverse cultural cohort. We have approximately 550 students of whom over 95% are from families which do not have English as their first language. We cater for diverse learning styles and for the specific needs of a student cohort with English as a second language.

We embrace Quality Teaching protocols to encourage student involvement and responsibility. Our staff are committed to continuous improvement of student learning outcomes and engaging the community to become learning partners.

## 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 and participated in an external validation. 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. During the external validation process, an independent panel of peer principals considered our evidence and assessment of the school's progress, aligned with the standards articulated in the School Excellence Framework.

The results of this process indicated in Learning we are developing and implementing collaborative procedures and plans to address the needs of identified student groups through aspects such as the Learning Support Team procedures, English as an additional language/Dialect (EAL/D) allocated support, attendance procedures, the chaplaincy program, transition programs and transference of data from one teacher /school to the next. Through these support measures we ensure the provision of programs to meet the relevant and varied needs of students. Behavioural expectations and systems, such as our discipline code and reward system, are in place to promote a positive teaching and learning environment. Through these systems we are encouraging students to take responsibility for their own actions and celebrate the achievements of themselves and others. Revision of this process, its impact, and whole community understanding is underway, through the development and action of a Positive Behaviour for Learning team. Wellbeing is being addressed through our Learning Support Team where health, spiritual opportunity, counselling and family support are considered, ensuring the student as a whole is being catered for. We also encourage student voice, student to student support and awareness of community needs as seen through our connection with our neighbouring School for Specific Purposes (SSP). We evidence the use of technology from K-6 both through teaching strategies and student application. This supports curriculum delivery and engagement enabling students to access skills and information at a variety of levels. Our NAPLAN data demonstrates an overall trend of growth and above expected growth in all assessed areas with the school continuing to achieve value added results, indicating efficient practices are forming a the foundation of our classroom practice. Over the past 12 months, the school's professional learning has had a focus on visible learning and explicit teaching pedagogy. This is adding clarity and depth to effective and relevant learning activities and to individual school reports being provided each semester.

In Learning we have a clear direction of area for future focus. We are currently looking at Positive Behaviour for Learning

strategies and will continue with developing a whole school approach to wellbeing that has clearly defined expectations, equity in provision, teaching of expected behaviours and is built from a united vision of the whole Harcourt learning community. This will develop a positive and respectful relationship among students and staff, promoting student wellbeing and effective conditions for student learning. We will continue to review and moderate our policies, programs and processes that identify and address student learning needs, further encouraging links for students to care for self and contribute to the wellbeing of others and the wider community. Curriculum delivery will continue to focus on critical thinking and self-directed learning. Professional learning for staff and opportunities to collaboratively plan STEM and STEAM (science, technology, engineering, the arts and mathematics) learning experiences ensuring differentiation and reflection will occur. Focus on visible learning will continue encouraging further structures promoting self directed learning.

In Teaching, systems and practices are in place to collaboratively plan, review and revise teaching and learning programs. Termly collaborative planning days occur, fortnightly stage meetings and we are trialling a new system of collaborative learning within designated meeting times, all supporting a further shared contribution to the development of effective and engaging learning experiences. Professional learning at a whole school level has involved research on effect size, impact and sound pedagogical practice. With the introduction of learning intentions and success criteria in most classrooms, transparent criteria for student assessment is being devised with development and moderation being a focal point of our mentoring programs. This is at an individual level at this stage with varied understanding of data analysis and use. Teachers participate in professional learning targeted to school priorities and their professional needs. Requests to attend or experience capacity building opportunities must reference the School Plan and/or the individual's Performance and Development Plan (PDP) goal. Encouragement is given to the sharing of this knowledge assisting all staff to increase their knowledge and skill base. Mentoring programs, stage and individual based, are in place further providing targeted support in areas of need or interest, inclusive of early – career teachers. 'Australian Professional standards' are a common discussion point when completing observations for colleagues. These are the basis for a common language and performance expectation. Through the Performance Development Framework cycle and mentoring sessions these standards are being analysed and considered for reflection and future direction.

In Teaching we have a clear direction of areas for future focus. Opportunities for collaboration and collaborative learning practices will continue to be refined, with data collection and analysis emphasized during these opportunities. Consistent whole school data collection and access systems will be established with further professional learning around the interpretation of data impacting on student performance. This will be a focal aspect in the 2018 – 2020 School Plan. Supports and encouragement will be provided for teachers to utilise student data and feedback in evaluating the effectiveness of their own teaching practices. Sound pedagogical practice involving formative assessment and feedback to and between students will also be addressed so that explicit, specific and timely formative feedback to students on how to improve is provided, further impacting on student outcomes. The leadership team will ensure the use of data informs key decisions, is included in quality discussions and planning addressing skill gaps requiring improvement. Professional learning and the PDP cycle will see stronger links occur between NESA Accreditation Standards with all teaching staff entering this system from 2018. Further opportunities through mentoring, coaching and reflection on personal professional goals will occur along with a deepening understanding of maintenance requirements and opportunities for movement to Highly Accomplished and Lead being supported.

In Leading, our management practices and processes are being documented, assisting the leadership team in following organisational and legislative requirements when planning and implementing school priorities and practices. Communication of these and other school operations occur in many forms and is regularly being reviewed and refined. In implementing the 2015 –2017 School Plan staff have gained gradual insight into the priorities with most members able to explain the processes and milestone checkpoints of their milestone team and give a general overview of the whole school direction of all three Strategic Directions. This year has seen an improved understanding and development of five weekly measures, contributing to the reflection and reporting on the three year measures outlined. Resources have been allocated to support the development of processes of each Strategic Direction, both monetary and human, ensuring commitment to the planned direction of the school. Professional learning specifically targeted at administrative systems is evidenced through the attendance record of staff and whole school professional learning opportunities. With the change in financial and administrative systems over the past 12 months it has been vital that training, discussions and support has been actioned and resourced ensuring the successful operations of administrative systems impacting on the whole school community. Leadership at Harcourt has been a focal point, not only within the leadership team but also across the whole school community. Opportunities for distributed leadership, capacity building in the area of leadership and a deeper understanding of leadership roles for staff, students and community has been occurring. From this we are developing a stronger more cohesive learning community that encourages shared knowledge and growth in a wide variety of areas.

In Leading we have clear direction of areas for future focus. A continued practice of defining and formally presenting guidelines for processes and practices will occur with opportunities for constructive feedback to be included in the process. This will ensure effective practices and strong communicative methods impacting on all Harcourt members. Further training will be provided in administrative systems as we are continuing to see changes and development in many areas. Strategic planning will need to be evident to ensure successive development catering for staff changes and variations in role structures. Effective use of the school's financial and human resources will be further supported through continuing professional development of budgeting and legislative opportunities/restraints. The involvement of staff, students and community in the development of the next school plan is encouraged, enabling it to be an authentic

reflection of our vision, values and purpose of the school understood and articulated by all. Leadership opportunities will continue to be offered with further training and support for mentoring and coaching relationships. Student leadership will continue to evolve with the strengthening of staff committees as well as greater community leadership through the support of the P&C, volunteer opportunities in classrooms and continuing efforts to inform the community in what is occurring at the school and how they can be involved.

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

Development and implementation of quality teaching and high standard innovative, educational practice that empowers students to demonstrate skills relevant to contemporary society.

### Purpose

To prepare our students for future life where they have an understanding of, and are able to, contribute to an ever changing society. To develop skills and values that encourage confidence, creativity and willingness to take calculated risks in their continual journey of personal excellence. To ensure that all stakeholders are aware of and involved in the development of these skills so a united support for student growth and achievement can exist.

### Overall summary of progress

During 2017, staff continued to focus on each process through regular meetings and actions of milestone teams. Following on from allocated time to research and deliver professional learning in 2016, it was determined to engage teachers and classes in regular problem based learning through stage based collaborative practice. Throughout the year planning sessions involved discussions around creativity and critical thinking, in Science and Technology and Literacy, resulting in improved teacher understanding and well designed STEM and STEAM (science, technology, engineering, the arts and mathematics) challenges.

As staff developed learning programs that highlighted the 4 C's (collaboration, communication, creativity and critical thinking), community members were invited to observe, participate and comment. An increase in the volume of school Tweets and access to website information highlights community awareness and engagement of the 4C's in practice at Harcourt throughout 2017.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
75% classes are engaged in regular problem– based learning (4C's) across a minimum of three KLA areas.	Staff release for collaborative planning sessions.  \$15 000	94% of staff have increased the number of 4C opportunities provided within their learning programs this year. Overall the staff have considered the 4Cs in their planning and provision of learning. Continued focus required for consistent implementation across at least three KLA's.  Teachers are exploring 4C activities such as STEM challenges, project based learning and daily activities such as creativity in literacy within their teaching programs.
There is a 50% increase in parents/carers showing knowledge and support of contemporary learning skills.	Staff release for workshops and social media focus.  \$3 000	An increase in parent/carer awareness of contemporary learning skills and the benefits these educational practices have in supporting student achievement has been evident at Harcourt.  In 2017 parents and carers were involved in STEM challenges with students in classrooms as well as explored technological collaborative tools such as Google Classroom and Apps which demonstrated the benefits of the 4C's in practice at Harcourt during Education Week. High parent/carer interest and support was demonstrated in this session via the positive feedback received.  The introduction of Google Classroom as a collaborative learning environment for students to undertake homework activities in Stage Two and Stage Three in 2017 was supported by both students and parents. 70% of Stage Two students were actively using this collaborative space for learning whilst 27% were sometimes using it. This

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
There is a 50% increase in parents/carers showing knowledge and support of contemporary learning skills.		<p>high percentage of usage demonstrated the support provided by our parents/carers towards 4C activities. Our Stage Three and Stage Two students have provided us with valuable feedback which will support and enhance our future endeavours.</p> <p>During 2017 we have actively shared examples of students undertaking 4C activities at Harcourt. We have described and illustrated the benefits these activities have had on student engagement and student achievement of learning outcomes. Communication through our website, twitter account, school assemblies and presentation day events has improved parent/carer understanding of the contemporary learning activities being undertaken.</p>
75% staff and students can express the benefits of learning in a 4C environment.	Addressed during fortnightly stage meetings and class time allocations.	<p>By December 2017, 97% of staff could describe the 4Cs and the benefit to student learning.</p> <p>90% of our students from Years 2 to 6 could explain the benefits of learning in a 4C environment. Students could describe why each 4C helped them to learn. They could list the benefits of learning in this environment as they had been undertaking learning activities that required this skill set.</p>

## Next Steps

- Continue to provide professional learning and sharing opportunities both within and across school sites of STEM and STEAM teaching and learning experiences.
- Continued support of student growth in utilising the 4 C's (collaboration, communication, creativity and critical thinking) through positive recognition of learning and end products.



## Strategic Direction 2

To facilitate the ongoing development of informed educators that share a strong learning culture related to systemic directions.

### Purpose

To inspire a culture of growth mindset, collaboration, communication, empowered leadership and organisational practices for staff resulting in sustainable, larger-scale reform within the school and wider educational structure.

### Overall summary of progress

During 2017, growth mindset, current reforms, collaboration and empowered leadership continued to be of focus.

#### Growth Mindset

The theory and application of Growth Mindset continued to be a professional development focus. Staff participated in regular meetings to enhance their understanding of growth mindset as well as how to promote growth mindset for the students in their classes. 96% of staff reported their understanding of growth mindset theory developed as a result of professional development sessions and 100% of staff reported their understanding of where to access growth mindset resources was consolidated.

#### NSW Educational Reforms

In 2017, weekly overviews of different NSW educational reforms were presented to staff in Term 4 housekeeping meetings. In addition, staff were given access to written information summaries. 100% of staff surveyed reported that they found the information presented on the reforms useful.

#### Learning Intentions Success Criteria (LISC)

Visible learning with high attention on LISC was a key focus for professional learning on a whole school, stage and executive level throughout 2017. At the conclusion of the year, 93% of staff surveyed reported they were aware of the research supporting visible learning practices (specifically LISC) and its evidenced impact. The mentoring program which began in 2016 continued throughout 2017, further supporting the understanding and embedded use of visible learning strategies in each classroom. Staff were released to model, observe and share explicit teaching practice and further contribute to strengthening teacher capacity.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
95% staff agree their understanding and awareness of current research and educational reforms has impacted on their performance and knowledge of current educational directions.	\$3 000 staff release for professional learning preparation related to growth mindset, current reforms and evidence based research.	100% of staff surveyed in Term 4, 2017 agree that their understanding and awareness of current research and educational reforms has impacted on their performance and knowledge of current educational directions.  96% of staff surveyed in 2017 agreed through their implementation of visible learning practices had evidenced impact.  95% of staff surveyed also had improved their understanding of Growth Mindset principles.
80% programs demonstrate quality, data driven teaching and learning activities based on current research.	Utilisation of Quality Teaching Successful Students (QTSS) funding to support Mentoring Action Plans, resulting in strengthened teacher capacity and collaborative culture.	96% of class programs reviewed by executive staff indicated some application and understanding of LISC, across a limited number of KLA's, that define learning tasks and enable students and teachers to measure achievement.  From this process it has become clear that

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
80% programs demonstrate quality, data driven teaching and learning activities based on current research.		comprehensive evidence of data driven programs across all KLA's is an area for continued focus and professional development.

## Next Steps

- Utilise QTSS funding to identify and systematically promote the most effective teaching and assessment strategies and maximise the performance and development of staff. Through instructional leadership develop teacher proficiency in measures of assessment (formative and summative) and data collection to drive teaching and learning programs, further supporting visible learning strategies in each classroom.
- Conduct professional learning and collegial discussions on literacy and numeracy outcomes and objectives, enabling greater depth and consistent understanding of purpose, further supporting staff capacity in forming clear and relevant learning intentions and success criteria.
- Continue to address new reforms addressed in regular whole school meetings.



### Strategic Direction 3

To foster and sustain an environment that values the wellbeing and growth of our students, staff and community.

### Purpose

To ensure students, staff and community develop an understanding and ownership of cognitive, emotional, social and physical wellbeing in order to be successful global citizens who are able to adapt, connect and contribute to our society.

### Overall summary of progress

Through the processes defined in Strategic Direction 3, there have been areas of progress and achievement related to a positive and encouraging environment for students, staff and community during 2017.

#### POSITIVE BEHAVIOUR FOR LEARNING (PBL)

A school-wide focus on the implementation of the PBL initiative has continued to gain momentum. Consistency of expectations in universal settings have been addressed with professional learning and input from the whole learning community. There has also been a co-ordinated and consistent approach to the management identification of student behaviours relevant to various school settings, resulting in more positive and respectful relationships across the school community.

#### PARENT AND SCHOOL COMMUNITY

The parental community were kept informed of school programs and curriculum through the school website, informative sessions and through community meetings. Examples of these opportunities were parent workshops, information sessions, classroom visits and interview situations. Parents were involved at school events including Open Day in Education Week, Harmony Day, school carnivals, Year 6 fundraising, Kinder Orientation and Parent and Citizen organised events.

Parents were also involved in the collaborative process of defining our school expectations through PBL workshops.

#### LEARNING SUPPORT TEAM

Teachers are consistently using and following process and procedures for targeted identification of students. This year 25 referrals were made to the Learning Support Team and planning processes were put into place for 100% of these referrals including the implementation of Personalised Learning and Support Plans (PLaSPs), school psychologist intervention and assessment, referral to external agencies and ongoing monitoring by the Learning and Support Teacher. The MultiLit Reading Tutor Program and Reading Recovery continued to support students experiencing difficulty in reading throughout the year.

#### DATA and SELF-ASSESSMENT

Harcourt Public School has ensured that its practices and processes are responsive to school community feedback. The school's participation in the 'Tell Them From Me' survey ensures community engagement and feedback for the school in relation to its products and practices. Community engagement has been a focus for the school with a variety of forums and surveys used to access community opinion with consultation around current school milestones. A thorough self-assessment has been undertaken by the School Leadership Team as part of the External Validation process which was completed and presented to external principal peers in Term 3 2017. This extensive and reflective practice has enabled the school to set targeted areas for development and engage with the wider school community.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Demonstration of shared vision of wellbeing through survey results (staff, students and community).	\$5 000 to release Positive Behaviour for Learning staff to develop Behaviour Expectations matrix	Positive Behaviour for Learning Universal Settings Matrix completed and ratified by staff. Community involvement in its development.  PBL tiered award system draft developed and

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Demonstration of shared vision of wellbeing through survey results (staff, students and community).	\$2 000 for staff support in developing staff and parental surveys and information sessions.	<p>delivered to staff. Community involvement to occur in 2018.</p> <p>Staff have a clear and measured understanding of processes and procedures within the school.</p> <p>The school community is informed of changes and provided opportunities for contributions through P&amp;C meetings, the school website, Skoolbag app and informative opportunities for parents to gain a better understanding of pedagogical changes occurring in school and of programs that are being implemented.</p>
Increasing % in positive recognition of responsibilities.	\$2 000 to release staff to provide technical support for parental involvement in surveys.	<p>Parents and carers were invited to take part in the Tell Them From Me Partners in Learning Parent Survey and 42 parents responded to the online questionnaire (compared to 15 parents in 2016).</p> <p>80% of staff responded to the Tell Them From Me Teacher Survey (compared to 35% in 2016).</p> <p>Teachers rated school leadership (7.5) and collaborative practice (7.8) significantly higher in 2017 than in 2016 (6.3 and 7.2 respectively).</p>
Increasing % and diversity of community members involved in school organisation and events.	\$3 000 Staff release for organisation, translation and communication related to school organisation and events.	<p>There has been an increase in the number of parents attending events, for example the Stage 3 Fun Day saw over 120 parents and community members attend.</p> <p>Through community consultation and surveying we have seen a 21% increase in the number of parents attending Parent / Teacher interviews. The school has provided surveys translated into Korean and Mandarin for our parent community regarding assessment and reporting which increased the number of responses and feedback. Online registrations for interviews indicated that 72.3% of parents attended parent teacher interviews at the end of Term 1 (compared to 51% in 2016)</p> <p>Website and Skoolbag app provide updated communication to parents inclusive of student learning and teacher professional learning initiatives.</p>

## Next Steps

- Continue the implementation the PBL initiative ensuring ongoing staff training in the PBL framework core components and the involvement of community members in consultation.
- Continued development of behaviour referral systems and data collection processes.
- Continue workshops and projects to engage parents and community members in relevant and meaningful initiatives that will improve student learning outcomes.
- Strengthen relationships between staff across the community of schools, in particular local high schools connected to the school community, to develop sustainable, collaborative and cohesive partnerships within and beyond the school community.
- Continued surveying of students, staff and parent community through Tell Them From Me surveys.



Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	Costings: \$3 470  'Yarn Up' program also supported by the Learning and Support teacher allocation.  • Aboriginal background loading (\$2 450.00)	School Learning Support Officer (SLSO) support in literacy and numeracy for individual students was provided during the year.  All students have personalised learning plans in place and meetings with our Aboriginal parents and families took place as a way to strengthen our partnerships.  Support was provided for a student during the 'Yarn Up' program. This resulted in the strengthening of skills and confidence related to public speaking.
<b>English language proficiency</b>	\$12 331 flexible funding utilised.  \$390 000 staffing allocation expended.	The aspect of Speaking and Listening was a focal area in 2017. This occurred through professional learning sessions, curriculum analysis and feedback sessions involving staff and supported through student growth. IMPACT: Improved understanding and application of the objectives and outcomes analysed from the English curriculum, (objective B).  In 2017, students from language backgrounds other than English formed 93% of the school population. Our English as an additional language/dialect (EAL/D) teachers worked in collaboration with class teachers to prioritise EAL/D support across K–6. Direct and collaborative modes of delivery were used with 110 students receiving intensive EAL/D support in total. A specialised New Arrivals Program supporting a further 29 students was delivered to newly arrived students to support them during their initial phase of English acquisition. Other students in the Beginner phase of EAL/D learning received intensive support with a focus on vocabulary and oral interaction skills. Students in the Emerging and Developing phases received language support within their classrooms to offer them the best chance of accessing curriculum content. The EAL/D students at Harcourt made gains in their English proficiency in 2017, with most progressing through 1–2 ESL Scales Levels in each of the language modes.
<b>Low level adjustment for disability</b>	\$55 600	A SLSO was employed to work with identified students. IMPACT: Students identified through teacher data and Learning Support Team investigations were assisted through individual program goals. These supports involved classroom and playground guidance, both in group and individual structures.
<b>Quality Teaching, Successful Students (QTSS)</b>	\$ 40 000	Mentoring action plans, specific to each teams needs were implemented throughout the year, focussing on LISC, observations and collaboration. IMPACT: Data evidence of LISC in programs and 100% of staff participating in PDP observations and feedback sessions, resulting in strengthening collegiality and professional dialogue.

<b>Quality Teaching, Successful Students (QTSS)</b>	\$ 40 000	<p>Funding was also utilised to support the External Validation process undertaken in 2017. A team of staff from varied areas were released to gather evidence and lead robust discussions around this evidence. IMPACT: strengthening capacity around evaluative evidence and understanding of school direction and purpose by executive and other staff representatives. This has allowed greater participation and input of all towards the next school plan direction.</p>
<b>Socio-economic background</b>	\$10 000	<p>In 2017 socio-economic funding was allocated to support student wellbeing programs. A PBL team was formed and all members participated in training. This enabled the team to lead staff through the initial evaluative stages of the initiative. The award system and positive acknowledgement of students was also addressed resulting in a new system based on a consultative approach being implemented and a supported transition from the past system to be put in place. Opportunities and release were provided for consultative sessions, involving all key stakeholders (workshops, student surveys, staff involvement and collaborative meetings). As this year required a great deal of discussion and initial planning/training, funds have been set aside to also support this initiative into the coming year.</p>
<b>Support for beginning teachers</b>	\$16 400	<p>Mentors were allocated to new teachers and an induction program was put in place for them. Additional release from face to face, mentoring support and additional professional learning took place.</p> <p>IMPACT: support in the accreditation process and familiarisation of curriculum.</p> <p>Funds not expended in previous years were also utilised to support professional learning of other early career teachers.</p>
<b>Targeted student support for refugees and new arrivals</b>	\$45 000	<p>A specialised New Arrivals Program was delivered to newly arrived students to support them during their initial phase of English acquisition. One teacher was dedicated to this program and catered for students K-6.</p>
<b>Professional Learning</b>	\$28 850	<p>All staff were offered the opportunity to access professional learning linked to their PDP and school directions. A system of request and approval was established and utilised.</p> <p>Professional learning during staff meetings included Personal Learning Plans, autism, technology, Aboriginal education, report writing, the role of the Anti-Racism Contact Officer (ARCO) and aspects related to each strategic direction such as PBL, 4 C's, visible learning and the School Excellence Framework.</p>

## Student information

### Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	313	306	292	288
Girls	274	267	271	262

It is a requirement that the reporting of information for all students be consistent with privacy and personal information policies. Our K–6 enrolment in 2017 was 550, including 288 boys and 262 girls.

### Student attendance profile

School				
Year	2014	2015	2016	2017
K	96.6	94.3	93.8	94.7
1	95	95.6	93.7	91.4
2	96.9	94.2	95.1	94.3
3	96.2	95.5	94	95.3
4	95.3	96.3	95.8	94.6
5	95.2	96	95.5	95
6	96.5	96.3	93.6	91.7
All Years	96	95.4	94.5	93.9
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

Harcourt Public School is proactive in managing student non-attendance with clear and consistent reporting practices existing between home and school. Data indicates attendance levels at Harcourt Public School have remained consistent throughout 2017 and remain aligned with State DoE averages.

## Class sizes

Class	Total
BR0003	21
GR0006	20
GR0004	21
BR0017	21
GR1003	24
GR1010	22
BR1016	23
GR1008	24
BR1013	25
BR1007	26
BR1006	25
CR2004	28
CR2003	30
BR2018	30
BR2009	31
CR2012	29
HR1013	26
HR1003	29
HR0013	29
HR0011	27
HR1010	29
HR1005	29

## Workforce information

## Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	1
Assistant Principal(s)	4
Head Teacher(s)	0
Classroom Teacher(s)	20.32
Teacher of Reading Recovery	0.74
Learning & Support Teacher(s)	1.4
Teacher Librarian	1
Teacher of ESL	3.8
School Counsellor	1
School Administration & Support Staff	4.06
Other Positions	3

\*Full Time Equivalent

The Australian Educational Regulation, 2014 requires schools to report on Aboriginal composition of their workforce. Harcourt Public School has zero Indigenous staff members.

## 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	21.7

## Professional learning and teacher accreditation

The School Plan and the staff Professional Development Plans were used to develop Harcourt's professional learning calendar, taking into account teacher's preferred professional learning, delivery and areas for professional development. Our teachers and support staff participated in a range of professional learning activities during the year. At the stage or team level, fortnightly meetings were held and team planning time each term.

School Development Days focused on school priorities as defined in the School Plan 2015–2017. Our Teacher Professional Learning (TPL) budget was \$30 000

61% of staff are classed as New Scheme teachers either working towards NSW Education Standards

Authority (NESA) accreditation or maintaining accreditation at Proficient.

Professional learning during staff meetings included Personal Learning Plans, autism, technology, Aboriginal education, report writing, the role of the ARCO and aspects related to each strategic direction such as Positive Behaviour for Learning, 4 C's, visible learning and the School Excellence Framework.

Mandatory training was completed in CPR, Anaphylaxis and Child Protection.

## 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 (\$)
<b>Opening Balance</b>	254,956
<b>Revenue</b>	5,410,170
Appropriation	5,185,667
Sale of Goods and Services	20,045
Grants and Contributions	199,872
Gain and Loss	0
Other Revenue	0
Investment Income	4,586
<b>Expenses</b>	-4,994,222
Recurrent Expenses	-4,967,132
Employee Related	-4,671,343
Operating Expenses	-295,789
Capital Expenses	-27,090
Employee Related	0
Operating Expenses	-27,090
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	415,948
<b>Balance Carried Forward</b>	670,904

At Harcourt Public School the principal is accountable for the management of the school's finances. The school administrative manager (SAM) and to a lesser degree other school staff also undertake the day to day accounting work required. All staff involved adhere to guidelines provided by the DoE Finance in Schools Handbook.

Budgeting discussions and decisions occur in leadership and whole school meetings when

appropriate. All staff are able to submit a purchase request for resources (human and material) linked to teaching and learning activities as well as to the school's Strategic Directions.

At the end of 2017 there was an above expected surplus recorded for the year. This occurred due to two events. Firstly, there were many changes to the office staff throughout the year which had an impact on expenditure and clarity of funds available and secondly, it was determined that a staffing cost had been incurred that was not required. Reimbursement of this was not confirmed until November.

These excess funds have been allocated to areas further supporting the School Plan 2018 – 2020 and identified areas of need. The main areas of expenditure will be professional learning and collegial learning opportunities led by a school funded instructional leader, support of a three year technology action plan, development of improved communication and inclusive processes involving community, as well as further support of literacy and numeracy educational programs and teaching resources.

### Financial summary equity funding

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

	2017 <b>Actual</b> (\$)
<b>Base Total</b>	3,686,587
Base Per Capita	86,041
Base Location	0
Other Base	3,600,546
<b>Equity Total</b>	659,290
Equity Aboriginal	3,942
Equity Socio economic	45,833
Equity Language	404,900
Equity Disability	204,615
<b>Targeted Total</b>	35,745
<b>Other Total</b>	528,187
<b>Grand Total</b>	4,909,809

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

### School-based assessment

In 2017, students who applied sat for the University of NSW ICAS competitions. The highlights of our students' participation are as follows:

- The achievement of three distinctions, 16 credits and 12 merits in the English competition.
- The achievement of 2 high distinctions, 8 distinctions, 12 credits and 13 merits in the Mathematics competition.
- The achievement of 1 high distinction, 3 distinctions, 8 credits and 10 merits in the Writing competition.
- The achievement of 2 high distinctions, 8 distinctions, 21 credits and 7 merits in the Spelling competition.

### 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.

#### YEAR 3 LITERACY

In 2017, 75 Year 3 students sat for National Assessment Test in literacy.

- 38.6% of students in Year 3 achieved the top two bands for reading.
- 44% of students in Year 3 achieved the top two bands for writing
- 56% of students in Year 3 achieved the top two bands for spelling compared with 52.7% for the state.
- 54.7% of students in Year 3 achieved the top two bands for grammar / punctuation

Year 3 girls performed better than boys in all aspects of literacy

#### YEAR 5 LITERACY

In 2017, 75 Year 5 students sat for National Assessment Test in literacy. Our results were above the state average in reading, writing, spelling and grammar/ punctuation.

- 41.3% of students in Year 5 achieved in the top two bands for reading compared with 39.7% of the state.
- 18.7% of students in Year 5 achieved in the top two bands for writing compared with 18.3% of the state.
- 49.3% of students in Year 5 achieved in the top two bands for spelling compared with 38.2% of the state.

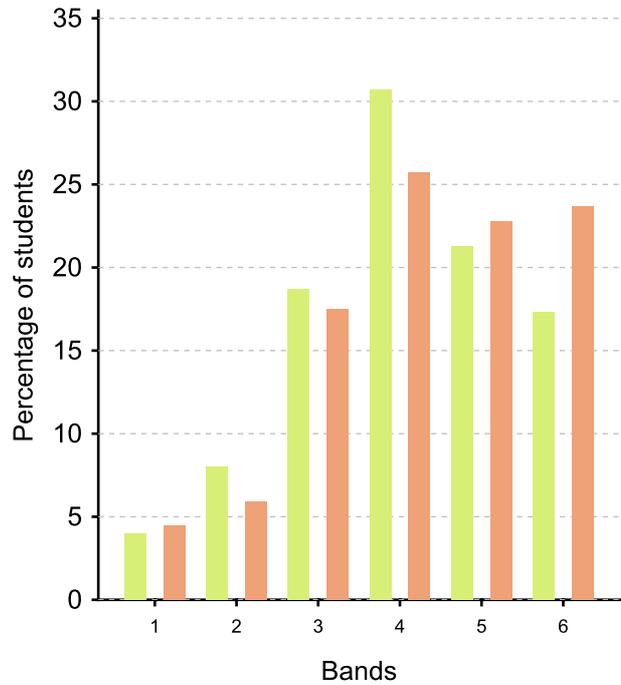
- 37.4% of students in Year 5 achieved in the top two bands for grammar / punctuation compared with 36.2% of the state.
- Year 5 girls performed better than boys in all aspects of literacy except grammar and punctuation.

### STUDENT GROWTH

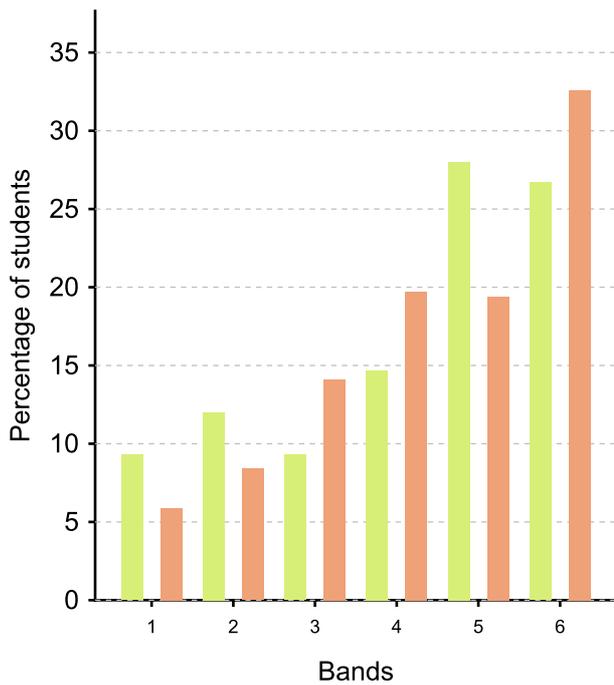
Student scaled growth is measured between Years 3 to 5 in literacy aspects reading, writing, spelling, grammar and punctuation.

- In reading the average student growth was 100.6 compared to a NSW Department of Education (DoE) average of 78.2
- In writing the average student growth was 69.4 compared to a NSW Department of Education (DoE) average of 55.
- In spelling the average student growth was 98.5 compared to a NSW Department of Education (DoE) average of 90.0
- In grammar and punctuation the average student growth was 88.7 compared to a NSW Department of Education (DoE) average of 66.6

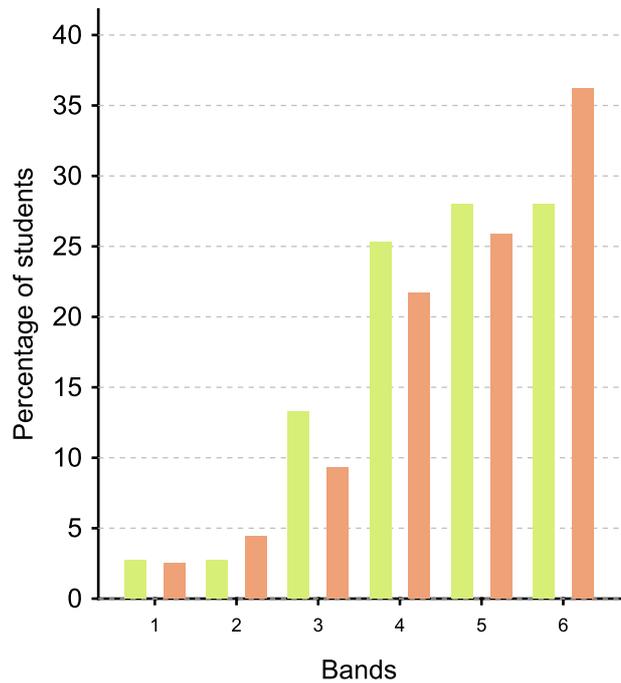
**Percentage in bands:**  
Year 3 Reading



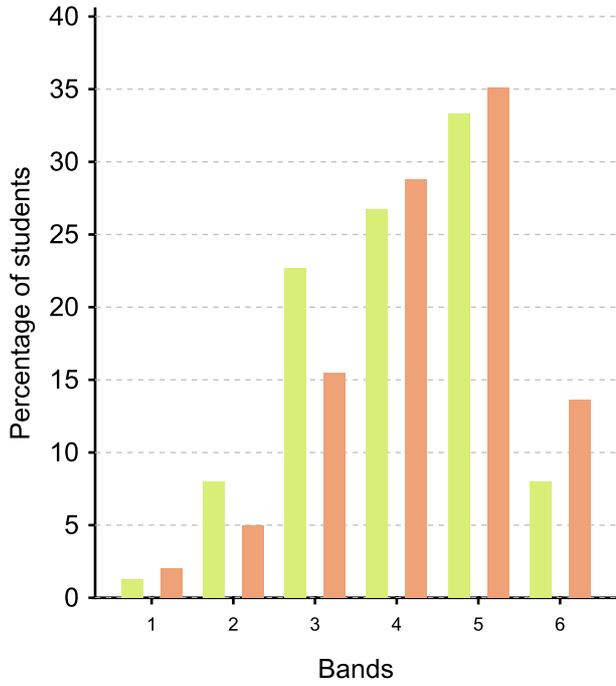
**Percentage in bands:**  
Year 3 Grammar & Punctuation



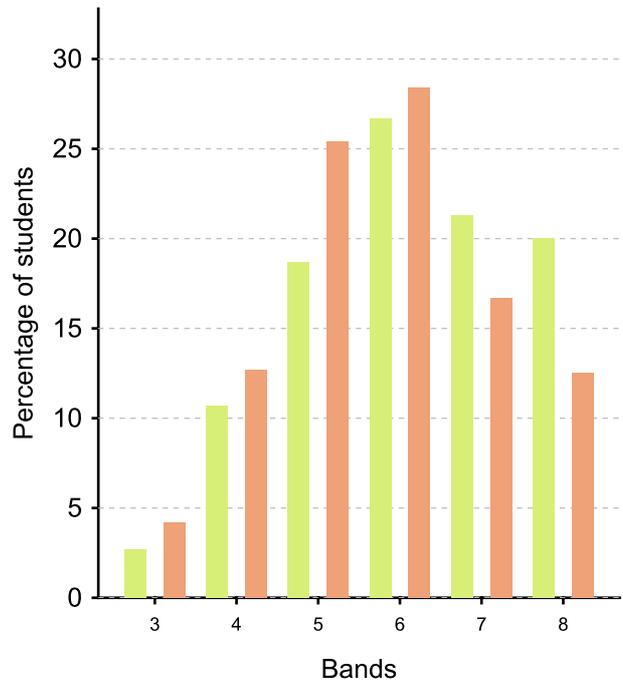
**Percentage in bands:**  
Year 3 Spelling



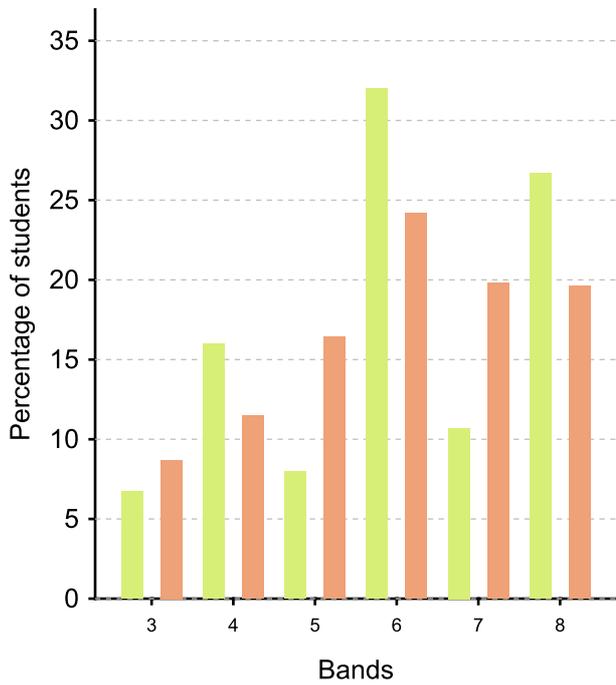
**Percentage in bands:**  
Year 3 Writing



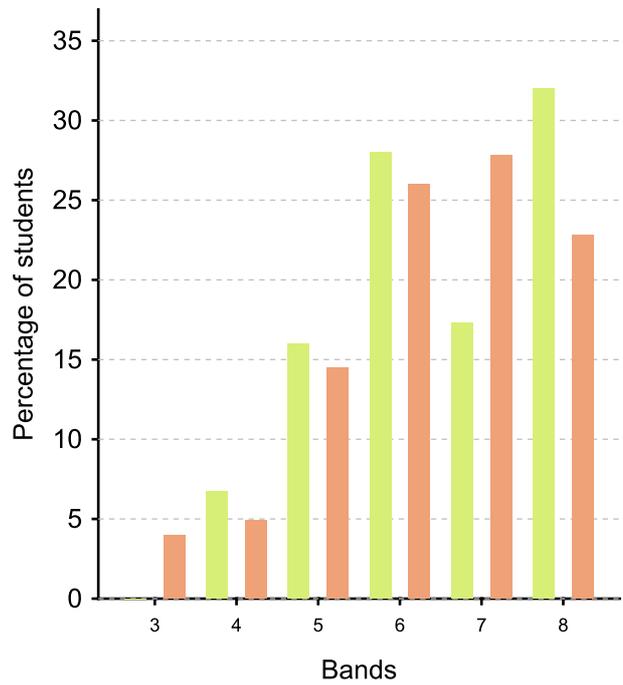
**Percentage in bands:**  
Year 5 Reading



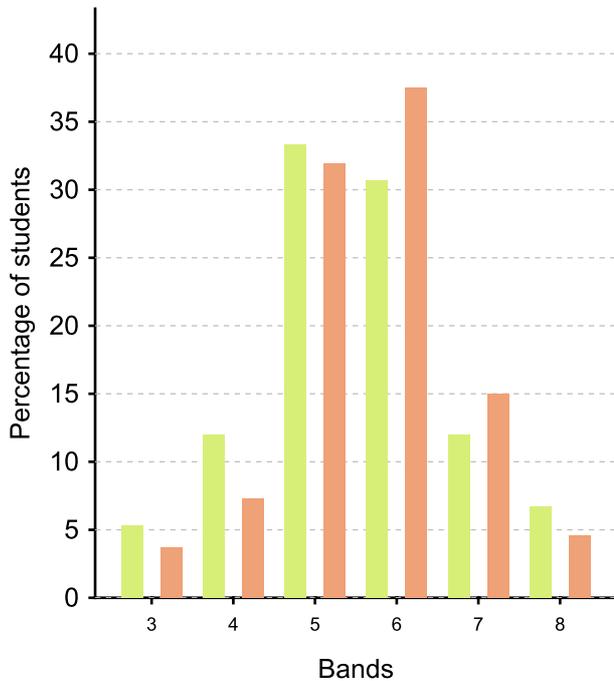
**Percentage in bands:**  
Year 5 Grammar & Punctuation



**Percentage in bands:**  
Year 5 Spelling



**Percentage in bands:**  
Year 5 Writing



**Premier's Priorities:**

**Improving education results and State Priorities: Better services – Improving Aboriginal education outcomes for students in the top two NAPLAN bands.**

In 2017 there were 0 students of Aboriginal background enrolled at Harcourt Public School that completed the NAPLAN assessment schedule.

**Increase the proportion of NSW students in the top two NAPLAN bands by eight per cent by 2019.**

The proportion of students in the top two Year 5 Reading NAPLAN bands increased by 19% over 2016 levels

56% of students in Year 5 achieved the top two NAPLAN bands in numeracy – an increase of 9.6% on 2016 results

**YEAR 3 NUMERACY**

In 2017, 76 Year 3 students sat for National Assessment Test in numeracy.

36.8% of students in Year 3 achieved in the top two bands for numeracy

Girls performed better than boys in all aspects of numeracy, data, measurement, space & geometry.

**YEAR 5 NUMERACY**

55.9% of students in Year 5 achieved in the top two bands for numeracy compared with 32.5% of the state.

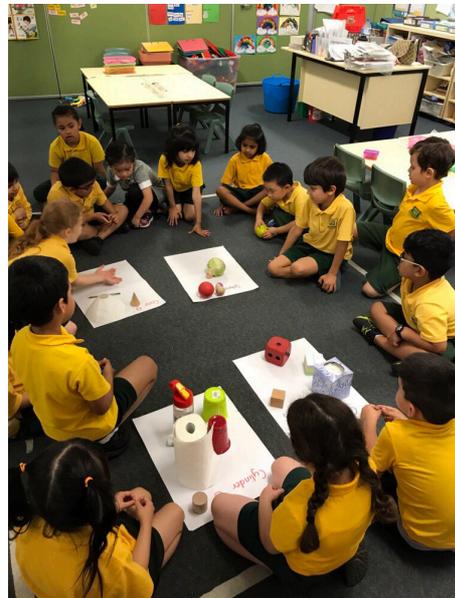
Boys performed better than girls in all aspects of numeracy, data, measurement, space & geometry.

**STUDENT GROWTH**

Student growth is measured between Years 3 to 5 in numeracy only.

- In numeracy the average scaled student growth was 131.1 compared to a NSW Department of Education (DoE) average of 97.9

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.



**Parent/caregiver, student, teacher satisfaction**

Each year schools are required to seek the opinions of parents, students and teachers about the school. In 2017 the Tell Them From Me online survey system was used. Their responses are presented below.

**Parents**

Parents responded with a number of positive qualities including:

- teacher's understanding their child's individual needs
- teachers having high expectations
- being able to easily speak with their child's teacher
- their child being clear about rules for student behaviour

## Teachers

The highest scoring responses from teachers included:

- school leaders create a safe and orderly school environment
- school leaders have helped teachers establish challenging and visible learning goals for students
- teachers have high expectations for student learning
- teachers speak with other teachers about strategies that increase student engagement
- teachers establish clear expectations for behaviour

## Students

- 95% of students understood and valued school outcomes
- 92% of students believe that their schooling is useful in their everyday life and will have a strong bearing on their future
- 93% of students reported that they had positive behaviours
- 92% of students identified that they tried hard to succeed

## Areas for improvement include:

- Parents would like more information about opportunities concerning their child's future and information on how they can support learning at home.
- Teachers would like more involvement from parents and other community members in creating learning opportunities, students to use computers or other interactive technology to track progress towards their goals; and more opportunities for school leaders to observe teaching and provide feedback.
- Students feel that they would like to engage in a broader range of extra-curricular activities



## Policy requirements

### Aboriginal education

Aboriginal education is embedded into the curriculum as we support the students' needs to be educated about Aboriginal Australia. The inclusion of the cross curriculum priorities in all Key Learning Areas allows

students in K–6 to engage in studies of Aboriginal and Torres Strait Islander histories and cultures. Our English, History and Geography units encompass concepts of Country and Place, People, Culture and Identity. In their study students had the opportunity to engage with texts that give them experience of the beliefs and value systems of Aboriginal and Torres Strait Islander peoples. The school celebrates NAIDOC Week annually with activities to engage the students in understanding Aboriginal heritage and traditions. A senior student was selected to participate in the 'Yarn Up' program, developing skills in impromptu speaking, public speaking, debating and positive feedback. Acknowledgment of Country is an important part of the school's assemblies and events and is helping create a wider awareness in the community of Indigenous history and current issues. Staff also liaise, as applicable, with the Department's Aboriginal Liaison Officers. Each Aboriginal student has a personalised learning plan developed which is endorsed by the parents and revised each semester.



### Multicultural and anti-racism education

In line with the school plan, the school has reviewed its teaching and learning programs this year to ensure that culturally inclusive classroom and school practices are embedded. Further to this our programs foster students' understandings of culture, cultural diversity, racism and active citizenship within a democratic, multicultural society. Through class studies and student interaction, all students learn about the customs, cultures and lifestyles of the different cultural backgrounds of their peers. Tolerance and an emphasis on inter-cultural understanding and positive human relationships are further enhanced through the revised Harcourt Public School values of being respectful, responsible, safe, active learners. Harmony Day was celebrated by the whole school community and a range of strategies have been incorporated to improve the school's communication with parents and community members from culturally diverse backgrounds. As a result, these strategies are strengthening parent and community engagement.