

Harrington Public School Annual Report



2018



2139

Introduction

The Annual Report for **2018** is provided to the community of Harrington 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.

Lisa Kirkland

Principal

School contact details

Harrington Public School

High St

Harrington, 2427

www.harrington-p.schools.nsw.edu.au

harrington-p.school@det.nsw.edu.au

6556 1267

Message from the Principal

It feels as though 2018 has been a year of accomplishment and success for all of us. We have managed to stabilise our school enrolments and watch the school grow and thrive. The school environment and presentation has had some new additions with a Memorial garden area and electronic sign which add value to our school.

We have an incredible staff at Harrington Public School who always take on new learning directions with gusto and have showed skill and passion in a variety of areas in 2018 through a variety of projects they have been involved with. Through their enthusiasm and hard work our children's growth and improvement not just academically but socially, creatively, sporting and emotionally. This year we have focused on personal and social capabilities which assist our students to drive their own learning, set goals for themselves and achieve them. Mr Jason Taylor and I co-presented at the Ignite the Spark Conference in Term One where we were able to showcase the high standard of learning and inquiry happening at the school. I was then part of a panel in August at the Educator-School Leadership Conference to discuss how future focused learning can thrive in our school; it was a privilege to be able to speak about our school in this context. We look forward to continuing all of this work in 2019 and seeing our students to continue to expand and grow in the many future learning opportunities they are provided with.

School improvement has continued to be a priority with continued work happening in the playground, murals, pursuing the little jobs such as fixing up broken areas and the purchase of the Electronic Sign to showcase our school and communicate with the community and families. We thank the P & C for their hard work and dedication and for being able to provide half the funds to pay for the walkway, we look forward to tackling more major projects together in 2019.

We have continued to have a lot of community involvement in the school with a number of volunteers reading with our students daily, helping out in classrooms and the library and keeping our canteen running so beautifully. We have also had large turn-outs for our events such as breakfast, parent workshops, open classrooms and parades. Grandparents Day and afternoon tea was our biggest yet!

Positive Behaviour for Learning (PBL) is one of the main systems we utilise in our school to increase the student's awareness, understanding and emphasis on our school values of Respect, Responsibility and Personal Best. Our Junior PBL Team is going strong in its second year with students involved across all areas, fundraising, writing lessons, and working with the community. This year we have focussed on building our PBL values into the broader community and now have 7 local businesses that are displaying our school, home and community expectations and rewarding behaviour with Hi 5's. We have also further developed our expectations matrix to include, home, community, travelling to and from school, and technology use. This has been working well and we have gained some positive feedback so far from families. We have also included on the Matrix a component on developing the Whole Child which includes lots of social and emotional skills, these elements have also been added to our reports this year.

Can I take this opportunity to thank all of the families, community members and P & C Committee for their ongoing

support for our school! We have a warm, welcoming and compassionate school and we aspire to become more and more involved and connected in the community around us. I feel very passionate about my school and the community attached to it and want to share that with everyone I can! I look forward to be able to show off our student's staff and school across many more forums in 2019.

Mrs Lisa Kirkland – Principal

Message from the school community

Yet another successful year 2018 has proven to be for the Harrington Public School P&C.

The end of last year, due to their own children moving on to high school, saw us lose some long-standing members who formed a big part of the backbone of our committee. We are forever grateful for their hard work and dedication over the years.

The new year, however, has brought many fresh faces with fresh ideas. Teamed up with our remaining members, we seemed to really find our groove with our fundraisers and the organisation of them.

Proudly, we have conquered some rather large projects with the help of other community groups. The Jet Trek in March of this year and the Bicentennial John Oxley bush dance in October. Both events were a huge success and we owe many thanks to the CWA, CHSLSC, The Lion's Club, Harrington Food Stop, Harrington View club, Harrington Little Athletics and LJ Hooker Harrington.

Smaller efforts for the year, no less effective though were our Easter raffle, Bunning's BBQ's, Pie Drive, refreshment stalls and School Fair Bake sale. These events saw us raise a total of \$4540 combined.

Our meetings are showing strong numbers in attendance. This is important, as it allows us to form a truer reflection of the school community opinion, which in turn guides us in forming our decisions for fundraisers and fund allocation. Thank you to our members for simply showing up and giving your input, together we make a strong team!

Much hard work has been put into cleaning up our school over the past few years and giving it a "facelift". Lisa has been the driving force behind the project and we are happy to report we have helped in any way we can. This year we contributed \$9000 to the electronic sign that now stands proudly outside of the school office & \$140 to cover the cost of materials to erect the new chook pen.

We endeavour to continue on this path, with talks of new playground equipment, fencing and gardens on the Wish list. Sadly, many of these projects can take some time, as they must be approved by the Department of Education, so not quite as simple as out with the old and in with the new. This said though, we are confident that Lisa and the team are always pushing to get done, what needs to be done.

We have also contributed \$504 to providing new sporting uniforms for the representative netball and soccer teams.

An ongoing commitment is the allocation of \$1000 towards the transport costs for the Intensive swimming scheme, we strongly believe in making this scheme affordable to all families so have concluded that we are happy to support it on an annual basis.

Through the efforts of Book club, this year we have been able to provide the school with \$400 of books and resources. Neolie Eady our Book club coordinator of 6 years stepped down in August, we are very grateful to Neolie for her efforts over those years, many hours go into this role and we appreciate each one of them. Thank you Neolie! Rachael Aitchison has taken on the role since with great enthusiasm, we are lucky to have her, thank you also Rachael.

We are finishing this year with a bang, as we still have five more fundraisers on the horizon.

This might be concerning for some, but with our dynamic team and the support of our beautiful school community we know we can get it done! May our efforts provide us with the necessary tools for another successful year in 2019!

A HUGE thank you goes out to every individual that forms part our school community, every one of you is worthy of mention. Whether it be the hours of your personal time given, donations of baked goods or raffle prizes, showing up at meetings, giving input, contributing to fundraisers, Book club purchases – all of it provides the pillars of strength to enable our P&C to represent our school to the best of our ability.

Message from the students

This year has been one to remember for us as Captains at Harrington Public School. We have attended excursions and

received gifts that no other schools have received, feeling very honoured. Attending Royal Australian Air Force (RAAF) Base in William Town was an exceptional experience, as we were the first ever school invited in to the base. The aircrafts and tours were memorable experiences we will never forget.

Our Colour Fun Run, Halogen Leadership Conference and speaking at Anzac and Remembrance Day ceremonies are events we will cherish. Hearing stories from RAAF Base, Lion's Club and RSL members was always interesting. We would also like to thank Paul Pannowitz for his time, effort and generous gifts.

Finally, we would like to thank Mrs Kirkland, Mrs Woody, the teachers and fellow students, as without you this school would not be where it would be at this very moment. We would also like to wish the very best of luck to the Captain for their journey of 2019. We hope it's a memorable one; just like ours was!

By Lilly Benson and Mitch Woodward

School background

School vision statement

Harrington Public School is an environment that encourages and promotes the nurturing and development of excellence in all students to be future focused learners. We believe in the empowering of our students to develop agency and determination to always achieve their personal best with respect and responsibility.

School context

Harrington is a growing coastal school with a diverse range of learners within each stage. The school population of 112 students includes 14% of students who identify as Aboriginal. Our learning environments are contemporary and embrace future learning initiatives with proven and increasing levels of engagement in all of our multigrade classrooms.

Harrington Public School has a varied dynamic and community which includes low socio-economic, aboriginal and working professional families. We have a highly attuned wellbeing focus in our school that promotes Positive Behaviour for Learning, high quality educational settings and learning opportunities for all students. We provide many extracurricular opportunities for students that enhance and enrich their learning experiences.

We have a highly, enthusiastic and committed staff that provides quality educational opportunities for all our students. We are also an Early Action for Success school which enables us to maintain rigorous and current opportunities for our staff and students through Instructional Leadership.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

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

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

Learning

In the domain of Learning our targets have been successfully embedded across wellbeing, learning culture and deepening curriculum knowledge and theory.

The results of our self-assessment indicate that in SEF domain of Learning Harrington Public school is Excelling. There has been a deliberate focus on sustaining a school culture that embeds best practice, innovation and an evidence based approach across all areas of learning that affects improvement across all areas of our school. The staff, students and community have worked hard over the past school planning period to embed wellbeing practices, high expectations on curriculum and reporting and a shift to more informed assessment for, of and as a tool to provide feedback to students and families regularly. We aim to continue our focus on high expectation and future focused learning through the next School Planning cycle to maintain the cultural shift we have achieved and the improving reputation of high standards and expectations of growth for all involved in our school community.

Teaching

The results of our self-assessment against the SEF in the domain of teaching indicate that our school is primarily excelling with an increase in the quality of collaborative practice and classroom practice.

Our major focus in the domain of Teaching has been maintaining collaborative practice across the whole school which is monitored against growth data, goals set for literacy and reading and whole school involvement in mentoring and observation. We nourish and focus on the quality and team capacity, not just in their depth of curriculum knowledge but in behavioural trends in learning and wellbeing. We connect regularly as a team to drive a whole school plan with all PL, professional discussing and peer support driving our strategic directions to better inform our team and the community on the ways to achieve the best results for our students.

School based professional learning strongly supports our school priorities and strategic directions in the delivery of quality teaching and learning. Vital to our engagement in quality teaching has been the effectual focus on professional learning and our commitment to working with paraprofessionals and our other network connections. All staff have

embraced the opportunities to deliver, participate and effect cultural change through quality and contextually relevant professional learning and high quality discussion and data analysis. We have had staff involved in presenting and producing quality PL for other Networks, at conferences and Expo's which has further established the capacity of staff at HPS as an expert teaching team.

Leading

The Domain of Leading was been a dominant priority for Harrington Public School in the previous planning and continues as an area to improve. Our school is predominantly sustaining and growing in this area though Educational Leadership and Management Practices meet the expectations for excelling.

There has been considerable revision of, and change to the administrative systems and structure with a change in our School Administrative Manager as well as a whole new running system. We were able to confirm that quality and standard of the systems we worked to establish previously by the ease at which our new Manager has been able to sustain the high quality and expectations of our whole school management. The new planning cycle will see us moving further into the creative adaption of spaces within the school to optimize learning in all settings. Though 2018 did see the establishment of our first Learning Space with Years 4–6 working collaboratively within a designated learning space rather than a traditional classroom we look to further develop this as a permanent process in 2019. These strategies have been fundamental to the long-term vision for ongoing development of our school within the community and across or educational network.

Our school resources, both physical and human, have been key focus in maintaining a strong sense of school culture, pride and wellbeing at Harrington Public School. The emphasis on improving and maintaining the school buildings and grounds, the creation of future learning and flexible learning spaces, and the resourcing of STEM, Robotics and Maker Spaces has been the focus At HPS this will continue to be the focus in our school planning model to ensure the highest quality future for our school and students, provided by expert practitioners.

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

Strategic Direction 1

Expert Teaching Team

Purpose

Our School strives to continually extend our expert teaching team to be reflective and engaged in promoting rigorous, innovative evidence based practice.

Overall summary of progress

Harrington Public School staff has worked hard and consistently over 2018 to expand and deepen the pedagogical base of all staff to work adaptively and responsively to student individual needs. We have focused on the systems to intensify staff learning and have successfully maintained and increased skills in formal mentoring and observation across the school, now coordinated by our Assistant Principal.

Staff have also worked collaboratively in Inquiry/Project Based Learning across all KLA's which continues having a huge impact on student directed learning. In 2018 we have had staff present at 2 Conferences on future skills and inquiry processes plus a staff member deliver the same focus at local networks and through Adobe Connect conferencing. We have already received invitations for similar involvement and panel representation in 2019.

In 2018 we merged two classrooms Blue and Green to one Learning Space called Aqua Room which now involves all students from Year 4 to 6 involved in an inquiry driven learning environment that is focusing on individualised goals and development of high expectation learning behaviours.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<p><i>Our focus on the development of Student Agency will result in an increase in students in top 3 NAPLAN bands from 60% to 80% in Year 3 and from 54% to 80% in Year 5 due to self-regulation, higher levels of engagement in explicit and individualised learning pathways for students.</i></p> <p><i>The pursuit of a highly engaging school culture will be ratified by engagement survey data that demonstrates annual improvement in TTFM data from 70% socially & intellectually engaged to 90% which quantifies the focus on Student Agency.</i></p> <p><i>School Semester based data (PLAN 2/NAPLAN/Mapping on Progressions against Syllabus) provides evidence of excellence value added results of a year's learning for a year's growth as determined by SCOUT data and Hattie's Affect</i></p>	<p>Executive staff Mentoring/observation sessions Staff PL sessions Parents/Carers All staff Executive staff Instructional Leader</p>	<p>Through ongoing reflection and revision of what 'individualised behaviours are in children we now have two types of goal setting in place for students at HPS with Learning Maps for Learning Behaviours and Goal Setting for curriculum and content targets. We have seen an increase in students performing in the top two bands of NAPLAN. Semester based data (internal/Progressions/PLAN2) and NAPLAN results demonstrate 80% meet value added growth expectation. These results are used as the evidence base plan and design amended focus and interventions for 2019.</p>

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<i>Size calculator.</i>		Through ongoing reflection and revision of what 'individualised behaviours are in children we now have two types of goal setting in place for students at HPS with Learning Maps for Learning Behaviours and Goal Setting for curriculum and content targets. We have seen an increase in students performing in the top two bands of NAPLAN. Semester based data (internal/Progressions/PLAN2) and NAPLAN results demonstrate 80% meet value added growth expectation. These results are used as the evidence base plan and design amended focus and interventions for 2019.

Next Steps

Continue extend Project Based/Inquiry learning to be used by 100% staff to deeply engage in planning and teaching for all learning abilities, including extending Gifted and talented students.

Expansion of peer observation/classroom walkthrough's in 2018 to include monitoring and challenging of Language of Learning, Goals and Learning Intentions in all classrooms through High Expectation Relationships. All staff will be involved in the walkthroughs in 2019.

Staff meetings will shift to a longer format fortnightly instead of weekly to support more in depth PL for staff. Each meeting will take place in a classroom with a presentation from the teachers involved in that room on current focus, learning and innovation. Each meeting will have a clear theme aligned to our strategic directions.

Strategic Direction 2

A Learning Culture that promotes excellence

Purpose

A progressive culture of learning that builds educational aspiration and ongoing improvement across its school community by providing high quality, stimulating and enriching future learning environments.

Overall summary of progress

Over 2018 staff of Harrington Public School has focused on maintaining regular and systematic review of student data, work samples and ongoing assessment to target improvement and intervention with established and new staff using PLAN 2, NAPLAN and classroom assessment. We have also established a vernacular and culture aligned to a growth mindset, project based learning and goal setting where we have high expectations for all students learning.

We have continued working with Learning Maps project to explore Student Agency and Goal setting and have moved this into our school pedagogy of high quality learning behaviours for everyone at our school. This year has seen Learning Maps for all students in development phase though all student interviewed during a Term # Classroom Walkthrough identified both goals and learning behaviours they were working on.

2018 also saw HPS further develop Gifted and Talented extension workshops which now include Art, Technology, Mathematics and Drama. As part of our focus to widen opportunity of students we have also introduced coding into our Library program K–6 with robotics and STEM featuring in all classrooms across KLA's. The process has been successful with shifts in staff programming and assessment now closely tied to a cross-curriculum project based focus.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<p>The successful pursuit of student agency through innovative teaching and learning opportunities and future focused learning environments will see an increase in student performance data in NAPLAN with Year 3 NAPLAN showing an improvement from 60% in top 3 bands to 80%. Student Performance in Year 5 will grow from 4% to 80%.</p> <p>A school culture that promotes and celebrates Student Agency will also be demonstrated in TTFM data showing a movement from 70% of students feeling socially and intellectually engaged to 90%.</p>	<p>Class time for obtaining feedback. All Staff Executive TTFM data, SEFSaS 2018, BI graphs indicate and increasing trajectory towards 80% on track, the school sitting in a higher percentile for affect size and an increase in the number of students in top 2 NAPLAN Bands from an average of 50% in Reading Yr 3, 60% in Numeracy Yr 3 and 30% in Yr 5 Numeracy, 50% in Yr 5 Reading.</p>	<p>Through ongoing reflection and revision of what 'individualised behaviours are in children we now have two types of goal setting in place for students at HPS with a clear PBL matrix for teachers, students and parents. Incorporating Learning Maps for Learning Behaviours and Goal Setting for curriculum and content targets is essential to enriching students development through our PBL matrix. This has resulted in an increase in students performing in the top two bands of NAPLAN. TTFM survey SEF SaS NAPLAN data Staff meeting/Data Discussion</p>

Next Steps

Continue with Learning Maps with students K–6 to map their learning behaviours and set goals individually in regards to learning. Students will be supported through class goal setting and peer coaching to target curriculum and topic goals in all classes K–6.

Gifted and Talented groups will be further embedded so that a variety of opportunities are provided to targeted students in their skill areas to extend them and their capabilities with writing included in 2019.

Future Learning skills will continue with a heavy emphasis on Student Agency through self-regulated choice, project based learning, embedded inquiry process in all programs and planning. We will also expand the use of Google classroom to have all staff working collaboratively.

Strategic Direction 3

A supportive and collaborative school community

Purpose

The School that is widely recognized as a positive school environment that involves all parties. We strive for everyone to be committed and enthusiastic in outlearning community to support cognitive, emotional, social, physical and spiritual well-being.

Overall summary of progress

In 2018 we have been able to further embed high quality school based wellbeing systems as well as student driven values education in all settings. In 2018 our Junior PBL continued to run our fortnightly Peer Clubs which focus on our school values, feature as Peer Referee's during breaks and writing lesson support program for classroom programs. They have also developed community packages which have seen our expectations/rewards for student behaviour to extend into local businesses.

2018 has also seen an increase in the number of community events the school is involved with, now including Australia Day ceremony representations, involvement in the Junior Citizen and Junior Sportsperson of the Year Awards on Australia Day and the Community Business and Organisations Expo. HPS also was heavily involved in the Bicentennial Celebrations of John Oxley in our area with our GATs Drama Group receiving great acclaim for their re-enactment of Oxley's Crossing the Bar and naming Harrington.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<p><i>A school culture that has highly effective communication between School and families/community evidenced by an improvement in the return of parent and community survey(TTFM) data indicating 80% involvement and with positive feedback gained over the previous 40% return of paper surveys.</i></p> <p><i>Comprehensive collaboration with families, community groups and agencies have been successfully measured by an increase in local enrolments and community confidence in Harrington Public School.</i></p>	<p>Staff Staff Meeting Executive Instructional Leader PBL Coach & Junior PBL Team Tell Them From Me surveys</p>	<p>Feedback from the community in Tell Everybody, informal messages, FB posts, visits to school and support from community groups indicates a greater understanding of our school PBL expectations of Respect, Responsibility and Personal Best. Family engagement in workshops, volunteer training and general attendance at school events has increased significantly and indicated through TTFM data.</p>

Next Steps

In the new School Plan our strategic Direction 3 will mainly focus on community perceptions of Harrington Public School, Community relationships and increasing ad capture of local enrolments.

In 2019we will have a focus on 'Connecting with modern Parenting' via live stream on our School Facebook with relevant and interesting

topics for families.

We will continue with our workshops to support eSafety and explore the Global Citizen project with eSmart.

In 2019 our PBL focus will target new families to the school and developing an inclusive and informative Induction process as feedback has indicated though other areas are covered well in induction PBL is not well and deeply understood and it is such a big component of our school wellbeing system.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Chaplain	Chaplain Role has maintained an approach that assists students with their emotional capacity, social development and wellbeing to support their learning at school. We gain feedback through general parent conversations and through TTFM on the effectiveness of our Wellbeing programs at school in which our Chaplain role is of Key importance.
Low level adjustment for disability	LaST Teacher K–2 LaST Teacher 3–6 Personalised Learning Plans	We have reviewed our intervention support 5 weekly based on both internal and external assessment. The target children are identified and the support offered adjusted to their need. this has looked like 1:1 withdrawal, in class support or small group withdrawal dependant on the level of intervention required. Data has indicated growth for all students involved in our LaST support.
Quality Teaching, Successful Students (QTSS)	Classroom Teacher to release AP from Class on Wednesdays	Mentoring sessions are becoming more streamlined and we expect to see better alignment between Professional Learning Goals, PDP's and observations through this process.
Socio–economic background	LaST Teachers Specialist High School trained Music Teacher	The provision of quality music in the curriculum targets the capacity of students to think creatively and supplements the learning taking place in their classrooms. TTFM surveys indicate 100% approval of parents in relation to our Extra Curricula activities as supporting learning (this involves school music)

Student information

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	57	50	53	53
Girls	50	53	55	52

Student attendance profile

School				
Year	2015	2016	2017	2018
K	94.6	94.6	97.8	92.9
1	91.8	96	93.2	93.6
2	94.1	93.7	94.4	91.7
3	91.8	94.6	92.9	95.7
4	93.2	93.1	94.6	92.4
5	91.2	90.9	91.2	95.3
6	93.6	93.9	92.6	91.1
All Years	92.9	93.7	93.7	93.1
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

School staff aim to provide a caring teaching and learning environment which fosters students' sense of wellbeing and belonging to the school community.

The School promotes regular attendance at school through teaching and learning activities that acknowledge the learning and support needs of students.

A system of compliance the school maintains accurate records of student attendance, with weekly reminder letters being sent home regarding days absent and unexplained. Staff alert the principal, or staff member responsible for monitoring attendance, when a student's pattern of attendance is of concern, or if no

explanation is received from the parent or carer within required timeframes. This involves all classroom teachers attempting to talk to families about concerning attendance prior to notification to Principal.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Classroom Teacher(s)	5.59
Learning and Support Teacher(s)	0.3
Teacher Librarian	0.2
School Administration and Support Staff	1.71

*Full Time Equivalent

We have one staff member who identifies as Aboriginal and Torres Strait Islander.

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	0

Professional learning and teacher accreditation

We currently have 2 staff that gained accreditation in 2018 plus 1 staff working towards attainment.

We had 1 staff member working towards maintenance of accreditation.

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	94,755
Revenue	1,584,890
Appropriation	1,514,822
Sale of Goods and Services	1,164
Grants and Contributions	67,863
Gain and Loss	0
Other Revenue	0
Investment Income	1,042
Expenses	-1,687,842
Recurrent Expenses	-1,687,842
Employee Related	-1,477,143
Operating Expenses	-210,699
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	-102,951
Balance Carried Forward	-8,196

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

The financial summary consist of the school income broken down by funding source and is derived from the schools Annual Financial Statement 2018.

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	1,001,367
Base Per Capita	20,884
Base Location	15,723
Other Base	964,760
Equity Total	203,615
Equity Aboriginal	10,615
Equity Socio economic	145,167
Equity Language	0
Equity Disability	47,833
Targeted Total	140,204
Other Total	115,187
Grand Total	1,460,373

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

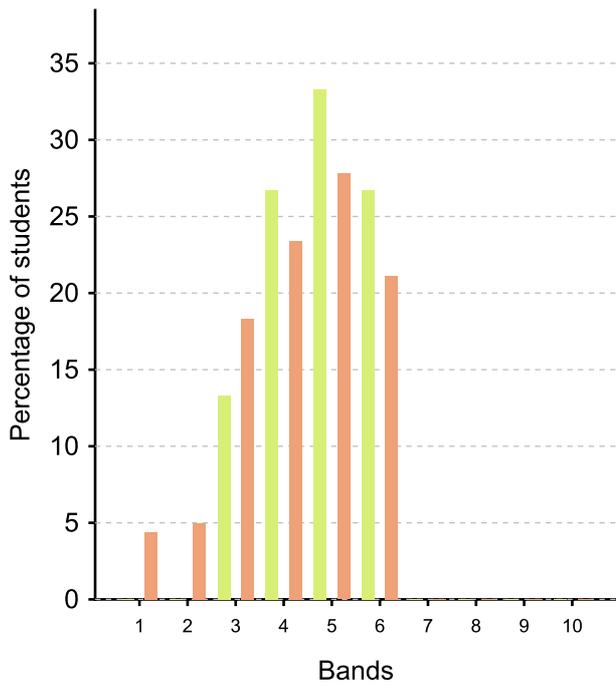
NAPLAN

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.

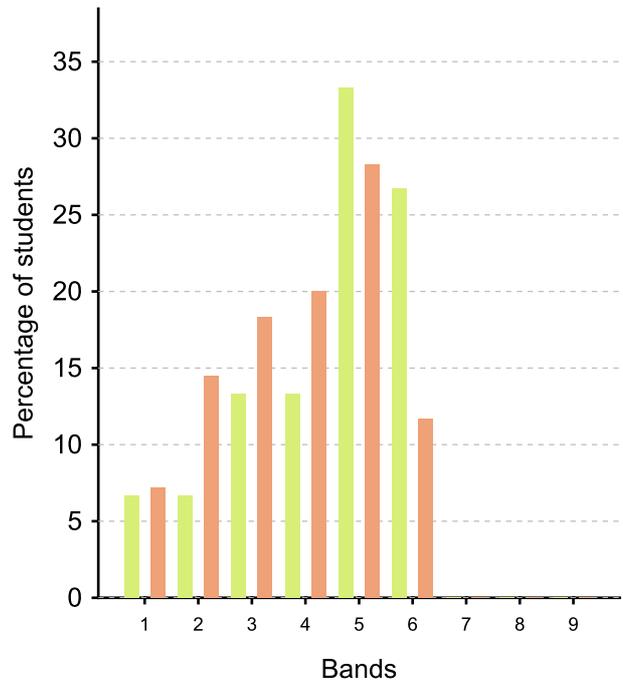
From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

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.

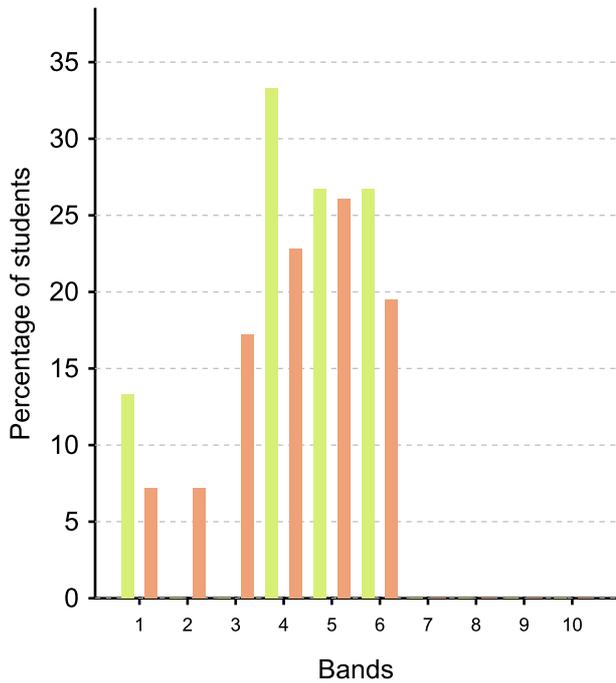
Percentage in bands:
Year 3 Grammar & Punctuation



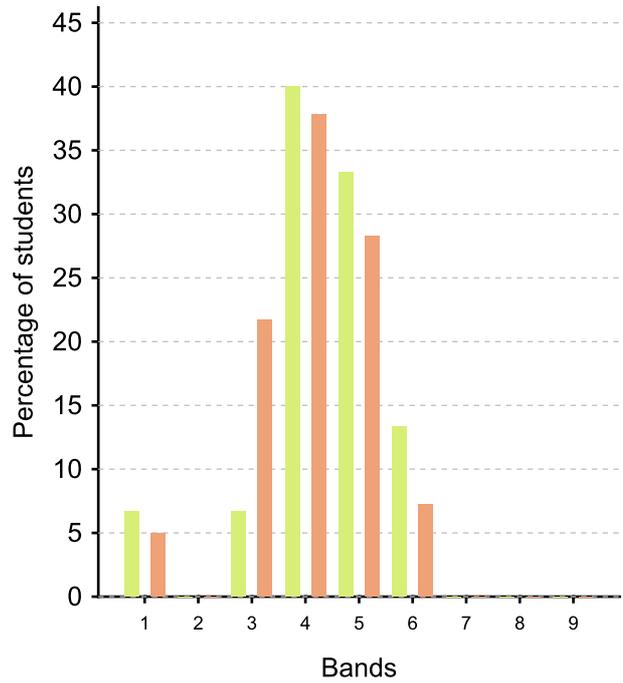
Percentage in bands:
Year 3 Spelling



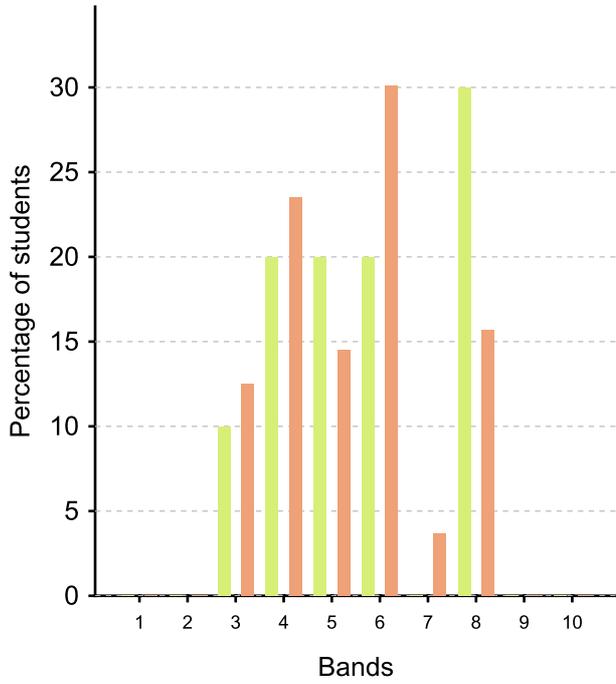
Percentage in bands:
Year 3 Reading



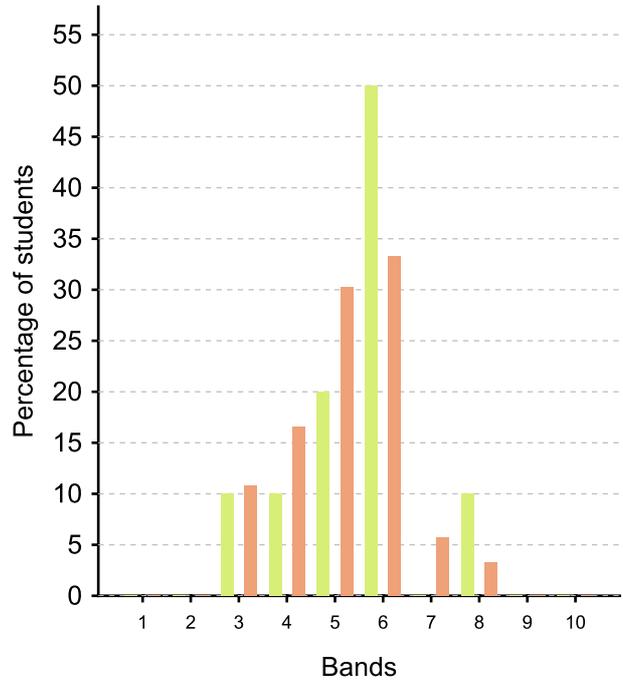
Percentage in bands:
Year 3 Writing



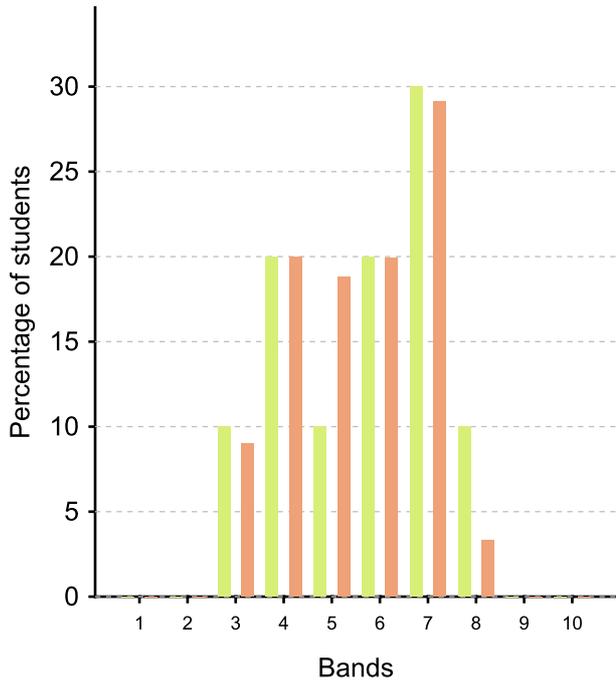
Percentage in bands:
Year 5 Grammar & Punctuation



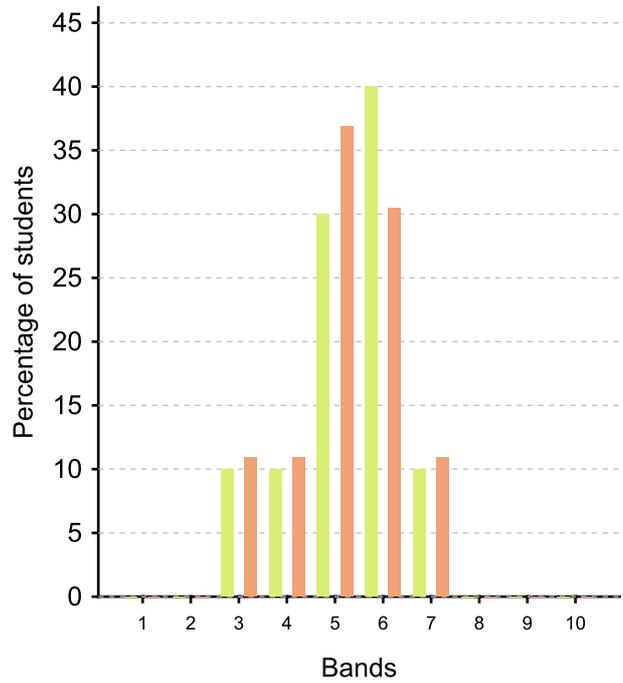
Percentage in bands:
Year 5 Spelling



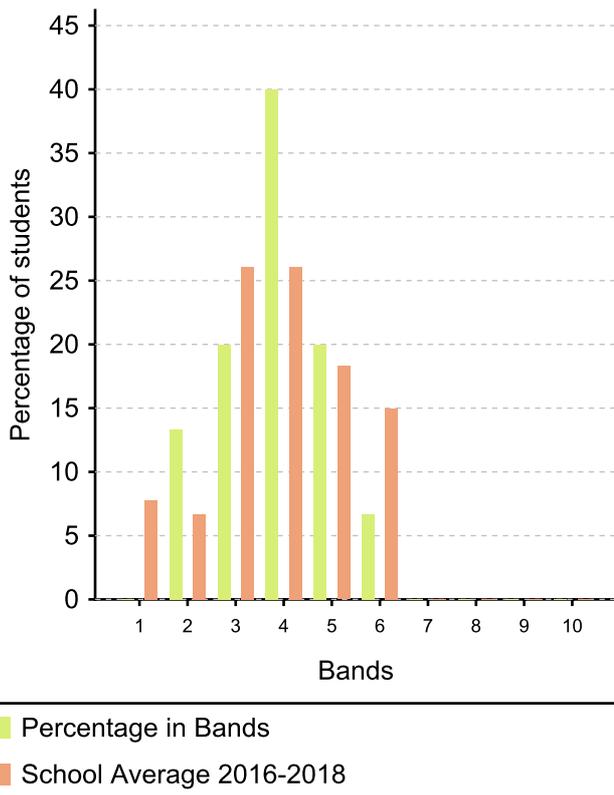
Percentage in bands:
Year 5 Reading



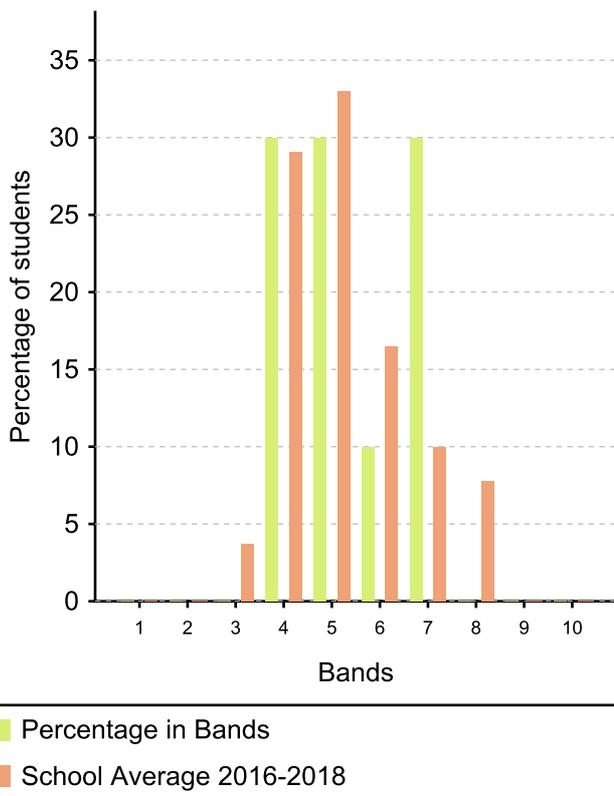
Percentage in bands:
Year 5 Writing



Percentage in bands:
Year 3 Numeracy



Percentage in bands:
Year 5 Numeracy



education outcomes for students in the top two NAPLAN bands.

We have increased the number of students in the Top 2 Bands of NAPLAN in Years 3 and 5 from 25.76% in 2017 to 38% in 2018. Our ATSI students in both Year 3 and 5 are performing above the state average.

Parent/caregiver, student, teacher satisfaction

In 2018, the school sought the opinions of parents, students and teachers about our School culture and feedback in relation to all learning areas through the *Tell Them from Me* survey for the first time.

Their responses are presented below:

From parents surveys we increased our Survey participation from 20% in 2017 to 31% in 2018.

- 73% of families feel welcome when they come into the school with 81% feeling they could easily approach and speak to class teachers and school executive.
- 75% felt that school administrative staffs were helpful if they had a problem or question.
- 65% felt that events were scheduled at times that were difficult for them to attend so this could be a focus area for 2019.
- In regards to positive behaviour 80% of families felt the school has high expectations for behaviour.
- 85% felt that teachers expect students to pay attention in class
- 86% of parents believe our staff devotes themselves to extra-curricular opportunities for students.
- 66% of parents perceive that teachers maintain control of their classes so this is an area to investigate in 2019.

From Year 4–6 students *Tell Them from Me* surveys we received clear feedback in regards to improvements and target areas for social and emotional outcomes, drivers of students outcomes and perseverance:

- 78% of students feel accepted by their peers and by others in the school though there was a slight drop in this percentage in the second survey.
- 84% of students believe there is positive behaviour at school and are motivated and interested in their learning.
- 81% believe there is an effective use of learning time, 82% feel there are expectations for success.
- Only 27% of students feel affected by bullying which is down from 36% in 2017.
- We have 92% of students with moderate or high perseverance at school, with 26% in high levels of perseverance. We will aim to increase the amount of students with high motivation in 2019.

Staff participated in the *Tell Them From Me* 'Focus on Learning' survey for the first time. This survey is a self-evaluation tool for teachers and schools which focus on the most important drivers of students learning as well as the dimensions of classroom and school practices.

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.>

Premier's Priorities: Improving education results and State Priorities: Better services – Improving Aboriginal

Their responses are presented below:

- 94% of staff indicated that school leaders helped them to establish challenging and visible learning goals for students.
- 100% of staff indicated that school leaders helped them to improve their teaching
- 100% of staff share their learning goals for students; discuss learning problems and personal learning goals with other teachers.
- 89% felt they were effective at dealing with students behavioural problems
- 25% feeling they could talk to students more about barriers to learning.
- 85% feel there is a strong learning culture at the school
- 90% of staff feels this is an inclusive school where staff plan for and create opportunities for all students.

to increase their knowledge and skills in relation to Multicultural Education. We have included a Multicultural theme focus across the whole school in Term 2 for this year and following years called 'Around the world in 50 days'. This culminates in a Multicultural Celebration Day and Sharing table with a feast of foods from across the world. This year food was featured from France, Italy, Afghanistan, India, Mexico, and China.

Our school prides itself on its inclusiveness and participates in a number of charity days and Harmony Day annually.

Policy requirements

Aboriginal education

Harrington Public School has an Indigenous enrolment of 14% and an Aboriginal classroom teacher. Aboriginal Education is promoted and supported across all key learning areas and more particularly in the Human Society and Its Environment (HSIE) curriculum & new History Syllabus.

All our teaching staff include in their programming, teaching units that are closely linked to and reflect our proud Aboriginal heritage. All students are taught about indigenous Australian culture and it is seen as an important and valued art of our Australian cultural identity. All Indigenous students have personalized learning plans (PLPs) developed in consultation with their class teacher, the student and their caregiver.

We also held a wonderful NAIDOC Day at the beginning of Term 3 where students K–6 rotated through a number of culturally relevant activities throughout the day. We were privileged to have a local community member, uncle Russel Saunders paint a totem on our bell pole and the river opening. uncle John Taylor also attended and gave a Welcome to Country in Gathang. We have a weekly Aboriginal Cultural lunch time group that are currently learning some language and didgeridoo. our Aboriginal Students also participated in Dance workshops have now established our own Aboriginal Girls Dance Group.

Multicultural and anti-racism education

All students studied aspects of multiculturalism as part of the Human Society and Its Environment (HSIE) Key Learning Area, History and Geography syllabus.

Students also had many experiences throughout 2018