

Harrington Park Public School

2019 Annual Report



Introduction

The Annual Report for 2019 is provided to the community of Harrington Park 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.

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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

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 is a statement of what is valued as excellence for NSW public schools, both now and into the future. 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.

Each year, we assess our practice against the Framework to inform our school plan and annual report.

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/school-excellence>

Self-assessment using the School Excellence Framework

Elements	2019 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Delivering
LEARNING: Reporting	Delivering
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Excelling
LEADING: Management practices and processes	Excelling

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.

Improvement Measures

An increased proportion of students reaching expected learning outcomes in literacy.

An increased average percentage growth from 2015–17 to 2018–20 in NAPLAN data in Reading, Writing and Numeracy.

An increased proportion of students reaching expected learning outcomes in numeracy.

Progress towards achieving improvement measures

Process 1: Professional Learning Communities (PLCs) – Develop teacher quality in a supportive team environment for all teachers, K–6. PLCs will be refined in 2019 to include agreed protocols. Stage teams will choose a focus area based on evaluative thinking around more than one evidence source. A SMART goal will be written by each stage. Teachers will work as a stage team to decide the sources of their evidence of impact. Teachers will provide peer feedback through Learning Walks occurring on each stage twice a term. After evaluation and feeding forward reflection, stage teams will share the evidence of their impact in a whole school staff presentation.

Evaluation	Funds Expended (Resources)
<p>Each stage team within the school worked collaboratively within the Professional Learning Communities (PLC) framework to set data driven goals. Teams designed their action plans and accessed professional learning aimed at their own point of need. PLCs were supported by members of the executive team to guide and support the development of programs in each classroom. Teacher mentors provided shoulder to shoulder support through demonstration lessons and team teaching opportunities. The focus areas of each stage were:</p> <p>Early Stage 1 and Stage 1 – L3 and Synthetic Phonics</p> <p>Stage 2 – Reading – consistency in programming and teaching reading.</p> <p>Stage 3 – Mathematics – problem solving using a growth mindset (YouCubed)</p> <p>PLC meeting times were included in the staff meeting schedule each term, with professional readings underpinning the directions of teams. Learning Walks were undertaken within stage groups to share success and feedback suggestions for future directions. The methodology and impact of the Professional Learning Communities (PLCs) was presented to whole staff as a celebration of the achievements of the learning and progress. Stage team members confidently explained and fielded questions relating to their PLC journeys.</p>	<p>Instructional Leaders allocated to Early Stage 1 and Stage 1.</p> <p>Teacher Mentors identified and utilised in Stage 2 and Stage 3.</p> <p>External Synthetic Phonics trainer and the purchase of classroom resources to support the implementation of Synthetic Phonics.</p> <p>Timetabling structures modified to support Learning Walks.</p> <p>Funding Sources:</p> <ul style="list-style-type: none">• (\$0.00)

Process 2: Literacy – Professional learning provided K–6 through key programs, including:

- Learning Progressions
- Instructional Leaders (IL) for Early Stage 1 and Stage 1
- L3 (Year 1, with pedagogy adopted in Yr 2 classrooms)
- "Get Reading Right" synthetic phonics programs (St 1)
- Focus on Reading (Stage 2 and 3), focus on vocabulary
- Seven Steps to Writing Success (Stage 2 and 3)

Evaluation	Funds Expended
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Progress towards achieving improvement measures

Evaluation	(Resources)
<p>Extensive support and coaching was provided by the Early Stage 1 and Stage 1 Instructional Leaders (IL) to develop teachers' skills and learning programs based on the "Get Reading Right" synthetic phonics program, whilst still implementing the L3 pedagogy across all classrooms from Kindergarten to Year 2.</p> <p>All teachers from Year 3 to Year 6 utilised the 7 Steps to Writing Success program, along with renewed professional learning around the Focus on Reading program. Stage 2 teachers and students were supported by a teacher mentor for one day each week to develop the use of quality texts, the super 6 metacognitive reading strategies and a tiered approach to vocabulary learning. Teacher survey results indicated that 100% of teachers involved felt that the professional learning and mentoring had developed both their skills and confidence in the effective teaching of reading.</p> <p>Strategic support was also provided by the Literacy and Numeracy Strategy Advisors (LaNSAs) for staff to develop a deeper understanding and use of the Learning Progressions as a tool for understanding best practice in teaching literacy.</p>	<p>Instructional Leaders allocated to Early Stage 1 and Stage 1.</p> <p>Teacher Mentors identified and utilised in Stage 2 and Stage 3.</p> <p>External Synthetic Phonics trainer and the purchase of classroom resources to support the implementation of Synthetic Phonics.</p> <p>Timetabling structures modified to support Learning Walks, classroom observations and demonstration lessons.</p> <p>Professional Learning for the development of writing skills, Seven Steps and the purchase of classroom resources to support the implementation of Seven Steps.</p> <p>Allocation of Twilight PL time to work with Literacy and Numeracy Strategy Advisors (LANSAs).</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • (\$0.00)

Process 3: Numeracy – Professional learning provided K–6 through key programs, including:

- Learning Progressions
- TEN (K–2) / TOWN (Year 3–6)
- Mathletics

Evaluation	Funds Expended (Resources)
<p>Professional learning was offered to any K–3 teacher who had never participated in formal TEN training. 8 teachers were involved in this process which involved official TEN training but also discussion around how this pedagogy now relates to Additive Strategies. Teachers engaged in 14 hours of face to face professional learning followed by 6 hours of in class support.</p> <p>Whole staff professional learning was offered to all staff interested in learning more or refreshing their understanding of TEN pedagogy and how this now relates to Additive Strategies on the Numeracy Progressions. Staff were asked to attend a half day professional learning session. 12 teachers engaged in this opportunity.</p> <p>All staff who participated in initial TEN training and those who participated in the 'refresher' training were offered the opportunity to work together to create a series of learning plans that correlate to the Additive Strategies levels. 15 teachers engaged in this opportunity with over 15 learning plans developed on the day. These will be made available to all staff as well as the people who created them.</p> <p>Stage 3 teachers and students were supported by a teacher mentor for one day each week to develop problem solving skills and positive mathematical mindsets.</p> <p>Strategic support was also provided by the LaNSAs for staff to develop a deeper understanding and use of the Learning Progressions as a tool for understanding best practice in teaching numeracy.</p>	<p>In school professional Learning provided by one of our staff members who is a TEN trainer.</p>

Progress towards achieving improvement measures

- Process 4: Future Focused Learning** – Professional learning provided K–6 through key programs, including:
- Self Organised Learning Environments (SOLE), fortnightly, integrated lessons planned for Yr3–6 classes, with Yr 2 students exposed to protocols
 - Creative and Critical Thinking (CCT), relaunch dispositions and crunches, followed by the introduction of Thinking Hats
 - Growth Mindset – Term 2
 - Project Based Learning – upscale to include all Stage 2 classes working to achieve explicit criteria developed as rubrics. Peer and teacher feedback, along with self-assessment opportunities provided
 - STEM lessons integrated into Science programs

Evaluation	Funds Expended (Resources)
<p>Teacher survey results indicated that SOLE was not being implemented consistently in classrooms. To sustain the teaching SOLE, it was included and discussed at each stage planning day, with teachers collaboratively creating the "Big Questions" of investigation. An audit of resources and anchor posters was completed to ensure appropriate resources in each classroom. This has led to greater consistency across stage classes, with SOLE lessons being implemented on a fortnightly basis in classrooms.</p> <p>A number of staff members attended training on STEM. OZOBOTS were purchased for Early Stage One and Stage One. During term 4, the Stage 1 team programmed mathematics and literacy units using the OZOBOTS.</p> <p>During 2019 an evaluation of our Future Focused Learning processes was undertaken. As a result our school team has committed to working closely with the 4C Transformation Team to ensure our pedagogy in this area is supported by research and is implemented school-wide. This partnership commenced during Term 4 2019 and will continue into 2020 and beyond.</p>	<p>Classroom resources purchased to support a range of Future Focused Learning including 24 Ozobots and classroom displays.</p>

Process 5: Gateways Education (Aldea Education)

This strategy is a shared experience with Elizabeth Macarthur High School. In 2019, this programming strategy will be extended to include Stage 2 units of work for Mathematics.

Evaluation	Funds Expended (Resources)
<p>All Stage 3 teachers are using Gateways programming format and plan teaching and learning programs to reflect differentiation from core learning expectations. This has been evidenced in Stage 3 programs throughout the year.</p> <p>The success of the Gateways programming format in Stage 3, led to the Stage 2 team trialling a the same format at their level. This has also been successful and now forms the basis of planning in Stage 2 mathematics programs.</p>	<p>Allocated stage planning days.</p>

Strategic Direction 2

Connect and Thrive

Purpose

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

Improvement Measures

- Demonstrated improvement reflected against the "Wellbeing Self-Assessment Tool for Schools". This includes the cognitive, emotional, social, physical and spiritual domains.
- Value added to Tell Them From Me (TTFM) survey results.
- Data collected from the School Culture Matrix indicates a respectful interactions between stakeholders.

Progress towards achieving improvement measures

Process 1: Wellbeing Framework

Professional learning on the Wellbeing Framework for all staff, K–6, including the development of understanding of the domains. Engaging with the "Wellbeing Self-Assessment Tool for Schools" guides directions.

Evaluation	Funds Expended (Resources)
<p>All staff participated in training to further develop their understanding of the Well Being Framework. Current programs within the school were evaluated by staff using the "Assessment Tool" for schools to determine if we were catering to the well being of all students K–6. Analysis and discussion led to the development of more extra curricular activities including art and Lego clubs. These initiatives proved popular, with high participation rates amongst students. Our student parliament surveyed all students to gauge the popularity of various playground equipment. The parliament worked with the Parents and Citizens (P&C) to arrange the purchase of a number of items including giant connect 4, noughts and crosses, giant jenga, and foam frisbees. Additional picnic tables were also purchased by the P&C at the request of student parliament.</p> <p>The Checkers program was introduced as a strategy to support students requiring more personalised 1:1 support. A plan was presented to the P&C and approved. Approximately 15 students were involved in checking-in with a teacher of their choice to provide feedback and encouragement each day. Positive feedback from parents and stronger connections between students and teachers were indicators of the success of this program. A Positive Behaviour for Learning (PBL) wall was established in the staffroom. This served the dual purpose of lifting awareness and profile of PBL initiatives, share up to date data and make resources easily accessible.</p>	<p>Resources purchased to support Wellbeing programs such as Lunch Bunch, Checkers and Lego Club.</p>

Process 2: Positive Behaviour for Learning (PBL)

Consistent implementation and evaluation of the PBL program. This will include lessons focused on anti-bullying and anti-racism, with special focus on the value of respect. Checklist to track implementation of lessons and programs, along with messages being reinforced at stage and whole school assemblies. Parents will be informed and involved to develop a deeper understanding of the system. Students consistently meeting and exceeding the school's expectations for behaviour are rewarded through awards and a variety of special events.

Evaluation	Funds Expended (Resources)
All staff participated in a Positive Behaviour for Learning (PBL) survey to	Members of the PBL committee

Progress towards achieving improvement measures

provide feedback about PBL. The survey was analysed and steps to use this feedback to improve PBL were incorporated within the Wellbeing 2019 action plan. Some of the follow up actions included the development and implementation of lessons for expected behaviours in outside areas and a whole school. All K–6 teachers taught the targeted PBL lessons. Further, the Stage Reward System was changed based on feedback from teachers and students. Ongoing collection and analysis of data of negative playground incidents was utilised to guide future teaching programs on targeted areas. "Stop, Walk and Talk" lessons were planned and taught by all classroom teachers.

released from class to attend relevant PBL professional learning and then to lead the ongoing implementation of PBL across our school setting.

Time allocated to members of the PBL committee to plan and write units of work for implementation K–6.

Funding Sources:

- (\$0.00)

Process 3: School Culture Matrix

Staff work towards the Sustaining and Growing and Exceeding levels of the HPPS created School Culture Matrix. We aim for the achievement of the positive statements made by teachers of what is important at HPPS. This matrix guides our development from delivering through to exceeding, based on criteria outlined by our staff.

Evaluation	Funds Expended (Resources)
This was not an area of focus in 2019.	

Process 4: Learning and Support Team (L&ST)

The L&ST provides professional learning, mentoring and assistance across the school to support students with additional needs. Personalised Learning Pathways (PLPs), Individual Education Plans (IEPs) and Individual Behaviour Plans (IBPs) minimising risk are collaboratively written to support individual student needs. Weekly meetings attended by Stage Supervisors with minutes saved on SENTRAL and follow up actions tracked through data base and NCCD folders.

Evaluation	Funds Expended (Resources)
<p>Individual Education Plans (IEP) are reviewed each term and parents are informed if there are new or continuing goals. Parent communication is documented and placed in the NCCD folders as evidence.</p> <p>All students in OOHC or are individually funded have an IEP. Students identified under NCCD as having substantial or extensive support have adjustments to the curriculum tracked through a NCCD file. Behaviour plans have been created in consultation with the classroom teacher, Learning and Support Teachers (LaST), the Assistant Principals (AP) and Deputy Principals (DP). All plans are communicated with parents.</p> <p>Learning and Support Team meeting are held weekly. Referrals are attached and follow-up meetings are held to address progress and future direction. Teachers, LaST, School Counsellor, Supervisors, DP and the Principal attend meetings to support teachers and suggest strategies to assist student needs. The information obtained during these meetings helps to determine the level of support, SLSO allocation and further investigations required eg outside intervention such as psychologist, speech, OT.</p>	<p>Use of Low Level Adjustment for Disability funding towards the allocation of 1.5 Learning and Support Teacher.</p> <p>Throughout the year teachers are released from class to meet with parents to co-create Individual Education Plans and to create requests that support funding or disability class placements.</p>

Process 5: Berry Street Education Model (BSEM)

Introduction of strategies of the BSEM over a 2 year period of implementation, with ongoing training and development for staff provided internally and externally (where possible). Whole school understanding of basic brain function and the concept of "Flipping Your Lid". Students of high need to be supported through "Ready to learn plans" which are individualised and to meet the needs of students from trauma background. These plans can include the "Caring for students" strategy where at risk students are matched to a teacher mentor who can provide informal support and opportunities to "check-in" on a regular basis.

Evaluation	Funds Expended
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Progress towards achieving improvement measures

Evaluation	(Resources)
<p>A social story titled "Flipping Your Lid" was written to help students understand their own brain function and know when to use their focus strategies to prevent themselves becoming overwhelmed. The focus strategies were negotiated with the students at a time when they felt relaxed and calm. This resource was used with 3 students (two from Stage 1 and one from Stage 3) to develop a greater level of self-regulation.. The School Learning Support Officer (SLSO) working with the students was mentored to support the focus plan. Teachers across stage 2 classes implemented at morning check-in circle routine to allow students to feel calm and connected as they enter the classroom each day. The school was seeking additional staff to be trained in the Berry Street Education Model (BSEM), however, due to popular demand we were unable to access the training days in 2019.</p>	

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.

Improvement Measures

- To improve our baseline data on the "School Community Engagement Matrix", moving from "Developing" towards "Sustaining" in all domains.
- 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.

Progress towards achieving improvement measures

Process 1: Sharing, Celebrating and Appreciating

Regularly showcase student learning and whole school achievement, inviting parents to watch performances and view displays. This also includes the biannual whole school Performance evenings and Art Show. Planning considers the available time of working parents and carers and provides evening opportunities to participate. The school acknowledges and teaches students the importance of culturally and historically significant "events" e.g. ANZAC Day, Easter Hat Parade, Harmony Day, NAIDOC week, along with Education Week, Book Week Parade and Grandparents Day. Parent attendance and feedback, as well as student engagement will inform our success.

Evaluation	Funds Expended (Resources)
<p>Harmony Day celebrations included an opportunity for community members to form a small team and participate in the school trivia competition. We had approximately 20 adults join us. At the following Care Believe Succeed assembly, the teams that placed first, second and third were asked to attend and they were presented with their certificates.</p> <p>Easter Hat Parade was successful with many positive comments received on the day. This was further supported through our social media posts (Facebook) with over 100 interactions registered.</p> <p>Visitors to Education Week Celebration (Open Day) were provided with a short survey to provide feedback on the day. Results showed 75% of visitors watched the student showcase presented with majority providing positive feedback including 'loved the variety', 'interesting and enlightening' and 'talented students with clearly hardworking teachers'. 99% of visitors enjoyed engaging in the STEM challenge with their child and 100% of visitors agreed that their child enjoyed having them in their classroom.</p> <p>Although poor weather conditions caused our Art Show to be postponed until Term 4, the community participation was amazing. We provided a large write-able board for visitors to record their reflections, and become its own piece of art work displayed in the playground. The feedback was extremely positive.</p>	<p>Teacher release time to coordinate school wide activities.</p> <p>Each class provided with canvases and an array of art material to create interpretations of Harmony Day.</p> <p>Classroom resources to support STEM challenges. Student Film Group provided with professional learning from an external film maker and the purchases of resources to support their film making throughout the year.</p>

Process 2: Valuing our Grandparents

Empower and appreciate the important role of Grandparents and friends in our school. Grandparents and friends are welcomed into classrooms as storytellers, mentors, experienced experts, etc. to enhance teaching and learning programs. Grandparents invited to read with students in classrooms and where possible integrated into teaching and learning programs where relevant.

Evaluation	Funds Expended (Resources)
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Progress towards achieving improvement measures

An expression of interest was sent out to families asking for grandparents, grandfriends and parents who wanted to come into classrooms specifically to help with the preparation of art works for the Art Show. We had over 30 responses and these helpers were allocated to a class. They attended one afternoon a week for 10 weeks and helpers were rewarded with a special 'advanced screening' of the completed art show. Unfortunately, our linkages with local nursing homes has not yet been successful.

Grandparents Day was extremely successful with a large number of family members attending. Visitors were asked to fill in a '3 Stars and a Wish' survey form. Some positive responses included – wonderful to see the children perform and in their classroom, well planned and organised, lovely to meet other grandparents.

Process 3: Aboriginal Education

After the construction and smoking ceremony to open our Yarning Circle, we will now teach the protocols of use this area to share stories, listen deeply and appreciate perspectives. Stage 3 ATSI students will lead groups of students in the use of this area, along with teacher who can utilise the space for honest discussion and thoughtful dialogue with class groups. The appropriate and respectful use of this space will enhance communication in our community.

Evaluation	Funds Expended (Resources)
Students were involved in many successful activities during NAIDOC Week. There included Aboriginal performances, colouring competition (K–2), trivia and year 3 to 6 completed a poster about an influential Aboriginal person. Our year 4 to 6 Aboriginal students led the whole school in indigenous games. Classes of students were invited and visited the yarning circle to learn the protocols of how to use the space appropriately and respectfully. Teacher professional learning was provided on Aboriginal Education to ensure an ongoing focus of this perspective through the curriculum.	Teacher released from class 1 day per week to lead our Aboriginal Education program and to work with Aboriginal students to ensure connection to community. Use of DoE Aboriginal Education Consultant to support this program.

Process 4: Communicating and promoting

Connecting with our parents, local community and beyond, through the use of social media platforms and the school website. The HPPS website will be reviewed and updated to reflect current school practices and priorities. This will be evidenced through parent interaction online and within the community.

Evaluation	Funds Expended (Resources)
Connecting and communicating with our parents and the local community is always an ongoing and daily focus. We have had a steady and gradual increase in the number of followers on our school Facebook page, as we use the social media platform for the purpose of essential communication as well as the celebration of the student and school achievement. We have been able to analyse available data and found the key times of day our community access the page and which style of communication they respond to better. We now can target peak times to send out new information. We continue to develop the variety of methods and purposes to engage our wider school community to promote our school.	

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Funding Sources: <ul style="list-style-type: none"> • Aboriginal background loading (\$21 636.00) 	Classroom teacher released (1 day per week) to support Aboriginal and Torres Strait Islander students access the curriculum and to provide opportunities for these students to connect to culture. Students and carers participated in goal setting with most of these goals being met.
English language proficiency	Funding Sources: <ul style="list-style-type: none"> • English language proficiency (\$83 603.00) 	Targeted teaching support provided to support students from an EALD background develop their proficiency in English. All students targeted recorded growth in their development of English skills. A mixture of 1:1, small group and whole class team teaching opportunities were utilised to support this development along with an improved ability of the classroom teacher to provide authentic learning activities for all students.
Low level adjustment for disability	Funding Sources: <ul style="list-style-type: none"> • Low level adjustment for disability (\$246 295.00) 	Through the allocation of 1.5 Learning & Support Teachers (LaST), the employment of a number of Student Learning Support Officers (SLSOs), authentic professional learning and resources students with disability, not attracting individual funding, have been successfully supported to access the curriculum and to improve their outcomes in their social and emotional learning. Development of Individualised Education Plans, in class support, team teaching and playground initiatives have ensured that all students needs are met.
Quality Teaching, Successful Students (QTSS)	Funding Sources: <ul style="list-style-type: none"> • Quality Teaching, Successful Students (QTSS) (\$137 237.00) 	Two Assistant Principals were released from their roles as classroom teachers and acted as Instructional Leaders in both Early Stage 1 and Stage 1. With a focus on improving student literacy, improving teaching practice, the implementation of Synthetic Phonics to our K–2 students and the improvement of data collection to inform teaching practice has led to outstanding gains in the foundation years of schooling. Identified reading and writing targets within K–2 were attained in both an increase in proficiency and a decline in students at risk of achieving both reading and writing benchmarks. Consistency of Teacher Judgement improved as did teacher understanding and use of the authentic data collected.
Socio-economic background	Funding Sources: <ul style="list-style-type: none"> • Socio-economic background (\$81 500.00) 	Two classroom teachers were released one day per week each to support the learning of students in Stages 2 and 3. Stage 2 (years 3 and 4) identified the need for improved teaching practice in reading. The teacher mentor provided in class support and differentiated professional learning to all Stage 2 teachers utilising Focus on Reading. Stage 3 (years 5 and 6) identified the need to improve student mathematical outcomes and the teacher mentor provided in class support and differentiated professional learning to all Stage 3 teachers with a focus on Mathematical Mindsets. All teachers reported

Socio-economic background	Funding Sources: <ul style="list-style-type: none"> • Socio-economic background (\$81 500.00) 	that their teaching practice in these areas improved as did student engagement. Ongoing collection of student data during 2020 will assist with the evaluation of academic growth.
Support for beginning teachers	Funding Sources: <ul style="list-style-type: none"> • Support for beginning teachers (\$18 399.00) 	We received a Beginning Teacher Funding Allocation of \$18399. We combined that with other school based funding to an amount of \$74554. Beginning teachers have been provided with a range of authentic and supported professional learning activities identified to support their growth as teachers in the crucial early years of their career. Beginning teachers received additional release from face to face teaching that provided them the opportunity to meet regularly with their stage mentor. These meetings were crucial in their induction as teachers at our school and in their development as classroom teachers and were used in a range of ways and with a range of focus areas to assist and support classroom practice. All beginning teachers reported feeling supported and valued as members of our Public Education system and two of these teachers have been identified as aspiring school leaders.
Targeted student support for refugees and new arrivals	Funding Sources: <ul style="list-style-type: none"> • (\$701.00) 	A range of professional learning opportunities for teachers and the allocation of resources to support academic and social development have been utilised.

Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	392	394	387	368
Girls	367	396	395	380

Student attendance profile

School				
Year	2016	2017	2018	2019
K	94.9	94.4	95.1	94
1	93.3	94.5	94.4	92.7
2	93.8	94	93.4	93.9
3	95.2	93.8	92.6	92.8
4	93	94.5	93.7	92.7
5	94.8	92.8	94.3	92.3
6	93.6	92.4	92.2	92.3
All Years	94	93.7	93.6	92.9
State DoE				
Year	2016	2017	2018	2019
K	94.4	94.4	93.8	93.1
1	93.9	93.8	93.4	92.7
2	94.1	94	93.5	93
3	94.2	94.1	93.6	93
4	93.9	93.9	93.4	92.9
5	93.9	93.8	93.2	92.8
6	93.4	93.3	92.5	92.1
All Years	94	93.9	93.4	92.8

Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Assistant Principal(s)	4
Classroom Teacher(s)	27.79
Teacher of Reading Recovery	0.84
Learning and Support Teacher(s)	1.5
Teacher Librarian	1.2
Teacher ESL	0.4
School Counsellor	1.5
School Administration and Support Staff	4.47

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2019, 3.9% of the Department's workforce identify as Aboriginal people.

Workforce ATSI

Staff type	Benchmark ¹	2019 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	7.20%
Teachers	3.30%	2.90%

Note 1 – The NSW Public Sector Aboriginal Employment Strategy 2014–17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

Note 2 – Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice.

Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2019 to 31 December 2019. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2019 Actual (\$)
Opening Balance	820,350
Revenue	6,362,996
Appropriation	6,082,951
Sale of Goods and Services	21,003
Grants and contributions	251,863
Investment income	7,179
Expenses	-6,249,174
Employee related	-5,699,291
Operating expenses	-549,883
Surplus / deficit for the year	113,822

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.

Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2019 Approved SBA (\$)
Targeted Total	67,721
Equity Total	435,809
Equity - Aboriginal	21,636
Equity - Socio-economic	81,500
Equity - Language	83,603
Equity - Disability	249,070
Base Total	4,902,392
Base - Per Capita	183,487
Base - Location	0
Base - Other	4,718,905
Other Total	554,852
Grand Total	5,960,774

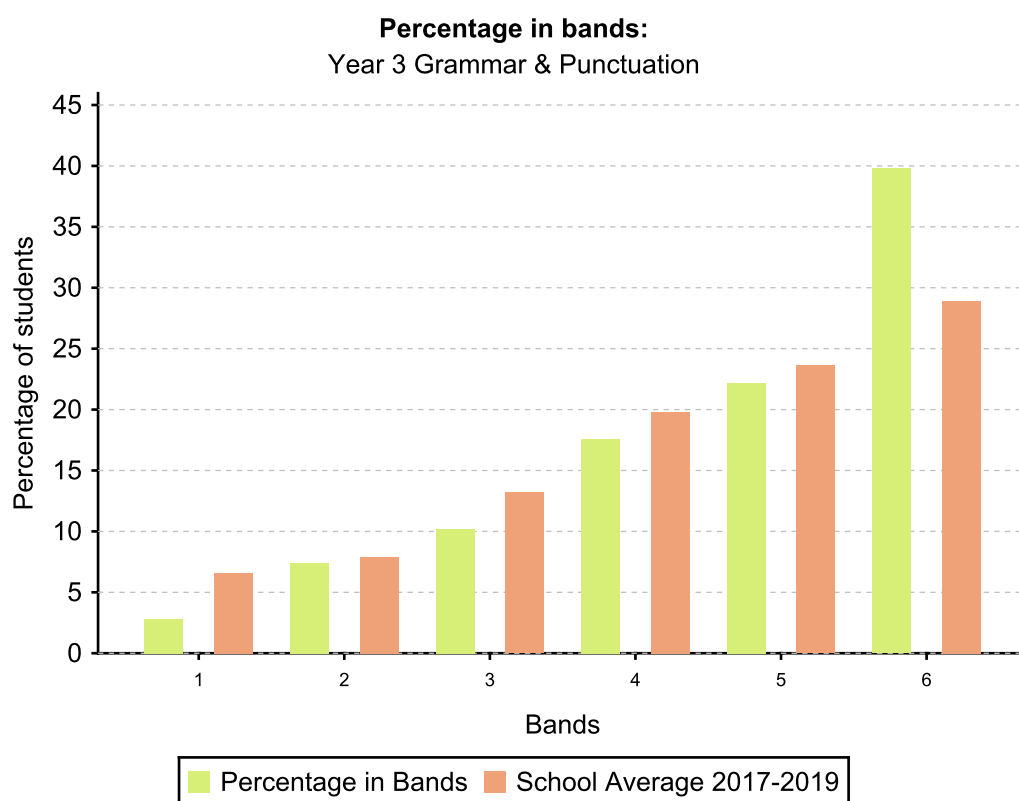
Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

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 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in 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 be treated with care.

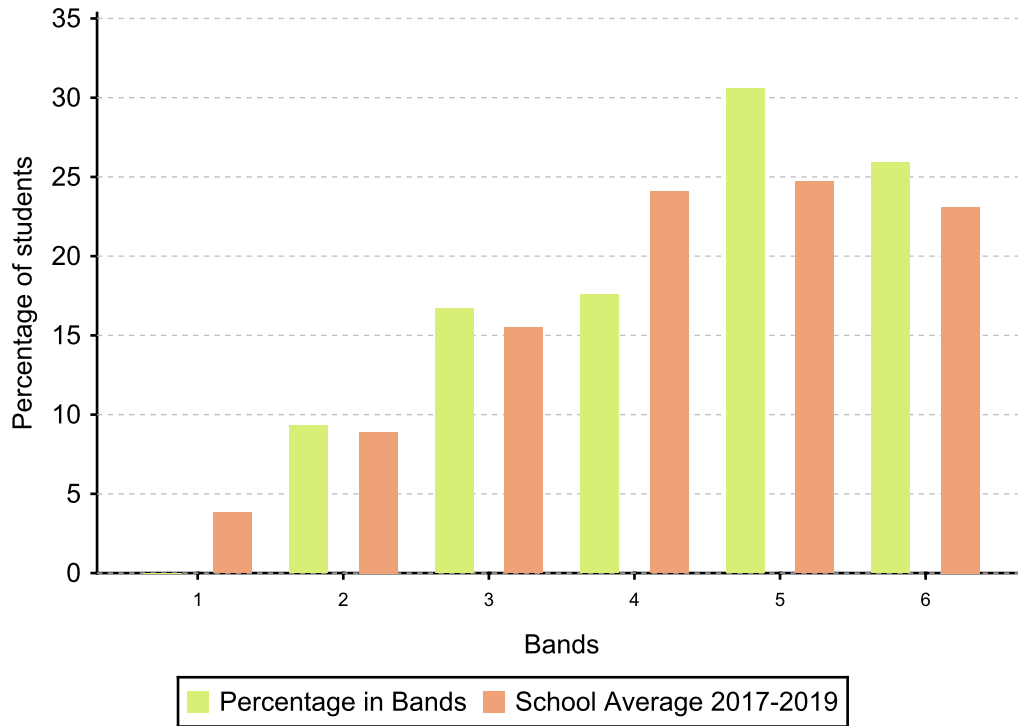
Literacy and Numeracy Graphs



Band	1	2	3	4	5	6
Percentage of students	2.8	7.4	10.2	17.6	22.2	39.8
School avg 2017-2019	6.6	7.9	13.2	19.8	23.6	28.9

Percentage in bands:

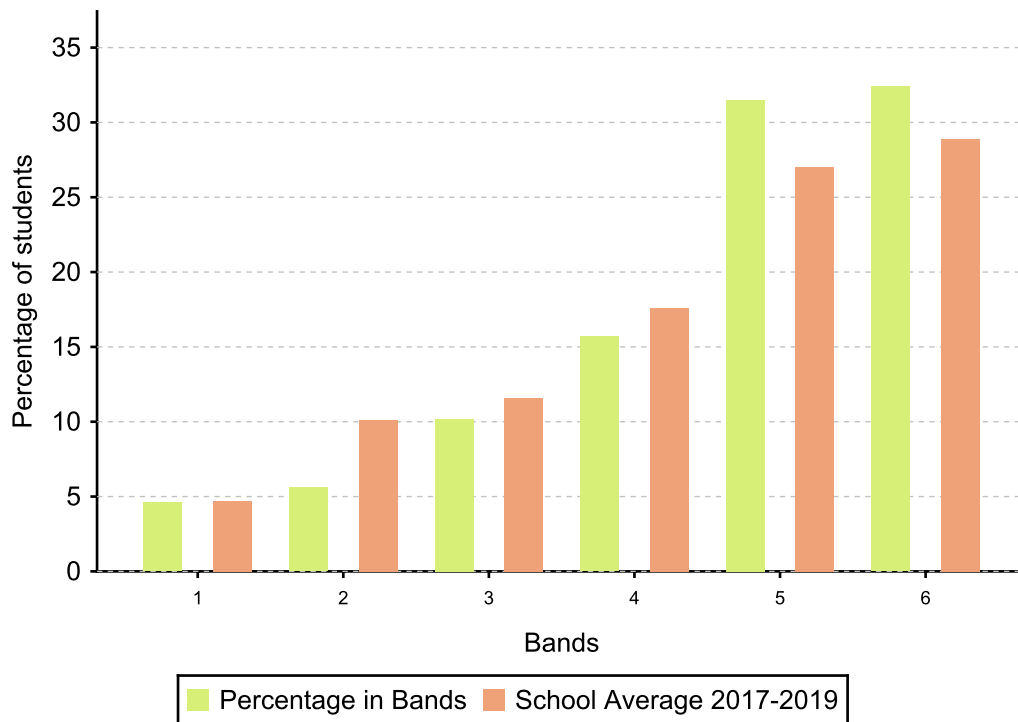
Year 3 Reading



Band	1	2	3	4	5	6
Percentage of students	0.0	9.3	16.7	17.6	30.6	25.9
School avg 2017-2019	3.8	8.9	15.5	24.1	24.7	23.1

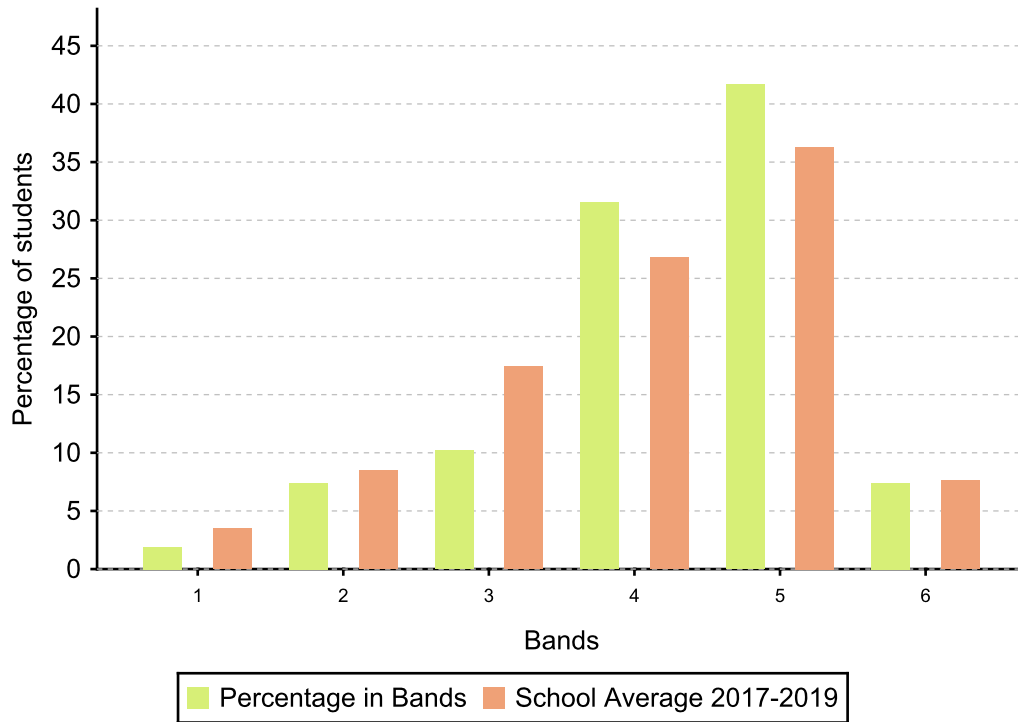
Percentage in bands:

Year 3 Spelling



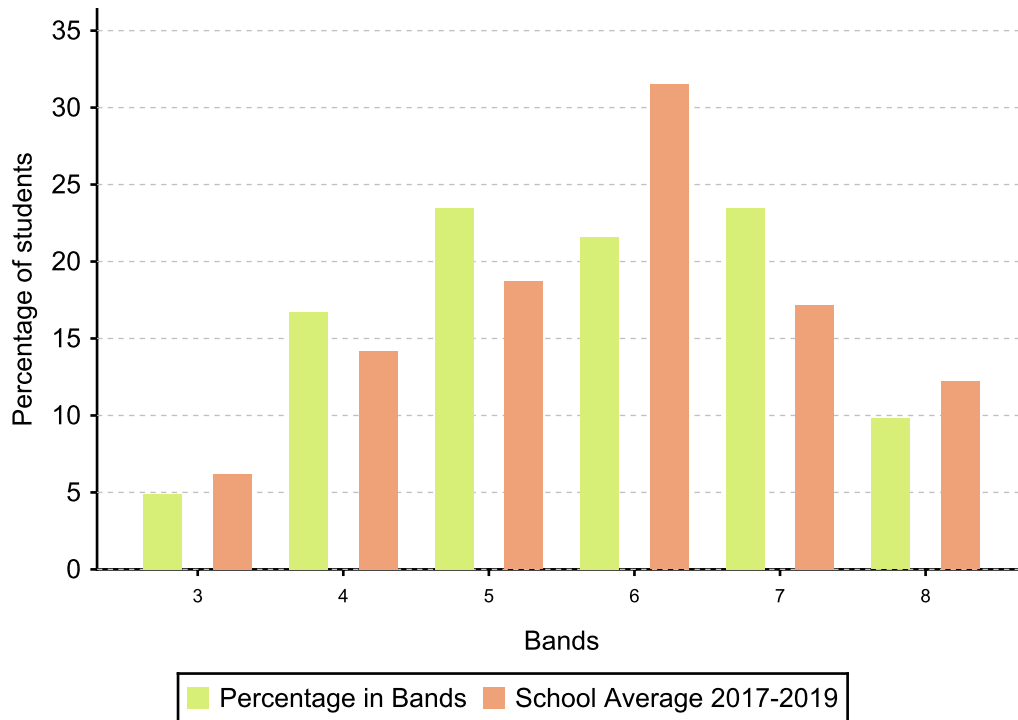
Band	1	2	3	4	5	6
Percentage of students	4.6	5.6	10.2	15.7	31.5	32.4
School avg 2017-2019	4.7	10.1	11.6	17.6	27	28.9

Percentage in bands:
Year 3 Writing



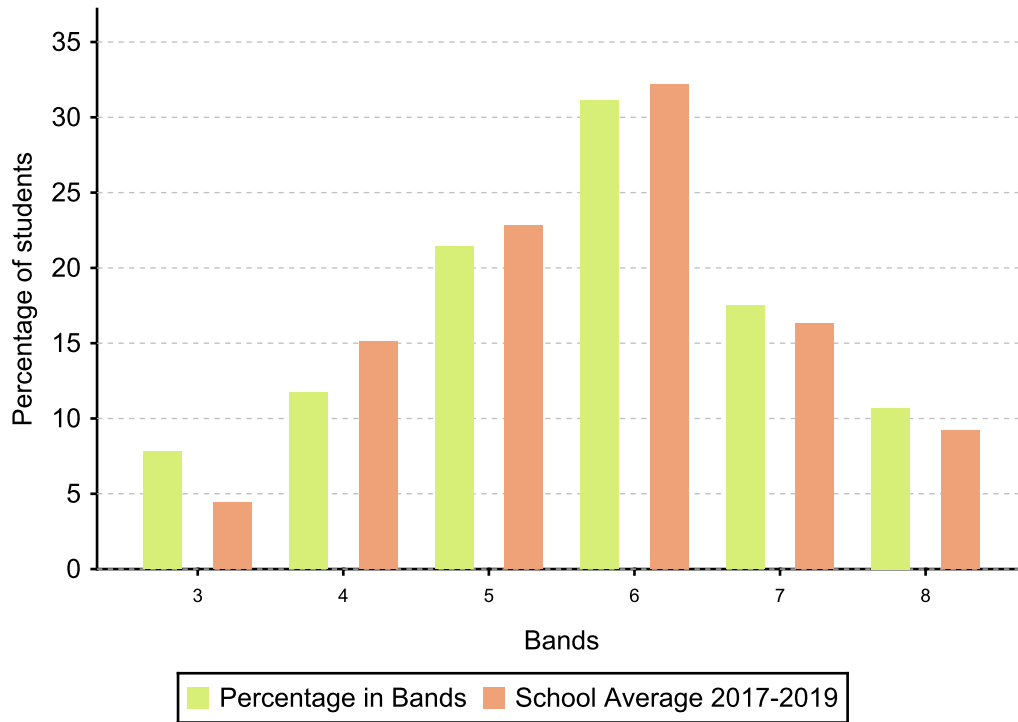
Band	1	2	3	4	5	6
Percentage of students	1.9	7.4	10.2	31.5	41.7	7.4
School avg 2017-2019	3.5	8.5	17.4	26.8	36.3	7.6

Percentage in bands:
Year 5 Grammar & Punctuation



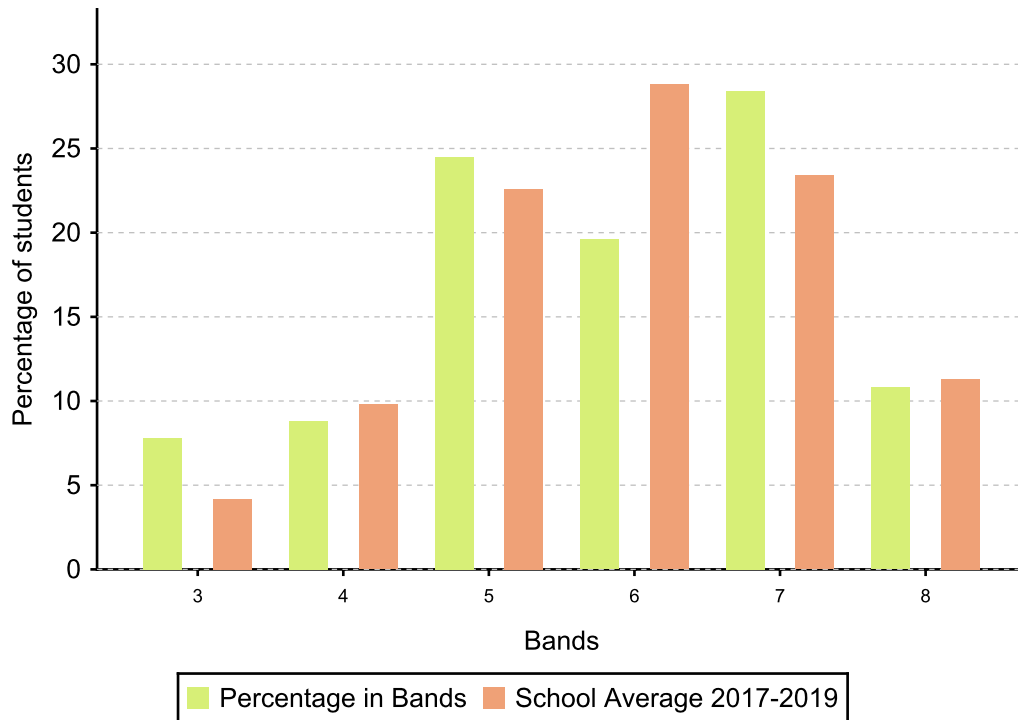
Band	3	4	5	6	7	8
Percentage of students	4.9	16.7	23.5	21.6	23.5	9.8
School avg 2017-2019	6.2	14.2	18.7	31.5	17.2	12.2

Percentage in bands:
Year 5 Reading



Band	3	4	5	6	7	8
Percentage of students	7.8	11.7	21.4	31.1	17.5	10.7
School avg 2017-2019	4.4	15.1	22.8	32.2	16.3	9.2

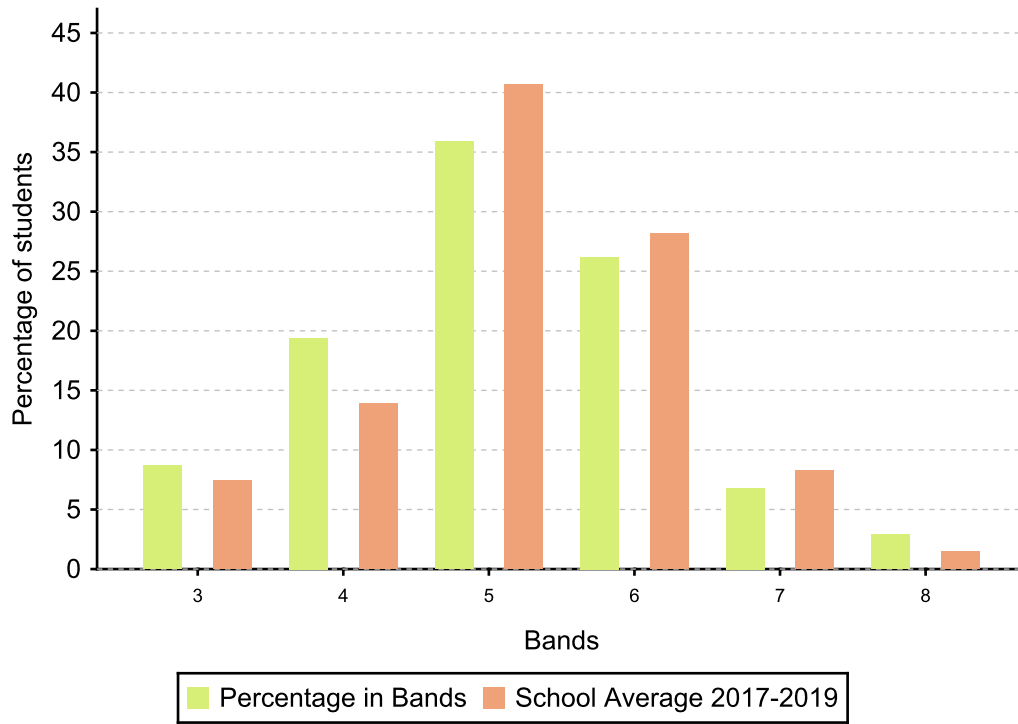
Percentage in bands:
Year 5 Spelling



Band	3	4	5	6	7	8
Percentage of students	7.8	8.8	24.5	19.6	28.4	10.8
School avg 2017-2019	4.2	9.8	22.6	28.8	23.4	11.3

Percentage in bands:

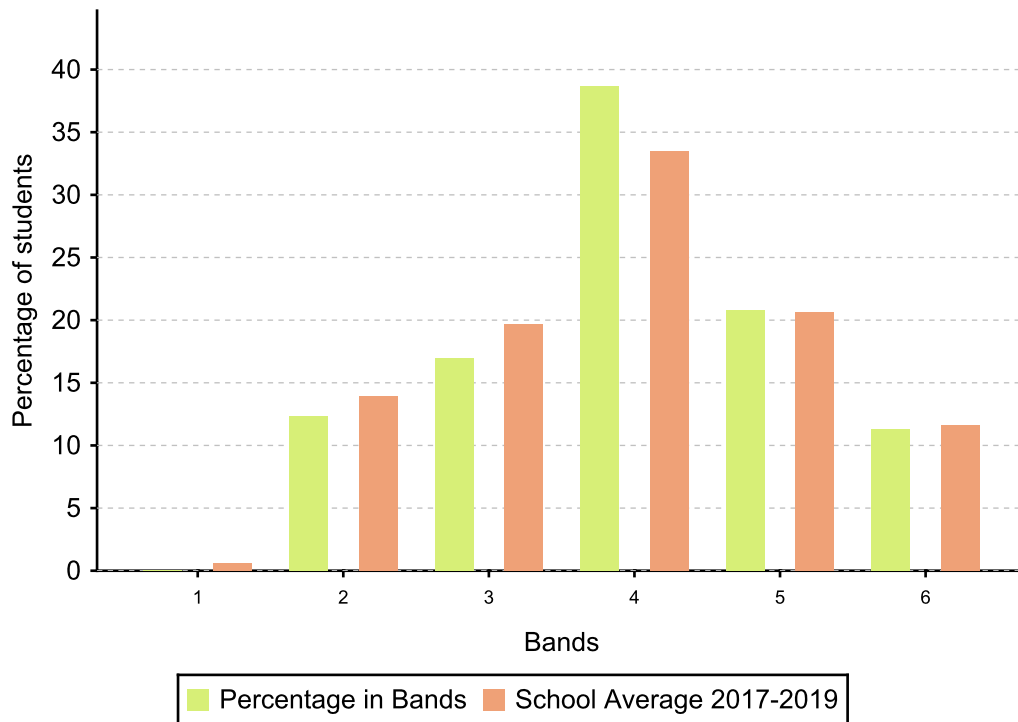
Year 5 Writing



Band	3	4	5	6	7	8
Percentage of students	8.7	19.4	35.9	26.2	6.8	2.9
School avg 2017-2019	7.4	13.9	40.7	28.2	8.3	1.5

Percentage in bands:

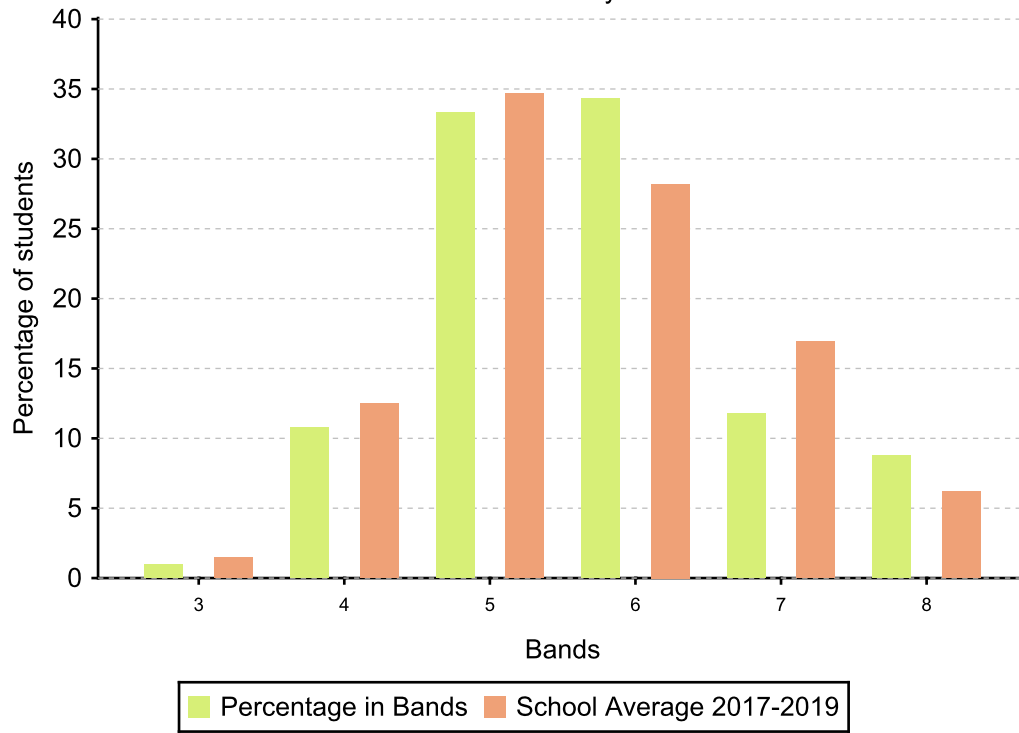
Year 3 Numeracy



Band	1	2	3	4	5	6
Percentage of students	0.0	12.3	17.0	38.7	20.8	11.3
School avg 2017-2019	0.6	13.9	19.7	33.5	20.6	11.6

Percentage in bands:

Year 5 Numeracy



Band	3	4	5	6	7	8
Percentage of students	1.0	10.8	33.3	34.3	11.8	8.8
School avg 2017-2019	1.5	12.5	34.7	28.2	16.9	6.2

Parent/caregiver, student, teacher satisfaction

Student Survey

The online "Tell Them From Me" student survey was designed to provide HPPS with useful data to guide future school planning and identify school improvement initiatives. The survey was conducted across Years 4, 5 and 6. Results from the student survey can be seen below.

Social and Emotional Outcomes

The results showed that participation in sport is high with 94% of students participating in sporting activities at school. 65% of students felt a sense of belonging as well as 85% of students felt that they developed positive relationships with their peers who they could trust and who encouraged them to make positive choices. Students felt that school is useful in their everyday lives and will have a strong bearing on their future as 85% of students valued schooling outcomes. Results also showed that students try hard to succeed in their learning as 80% felt that they demonstrated high levels of effort when participating at school.

Drivers of Student Outcomes

The results showed that students felt that important concepts are taught well, class time is used efficiently, and homework supports class objectives. Students also found that classroom instruction was relevant to their everyday lives as well as classroom instruction was clear, purposeful with immediate feedback. The results also indicated that there are low levels bullying and students feel that they have someone at school who consistently provided encouragement and can turn to for advice and support. Students also felt that teachers are responsive to their needs and courage independence as well as students felt that school staff emphasise academic skills and hold high expectations for all students to succeed. A mean of 7.8 (out of 10) of students believe that important concepts are taught well.

Demographic Factors

The results showed that 91% of students at HPPS were born in Australia and 40% of students felt that they would go onto university when completing high school. 5% of students are Aboriginal or Torres Strait Islander origin and of those identified students 58% feel good about their culture at school.

DOE Custom Measures

The results showed that 59% of students felt proud of their school as well as 73% of students felt that they tried to do their best. Students agreed that their classrooms were well looked after, clean and was comfortable as 71% of students felt that their classroom was adequate. 84% of students felt that the library was clean and well looked after as well as 61% felt that the playground was well kept. Overall students responded very highly of their teachers as 86% of students felt that their teacher told them what was expected as well as 81% felt that their teacher set out clear learning goals.

Parent Survey

The online "Tell them from me" survey was conducted with our parent community that covered several aspects of parents' perceptions of their child's experiences at home and at school. The survey also provided quality feedback to our school about the extent to which parents feel the school supports learning, positive behaviour and promotes a safe and inclusive environment. Some findings from the parent survey can be seen below.

Parents Feel Welcomed:

At HPPS is it important that all parents and caregivers feel welcomed and supported. The results indicated that 77% of the parent community felt welcomed when they visit the school as well as 75% of parents felt that they can easily speak with their child's teacher. A future direction in this area will be to increase parent participation and attendance during whole school activities as only 55% of parents felt that activities were scheduled at times when they could not attend.

Parents Are Informed:

At HPPS is it vital that all parents are informed about their child's learning. The results indicated that 78% of parents felt that their child's report is written in easily understood terms as well as 68% of parents felt that if there were concerns with their child's behaviour at school, the teachers would inform parents immediately. A future direction in this area would be

to further discuss students' opportunities as only 55% of parents felt that they were informed about opportunities concerning their child's future.

Parents Support Learning From Home:

At HPPS parent support learning from home is highly valued. The results were very positive and indicated that 81% of parents felt that they encourage their child to do well at school as well as 75% of parents felt that they talk with their child about feelings towards other children at school.

School Support For Learning

At HPPS student learning is our priority. The results indicated that 70% of parents felt that their child is encouraged to do their best as well as 68% of parents felt that teachers show interest in their child's learning. High expectations are an area for improvement as 67% of parents felt that teachers have high expectations of their child to succeed.

School Support For Positive Behaviour

At HPPS we value positive behaviour for learning. The results indicated that 86% of parents felt that their child is clear about the rules for school behaviour as well as 79% of parents felt that teachers expect that their child pays attention in the classroom. Various extra – curricular activities are provided at HPPS with the aim to increase student participation as 61% of parents felt that teachers devote their time to extra – curricular activities.

Safety At School

Safety at HPPS is paramount. The results indicated that 81% of parents felt that their child feels safe going to and from school as well as 74% of parents felt that their child feels safe at school. Bullying is not tolerated at HPPS and is continuing to be a focus as 59% of parents felt that the school helps to prevent bullying.

School Communication

Open communication with all members of the community is a priority. The results indicated that 85% of parents felt that formal parent teacher interviews were informative as well as 74% of parents felt that school reports are useful. Other forms of communication were seen to improve overall communication as 80% of parents felt that email communication was useful as well as 78% of parents felt that the school newsletter was informative. A future direction in this area is to increase communication on social media as 58% of parents felt that social media was a useful method of communication.

Perceptions Of School Facilities

At HPPS we take pride in our school. The results indicated that 82% of parents felt that the school is well maintained as well as 72% of parents felt that the physical environment is welcoming.

Teacher Survey

The online "Tell them from me – Focus on Learning Teacher Survey" was conducted and used as a self-evaluation tool for teachers and schools. These results provided quality feedback in the areas of Leadership, Collaboration, Learning Culture, Data Informed Practice, Teaching Strategies, Technology, Inclusivity and Parent Involvement. Results from the teacher survey can be seen below.

Leadership

Leadership at HPPS is highly visible. The results indicated that 84% of teachers felt that they work with school leaders to create a safe and orderly school environment. School leaders are dedicated to a year's worth of growth for both students and teachers which is reflected in the survey results. 80% of teachers felt that school leaders have helped to improve their teaching as well as 74% of teachers felt that school leaders have helped to establish challenging and visible learning goals for students. A future direction in this area may be to increase teacher observations as only 66% of teachers felt that school leaders take the time to observe their teaching inside the classroom.

Collaboration

Teacher Collaboration is valued at HPPS. The results indicated that 92% of teachers felt that their colleagues shared their lesson plans and other materials as well as 87% of teachers spoke to their colleagues about strategies that increase student engagement. Teachers felt confident to collaborate and share assessment practices as 85% of teachers felt that they discussed their own assessment strategies with others. A future direction in this area may be peer feedback as only 79% of teachers felt that teachers gave helpful feedback about their teaching.

Learning Culture

At HPPS we strive to create and maintain a positive learning culture. The results indicated that 90% of teachers felt that they set high expectations for student learning as well as 79% of teachers discuss the learning goals for each lesson. Teachers also felt that they delivered purposeful and engaging teaching and learning programs as 76% of teachers felt that students found class lessons relevant to their own experiences as well as 69% felt that students become fully engaged in class activities. A future direction in this area may be to increase class discussion around the learning culture as only 73% of teachers felt that they discussed with students about the barriers to learning.

Data Informed Practice

At HPPS student data helps to inform all teaching and learning programs. 82% of teachers felt that assessments help them to understand where students are having difficulty as well as 84% felt that they utilised the results from formal assessments to inform their future lesson planning. A future direction in this area may be for teachers to provide quality examples of work samples to their students as only 67% of teachers felt that they provided quality examples of work that would receive an A–E grade.

Teaching Strategies

Evidence informed teaching strategies are evident at HPPS. 80% of teachers felt that their students are very clear about what they are expected to learn as well as teachers felt that they were discussing with their students' ways of seeking help that will help to increase their learning. Students receive constant feedback which is evident in the results as 82% of teachers felt that students receive feedback on their work that brings them closer to achieving their goals. A future direction in this area may be to further differentiate learning as only 70% of teachers felt that they assist students to set challenging learning goals.

Technology

HPPS is technologically well equipped. The results indicated that 80% of teachers felt that students have opportunities to use computers or other interactive technology for describing relationships among ideas or concepts. 79% also felt that they were confident to assist students to use computers or other interactive technology to undertake research. A future direction in this area may be to utilise technology to track students results as only 53% of teachers felt that students use computers or other interactive technology to track progress towards their learning goals.

Inclusivity

The results indicated that inclusivity is highly valued at HPPS. 92% of teachers felt that they establish clear expectations for classroom behaviour as well as 88% felt that they strive to understand the learning needs of students with special learning needs. Teachers highlighted the importance of feedback as 80% of teachers felt that they make sure that students with special learning needs receive meaningful feedback on their work.

Parent Involvement

Parent involvement is critical to student learning. The results indicated that 79% of teachers felt that they work with parents to help solve problems interfering with their child's progress as well as 74% of teachers were in regular contact with the parents of students with special learning needs. A future direction in this area may be to increase parent involvement as only 46% of teachers felt that they ask parents to review and comment on their own child's work.



Policy requirements

Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

Anti-Racism Policy

All teachers are responsible for supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. Principals are responsible for examining school practices and procedures to ensure they are consistent with the policy. All schools have an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.