

Harrington Park Public School

Annual Report



2018



4628

Introduction

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

Kelly Paton

Principal

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Message from the school community

2018 has been another year where Harrington Park Public School P&C Association is proud of their contribution to our school. By the nature of the school, change happens continually and in an energetic environment like ours, there is a requirement for dedication and commitment from the school community volunteers. Their generosity is greatly appreciated and I personally thank everyone for their contribution this year that has benefited all of our students.

After a thoughtful decision our school canteen operated and managed by our P&C for the past 16 years closed its shutters for the last time on the last day of Term 1. The canteen re opened with the successful tender of company Made Fresh commencing on the first day of Term 2. The new canteen owners have been a positive and popular change within our school and they continue to deliver exciting menu offers in line with current NSW Healthy School Canteen Strategies. The other major project that our Vice President Bill, is representing the P&C, on the PRG (Project Research Group) for the new school building works that will be occurring at our school. The building works has been planned to accommodate up to 1200 students at HPPS and involves taking into consideration teaching and learning styles for our students in a modern day environment. Updates on the new building infrastructure are communicated monthly at our P&C meetings.

The P&C fundraising team maintained the tradition of coordinating an Easter Raffle this year and ensured all of our students had the exciting opportunity to take part in the Mother's and Father's Day Stalls. Other significant fundraising events this year included the uniform shop's offer to pre order winter waterproof jackets that proved very popular, especially with the extreme cold conditions we faced this winter. The popularity of this offer will no doubt be run again next year. We finished off the fundraising year with a shopping trip and VIP shopping night at our local Casey's toy retail outlet.

The uniform shop continues to be a strong financial support for the P&C and this year we welcomed a new uniform shop coordinator Kelly, along with training two new parent volunteers who offered assistance. The new team has brought in fresh ideas and talent. This year we have seen a change of stock lines and modernised our navy blue clothing option for both genders. We appreciate the support our school community gives to our uniform shop and remind everyone that all profits from sales are returned to the school.

The P&C has made a significant financial contribution of \$50,300 to the school in the past 18 months. The P&C has provided funding primarily for technology, including replacing unserviceable smart boards and iPads in classrooms. The P&C also provided financial assistance to three students who were selected to represent NSW in various sporting codes.

The school and the P&C work together to achieve the best outcomes for all of HPPS community. I would like to thank all of the executive team, the amazing classroom teachers and support staff. It really is special when so many are willing to work together in a strong community environment.

If you weren't able to join us this year, I encourage you to get involved next year!

Jean Swain

P&C President

Message from the students

We have had a great year as student leaders at Harrington Park PS. There have been so many highlights. We have had the opportunity to lead our school parliament, representing all the students in the school. Our fortnightly sessions were great and we passed many important motions to help make our school great. Thank you to Mr Beeby for leading our parliament sessions. Our school held three very successful sporting carnivals through the year. These carnivals were highly competitive and our students progressed through the representative ranks all the way to the state carnival. Freeman won our swimming carnival, Bradman won the cross country carnival and Fairfax won the athletics carnival. Our school competed strongly in the Razorback Zone Gala Days in both the Summer and Winter sporting seasons. Our students performed well at our school performance, 'The Greatest Show' at Event Cinemas and also in the Talent Show which was coordinated by our school parliament. Thank you to Mr Murdoch for helping to coordinate this. Our school has supported a number of charities this year and the parliament coordinated a sausage sizzle that raised funds to support farmers in the drought areas of Australia. As we look forward to high school we would like to thank the staff and students at Harrington Park PS for the support we have received during our time there and we would like to wish the leaders and parliament of 2019 all the best.

Charlie, Abbey, Flynn, Rileigh

School Leaders

School background

School vision statement

Harrington Park Public School equips our students with the knowledge, understanding, skills and values to not only take advantage of opportunity, but also face challenges with confidence.

Our high expectations guide every student, every teacher and every leader to improve every year. Passion, challenge and creativity underpin our continuous learning improvement. There is a strong collegial culture of mutual trust, respect and support as clear, data informed directions focus our actions.

Parents are encouraged and welcomed as partners in the promotion of student learning and wellbeing. The school works to maintain learning environments that are safe, respectful, culturally harmonious and intellectually challenging. Every student is known, valued and cared for as a learner and a person in our school.

School context

Harrington Park PS is a large primary school located in the Camden Local Government Area. The school was established in 2002 and has well-equipped modern facilities.

The executive staff consists of a principal, two deputy principals and four assistant principals. The staff ranges in the level of experience, with some very experienced teachers who combine well with a growing number of early career teachers.

A strong and positive relationship exists between the school and the community. The school P&C is very supportive, and a significant feature of the school is the parent help with teaching/learning programs during the teaching day.

The school maintains a strong commitment to the development of literacy and numeracy skills, and also has achieved many successes in sport and creative and performing arts. Environmental education also is embedded in school programs and practices. The major focus for the next three years is to build more confident and creative learners who connect and thrive through positive partnerships.

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.

Our judgement against the School Excellence Framework elements indicate that our school is Delivering in all areas.

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

Confident and Creative Learners

Purpose

To provide data-driven teaching and learning programs that extend skills and build confidence to empower future focused learners.

Overall summary of progress

Throughout 2018 our students in Years 3–6 continued to participate in Self Organised Learning Environments (SOLE) lessons with a focus on developing a range of strategies to support their learning. Using a range of big ideas and working in teams our students are continuing to develop crucial skills in collaboration and communication. Teachers received professional learning in the area of Creative and Critical Thinking and students have had the opportunity to learn about the dispositions. A select group of Stage 2 classes presented an amazing art show to the school community after exploring the concept in a Project Based Learning initiative. Stage 3 teachers completed training in the area of identification, differentiation and engagement as part of a middle school strategy with Elizabeth Macarthur HS. Language Learning and Literacy (L3) training continued during the year. Kindergarten teachers completed their second year of training whilst our Year 1 teachers started their first year of training.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
An increased proportion of students reaching expected learning outcomes in literacy.	Along with \$23, 700 that has been spent primarily on resources to support literacy. We have also resourced this area by providing extensive professional learning for 5 teachers in Year 1 to be trained in Language, Learning and Literacy (L3). These teachers received regular sessions supported by an L3 trainer who provided mentoring, observations and modelling. Our teachers in Years 3 and 4 were all trained in the 7 Steps of Writing. This consistent approach to professional learning ensures that teams of teachers have the same approach to the explicit teaching of writing.	Early Stage 1 teachers completed their L3 training whilst Year 1 teachers started their training. Teachers in Stages 2 and Stage 3 received training in 7 Steps. Stage 3 teachers participated in Gateways Concept planning that consolidated ability to differentiate the learning sequences for students.
An increased average percentage growth from 2015–17 to 2018–20 in NAPLAN data in Reading, Writing and Numeracy.	Along with professional learning resources and quality texts that were purchased we also purchased a school licence from ACER to implement Progressive Academic Testing for years 1 to 6.	Student progress is being tracked in the key areas of literacy and numeracy. Assessment tools such as NAPLAN and Progressive Academic Testing are being used in conjunction with school Data Wall to ensure consistency across grades.
An increased proportion of students reaching expected learning outcomes in numeracy.	This year we continued to implement Targeted Early Numeracy (TEN) within the school as well as	Student progress is being tracked in the key area of numeracy across the school. Assessment tools such as NAPLAN and Progressive Academic Testing are being used to ensure consistency

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
An increased proportion of students reaching expected learning outcomes in numeracy.	supporting numeracy buy purchasing over \$16,000 worth of mathematical resources. Maths resources – \$16,100.	across grades.

Next Steps

During 2019 we plan to consolidate our learning in this area. We will continue to provide relevant learning sequences that meet the needs of future focused learners. We will support students in K–2 through the utilisation of Instructional Leaders. Professional Learning Communities (PLCs) will continue and areas of inquiry to be determined according to Stage needs.



Strategic Direction 2

Connect and Thrive

Purpose

The school learning community works collaboratively to connect, thrive and succeed as responsible and productive global citizens.

Overall summary of progress

Learning Support Team (LST)

In 2018, the Learning Support Team has continued to provide support to students, parents and teachers through regular review meetings and referrals for additional support. New student referrals were made for remedial support, counsellor intervention and also for gifted and talented students and these referrals are encouraged and collated. Through professional learning teachers have been supported and upskilled in areas including STEM, autism and dyslexia. Through consultation and review in collaboration with teachers, students and the wider school community, a "Lunch Bunch" program was introduced to focus on supporting the social and emotional wellbeing and self-regulation of individual students. All staff have engaged in trauma training to assist those students with traumatic backgrounds including strategies to be used to support these students in the school context.

The Positive Behaviour for Learning (PBL) team has had the opportunity to work with a PBL mentor to assist in refining current systems and practices. Implementation of the new PBL system across K-6 has included explicit teaching of the nine core values which relate to our school's expectations of; Be Safe, Be Kind, Be Fair, Be Great. Anti-racism has been another area of focus and students have also participated in reward days at the conclusion of each term. Classroom steps with regard to behaviour have been implemented consistently, leading to a reduction in referrals to assistant principals relating to classroom behaviour. The number of students receiving the PBL certificates every five weeks has also been an indication of the success of this system.

Ever cognisant of the need for ongoing professional learning, staff at Harrington Park have engaged in professional learning in areas which have included the wellbeing framework, identification of gifted and talented students, NCCD, autism and dyslexia. Stage teams have continued to engage in professional learning communities (PLC) which focus on curriculum and pedagogy, and each staff member develops with their supervisor and implements their own individual professional development plan (PDP).

PLCs were held three times per term with the aim of ensuring an effective and consistent approach to the teaching and learning cycle across each grade and stage. This consistent allocation of time combined with the collaborative approach enabled teachers to implement learning sequences consistent with school expectations which are aligned with the Quality Teaching Framework.

PDPs enabled individual teachers to determine professional learning goals to improve their pedagogical knowledge and teaching practice. From these documents the school executive were able to determine areas to target for future professional learning both on an individual and whole staff level and to identify how this professional learning supported the school plan.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
• Demonstrated improvement reflected against the "Wellbeing Self-Assessment Tool for Schools". This includes the cognitive, emotional, social, physical and spiritual domains.	Nil	Positive results recorded during the Wellbeing Assessment tool showing that the school is supporting wellbeing effectively.
• Value added to Tell Them From Me (TTFM) survey results.	\$50,000	Use of 0.5 Learning and Support Teacher allocation to support a range of Gifted and Talented initiatives including STEM and Gateways programming.
• Data collected from the School Culture Matrix indicates a	Nil	Improvements noted in some areas of the School Culture Matrix.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
respectful interactions between stakeholders.		Improvements noted in some areas of the School Culture Matrix.

Next Steps

Ongoing support of student needs across the school will continue utilising the skills of the Learning and Support team. Staff will continue to be guided by the Wellbeing Framework and further consistent implementation of the Positive Behaviour for Learning (PBL) program will take place. The rewards gained for positive behaviour will be monitored and selected so that they are appropriate to each of the stages. Executive team to identify areas of improvement utilising the School Culture Matrix.



Strategic Direction 3

Positive Partnerships

Purpose

To make genuine and authentic partnerships with the local and wider school community to promote school and student achievement.

Overall summary of progress

This strategic direction aims to build positive relationships with our community. Harrington Park Public School acknowledges the imperative role our families and community members play in ensuring all of our students are provided the best opportunities to thrive and succeed at school. We have been able to develop these crucial links through three main areas.

Throughout 2018 our school has held many school events where parents, carers and the wider school community have been encouraged to engage in. Some of our most successful occasions included our K to 2 Easter Hat Parade, ANZAC Day Ceremony, Book Parade, Education Week, Grandparents Day, Project Based Learning Art Show, our monthly Care Believe Succeed assemblies and our well attended performance nights held at Event Cinemas, 'The Greatest Show'. These events were held at various times to enhance the availability of community attendance and to provide a range of opportunities for working families.

2018 saw a revamp of our social media accounts to reflect our modern world and ensure our community is provided with information and updates about our school in a timely way. Our school newsletter was redesigned to appear more aesthetically pleasing, with information clearly set out and hyperlinks added to create ease of access to additional sites and applications. Skoolbag also provided ease of access to school updates as well as downloadable permission notes and POP payments. HPPS reignited our Facebook page this year. We have been able to share many school events through the posting of photos, videos and status updates. This medium also allows for interaction with our community through the sharing of comments and information in an instantaneous manner.

At HPPS we support and promote the learning of our indigenous students and aim to develop a deeper understanding and respect for our traditional custodians of this land. Mr Martin continued to work with our Aboriginal Education group for the most part of 2018 before Mrs Evans took over in the role. Their goal is to endorse a sense of pride within the students and create opportunities for them to share their understanding with the wider school community. The Aboriginal Education group developed a series of activities for the whole school to participate in whilst acknowledging and celebrating NAIDOC Week. One of our key achievements this year was the creation and building of the Yarning Circle. This was made possible thanks largely to the grant received from the Department of Veteran Affairs.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
• To improve our baseline data on the "School Community Engagement Matrix", moving from "Developing" towards "Sustaining" in all domains.	Nil.	This area will be a focus in 2019.
• Use the Tell Them From Me "Partners in Learning Parent Survey Report" to add a minimum of 1.0 to our baseline data scores in each aspect from 2017.		Continued to make small gains in some areas of the Partners in Learning Parent Survey Report. Executive staff have analysed results to identify areas needed for further improvement.

Next Steps

Continued focus on connecting with our school community through major school events including sporting carnivals, Art Show, Grandparents and Harmony Days. Increased participation at Meet the Teacher night and Parent/Teacher Interviews is anticipated. The school will look to expand and utilise our social media footprint to promote school successes and to provide further communication to parents.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$13320 (plus money committed to build the Yarning Circle).	We supported our Aboriginal students through the creation of our Aboriginal Education group. Students met with a teacher weekly with a focus on connecting to culture and to improving student learning outcomes. Students were heavily involved in the design process of the Yarning Circle Commemorative Garden. Students and families worked together to create personalised learning plans (PLP).
English language proficiency	\$47313	Two days a week of teaching time to support students (across the school) improve language proficiency. Students were prioritised based on need and allocated amounts of in class support. Two students received intense explicit instruction and have made remarkable growth in their language proficiency.
Low level adjustment for disability	\$95976	<p>All students who require adjustments to their learning are catered for within class programs and through learning and support programs with individualised learning plans and targeted support.</p> <p>Specialist learning and support teachers and school learning support officers are employed to support learning and development of identified students.</p> <p>Students requiring learning adjustments are included annually on the National Consistent Collection of Data. All teachers collect evidence to support the students' inclusion on this database and provide appropriate adjustments.</p>
Quality Teaching, Successful Students (QTSS)	\$138574	QTSS time was used to support peer and executive mentoring, observations and teaching support. Executive members worked collaboratively with their team members purposefully linking support to teachers' PDP goals and the school's strategic directions.
Socio-economic background	\$100000	Funds have been utilised to provide resources to students in a range of areas. Some of the main resources purchased included: purchasing laptops to complement future-focused learning initiatives; updated reading schemes for Kindergarten, Year 1 and Year 2 and book boxes for stage 2; resources to support new curriculum implementation, including a range of mathematics equipment. Teachers have received a range of professional learning opportunities (internally and externally) linked closely to PDP.
Support for beginning teachers	\$50000	All beginning teachers receive additional support and allocated release from face to face teaching in the early stages of their careers. Support in 2018 was varied with a focus on teachers working closely with identified mentors to complete an Action Learning Project. These projects were

Support for beginning teachers	\$50000	presented during term 4 with participants of the project providing positive reviews about the support they received.
Targeted student support for refugees and new arrivals	\$822	1:1 support provided for in class support.



Student information

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	383	392	394	387
Girls	363	367	396	395

Student attendance profile

School				
Year	2015	2016	2017	2018
K	95.1	94.9	94.4	95.1
1	92.8	93.3	94.5	94.4
2	94.6	93.8	94	93.4
3	93.8	95.2	93.8	92.6
4	94.2	93	94.5	93.7
5	93.6	94.8	92.8	94.3
6	92.2	93.6	92.4	92.2
All Years	93.7	94	93.7	93.6
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

At Harrington Park PS our attendance of 93.60% is above the state average for attendance in schools. In line with departmental guidelines students are required to have any absence explained on the day they return to school. Classroom teachers follow-up unexplained absences through written or phone call communication. The school monitors student attendance weekly and works closely with the Home School Liaison Officer (HSLO), meeting fortnightly. Where attendance is a concern the school and HSLO will collaboratively make contact with families and provide the necessary information and assistance to ensure school attendance is a priority.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Assistant Principal(s)	4
Classroom Teacher(s)	28.98
Teacher of Reading Recovery	0.84
Learning and Support Teacher(s)	1.5
Teacher Librarian	1.2
School Counsellor	1
School Administration and Support Staff	4.67

*Full Time Equivalent

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

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	72
Postgraduate degree	28

Professional learning and teacher accreditation

In 2018 staff engaged in various forms of professional development that would assist in the implementation of the school plan, with a particular emphasis on Strategic Direction 1 – Confident and Creative Learners and Strategic Direction 2 – Connect and Thrive. Staff participated in whole school staff meetings, staff development days, professional learning communities (PLCs), external courses and school planning conferences. A total of \$41,000 was used from professional learning funds to provide teachers with the opportunity to improve their pedagogical knowledge and practice. Individual professional learning opportunities were carefully considered and required teachers to demonstrate links to professional development plans and strategic school directions. Major focus areas for improving teacher quality included:

* Stage supervisors (Assistant Principals) developing Professional Development Plans with all classroom teachers.

* Stage teams being provided with collaborative planning days to ensure consistency in curriculum delivery and assessment and Professional Learning Community (PLC) time.

* The Early Stage 1 team completing training in "Language, Learning and Literacy (L3)" and Year 1 teachers commencing their L3 training. This program is an effective research based program that targets reading and writing in the early years of schooling.

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

The school conducted staff development days in Terms 1, 2 and 3. The staff also completed two twilight evenings, of three hours in lieu of the last staff development days provided in Term 4. Content for these days and evenings included,

New Scheme Teachers

In 2018, Harrington Park had a total of 8 New Scheme teachers. Using funding allocated to us from QTSS we were able to provide each of these teachers with extra RFF which was used for planning, meeting with mentors and professional learning. New Scheme teachers were consulted on the areas they believed they needed assistance with to improve the quality of their teaching. Some of the areas identified were behaviour management, programming and assessment. Teacher mentors were identified to support the teachers in their area of need. All New Scheme teachers participated in individual Action Learning Projects on a self-identified area of interest. The mentors were provided with to work with the teachers utilising QTSS funding.

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

Financial information

Financial summary

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

	2018 Actual (\$)
Opening Balance	614,735
Revenue	6,371,616
Appropriation	6,054,480
Sale of Goods and Services	17,885
Grants and Contributions	292,146
Gain and Loss	0
Other Revenue	0
Investment Income	7,105
Expenses	-6,166,001
Recurrent Expenses	-6,166,001
Employee Related	-5,435,358
Operating Expenses	-730,643
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	205,615
Balance Carried Forward	820,350

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

Financial summary equity funding

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

	2018 Actual (\$)
Base Total	4,950,651
Base Per Capita	152,762
Base Location	0
Other Base	4,797,890
Equity Total	374,871
Equity Aboriginal	12,820
Equity Socio economic	72,347
Equity Language	47,313
Equity Disability	242,391
Targeted Total	78,838
Other Total	335,088
Grand Total	5,739,449

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

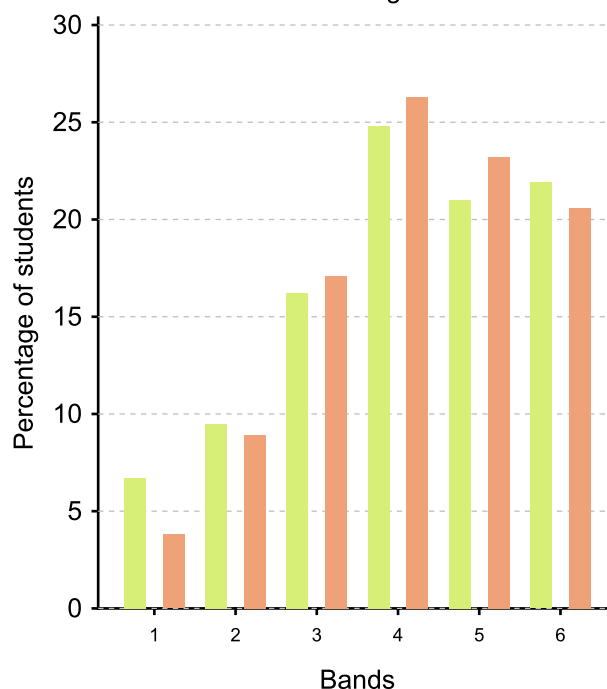
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

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.

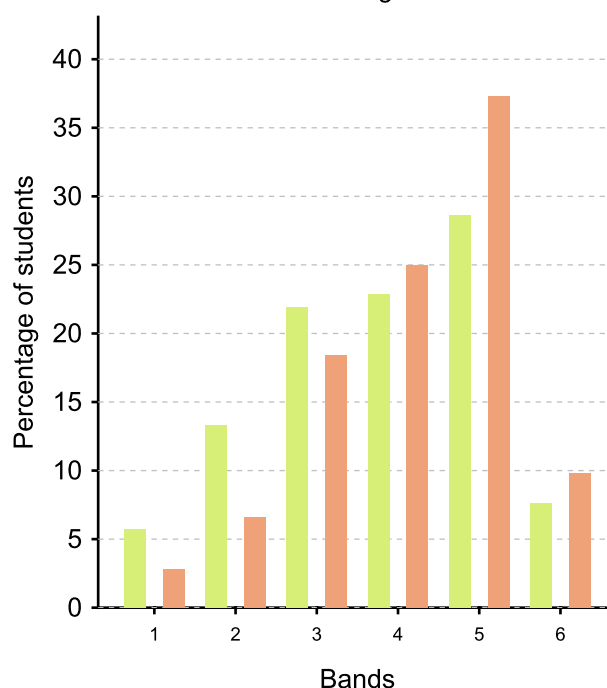
Our literacy results in the top 3 bands are comparable to previous years for Year 3 for Reading and Spelling and our literacy results in the top 3 bands for Year 5 are comparable across all areas of literacy.

Percentage in bands:
Year 3 Reading



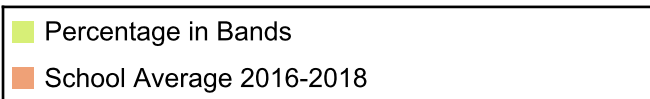
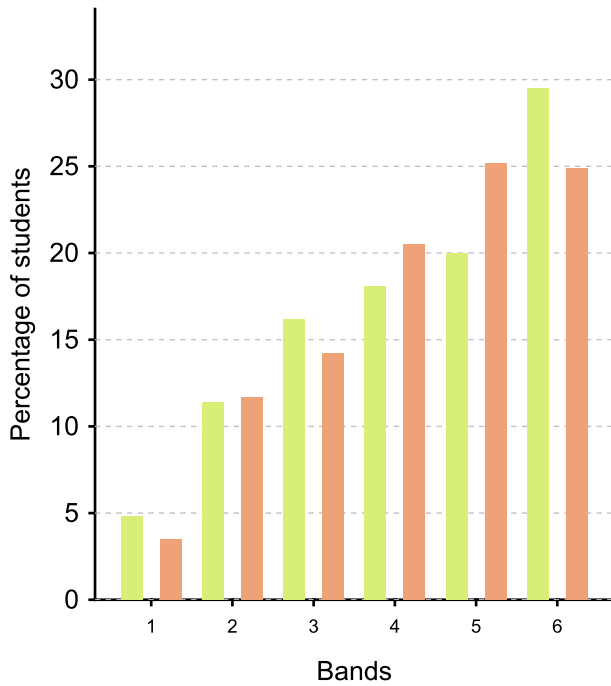
Percentage in Bands
School Average 2016-2018

Percentage in bands:
Year 3 Writing

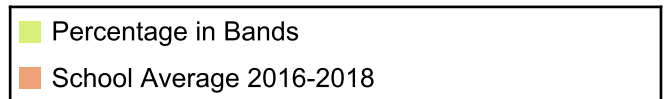
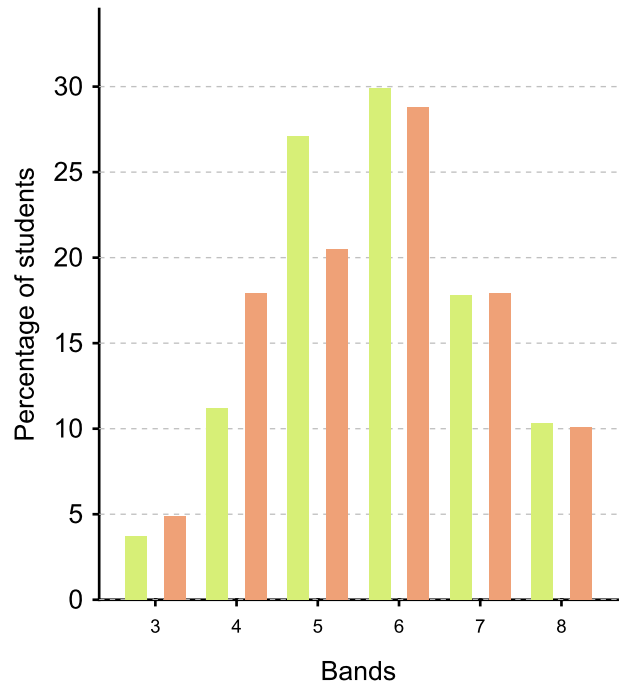


Percentage in Bands
School Average 2016-2018

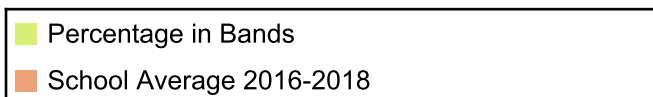
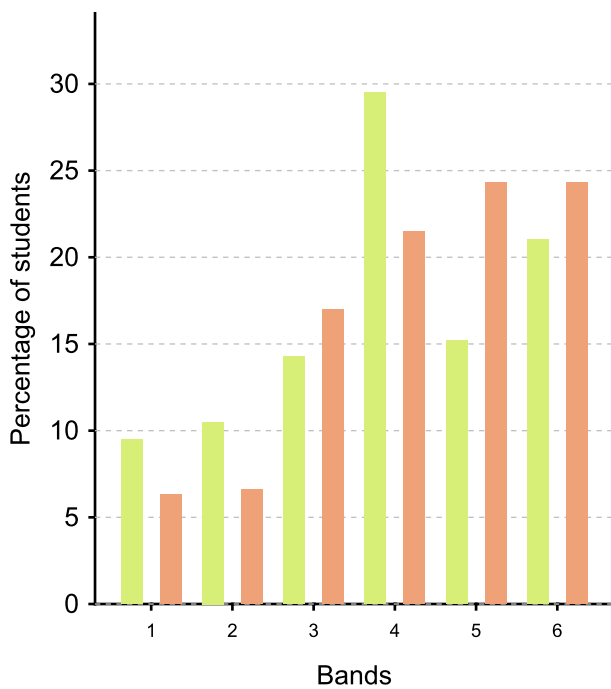
Percentage in bands:
Year 3 Spelling



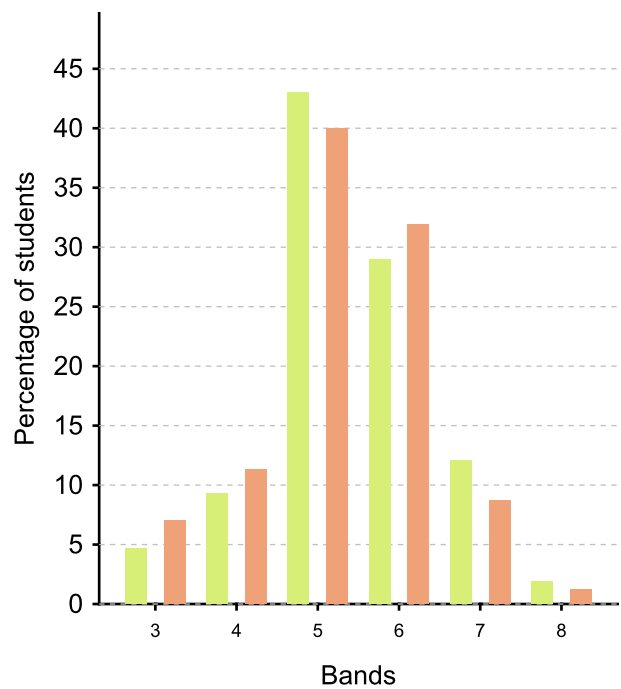
Percentage in bands:
Year 5 Reading



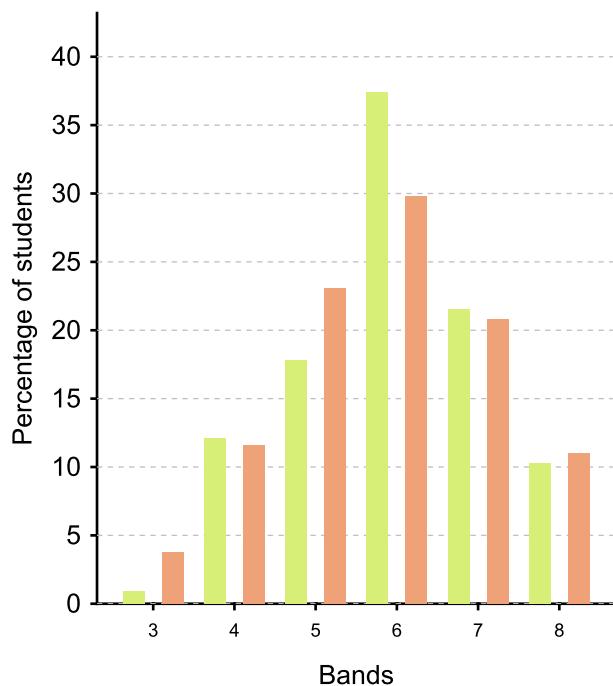
Percentage in bands:
Year 3 Grammar & Punctuation



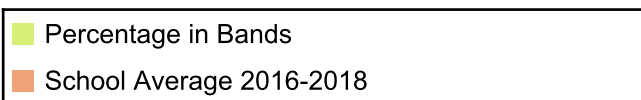
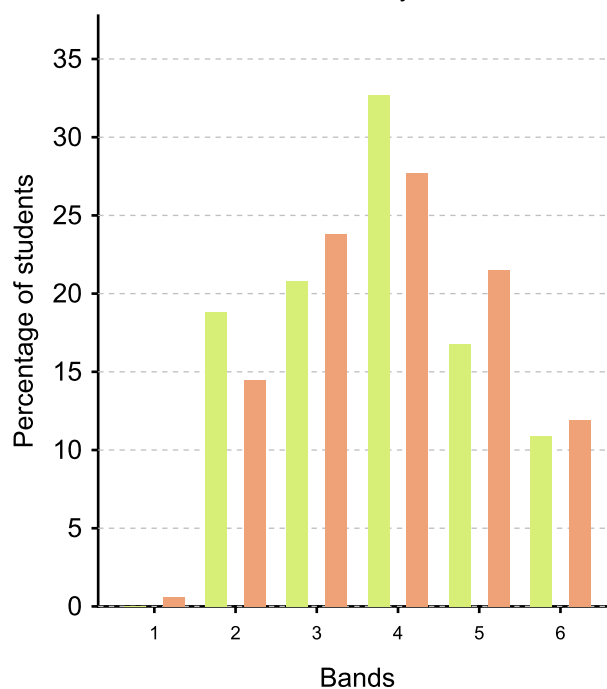
Percentage in bands:
Year 5 Writing



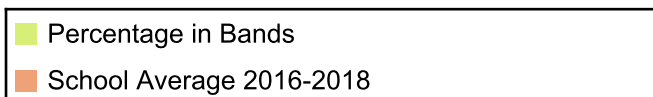
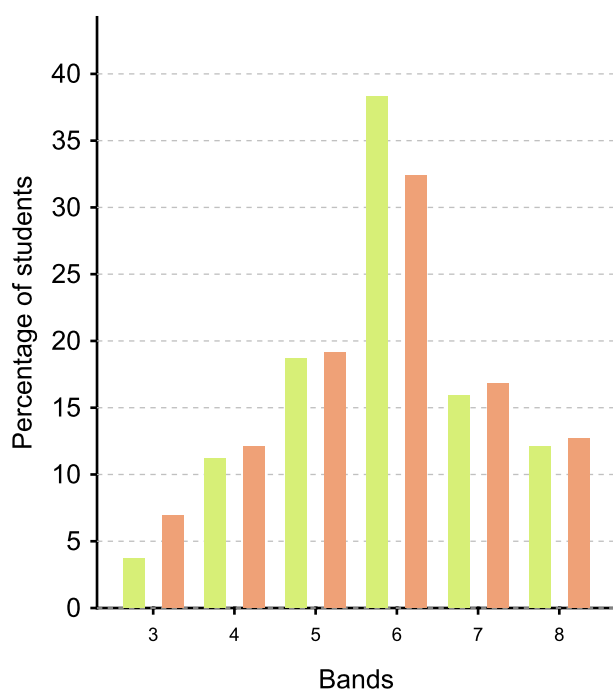
Percentage in bands:
Year 5 Spelling



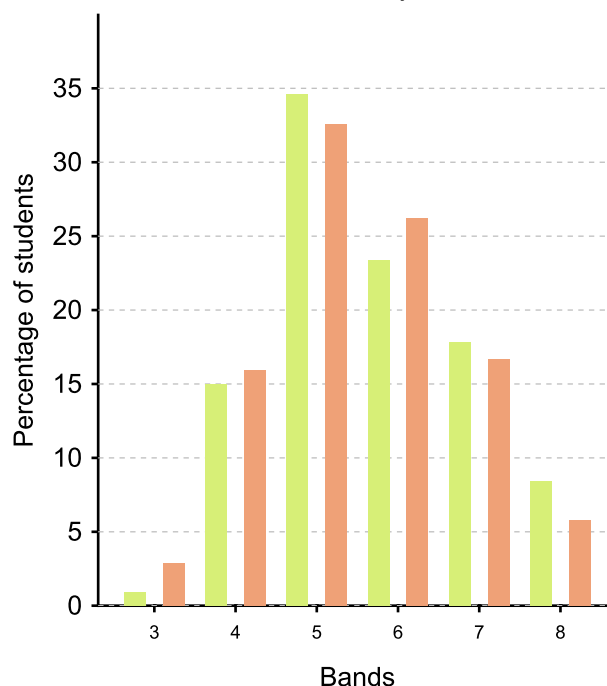
Percentage in bands:
Year 3 Numeracy



Percentage in bands:
Year 5 Grammar & Punctuation



Percentage in bands:
Year 5 Numeracy



Our school's numeracy results in Year 3 are slightly below our school's previous results in the top three bands and our Year 5 results are slightly improved in the top 3 numeracy bands.

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.

In line with the *Premier's Priorities: Improving education results* and *State Priorities: Better services – Improving*

Aboriginal education outcomes for students in the top two NAPLAN bands. Our school has seen a 20% increase in Aboriginal students achieving the top two NAPLAN bands.

Parent/caregiver, student, teacher satisfaction

Parent/Caregiver, Student, Teacher Satisfaction

In 2018 the school engaged in the data collection tool administered by the Centre for Education Statistics and Evaluation (CESE). The **Tell Them From Me** surveys are designed to measure, assess and report insights into the school and its systems, collating evidence from the school's three stakeholders – parents, students and staff.

Parent Satisfaction

2018 saw a small number of parents complete the 'Partners in Learning' Parent Survey and we hope that the number of respondents will improve in 2019. The survey results indicate that parents feel that they are informed with child progress reports being written in terms that can be understood and a majority of parents feel that the teachers make contact with them regarding student behaviour. Parents have indicated that they actively support student learning at home by providing encouragement and praise for children to do well and discussing with them any challenges they may have at school. Our parents felt that the school supports learning as teachers expect their child(ren) to work hard and that their child(ren) are encouraged to do their best work. With a focus on Positive Behaviour for Learning (PBL) during the year it is pleasing to see that parents feel that students are clear about the rules of school behaviour and that there is a focus on students paying attention in class. When reporting back on communication methods the school is using a large number of respondents indicated that the most useful communication being used by the school was the school newsletter and the school's social media accounts, namely Facebook.

Student Satisfaction

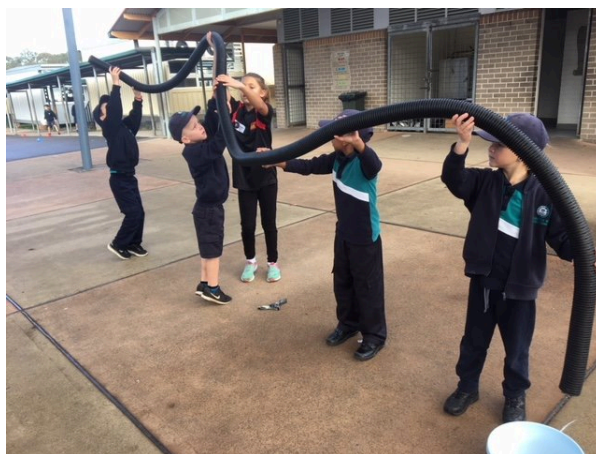
The student survey measured a number of indicators based on the most recent research on school and classroom effectiveness. The responses provided interesting data across the majority of areas measuring the social-emotional outcomes of students as well as student attitudes towards school. Students in years 4 and 5 indicated that they generally feel accepted by their peers and by others at our school and that a majority of our students feel that they display positive behaviour at school. Students have indicated that their is effective learning time where important concepts are taught well and that class time is used efficiently. This element is in line with the NSW Government School Norm. Students have also indicated that they feel they have someone at school who consistently provides encouragement and can be turned to for advice. This element aligns with the students feeling that school staff emphasise academic skills and hold high

expectations for all to succeed.

Teacher Satisfaction

The teacher survey demonstrated improvements across six of the eight drivers of student learning: leadership, learning culture, data informs practice, teaching strategies, inclusive school and technology. The increase in these areas can be attributed to a strong focus on ensuring that all teaching staff are provided with the latest research and professional learning that will enable them to deliver best practice in the classroom. Our major growth areas included student access to and the use of technology within classrooms, utilising previously mastered skills and knowledge when presenting new concepts, utilisation of assessment data and monitoring the progress of all students.

The school is committed to improving its results in all areas of education and within the three separate survey groups.



Policy requirements

Aboriginal education

In 2018, our K–6 population of students from Aboriginal and Torres Strait Islander backgrounds was 27. The students continued to be actively engaged in a school initiative that focused on developing awareness of their Aboriginal culture, heritage and the connection to their culture. The major achievement this year was the creation of the Yarning Circle Commemorative Garden. Our Aboriginal students played a major part through the consultation phases of the design process of the Yarning Circle. Funds to build the Yarning Circle Commemorative Garden were provided by the school and a grant provided by the Federal Government recognising the Centenary of Armistice. The Yarning Circle Commemorative Garden was officially opened with a traditional smoking ceremony, with the help of a local Elder and our Aboriginal students.

All students, K–6, learnt about Aboriginal culture and history in HSIE. The cross curriculum priority, Aboriginal and Torres Strait Islanders, was embedded across key learning areas. NAIDOC was celebrated with a week of activities designed and led by our Year 3 to 6 Aboriginal students. The students taught traditional indigenous games to all classes, read Dreamtime

stories to Kindergarten students, judged a NAIDOC poster design competition and held a trivia competition.

Additional opportunities for Aboriginal students to develop a deeper understanding of their culture and heritage were achieved when they made connections with other Aboriginal students at our Community of Schools Belonging Day celebrations at Taronga Zoo.



Multicultural and anti-racism education

Our school continues to support and implement multicultural perspectives and providing opportunities for students from all backgrounds to achieve equitable education and social outcomes. Throughout 2018 there was an increased focus on anti-racism education. Two staff members were trained as Anti Racism Contact Officers and our school's Positive Behaviour for Learning committee designed a range of learning activities K-6 with a specific focus on anti-racism which were implemented during the second semester.