

Harbord Public School

Annual Report



2018



2133

Introduction

The Annual Report for **2018** is provided to the community of Harbord Public School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

Ms Lisa McKenzie

Principal (Acting)

School contact details

Harbord Public School

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School background

School vision statement

To provide a supportive, positive and collaborative learning environment which allows students to achieve their personal best. The school encourages students to be constructive, self-regulated learners who are confident and creative individuals, with the personal resources for future success and well being. – **Ref: School Excellence Framework 2017.**

Our Purpose

To focus on excellence in teaching and learning in literacy, numeracy, student wellbeing and student engagement through STEM.

Our Goals

- 1: Every student is engaged and challenged to continue to learn.
- 2: Every student is known, valued and cared for in our school.
- 3: All students are provided with a strong foundation in literacy and numeracy

School context

The school is located in Sydney's northern beach suburb of Freshwater, about 17 kilometres from the Sydney GPO. The suburb of Freshwater encompasses a total land area of about 20 square kilometres, including waterways and areas of open space, mainly along the beachfront. Development in Freshwater is mainly residential with some medium to high density areas to the south and west of the school. The school has strong historical connections with the local community and businesses. The school is a relatively large primary school with a student population in excess of 1105 supported by 63 teaching staff, 7 administration staff, 6 Assistant Principals and 2 Deputy Principals.

Our core values are: respect, responsibility and personal best. We are a school that applies the elements of Positive Behaviour for Learning (PBL).

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

Learning

- Harbord Public School maintains a school-wide collective responsibility for student learning and success with high levels of student, staff and community engagement.
- Embedded in teaching and learning programs are high expectations for behaviour, supporting positive learning environments. The school explicitly teaches the Positive Behaviour for Learning expectations to all students.
- Effective student Wellbeing programs enhance student learning.
- Our learning support team meets regularly to ensure ongoing and meaningful conversations involving student engagement in educational programs. The team has a comprehensive and inclusive model to support the cognitive, emotional, social and physical wellbeing of students.
- Student attendance is formally tracked and structures are in place to address issues with individual families.
- Staff identify and implement reasonable adjustments to support student learning. Individual students requiring support are identified and Individual Educational Programs are designed and implemented by the classroom teacher.
- Aboriginal and Torres Strait Islander students have Personal Learning Plans developed to enhance learning.

- The school is an active member of the NBLA. Harbord maintains strong links and shares knowledge and expertise with other member schools.
- Parents have opportunities to discuss their children's progress regularly. A high proportion of parents met at the beginning of the school year with teachers to set the scene for positive home–school interactions.
- Differentiated planning, collaborative programming and collaborative teaching is a focus area in the 2018–2020 School Plan. The purpose is to meet the needs of our students and prepare them for future learning. Encouraging differentiated and collaboratively programming has provided the staff with a greater understanding of the relationship between teaching, learning and assessment.

Teaching

- All classrooms are well managed with students engaged in learning.
- Our professional learning program supports teachers in building skills aligned to our strategic directions. There has been extensive staff professional learning with a particular focus on writing and Wellbeing.
- Collaborative planning and programming uses staff expertise and curriculum knowledge. Staff have arranged and presented a series of professional learning sessions using Google Suite and use of collaborative applications such as Seesaw. These professional learning sessions were presented to staff both at the school and from the NBLA.
- Staff use PLAN and the learning continuum clusters to inform their teaching practice.
- The importance of data analysis is an area to be addressed as not all teachers understand the value of PLAN data as a means of supporting and informing differentiated teaching and learning programs.
- Stage teams are increasingly working collaboratively in programming and designing assessment tasks to monitor student progress. Individually, teachers reflect on and evaluate the effectiveness of their teaching practices.
- Staff are supported in the development and monitoring of their PDP in a collegial environment.
- Classroom observations have contributed to an increasingly positive learning culture.
- Documented, accredited and structured teacher professional learning programs have ensured teachers are meeting professional standards.
- Processes are in place to support teachers working towards accreditation at proficiency and those maintaining accreditation. Beginning teachers are aligned with a school mentor and have opportunities to observe experienced teachers apply organisational skills and behaviour management techniques.
- Harbord Public School has strong, talented and committed teachers who work beyond their classrooms to contribute to broader school programs. These extra–curricular learning opportunities are significant, particularly in the areas of public speaking, debating, band, choir, sport and dance, as they support student development and are strongly aligned with the school's vision, values and priorities.
- The school performs above state averages in NAPLAN.

Leading

- Effective and distributed leadership is central to building capacity across the school.
- Current leaders provide mentoring and coaching to aspiring leaders, beginning and early career teachers.
- Effective implementation of the strategic directions provides a strong foundation for building leadership capacity and provides authentic opportunities for leadership.
- Staff have purposeful leadership roles across the school that support the implementation of our school plan and supports professional learning that enrich their learning and ultimately improve outcomes for our students.
- The distributed leadership model ensures our staff have roles in managing specific aspects of the curriculum including budgets.
- The school plan is the driver for continuous improvement.
- There is a focus on flexible learning spaces, the integration of technology and contemporary education.
- Regular reviews of management practices and processes underpin school improvement.
- Strategic financial management is used to improve efficiencies and maximise resources available to implement the school plan.
- The executive team works to develop partnerships and relationships that enrich the schools image, purpose and standing within the local community. As a result, the community recognises the school as responsive and progressive. In 2017, Harbord successfully applied to undertake a STEM project as a mentee school. We were paired with two mentor schools, Scarborough and Otford Public Schools. Two members of staff attended two conferences and initiated a trial project. This work has resulted in STEM units being written for each grade.
- In 2018 Harbord is participating in a collaborative research project initiated by Infrastructure NSW and conducted by academics from La Trobe University. The project is investigating the links between educational intent, practice and spatial realisation. This research will influence future directions for Infrastructure NSW.
- The leadership team has been successful in leading our strategic directions, building the capabilities of staff to create a dynamic school learning culture.

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

Strategic Direction 1

Engaged Learners

Purpose

To support students identify learning goals through visible learning and through differentiated learning experiences

To increase our students' engagement levels through an inclusive, flexible and agile learning environment

To maximise student learning by making reasonable adjustments for learning

To identify opportunities to engage students in critical and creative thinking

To maintain an harmonious and safe learning environment

Overall summary of progress

Quality Teaching Successful Students allocated resources have been utilised to provide opportunities for teachers and support staff to work collaboratively to develop innovative learning programs that cater for the varied learning styles within their grade groups and classrooms.

Teachers are continually using assessment for and of learning and student tracking to monitor individual student progress, so that programs can be differentiated to suit the varied learning abilities, strengths and needs of individuals within class groups.

Support programs and teacher resources are prioritised to ensure students who require additional support are targeted through specific intervention programs, including small group work and individual programs in literacy and numeracy.

Identified students have Individual Education Plans implemented to support their specific learning needs. These plans include learning goals and are reviewed each term or semester.

Students are setting and achieving individual goals across targeted learning areas. Each grade has a visible learning target area in Writing.

Specific extension programs and activities are provided and students are encouraged to challenge themselves in public speaking, writing, Art competitions and ICACS competitions, Maths Olympiad and an extensive range of extracurricular activities. Harbord is recognised for its participation and success in a range of learning initiatives in the Northern Beaches area.

For the second consecutive year, staff participated in a full day of professional learning on Critical and Creative Thinking (CCT) Skills, with the emphasis this year on linking these to the Design Thinking process in the new Science and Technology syllabus. 'CCT Crunches', age appropriate, short, daily activities to stretch student's thinking skills are being included in many grades and classrooms.

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">• Class Programs that are explicit in identifying student learning outcomes across all KLA's• All Classes display the PBL Posters and discuss our expectations for an effective and productive learning environment• Classrooms display clear links to visible learning• Students identify personal learning goals in consultation with their teachers and use WALT, TILT and WAGOLL to describe	<p>Explicit success criteria</p> <p>QTTS staffing allocation</p>	<p>Teachers using student data to program explicit teaching and learning sequences, enabling students to determine and achieve personal learning goals relevant to grade determined aspects of the learning progressions in Literacy</p> <p>Students identify personal learning goals</p> <p>Students can identify what they need to do to achieve a WAGOLL (What a Good One Looks Like) in learning tasks</p>

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
their individual achievement • Increased proportion of students in the top two NAPLAN bands for writing and numeracy.		Teachers using student data to program explicit teaching and learning sequences, enabling students to determine and achieve personal learning goals relevant to grade determined aspects of the learning progressions in Literacy Students identify personal learning goals Students can identify what they need to do to achieve a WAGOLL (What a Good One Looks Like) in learning tasks

Next Steps

Continued professional learning opportunities provided to develop and enhance teaching and learning strategies for differentiated learning, visible learning and authentic assessment

Strengthen and expand visible learning practices to other aspects of Literacy and Numeracy and other KLAs

Develop processes to ensure differentiation is linked to assessment and reporting practices across the grades

Focus area for professional learning on Learning Progressions and PLAN2 to ensure data informs teaching practices, student groupings and lesson differentiation in Literacy and Numeracy

Examination of key data from the Post Occupation evaluation to determine ongoing professional learning to support changes in pedagogy and teaching practice to improve student learning within contemporary learning environments

Expand the use of digital platforms for learning throughout the school eg Seesaw, Google Classroom

Strategic Direction 2

Effective Teachers

Purpose

To build and support collaborative learning practices such as co-teaching and collaboratively planning

To evaluate what works well in the assessment for learning and assessment of learning

To identify our learning goals through personal development plans

To link school strategic directions and PDP's to the professional development program

To improve the learning outcomes for students through the effective use of data such as PLAN 2 and Learning Progressions

To implement the Department of Education's literacy and numeracy strategy

Overall summary of progress

Teachers have a clear understanding of the school's strategic directions, and the need for their Professional Development Plans (PDPs) to include links to school improvement targets. Our professional learning model supports a culture of high expectations and reflects a strong shared commitment to whole school improvement, thereby enhancing and improving student performance and learning outcomes.

Staff attendance at external professional learning opportunities, linked to personal goals or strategic directions are monitored, evaluated and reviewed regularly. Knowledge and expertise developed is collegially shared across grades, stages or the whole school to provide leadership opportunities, strengthen capabilities and improve teaching practices and learning programs.

The expertise of leaders, teachers, DET personnel and external providers has ensured high quality professional learning, linked to school directions and priorities, has been delivered in a supportive environment.

Continuation of allocated grade meetings this year has enabled the development of a whole school approach to creating digital teaching and learning programs using Google Suite as our platform. These programs have been developed collaboratively and collectively, facilitating a shared commitment which maximises teacher's talents, strengths and expertise and streamlines the process so teacher workload is rationalised. This enables teachers to effectively maximise their time to prepare and present quality teaching and learning opportunities, enhancing student engagement and achievement.

Literacy and Numeracy teams focussed on the NSW Literacy and Numeracy Strategy, developing, refining and collating Scope and Sequence documents and examining and clarifying timetable requirements. This ensures consistency in curriculum delivery across grades and stages, and clarity in requirements for teaching and learning programs.

Analysis of student assessment, achievement and progress data in Naplan writing led to the Literacy team's decision to implement *7 Steps of Writing Success*, and was a focus area for term 2 staff development day. Teachers have evaluated the program, identifying strategies which would support and improve teaching practice and learning. Following collaborative planning and programming, classroom teachers implemented this program by including activities, presented and shared utilising Google platforms across K6.

A group of teachers participated in a study jointly developed by Infrastructure NSW and La Trobe university, to evaluate and strengthen knowledge and skills around the school's new and progressive learning environments. This enabled teacher's to develop a greater understanding of student centred learning, how the agile learning environments could be adapted to suit particular learning tasks, the changes in pedagogy to suit these spaces, how to increase and improve the use of technology to support learning and to experiment with a variety of teaching models eg co-teaching or team teaching.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Beginning teachers supported by	Beginning teacher funding	Staff access current software to plot student

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<p>a mentor and through school organisation</p> <p>All teachers accreditation and maintenance of accreditation supported by school and local school network (NBLA) structures.</p> <p>Evidence of collaborative learning practices such as co-teaching , collaboratively planning evident across all grades.</p> <p>Class programs contain established elements including reference to the school's scope and sequence</p> <p>Increased alignment of annual performance and development plan (PDP) evident. Baseline data to be collected in 2018.</p>	<p>PLAN2 and SENTRAL tracking through Wellbeing and Academic Reporting modules</p> <p>Class Programs on Google Docs shared through team drives</p>	<p>learning</p> <p>Timetabled opportunities for teachers to develop and review PDP goals and evidence with executive</p> <p>Four executive members and a leading teacher attended professional learning opportunities to support teachers in the implementation of learning progressions and PLAN 2</p>

Next Steps

As the composition of our teaching staff changes, we will continue to ensure beginning and early career teachers are provided with ongoing, targeted professional learning opportunities and supportive mentors

All teachers develop their understanding of the Australian Professional Standards and their responsibilities in the accreditation process

Ensuring that we continue to follow a best practice model for professional learning through inclusion of the most effective elements: collaborative programming ; lesson observations with structured feedback; collaborative assessment of student work and data; and team or coteaching.

Strategic Direction 3

Connection

Purpose

To strengthen school and community relationships through collaboration and connection

To promote diversity and inclusion through the school and broader community

To enhance understanding of Aboriginal Education within school and community

To prepare students for the future by communicating and connecting to their community through STEM and the visual arts

To enable our students to connect socially through positive wellbeing and anti-bullying programs

Overall summary of progress

A whole school scope and sequence of lessons and regular professional learning sessions has ensured that PBL remains a dynamic whole school program, with ongoing evaluations and data collection driving change and improvement through a collegial problemsolving approach.

Consistency in behaviour management is continually revisited with staff and appropriate consequences determined. Data for minor and major behaviour incidents is regularly monitored and addressed with teachers, and students individually or collectively. There has been a reduction in the number of reported and recorded incidents since the PBL program was initiated.

As part of the Wellbeing team's Action Plan, the School Welfare and Discipline Policy has been updated, an AntiBullying Plan devised and Bullying Units and lessons developed for all grades. Interactive lessons for all stages have been taught during term 3 with a drama performance, *Bully Busters* being attended by all students to engage students and launch this important Personal Development program.

Professional learning for staff and regular newsletter items for parents has ensured the school community has developed knowledge, skills and strategies to prevent and respond to bullying through a shared consistent approach.

Following participation in a Primary Action Schools mentoring project in 2017, a school STEM team was formed. The team developed and presented professional learning opportunities in term 2 and guided the planning of grade STEM projects which integrate science, mathematics and technology outcomes. These units, linked to a driving question, were trialled during semester 2. These inquiry based learning opportunities have fostered deeper student engagement, increased participation, developed critical thinking and collaborative processes and enabled students to participate in the design thinking process.

The SRC provides peerelected students with the opportunity to develop leadership skills and to promote initiatives and programs amongst the student body, while providing meaningful contributions to the school or wider community. This year special days and initiatives such as *World Water Day*, *Plastic Free July*, *Fiver for a Farmer* and *Walk to School Day* have ensured a cohesive school climate where relevant global and local issues are acknowledged and addressed through a common purpose.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Students respond positively to expectations Staff deliver consistent responses to student learning and behaviour Students feel safe and cared for at school. Their parents, family and community are more involved in their school	Professional learning opportunities for individual teachers and whole staff eg Design Thinking workshops presented by <i>Minds Wide Open</i> Provision of QTSS time for the development of units through collaborative	Anti-bullying lessons developed and taught to all students K-6 STEM initiated as a whole school teaching and learning focus

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Unproductive and challenging behaviour can be significantly reduced for most students.	programming	Anti-bullying lessons developed and taught to all students K-6 STEM initiated as a whole school teaching and learning focus

Next Steps

Staff participate in ongoing professional learning to support the teaching of STEM

Develop supportive practices for staff who have identified STEM as a goal in their PDPs.

Design and implement at least two STEM projects a year based on the Social Innovation Design concept.

Create a school scope and sequence of STEM units to ensure all outcomes are included across the stage, meeting requirements of the new Science syllabus.

Continue to collaborate and share units of work and student work samples across grades.

Purchase and collate resources to support STEM teaching and learning.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Equity funding: Aboriginal Background	Weekly Aboriginal (Sydney) language group before school lesson for students of Aboriginal background established NAIDOC theme incorporated as whole school focus with a highly visible display established in the administration building gallery
English language proficiency	Equity funding: Language New Arrivals Program funding	EALD semester reports demonstrated student assessment agents levels of progress New arrival students supported through specific, additional learning activities including a team teaching model where EALD and class teacher jointly supporting these students
Low level adjustment for disability	Equity funding: Disability SLSOs employed for timetabled support	Number of students supported throughout the year. Individual Learning Plans devised, reviewed and updated. Students identified and noted in SENTRAL and on class builder for following year. Tracking of students receiving support and Support Timetable monitoring.
Quality Teaching, Successful Students (QTSS)	Funding used to develop quality teaching and learning programs through collaborative practices, determine assessment practices as, of and for learning, lesson observations and goal setting for individual teachers through their PDPs.	A wide range of teaching and learning programs have been reviewed and updated throughout K–6 Science units updated to match new syllabus emphasis on Design Thinking Rich assessment tasks developed to replace testing procedures
Socio–economic background	Equity funding: low socio–economic Funding allocated from this initiative to continue to offer support and resources including the employment of additional support staff.	Students requiring additional support and reasonable adjustments for learning were identified and further support provided by accessing programs including early intervention Literacy support.
Support for beginning teachers	Beginning Teachers funding for four teachers and their mentors	Beginning teachers supported by their mentor utilising a time plan: timetabling, class profile, behaviour management strategies, parent information evenings, interviews, assessment and reporting, collaborative programming, PDPs, lesson observations, targeted professional learning opportunities (internal and external)
Student Wellbeing:	Professional learning time used to support Wellbeing team members to work collaboratively to develop school Anti–Bullying Plan and accompanying grade lessons	Evaluation of the new school Anti–bullying Plan and unit lessons and communicating these to the school community. Whole school attendance at PBL Launch Day including attendance at drama performance and in class lesson activities.
Professional Learning:	Numeracy and Literacy Strategy 2017–2020	Four executive members and one classroom teacher trained in Learning Progressions. These leaders will become the drivers of

Professional Learning:	Numeracy and Literacy Strategy 2017–2020	targeted and explicit professional learning throughout 2019 All Kindergarten teachers trained in the new Best Start Assessment and PLAN 2
Every Student Learning:	Staffing allocation for timetabled and targeted learning support: Reading Recovery, MiniLit, literacy and numeracy support by LAST teachers and SLSOs Wall Charts and observable methodologies for student feedback	Continued use of LISC (learning intentions and success criteria) in literacy and numeracy lessons evidenced in grade programs eg WALT and WAGOLLS All Kindergarten classrooms use 5 star writing with students successfully identifying their learning intentions and success criteria
STEM	Professional learning funding for Yr 3 and 5 teacher representatives to continue involvement in STEM Project STEM Share Library: Robotics	All grades incorporating one STEM unit during Semester 2 All Year 3 classes accessed the Stem Share Library for robotics Lunchtime Coding Club for Stage 2 students established Coding lessons incorporated in RFF ICT lessons for Yrs 1–6.
Contemporary Education	Post Occupational professional learning funded by Infrastructure NSW	The Post Occupational review indicated a need to encourage teaching, learning and assessment strategies reflective of differentiated learning, visible learning and authentic assessment tasks. There is also a need to continue support for teachers and students working in a contemporary and agile learning environment
Visible Learning	Whole school professional learning Teacher surveys	Second survey demonstrated teachers showed a significant increase in the number of teachers agreeing and strongly agreeing with that their understanding of Visible Learning strategies had been strengthened

Student information

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	585	589	589	583
Girls	555	553	551	549

The student population has remained relatively stable over the past five years.

Student attendance profile

School				
Year	2015	2016	2017	2018
K	95.6	95.7	95	96.2
1	95.1	94.3	95.7	94.9
2	95.1	95.6	94.4	94.7
3	95.2	94.5	95.8	94.5
4	94.9	94.6	94.6	95.2
5	94.2	93.5	94.4	94.8
6	94.3	93.6	94.2	93
All Years	94.9	94.5	94.9	94.7
State DoE				
Year	2015	2016	2017	2018
K	94.4	94.4	94.4	93.8
1	93.8	93.9	93.8	93.4
2	94	94.1	94	93.5
3	94.1	94.2	94.1	93.6
4	94	93.9	93.9	93.4
5	94	93.9	93.8	93.2
6	93.5	93.4	93.3	92.5
All Years	94	94	93.9	93.4

Management of non-attendance

Encouraging regular attendance is a core school responsibility. Following an absence from school parents are requested to provide the school with a verbal or written explanation for the absence. Prolonged unexplained absences are routinely reviewed within the Department's Attendance Policy. The school uses SMS alerts to inform parents of students at risk of non-attendance and the school uses the support of the school counsellor and Home School Liaison Service if required. Parents are regularly informed that all extended leave applications must be

submitted to and approved by the Principal prior to travel.

Student attendance data for students in all grades at Harbord Public School is above the Department of Education state averages.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Assistant Principal(s)	6
Classroom Teacher(s)	43.68
Teacher of Reading Recovery	0.63
Learning and Support Teacher(s)	0.8
Teacher Librarian	1.6
Teacher ESL	0.4
School Counsellor	1
School Administration and Support Staff	6.47

*Full Time Equivalent

One classroom teacher and one support staff member identify as Aboriginal or Torres Strait Islanders.

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	10

Professional learning and teacher accreditation

All staff members received training in the Wellbeing Framework for Schools and school wellbeing protocols, the Quality Teaching Framework, and use of Google Apps for Education (including Google Classroom). Mandatory training in the provision of first aid, emergency care, response to anaphylactic shock, child protection and Disability Standards in Education. Several beginning teachers have successfully completed their accreditation process for proficient level. Harbord Public school hosted information sessions for interested NBLA teachers to develop their

awareness of the accreditation process for proficient, highly accomplished and lead career stages. Substantial teacher professional learning was delivered to school staff in 2018.

*Visible learning – goal setting and learning intentions

*Student Wellbeing: Positive Behaviour Tier One; teaching positive behaviours and social skills; school Discipline Policy and Anti Bullying Plan

*Literacy: Literacy Skills Through Phonics; 7 Steps to Writing Success; learning progressions and PLAN2; assessment as, of and for learning; Writing goals through Visible learning

*Numeracy: Matific resource to support learning in class and at home; Maths differentiation; Strategies for Teaching Problem Solving; Maths Best Practice and Resources; rich assessment tasks; assessment as, of and for learning; progressions and PLAN2; *Numeracy Unpacked* webinars

*STEM: Project Based / Inquiry Based Learning and STEM; Science and Technology syllabus; Design Thinking and STEM

*Accreditation: maintaining proficiency for pre 2004 teachers

*Other KLAS: ICT; Road Safety; Caring for Country; Flexible Learning Spaces and Team Teaching; Coding webinars; Google workshops

*Mandatory: CPR; Anaphylaxis; Child Protection; Code of Conduct

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2018 to 31 December 2018.

	2018 Actual (\$)
Opening Balance	907,429
Revenue	9,015,069
Appropriation	8,121,313
Sale of Goods and Services	38,033
Grants and Contributions	837,179
Gain and Loss	0
Other Revenue	500
Investment Income	18,043
Expenses	-8,411,086
Recurrent Expenses	-8,411,086
Employee Related	-7,469,055
Operating Expenses	-942,031
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	603,983
Balance Carried Forward	1,511,412

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

* the school retained some establishment funds in order to complete some outstanding items remaining from the major capital works program.

* the school also holds and manages \$168 000 dollars of behalf of the Northern Beaches Learning Alliance
Use this text box to enter a general statement describing:

Financial summary equity funding

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

	2018 Actual (\$)
Base Total	7,094,191
Base Per Capita	220,441
Base Location	0
Other Base	6,873,750
Equity Total	261,848
Equity Aboriginal	5,295
Equity Socio economic	11,845
Equity Language	91,328
Equity Disability	153,380
Targeted Total	127,942
Other Total	373,542
Grand Total	7,857,522

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.

From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should take into consideration the different test formats and are discouraged during these transition years.

* In Year 3 grammar and punctuation scores indicated **62% of students** achieved a result in the top two bands.

* In Year 3 reading scores indicated **71% of students** achieved a result in the top two bands

* In Year 3 spelling scores indicated **56% of students**,

achieved a result in the top two bands.

* In Year 3 for writing scores indicated **66% of students** achieved a result in the top two bands.

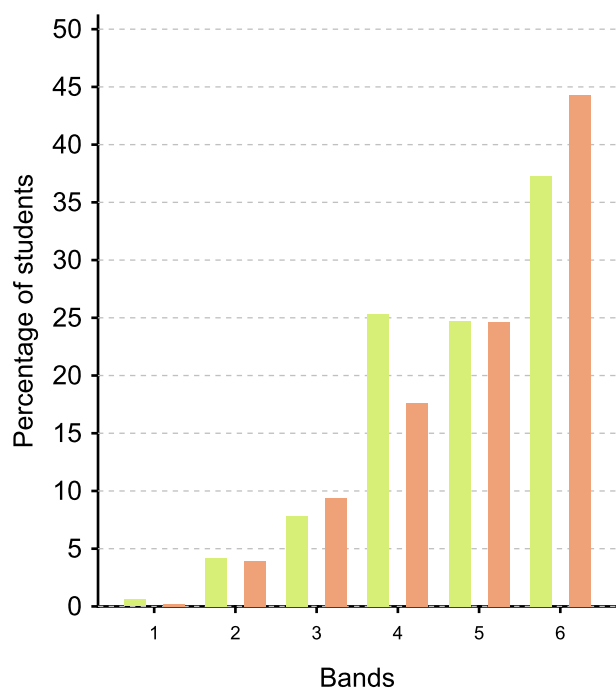
* In Year 5 grammar and punctuation scores indicated **49% of students** achieved a result in the top two bands.

* In Year 5 reading scores indicated **55% of students** achieved a result in the top two bands

* In Year 5 spelling scores indicated **38% of students**, achieved a result in the top two bands.

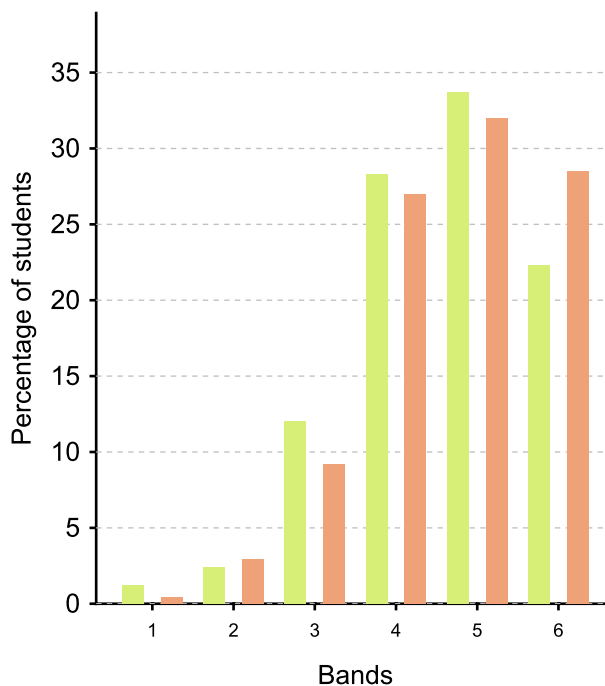
* In Year 5 for writing scores indicated **56.9% of students** achieved a result in the top three bands.

Percentage in bands:
Year 3 Grammar & Punctuation



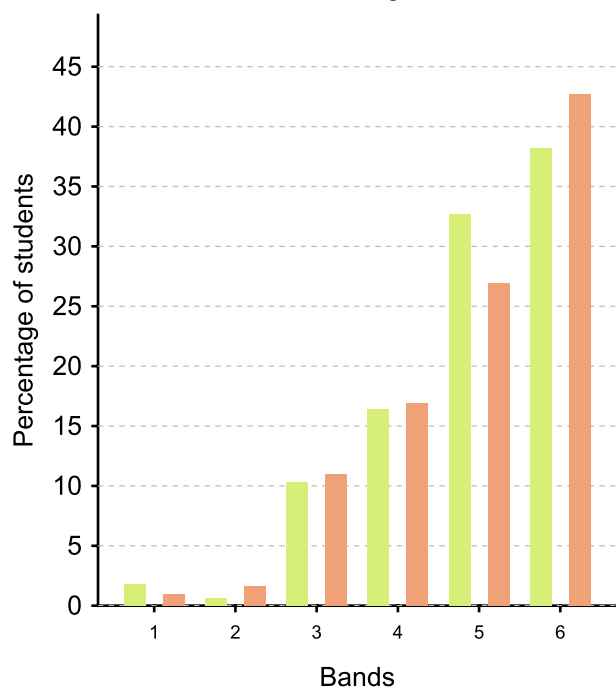
Percentage in Bands
School Average 2016-2018

Percentage in bands:
Year 3 Spelling



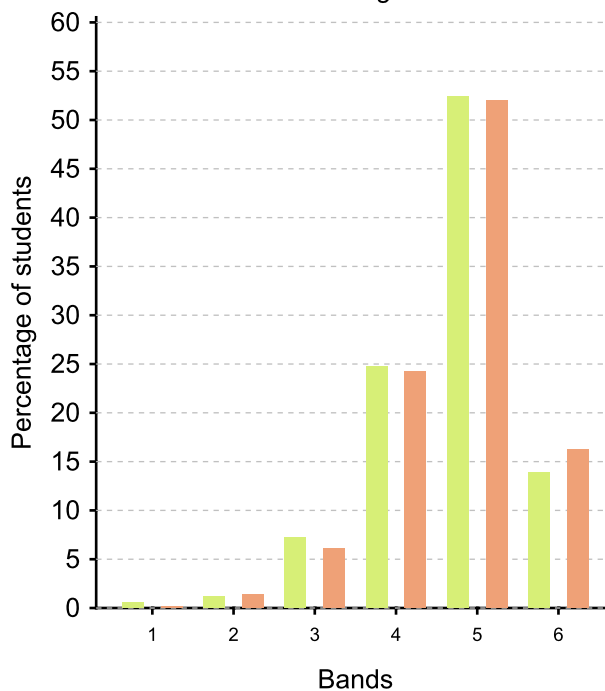
Percentage in Bands
School Average 2016-2018

Percentage in bands:
Year 3 Reading



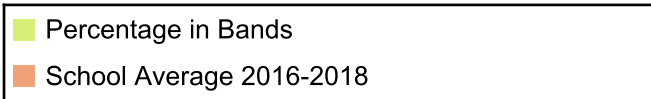
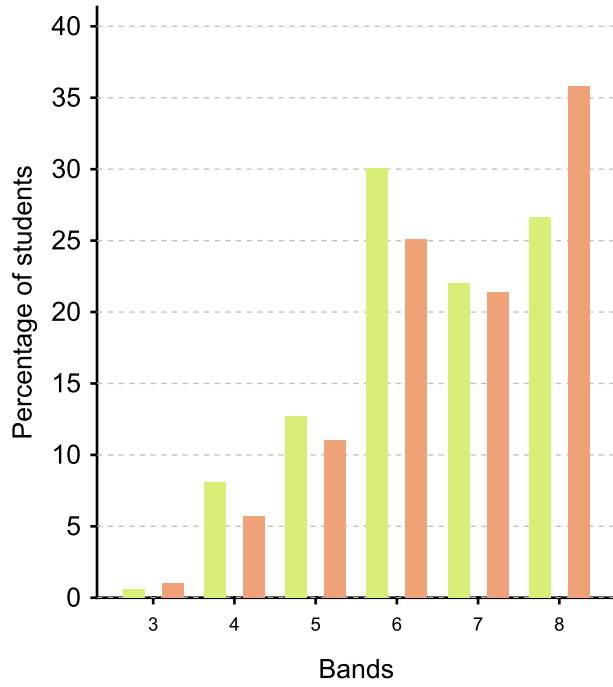
Percentage in Bands
School Average 2016-2018

Percentage in bands:
Year 3 Writing

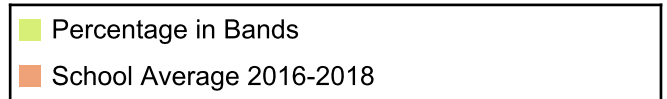
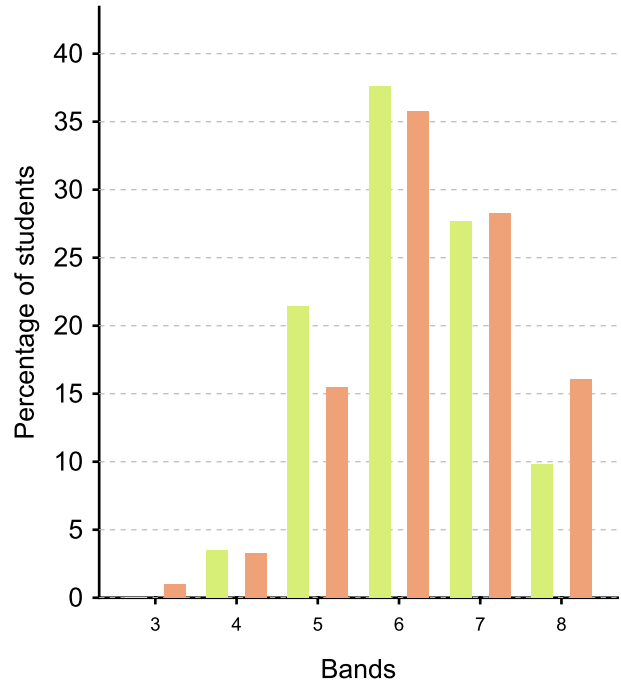


Percentage in Bands
School Average 2016-2018

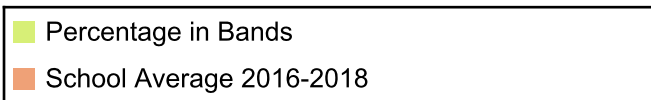
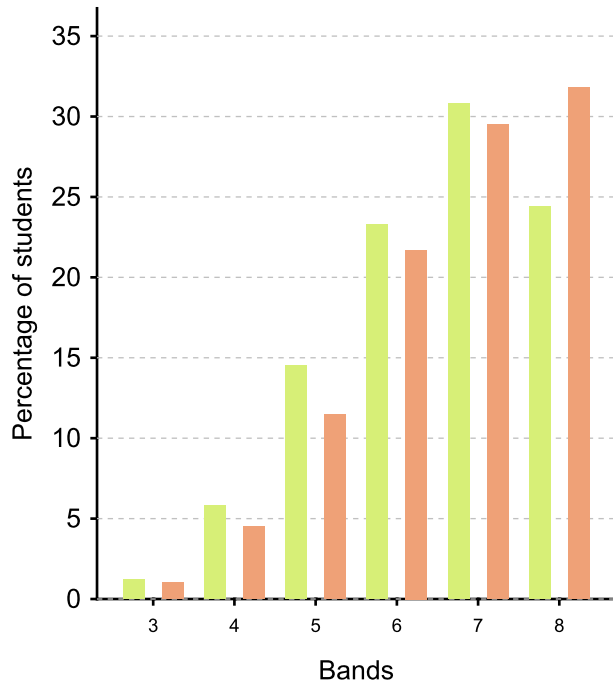
Percentage in bands:
Year 5 Grammar & Punctuation



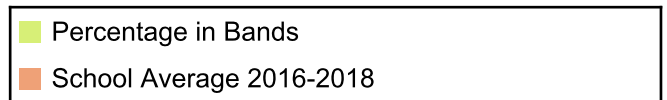
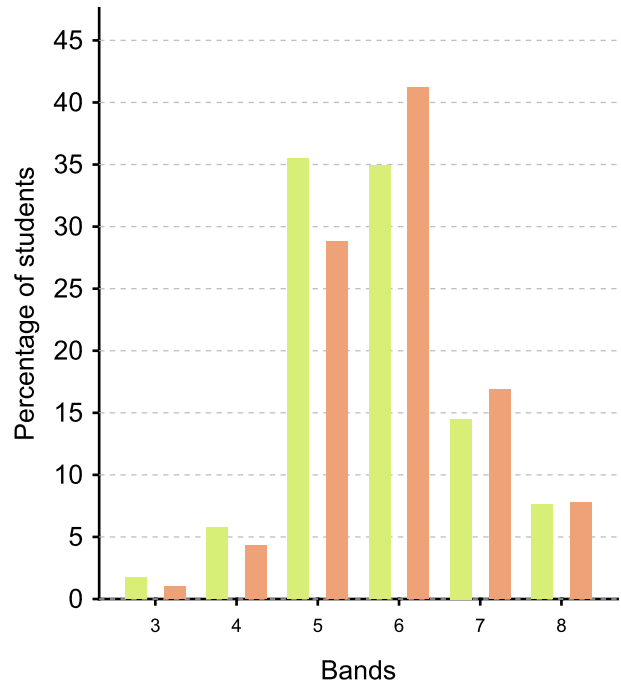
Percentage in bands:
Year 5 Spelling



Percentage in bands:
Year 5 Reading

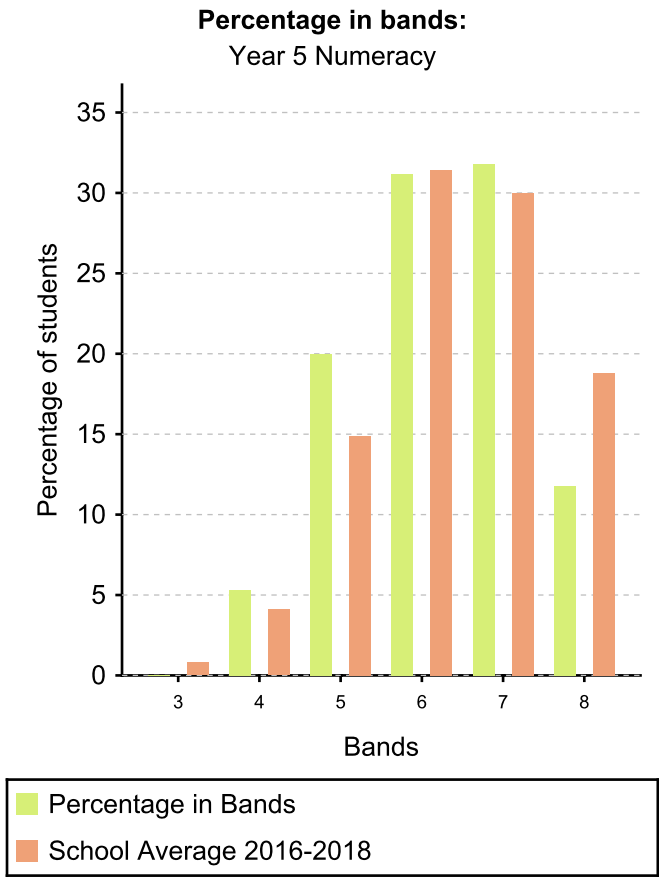
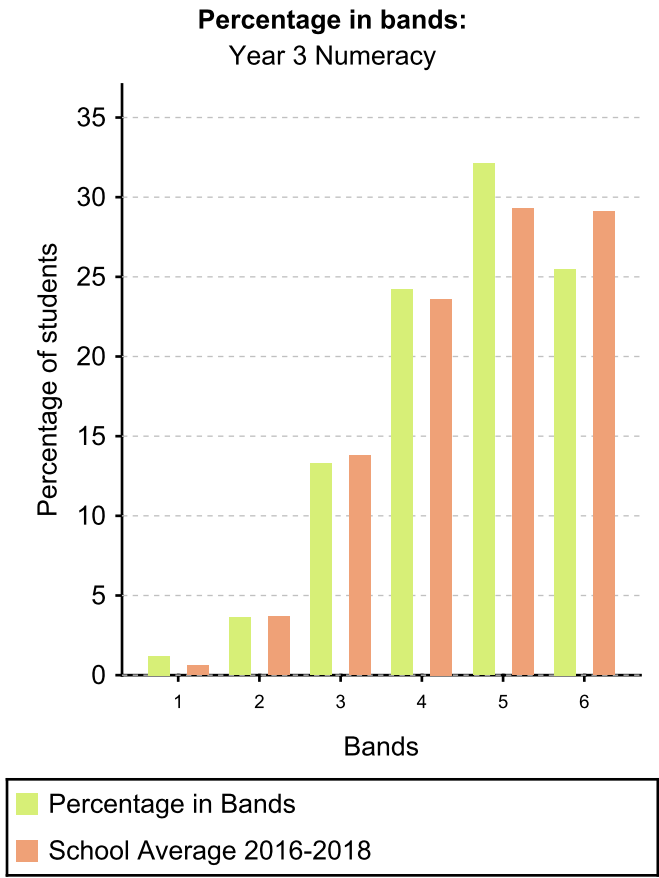


Percentage in bands:
Year 5 Writing



* In Year 3 numeracy scores indicated **58% of students** achieved a result in the top two bands.

* In Year 5 numeracy scores indicated **44% of students** achieved a result in the top two bands



In 2018 the average % results in the Premier's Priorities in the top two bands were as follows:

NAPLAN 3 Numeracy 57.58%

NAPLAN 5 Numeracy 43.53%

NAPLAN 3 Reading 70.91%

NAPLAN 5 Reading 55.23%

Parent/caregiver, student, teacher satisfaction

PBL SET (School-Wide Evaluation Tool):

This was conducted by the Sydney North AP PBL when she visited the school in November 2018. Students, teachers, executive members and the Principal were interviewed.

The tool focused on: a) expectations defined; b) behavioural expectations taught; c) ongoing systems for rewarding behavioural expectations; d) systems for responding to behavioural violations; e) monitoring and decision making f) management and g) support. While the school scored a mean result of 89% across the measured features, our evident strengths were our ability to define and teach behavioural expectations in a range of school settings and the budget support provided to implement the program. This support is both in terms of allocated funds (for purchases used in our whole school 'free and frequent' reward system) and for professional learning opportunities related to PBL (training of an additional two team members at tier 1 level).

Areas for further clarification and improvement include our ongoing system for rewarding behavioural expectations (83.5%) and monitoring and decision making (75%).

Following the collation of survey data the PBL team met with the AP PBL to determine directions for 2019 and to plan how we may strengthen the features identified as being below the school mean. The updating of teacher's PBL folders and classroom signage, incident cards and flow charts for dealing with behaviours will be priorities for the beginning of the new school year and staff meeting and / or staff development day sessions will be allocated to ensure all teachers are familiar with the appropriate PBL processes and procedures.

Post Occupation Survey: joint program Infrastructure NSW and La Trobe University

Nine teaching staff and additional executive members involved in the new building Project Reference Group, were involved in the vertical team that participated in the post occupancy evaluation program which took place over several months. The evaluation was therefore a staged process focused on capturing data capable of informing the relationship between the built environment and teaching and learning practice. Data sources included strategic observations, a survey of

teachers who had experience working in the new building and workshops.

Observations were conducted across two site visits, providing the opportunity to capture the use of the teaching spaces in action. The first set of observations were used to allow a team of teachers to demonstrate their understanding of the environment and practice through a learning walk and guided spatial mapping. The survey was developed following the first school visit. The survey focused on teaching practices and learning activities, location and potential of the learning environment as well as material aspects of the building itself.

Survey Results:

Teachers reported a high-level understanding of the purpose of the new environment that demonstrated alignment with visions of 21st century learning.

Teachers also reported feeling reasonably confident in using the new space though there was some who reported feeling there had been inadequate preparation and training.

85% of teachers reported that the new environments made them think differently about teaching and learning

84% reported that the new environment required a change in teaching and learning practices

73% of survey respondents rated ventilation as an issue in the 'materiality' aspect of the building design

Student Voice:

Student representatives were included in a 'learning walk' and drawing session.

Collated student responses indicated that the new building provided:

- Diversity of spaces
- Student choice
- Views of nature
- Belonging and ownership
- Contrast between old and new

Final Reflection:

At the end of the evaluation process, the vertical team members were asked to provide five words that would describe the new building. Common responses included:

- Flexible
- Innovation
- Dynamic
- Student-centred
- Collaboration
- Building allows for a range of teaching and learning possibilities
- Level of collective practice and desire for success is high
- Higher engagement with learning.
- Practice and school narrative shifted to learning rather than teaching

- The new building caters for wellbeing and learning in a novel way: collaborative groups, cross-class space usage; emergent student skills; changed behaviour management demands.

Conclusion:

Our school has concrete goals and strategies for achieving engagement through inclusive and agile learning environments. The new building provides comfortable and safe conditions for teaching and learning.

Based on the observations the building design affords the following modes of **learning**:

- Collaboration
- Demonstration
- Discussion
- Experiential
- Explicit
- Feedback and reflection
- Guided
- Independent

Based on the observations the building design promotes the following aspects of **teaching**:

- practice grounded in an awareness of the benefits of student-oriented approaches
- co-teaching effectively using the space to innovate and trial pedagogical strategies
- school leadership actively supported teachers who were willing to investigate and review their practices with the aim of improving student outcomes
- collegial practice allows teachers to continue to build and refine their practice.

The upscaled learning environment of Harbord Public School is to be considered an excellent template to explore the amplification of strategies such as differentiation, personalised learning and highly collaborative practice for both students and teachers.

Policy requirements

Aboriginal education

In 2018, one of our parents continued the opportunity for our students of Aboriginal and Torres Strait Islander Communities to learn Language. On Tuesday morning before school, students gathered with a tutor to learn and explore *Sydney Language*.

Throughout the year, staff and students participated in *learning on country* to increase their knowledge around indigenous practice, awareness and respect. The school is actively engaged in National Aboriginal and Torres Strait Islander Week Celebrations, where students researched contemporary Aboriginal woman and their impact on society. A whole school display was generated with class items shared in an open area of the school, which students, parents, and community members can access. Several school leaders and members of staff wrote their own *Acknowledgement of Country* to be read at school functions and assemblies.

Multicultural and anti-racism education

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

Each year, the school participates in Harmony Day which aims to celebrate Australian multiculturalism, whilst promoting its values of inclusiveness, respect and belonging for all Australians, regardless of cultural or linguistic background. Staff and students wear orange, the colour of social communication and meaningful conversations, and classes participate in a range of age appropriate activities.