

Harrington Street Public School

Annual Report

Harrington Street Public School



Enriching Lives Through Learning



2018



4314

Introduction

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

John Massard

Principal

School contact details

Harrington Street Public School

13-25 Harrington Street

Cabramatta, 2166

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

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

9604 4002

Message from the Principal

The 2018 Harrington Street Public School Annual Report articulates and demonstrates the dynamic nature of our school, our commitment to excellence and our relentless pursuit of Enriching All Through Learning. There are many factors that make our school a unique place, in particular the welcoming tone and inclusiveness that the students, staff and community work so hard to promote. There is a positive learning culture supported by a culture of tolerance and respect that all members of our school community have worked to build and strive to keep developing into the future.

Our highly qualified, dedicated and professional staff work collaboratively to ensure our students strive to achieve their best in a safe, challenging and nurturing environment. I continue to be proud of the pedagogical capacity of our teachers and their commitment to life-long learning. We focus on supporting all students to reach their full potential academically, socially, emotionally and physically. We have committed, proactive teachers and dedicated specialist teachers working to help each child to reach their potential. Our staff have high expectations and adopt a wide variety of innovative teaching practices. Additional programs like our school band, choirs, dance groups, clubs, PSSA interschool sport and learning assistance programs are all embedded in our school culture, ensuring a complete curriculum.

Teachers are well supported by an equally committed administrative and support staff. A strong partnership exists within the school between staff and the community. Thank you to our P&C and all their volunteers for their time and effort in supporting our school, all of which enhances teaching and learning programs. I commend and thank the students, dedicated teaching and administrative staff, families and the wider community for their commitment, collaboration and care throughout 2018. The achievements outlined in this report would not be possible without your continued support.

This year we farewelled Mrs Di Gunton who retired. Thank you Mrs Gunton for the 40 years of service in Public Education to support the learning and development of thousands of students, parents and staff.

2018 has been a year of outstanding achievements and consolidation at Harrington Street Public School. It has been my absolute pleasure to lead the school in our ongoing pursuit of excellence in 2018, supported by the dedicated and committed students, staff and parents. I certify that the information provided in this report is the result of a rigorous school self-assessment and review process undertaken with staff, parent and students and provides a balanced and genuine account of the school's achievements and areas for development.

John Massard

Principal

Message from the school community

What an amazing year 2018 was for our school community. In alignment with the strategic directions of our 2018 – 2020 School Plan, we implemented strategies to improve the learning of our community, with a strong focus on student well-being. Parent seminars and workshops concentrated on child behaviour and cyber safety to assist parents with encouraging positive and respectful relationships with their children at home. Parents also had the opportunity to join a parenting program named 'Bringing up great kids' which was delivered by our community partners, Woodville Alliance and Catholic Care. We further engaged our parents through personal learning activities by offering training in food safety and hygiene, self-defence and cooking demonstrations.

In June, our parents and carers enjoyed an excursion to the Botanic Gardens in Mt. Annan. This was an outstanding educational experience where we participated in a tour of the Plant Bank and Seed Vault, went on a bush walk and learnt about the different native plant species. We also went to the Sydney Cherry Blossom Festival at Auburn Botanic Garden where many beautiful photographs were taken.

The P & C Association continues to be a strong force within our school, continually supporting our students and raising the school community spirit. This year, we donated \$30,000 to the school for the Secret Garden and playground improvement projects. We held our first ever School Fun Run, which was a great success, as well as ongoing fundraising events such as Family Fun Day BBQ, Mother's and Father's Day Stall and Bunnings BBQ, all which were made possible by the hard work and sheer dedication of our P & C team and parent volunteers.

Furthermore, our P & C Treasurer was recognised with the 2018 Public Education Foundation School Parent of the Year Award, celebrating his outstanding dedication and contribution to public education and to the children of Harrington Street.

Misa Tran & Swannida Stewart

Community Liaison Officers

Message from the students

This year, the Student Representative Council (SRC) worked with prefects, captains and vice captains to complete lots of exciting projects and work on developing strong leadership skills therefore becoming stronger leaders for Harrington Street Public School.

Students attended a Leadership Training Day where they engaged in activities to learn how to effectively communicate, cooperate and become better leaders. Another important part of the training was going into classrooms and listening to the different opinions and concerns of all students from K-6 in our school. This then helped the SRC to create our sub-committees with different focus areas for the year.

The SRC worked together to upgrade the playground to include a fun exercise trail on Area B. They also fundraised lots of money for various charities and the school. In Term 4, the SRC organised a Dodgeball Tournament for students in Years 2 – 6 to challenge the teachers. This exciting event got lots of students and teachers down to the basketball courts to either watch or participate in the event. In addition, an after school disco was also organised and operated by the SRC and Student Leadership Body. It was a great turn out as a high number of students attended.

The SRC will continue to work on different projects to make the school an even better place for all students, teachers, parents and the community. They will also continue to work on becoming strong role models for all students of Harrington Street Public School.

The SRC team

School background

School vision statement

Harrington Street Public School strives to provide a safe, respectful, inclusive learning environment that challenges all members of the community to be resilient, lifelong learners. We believe that all people have the right to learn and that high expectations, quality teaching and strong home–school partnerships are central to student learning. We engage in critical reflection to promote continuous improvement and excellence across all areas of school life.

School context

Harrington Street Public School was established in 1962. The school is located at Cabramatta West and is a member of the Fairfield School Education Group. The school caters for a diverse student population, with over 90% of students from a language background other than English. There are currently 38 language backgrounds, with Vietnamese, Teochew, Cantonese, Khmer and Arabic speaking backgrounds the largest groups. Staff are highly trained and committed to continual improvement.

Parents are valued partners in determining school priorities. The school continues to have a proud history of academic success and student self–discipline. Strong student welfare programs and sport and cultural initiatives support a balanced approach to lifelong learning. Core values of the school include integrity, excellence, respect, responsibility, cooperation, participation, care, fairness, global citizenship and democracy. In addition to the six Key Learning Areas, students have access to a range of programs including Early Action for Success, English as a Second Language; Community Language (Chinese, Vietnamese and Khmer), Languages Other Than English (Japanese) and Reading Recovery. Three classes to support students with intellectual disabilities and a composite 5/6 Opportunity Class for gifted and talented students are available through regional and state enrolment processes.

As a future focussed school Harrington Street Public School uses Creativity, Critical Thinking, Communicating, Collaboration and inquiry based learning as a foundation for student learning while embracing the philosophy of “Enriching Lives Through Learning ”

Harrington Street Public School is an inclusive school and nurtures the social success of each individual by maintaining a positive and caring learning environment.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

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

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

In the following areas we have continued to make progress:

Learning

- Curriculum implementation to meet requirements and provide equitable opportunities for all learners
- Use of assessment data to monitor achievement and identify gaps in learning to inform planning for groups and individuals
- Create strategic and well planned approach to wellbeing, embedding whole school processes and building upon the successful values program
- Incorporate student voice and increase collaboration with parents to improve student learning outcomes

Teaching

- regular use of a variety of assessment to help monitor student learning progress and to identify skill gaps for improvement
- Target professional learning to scaffold data conversations to further develop every teacher's skills in analysing and using student assessment data effectively
- Teacher engagement in professional learning and collaborative practice
- Teaching and learning programs as well as Learning and Support programs show evidence of being fluid and

changing with response to feedback and student achievement data

Leading

- Streamline and implement the teacher performance and development plans in a culture of high expectations for all staff
- Refine the school plan using outlined clear processes, timelines and milestones
- Continue our links with existing communities of schools
- Continue to develop a culture of distributed leadership to enhance management practices and processes

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

For more information about the School Excellence Framework:

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

Strategic Direction 1

Learning and Improving

Purpose

- To develop consistent, high-quality educational practices.
- Teaching and learning programs ensure student growth.
- Parents highly engaged in learning.

Overall summary of progress

In 2018, Harrington Street Public School employed 3 Instructional Leaders to work with teachers to gain expertise and knowledge in differentiating and targeting instruction to improve student Literacy and Numeracy outcomes. Staff ceased the opportunity to participate in professional learning regarding the literacy and numeracy continuum delivered by the Instructional Leaders. Some staff used this tool, in conjunction with syllabus documents, to guide and differentiate their teaching and learning programs and set learning goals based on data for groups of students and individuals.

We are sustaining and growing in the continued implementation of DoE policies for change to improve student's learning and achieving school excellence.

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">• Increase in differentiated practices in literacy and numeracy that are informed by data.• Students are developing and monitoring achievement of their own learning goals.• Increase in parents engaging in 3-way conversations about students learning and understanding their child's learning growth.	3 Instructional Leaders \$480000	Literacy progressions have been utilised across K–6 with K–2 tracking students on literacy and numeracy progressions. Data conversations with ILs and across stages in stage meetings has enabled an improved understanding of utilising the progressions to differentiate learning and to track student data informing the teaching and learning cycle.

Next Steps

Next year, we will:

- continue to utilise the literacy and numeracy progressions in conjunction with the syllabuses through targeting professional learning and use of Instructional Leaders across K–6 as it will support teachers to differentiate teaching and learning experiences and to provide feedback to students about their next steps in learning
- triangulate data and utilise the progressions and school/external data as a tool to support individual student learning goals in literacy and numeracy
- continue to ensure all staff include LISC in their programming and teaching practice to develop consistency across the school with support of the ILs & APs utilising the literacy and numeracy progressions
- tailor professional learning in effective feedback explicitly linked to success criteria in English and Mathematics where students are able to set their own individual learning goals
- plan for 3 way progress meetings at parent/teacher/student interviews and ensure that staff aware of this expectations with data on student attendance at these interviews collated.

Strategic Direction 2

Moving Forward

Purpose

- Targetted differentiated professional learning through PDPs.
- Collaborative school culture.
- Empowering parents through learning in current educational practices.

Overall summary of progress

In 2018, the staff at Harrington Street Public School were engaged in approaches of professional learning communities, where research and reading occurred; Instructional Rounds were a collaboration of quality practices occurred among teachers observing each others practices and providing feedback; peer observation was embedded to involve teachers observing each other and learning from each other to help achieve PDP goals; Instructional Leaders supported professional learning for teachers in their pedagogy.

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">• All staff actively engaged in PDP process.• An increase in effective staff collaboration in educational practices.• An increase in parent involvement in their own learning.	\$87088	<p>In 2018, all staff were involved in the PDP process and following the PDP timeline. This has been consistent with 80% of staff indicating that the PDP process sufficiently supported their learning goals. Staff were empowered to lead their PDP process and set SMART goals by collaborating with colleagues.</p> <p>Regular meeting times for parents were provided (Coffee and a Chat, P&C, Playgroup and parent workshops). These meetings were advertised in advance with topics to be discussed. HSPS utilised the Community Liaison Officers to run parent workshops that linked to the P&C's whole school activities.</p>

Next Steps

Next year, we will:

- continue to implement the timeline for PDPs as set by HSPS to support staff with their goals and ensure time is provided at crucial points of the PDP process
- continue to provide professional learning for staff on the PDPs and ensure that supervisors provide new staff to HSPS with an ongoing support with the implementation of their PDPs
- embed Professional Learning (PL) opportunities as part of the PDP process utilising twilights, whole school and optional PL that is differentiated to meet individual staff needs
- ensure a plan for PL is mapped out for 2019 with a clear timeline that is shared in advance with staff
- utilise CLOs to organise hands-on workshops using staff expertise (1 per term) to support parent understanding of current education practices across HSPS by promoting, upskilling and training parents in literacy and numeracy strategies

Strategic Direction 3

Living Life Well

Purpose

- Positive, respectful relationships.
- Consistent implementation to support behaviour.
- Strong community understanding of HSPS wellbeing.

Overall summary of progress

In 2018, Harrington Street Public School provided opportunities that supported positive relationships for staff, parents and students across the school community and at various forums that has enhanced our school culture. Our original plan was to embed Circle Time to support positive relationships did not occur due to the revision of the plan mid-year based on department processes. HSPS has continued to enhance and develop its leadership including students, staff and the whole school community

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">• An increase in positive respectful relationships.• 100% of staff implementing the HSPS Wellbeing Guidelines.• 100% of student leaders trained.• An increase in parent understanding of HSPS wellbeing.	\$73809	<p>Overall the data has shown that we have had increased parent involvement and participation in school activities and forums as a direct result of increased opportunities and communication with our community. Education Week this year was extremely successful with Open Day having the highest number of parents involved in the last 4 years.</p> <p>100% student leaders were trained as a result of the prefect body being able to deliver and upskill the SRC across 3–6. ensuring that Year 2 representatives attended and were involved in meetings for the first time thus increasing confidence in the younger student leaders.</p>

Next Steps

Next year, we will:

- continue to provide various opportunities to enhance positive relationships for staff, parents and students across the school community
- provide professional learning for staff on utilising strategies that enhance positive relationships across the school community
- continue to have 100% of student leaders trained to develop leadership skills
- ensure we utilise quantitative and qualitative data to monitor student leadership and capacity building
- enhance the role of house captains to build their leadership skills and reimagine the profile of this leadership role

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$8813	Staff were released to develop Personalised Learning Plans (PLPs) for Aboriginal students at the school. The PLPs were implemented and monitored. All identified Aboriginal students demonstrated varied progress in their learning.
English language proficiency	\$584116	<p>Additional Language/Dialect (EAL/D) teacher supported our first phase and early second phase students in the development of their English language skills. Support was provided either by withdrawing a small group from the classroom for intensive support or working with the teacher in the classrooms in the area of language skills. Support is also provided through specialised teaching and learning activities which focus on oral language, reading and writing skills.</p> <p>Also available to our families are face–face translators for parent teacher interviews and other significant meetings as well as phone interpreters. In addition, parents can utilise the Schoolzine eNewsletter in their preferred language to access up–to–date school information, calendars and alerts.</p>
Low level adjustment for disability	\$266832	Personalised learning plans and goals were developed in consultation with teachers, parents and carers and Learning and Support Team. These learning plans enabled students to participate in learning programs and achieve syllabus outcomes. Staff participated in Professional learning around Autism, Speech Pathology and the Learning and Support Team's procedures to support teachers to recognise and respond to students' learning and support needs. Student Learning Support Officers (SLSOs) were also employed to work in classrooms to support learning. Allocation was made on areas of greatest need as identified by LST records from 2017.
Quality Teaching, Successful Students (QTSS)	\$183864	All leaders have shown effective and instructional leadership for their students, stages, school and community.
Socio–economic background	\$628787	These funds continue to provide students who require strategic assistance to participate in an equitable way with peers. Support includes uniforms, incursions and excursions, access to equipment and resources, programs and technology.
Support for beginning teachers	\$686699	<p>The beginning teachers at Harrington Street Public School have been provided with multiple opportunities to build on their quality teaching knowledge, skills and strategies through targeted professional learning and the promotion of reflective practices.</p> <p>Early Scheme teachers were provided extra release time including planning days to participate in 1:1 and small groups professional learning. This included L3, TEN</p>

Support for beginning teachers	\$686699	and stage based coaching sessions.
Targeted student support for refugees and new arrivals	\$2738	Targeted students accessing this support have shown increase in their socialisation and education with varying degrees of success.

Student information

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	538	547	553	562
Girls	439	424	445	432

Student attendance profile

School				
Year	2015	2016	2017	2018
K	94.5	93.6	94.2	93.3
1	93.1	94.2	94	94.4
2	95.4	92.6	94.6	95
3	95.2	95	95.5	94.8
4	95.6	95.3	95	94.8
5	95.6	95.2	95.4	96.3
6	96.5	95.4	95.3	95.9
All Years	95.2	94.6	94.9	94.9
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

Teachers at Harrington Street Public School are committed to managing student attendance using appropriate Department of Education Attendance policy and procedures.

- Home School Liaison Officer (HSLO) conducts regular roll checks
- Teachers provided with annual refresher of Attendance Policy and procedures by Learning and Support Team coordinator
- Individual student concerns are managed through Learning Support team

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Assistant Principal(s)	6
Classroom Teacher(s)	41.51
Teacher of Reading Recovery	0.95
Learning and Support Teacher(s)	1.6
Teacher Librarian	1.6
Teacher ESL	5.2
School Administration and Support Staff	11.07
Other Positions	5.4

*Full Time Equivalent

Harrington Street Public School has one staff member who identifies publicly as indigenous.

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

In 2018 all primary teachers were accredited against the NSW Educational Standard Authority. The accreditation requires teachers to maintain registered and non-registered hours of professional learning over a period of 5 years. In Harrington Street Public School professional development plans are completed by individual staff members aligning to departmental reforms, school plans and expectation of curriculum teaching.

All permanent and temporary staff were involved in a variety of mandatory and elective professional development meetings, programs and courses throughout the year.

All beginning teachers were supported to achieve and maintain accreditation as dictated by National Education Standards Authority (NESA).

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	724,220
Revenue	10,721,852
Appropriation	10,266,763
Sale of Goods and Services	65,674
Grants and Contributions	375,529
Gain and Loss	0
Other Revenue	1,600
Investment Income	12,286
Expenses	-10,021,915
Recurrent Expenses	-10,021,915
Employee Related	-9,035,160
Operating Expenses	-986,755
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	699,937
Balance Carried Forward	1,424,157

Harrington Street Public School has appropriate financial management processes and governance structures to meet financial policy requirements.

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	6,296,051
Base Per Capita	201,839
Base Location	0
Other Base	6,094,212
Equity Total	1,488,549
Equity Aboriginal	8,813
Equity Socio economic	628,787
Equity Language	584,116
Equity Disability	266,832
Targeted Total	585,291
Other Total	1,564,091
Grand Total	9,933,982

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

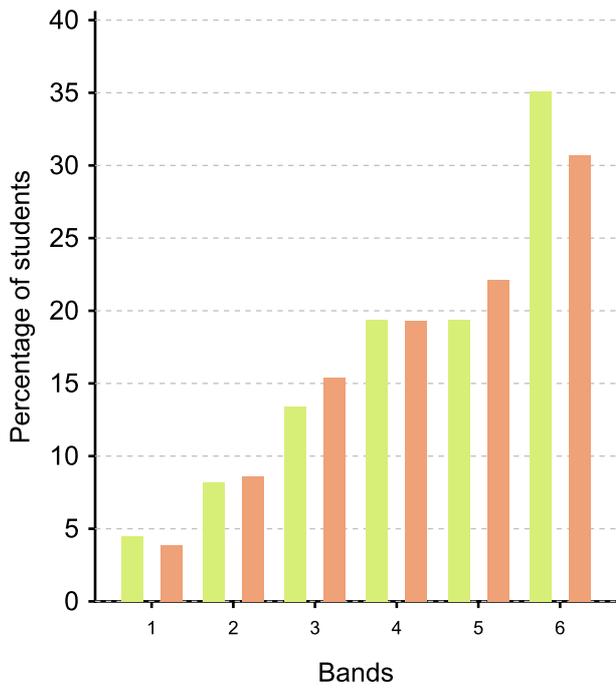
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

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.

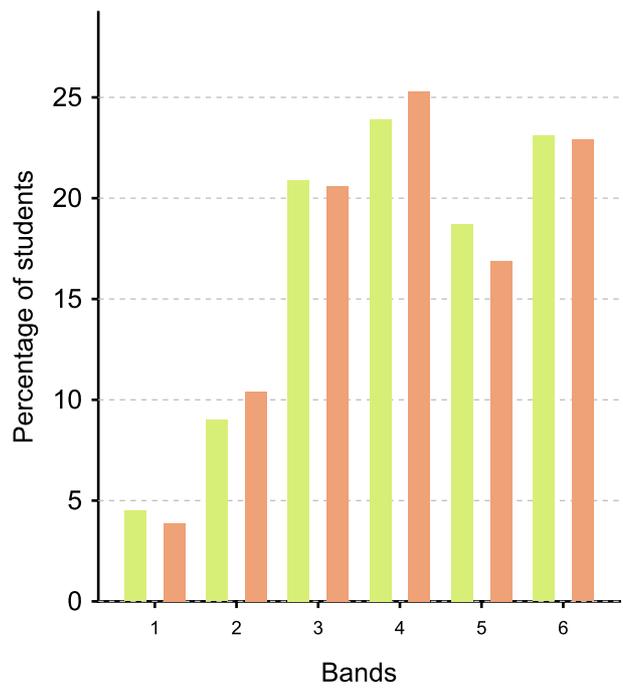
Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should take into consideration the different test formats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

Harrington Street Public School has achieved well in literacy this year with growth in most areas. External and internal data along with Smart data will be used to guide future areas of need.

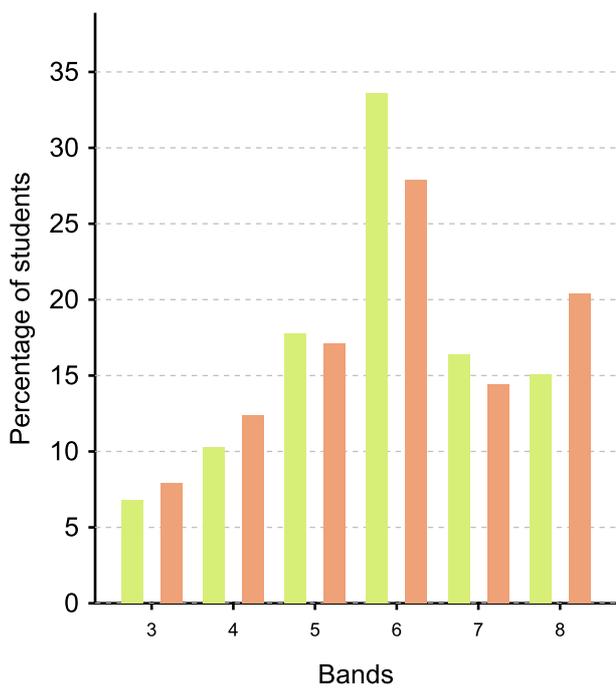
Percentage in bands:
Year 3 Grammar & Punctuation



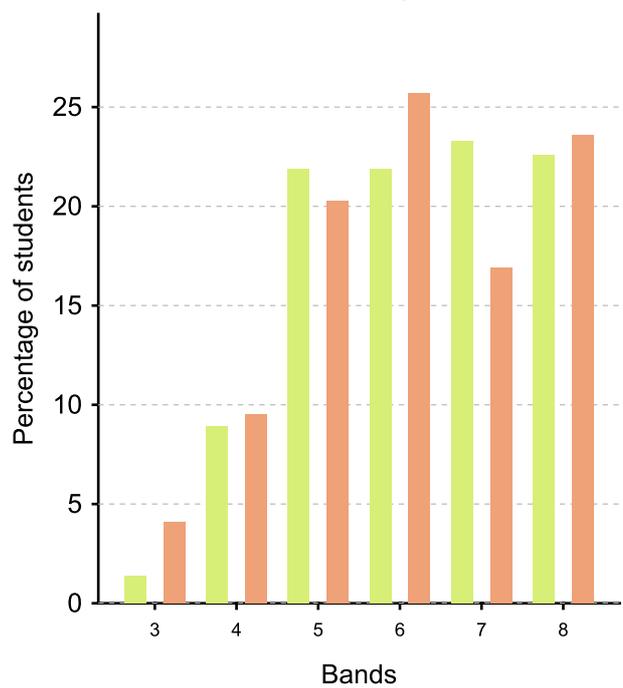
Percentage in bands:
Year 3 Numeracy



Percentage in bands:
Year 5 Grammar & Punctuation



Percentage in bands:
Year 5 Numeracy



HSPS has achieved well above the state in all areas of numeracy. We will strive to achieve continued success in all areas of numeracy.

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

The school continues its focus on improving the educational outcomes of Aboriginal students in line with

the Premiers priorities.

Parent/caregiver, student, teacher satisfaction

Harrington Street Public School is committed to building a strong relationship between students, staff, parents and the wider community. The school has put in place practices and processes to continually inform and engage the community about student learning and educational programs. The school actively seeks feedback from parents during P&C meetings, Coffee and a Chat and through Tell Them From Me survey. Key findings from the survey include:

Students

- 77% of students have friends at school they can trust who encourage them to make positive choices
- 95% of students believe that schooling is useful in their life and will have a strong bearing on their future
- 91% of students try hard to succeed in their learning

Parents

- can easily speak with their classroom teacher (7.2/10)
- are well informed about school activities (7.3/10)
- written information from the school is in clear, plain language (7.5/10)

Teachers

- work with school leaders to create a safe and orderly school environment (7.6/10)
- talk with other teachers about strategies that increase student engagement (8.2/10)
- set high expectations for students (8.6/10)

Policy requirements

Aboriginal education

The students and staff at Harrington Street Public School acknowledge and practice Aboriginal education, culture and protocols throughout all areas of learning and embed Aboriginal perspectives into their teaching practices. We continually support and celebrate important events that signify Aboriginal culture. Currently we have 7 students who have identified as Aboriginal.

Multicultural and anti-racism education

Harrington Street Public School has procedures which are consistent with Department of Education policies on multiculturalism and anti-racism education. Classroom programs are culturally inclusive and develop concepts

of active citizenship within a diverse and democratic society.

Classroom programs also embed multiculturalism and anti-racism strategies, knowledge and understanding from Kindergarten to Year 6. School leaders demonstrate and model appropriate behaviours and Harrington Street Public School wellbeing guidelines support inclusivity in all aspects of the school's life.

There were no reported instances of racist behaviour in 2018.

Other school programs

Sports Report

In 2018, 26 students represented the school at the Horsley Zone swimming carnival. Congratulations to the team on coming second! 9 students went on to represent the Sydney South West team at the Regionals.

The school had strong representation at the zone athletics carnival with 40 students attending. 11 students went on to represent the zone at the Regionals.

In cross-country, 46 students represented the school at the zone carnival and 2 students, Joshua Smith and Carroll Pham, went on to represent the zone at the regional carnival.

In the winter PSSA, Harrington Street had two teams qualifying for the finals. The boys and girls junior basketball team were runners up 16–7 and the year 6 netball team won their final 24–12.

In the summer PSSA, the senior boys and girls softball teams and the senior boys cricket teams represented the school in the semi-finals, with the senior girls softball team scoring a draw and narrowly missing out on the finals due to final standings on the ladder. A great achievement to push the #1 team to the limit, showing the players improvement throughout the season.

This year 10 students were selected in Horsley Zone teams. Caitlyn Lam, Chelsea Tran and Lucia Thach were selected in the zone representative basketball team. Haneefah Lawal, Alira Costa and Mylinh Dang were selected for the zone representative softball team. Joshua Smith, Frank Tran and Matthew Po-Myat were selected to represent the zone representative softball teams. Joshua Smith represented the zone in the Horsley Zone Hockey representative team. Unique Pritchard was also selected for the zone netball team. Two players went on to represent at the Regionals with Unique Pritchard being selected in the Sydney South West Netball team, while Joshua Smith was selected in the Sydney South West Hockey team.

Congratulations to all of these athletes and to all the students who performed so well in the various PSSA teams.

This year we also participated in the Premiers Sporting Challenge.

Students were also given the opportunity to participate in an NRL Backyard League Football Clinic and GWS AFL clinics.

The primary and infants students were given the opportunity to take part in a dance program.

Athletics Carnival 2018

Each and every year, students from years 3 to 6 have the wonderful opportunity of immersing themselves and competing in a range of track and field events during the Athletics Carnival.

In 2018, all attending students shared their sporting talents in events including 800m, 200m and the highly competitive, 100m. They continued to show their athleticism in disciplines such as shot-put, discus, high jump and long jump.

40 students went on to represent Harrington Street Public School in such events at the Horsley Zone Athletics Carnival. They proudly competed against students from other local schools, demonstrating great discipline and sportsmanship. Subsequently, 12 students advanced to represent at the regional carnival. The qualifying team of athletes included relay runners, shot-put and discus throwers as well as high and long jumpers.

A special thank you to all our teachers and incredible P&C for supporting our students every step of the way. We are already looking forward to an even better Athletics Carnival in 2019.

School Sport

Stage 2 school sport proved to be an enjoyable program for students and teachers alike. We formed mixed groups of students from all Stage 2 classes to enable students to get to know new peers and teachers. During the year, the students worked on developing their fundamental movement skills and participated in a wide range of PSSA sports and active games. The students had fun and learnt some new sporting skills. They demonstrated good sportsmanship and teamwork.

Stage 2 also participated in mini units based on PDH topics such as safe living, nutrition and self esteem building as well as other topics including the history of games and sports, the Olympics and the World Cup.

Stage 3 students worked in class groups of students from different classes and rotated between different teachers throughout the year. Students engaged in Problem Based Learning (PBL) on a PDHPE topic. Students investigated strategies to make informed decisions. They worked collaboratively with peers to create a driving question and undertook a problem solving investigation. They explored responsibility and consequences for actions. The problem based learning topic areas included personal health choices, collaboration and problem solving, peers and decision

making, mindfulness, promoting safety, team work, stress management for teens, growth mindset and resilience.

For at school sports each Friday students undertook a study of a focus sport. They applied non-locomotor skills, locomotor skills, manipulative skills to learn new modified games, sports games and athletics. Students investigated strategies to make informed decisions. They explored responsibility and consequences for actions. Students trained and played the following sports and fitness activities: oz-tag/touch football, t-ball, softball, basketball, soccer, cricket, newcombe ball and dance. Students also enjoyed weekly 'Mad Monday' sports as well which included the following modified sports and games, crab soccer, king's jewels, bin ball, hoop hoop show down, dragon tail, noodle hockey, European handball and ultimate frisbee.

COS Concert

The Community of Schools Concert is always a fantastic opportunity for students to step outside of their comfort zones and share their talents with all members of the community. This year the theme was 'The Greatest Show' adapted from the highly successful film 'The Greatest Showman' that premiered earlier this year. It can be said with confidence that this year's CoS Concert was also highly successful, seeing a record number of students performing from HSPS, FPS, CVPS and CVHS. This also saw a record number of tickets sold within HSPS.

The band performed their version of 'Faded' by Alan Walker with expert timing and performance quality – this group received some of the most positive feedback of the night! They then performed 'This Is Me' to accompany the combined schools choir.

Choir was fantastic as always singing 'Try Everything' and then joining in the combined choir to sing 'This Is Me'. All students looked the part in their uniform and sung with beaming smiles, coming off the stage exhilarated and wanting to do it again.

Both dance groups were polished crowd-pleasers with Junior Dance dancing to a remix of 'Can't Stop the Feeling' and 'Uptown Funk' and Senior Dance dancing to 'Come Alive'.

All students who participated in the CoS Concert 2018 representing HSPS with pride and outstanding maturity. Furthermore, all teachers who were involved were dedicated workers who made this event possible and brought all students and parents together for an exciting evening of music and fun.

Choir

2018 has been a year of opportunities for performance and showcasing our voices in the Choir Group. This year, the Choir Group comprised of 27 students from Years 3–6. Students were committed and met up weekly to rehearse several songs.

In Term 4 Week 2, Harrington Street Public School participated in a collective performance known as

Community of Schools Concert (CoS Concert). We performed 'This is Me' from 'The Greatest Showman' and 'Try Everything' by Shakira amongst four other primary schools in the area.

We were also delighted to perform at our Harrington Street Public School's Presentation Day to showcase our growth and enjoyment in singing.

The Choir Group will continue to strive to put forth great performances where we harmonise and sing in unison.

Garden Club

Our garden club members were out in force in 2018. Students had an amazing opportunity to discover the planting, growing, maintaining, and picking cycle of an active vegetable garden. Early Term 2 saw the addition of our new garden shed, where students had the chance to set up all our gardening tools, equipment and resources. Students were also excited to establish our first multi-functional worm farm, which also produces organically fertilised water to reuse in the garden.

Swim Scheme

The 2018 Swim Scheme program ran smoothly and saw a vast improvement in the 120 students involved swimming abilities.

The organisation was thoroughly devised by a strong team of teachers who made plans, timetables and resources from scratch with positivity and diligence. Contribution of office staff with collecting notes and money assisted greatly in capping numbers and efficiency.

Students were given the opportunity to strive their best and step outside their comfort zones to become water safe pupils with great swimming abilities. They shivered through some cold days at the pool but it did not stop them from trying their best.

With the Swim Scheme Program scheduled to happen in March of 2019, the students will be a lot more motivated to participate during the warmer months.

Stage 3 Coding Club

This year the Stage 3 Lunchtime Coding Club ran for Term 1 and Term 2. Students used Google's CS First Coding Club materials which used Scratch as the coding language. They have been developing their coding skills through creativity, critical thinking, problem solving and collaborative learning to produce interactive media animations with a music theme.

Band

The HSPS Band is made up of 78 students from Years 3 to 6. The band program consists of three groups including a beginners class, advanced class and the performing group. The students rehearse before school and weekly under the guidance of the school's music teacher. A number of students showcased their talents to parents, community members, staff and students at assembly, on Presentation Day and at the annual

Community of Schools Performing Arts Festival that was held at Club Marconi. The band collaborated and accompanied the combined choir in the finale. The opportunities and skills that each student has gained from being a band member are invaluable. It helps them to develop an appreciation for music and its technical elements and also to gain confidence when performing in front of a large audience.

Live Life Well

Live Life Well @ School is a collaborative initiative between NSW Ministry of Health and the school sectors in NSW. Harrington Street Public School supports the Live Life Well @ School program by promoting healthy eating and physical activity to students.

The HSPS program aims to get more students, more active, more often through mandatory weekly participation in sport and physical activity. Students in Years K–6 including the Support Unit strive to participate in a minimum of 150 minutes of planned physical activity across the school week.

Furthermore, our program focuses on healthy eating habits through our daily Crunch and Sip program which promotes increased consumption of fruit, veggies and water among students. HSPS has healthy kids who eat well and get active!

ART CLUB

Students from Stage 3 have actively participated in Art Club on a weekly basis. During the year, students explored a range of artists, art elements and art movements. They also experimented with various types of media to create their artworks. In Term 1, students learnt about the art movement surrealism and applied the principles and concepts of surrealism, to do their work. Using Salvador Dali and Rene Magritte as inspiration, students created an illustration using an eye as a central focus.

In Term 2, students decided to draw and paint the front of the school to show the importance of the school's heritage. The large painting was inspired by the Australian artist Howard Arkley, who highlights the beauty of the rural landscape and lively colours.

In Term 3, students experimented with different art techniques and photography. They displayed their artworks in the hall for education week for the community to view.

In Term 4, students focused on realism and were introduced to perspective drawing to create their painting. They also created a character for their landscape made out of clay. Art Club has successfully provided students an opportunity to extend their creative side, work as a collective and enhance their self expression.

Debating Report

Harrington Street Public School's Debaters have done us proud once again. This year we had three teams represent our school at local and state run

competitions.

The Yellow Debating Team competed in the Fairfield Local Area debating competition going against schools from our local district. The team was comprised of students from Year 5, who met twice a week during their lunch time. The team worked diligently to compose debates on prescribed topics. Their efforts paid off, with the HSPS Yellow Debating Team making it to the semi-finals. Our school was lucky enough to host this competition, giving our students an opportunity to be the audience in such a special event.

The Red and Blue Debating Teams competed in the Premier's Debating Competition, which is run right across New South Wales. The Premier's Debating Competition allows students only one hour to prepare their debates on an unseen topic, which adds a further level of difficulty to an already challenging event! Teams were made up of students from both Year 5 and Year 6, and did our school proud showing respect at all their competitions.

We cannot wait to see what next year brings for our debaters!

Family Fun Day

Family Fun Day is one of the most anticipated events in the Harrington Street Public School calendar. The excitement stems from our playground turning into a fun fair for a whole day.

Students enjoyed rides including the highly anticipated storm ride, a chair swing, jumping castles, putt-putt golf and even a pirate ship. Rides weren't the only amazing inclusion, with students being able to enjoy carnival food including fresh popcorn, snow cones and fairy floss. Show bags also added to the experiences of the day.

Teachers turn into face painters, nail artists, (stick-on) tattooists and ceramic experts to provide students with memorable experiences that will last a long time.

A special thanks to Canley Heights RSL, Mounties and Cabra Vale Diggers for sponsoring this event.

It's surely a highlight to look forward to on our 2019 calendar!