

# 2020 Annual Report

## Harrington Park Public School



4628

# Introduction

The Annual Report for 2020 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.

## School contact details

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## School vision

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 and participated in an external validation. 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. Every five years, our school undergoes an external validation process.

During the external validation process, an independent panel consisting of a Principal School Leadership and a peer principal considered our evidence and assessment of our school's progress against the School Excellence Framework.

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

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	2020 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 proportion of students reaching expected learning outcomes in numeracy.

An increased average percentage growth from 2015-17 to 2018-20 in NAPLAN data in Reading, Writing and 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 worked collaboratively within the Professional Learning Communities (PLC) framework to set data driven SMART goals, with a focus on collective efficacy. Teams designed their action plans and professional learning journeys based on their own professional learning point of need. PLCs were supported by members of the executive team to guide and enhance the development of programs in each stage and/or classroom. In some stages, PLCs goals were also supported by the K-2 Instructional Leader and teacher professional learning provided by the Literacy and Numeracy Strategy Advisors (LaNSAs).</p> <p>The focus areas of each stage were:</p> <p>Early Stage 1: Proficiency in the delivery of number talks to ensure a systematic and consistent approach to developing number sense.</p> <p>Stage 1: Integration of number talks into an effective numeracy session.</p> <p>Stage 2: Improving writing for different purposes using explicit marking criteria, to have 20% of students working beyond grade expectations.</p> <p>Stage 3: What Works Best and What Works Best in Practice</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 (when possible due to COVID-19 restrictions), within stage groups to share success and feedback suggestions for future directions. The methodology and impact of the PLC 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 Leader allocated to Early Stage 1 and Stage 1.</p> <p>Synthetic Phonics resources purchased as 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>Teacher professional learning time allocated to work with Literacy and Numeracy Strategy Advisors (LaNSAs).</p>

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

- Learning Progressions
- Instructional Leaders (IL) for Early Stage 1 and Stage 1

## Progress towards achieving improvement measures

- Process 2:**
- 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 (Resources)
<p>Extensive support and coaching was provided by the K-2 Instructional Leader (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>The Instructional Leader (IL) for K-2 worked with teachers on the explicit delivery of phonics lessons using the 'Get Reading Right' synthetic phonics program. This provided a sequence of phonemes to target which promoted student development. Teachers were provided with a sequence of skills to work through which increased in complexity and demanded more from the students as they acquired knowledge and applied it in context. Support was provided in the delivery of reading lessons, particularly guided reading. The IL modelled the processes required during a guided reading session as well as a variety of prompts to use in response to student needs to elicit improved results. The IL support time also provided the opportunity to demonstrate efficient ways to record teacher observations, select books, teaching points and formative assessment. Although not a major focus, the IL also worked with some teachers in the area of writing. Support included how to sequence lessons to promote the use of the writing cycle, how to differentiate lessons to provide support and extension opportunities, as well as making clear links to syllabus outcomes.</p> <p>The Stage 2 team worked with a strong focus on achieving at least 20% of students beyond grade expectation (high/outstanding) in writing. Stage 2's Professional Learning Community (PLC) focus was to improve student's ability to compose coherent texts when writing to entertain, persuade and inform. The team used the NAPLAN Marking Criteria and the Seven Steps of Writing professional development to revise and strengthen the existing teaching and learning programs and assessment criteria. Baseline data was triangulated from NAPLAN assessments, 2019 Semester 2 reports from and initial teaching observations. Teachers engaged in Learning Walks and collaborative planning to improve our collective teaching practice. The shared vision was to improve the collaborative practice to ensure that writers were engaged in learning which was supported by quality frameworks and was driven by the outcomes of the English syllabus. Most pleasingly, 24% of students in Stage 2 reached the high or outstanding level when composing informative text, exceeding the expectations set for the stage.</p> <p>The Super 6 metacognitive strategies continued to be reinforced in year 3 to 6 classes to consolidate students' reading comprehension skills. This was follow-up to the demonstration lessons, mentoring and team teaching conducted by during the previous year.</p> <p>The Curriculum focus team worked collaboratively to develop English syllabus content checklists for all stages. This comprehensive document has been used to ensure all areas of English are covered within teaching and learning programs.</p>	<p>Instructional Leader allocated to Early Stage 1 and Stage 1.</p> <p>Stage collaboration days. (TPL)</p> <p>Synthetic Phonics resources purchased as 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>Teacher professional learning time allocated to work with Literacy and Numeracy Strategy Advisors (LaNSAs).</p> <p>School Magazine subscription, year 3 - 6.</p>

- 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)
The school worked closely with Literacy and Numeracy Strategy Advisors	Instructional Leader allocated to Early

## Progress towards achieving improvement measures

(LaNSAs) to train staff on the practice of 'Number Talks'. Although impacted by the restrictions of the COVID-19 pandemic, stage supervisors, along with other selected teachers, were involved in professional learning to adapt the number talk strategy into the mathematics session of each stage program at Harrington Park. After training days, small socially distanced, groups of teachers worked collaboratively to outline session expectations, design resources, conduct demonstration lessons and evaluate the effectiveness of Number Talks. The open-ended nature of the strategy and the ability to design experiences directly related to the current number teaching focus allowed teachers and students to quickly gain confidence with Number Talks. A school wide hand sign communication code was adapted, as students became comfortable with sharing their mathematical thinking in an accepting environment. All mathematical ideas were recorded and Number Talks quickly became an important formative assessment tool for teachers, from K - 6.

The Instructional Leader (IL) K-2 was able to support teachers with the implementation of different mathematics strategies, including TEN and Number Talks. The role enabled support of Early Stage 1 and Stage 1 teachers with the purposeful planning of number talks which included strategic skill development, targeted, explicit questioning, and clear, developmentally appropriate visual prompts. This was followed up with demonstration lessons and shoulder to shoulder class support to build confidence and competence in teacher delivery of these lessons. There was continued modelling and support of teachers with the delivery and implementation of TEN as an explicit time for addressing number, addition and subtraction outcomes and content. This year the focus was also on making connections between the traditional TEN levels and the levels outlined in the sub element Additive Strategies of the Numeracy Progressions. Stage 3 teachers continued with the YouCubed strategies to reinforce and consolidate students' problem-solving skills. This was follow-up to the demonstration lessons, mentoring and team teaching conducted during the previous year.

The Curriculum focus team worked collaboratively to develop mathematics syllabus content checklists for all stages. This comprehensive document has been used to ensure all areas of mathematics are covered within teaching and learning programs.

Stage 1 and Stage 1.

Stage collaboration days. (TPL)

Timetabling structures modified to support Learning Walks, classroom observations and demonstration lessons.

Teacher professional learning time allocated to work with Literacy and Numeracy Strategy Advisors (LaNSAs).

Mathletics subscription, K - 6.

- 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>Project initiatives were reviewed and evaluated.</p> <p><b>CCT:</b> Implementation not to be continued within the school.</p> <p><b>4C's:</b> The 4Cs training was conducted via the Zoom platform due to the social distancing restrictions of the COVID-19 pandemic. Next group of teachers to be selected for training in 2021 to be called 'Meerkats'. All staff have been exposed to 4C processes during team meetings and planning days throughout 2020. A summary booklet outlining 4C processes to be collated for all staff to assist with implementation within the classroom.</p> <p><b>Growth Mindset:</b> To be incorporated into Term 1 PDHPE units of work to set students up for the year. Continually referred to then throughout the year.</p>	<p>Teacher professional learning funds for 4Cs Transformative Learning training for selected teachers, along with executive staff members.</p> <p>Collaboration days. (TPL)</p>

## Progress towards achieving improvement measures

A set program has not been selected.

**Project Based Learning:** Implementation of this initiative to be re-evaluated when the new buildings are complete. Staff professional learning to be provided prior to prepare staff. Teachers can choose to incorporate within own classes, however, there is no expectation of implementation.

**SOLE:** Sessions to be included in programs, Stage AP's to ensure SOLE is included in planning days.

### 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 have continued to use the 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 the same format at their level. This has also been successful and now forms the basis of planning in Stage 2 mathematics programs. This has been evidenced in Stage 2 programs throughout the year.</p>	Collaboration days. (TPL)

## 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)
The COVID-19 pandemic and ensuing lockdown presented significant challenges to the cognitive, emotional, social, physical and spiritual wellbeing of our students. Regular reference to the Wellbeing Framework to guide alongside professional dialogue and innovative practice was required to ensure that our students were functioning as well as possible and had the potential to flourish in the unprecedented times. Establishing new ways of connecting students to their classrooms and peers included the utilisation of Seesaw, Google Classroom and Zoom. For some students, this connection was facilitated by students borrowing a device from school. Teachers and support staff held high expectations and ensured that all students were regularly accessing the learning experiences set online. Students who were not connecting online were followed up with phone calls, as safety and wellbeing was of paramount importance. Trusting and respectful relationships were nurtured with students and parents as we worked together to navigate a 'new normal'. Many students connected and demonstrated success online through completing tasks, uploading work samples, engaging in whole class Zoom meetings or dropping work at school in designated drop boxes. Parents and the broader community actively participated in supporting and reinforcing students' learning. The Wellbeing Framework provided a guide to maximise the potential for all students to connect, succeed and thrive in an alternative school learning environment.	Seesaw online learning platform PM Readers online subscription Mathletics subscription, K - 6.

##### 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)
The PBL focus for 2020 was a move from whole school settings to classroom settings. The expectations of students outside the classroom were still	



## Progress towards achieving improvement measures

reinforced alongside the development of classroom rules. During term 1 teachers and students worked together in formulating classroom rules under our expectations of 'Be Safe, Be Kind, Be Fair and Be Great'. The rules developed were taught explicitly, practised and reinforced consistently. Rules were displayed in a prominent position in each classroom. As students returned to school from the learning from home period, lessons on integrity, kindness, respect and responsibility were introduced.

### 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 process could not be an area of focus during 2020 due to the COVID-19 pandemic.	

### 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>	

### 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 (Resources)
A social story titled 'Flipping Your Lid' was used to help students understand	



## Progress towards achieving improvement measures

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 two students from Stage 2 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 COVID-19 restrictions we were unable to access the training days in 2020.

## 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)
The impact of the COVID-19 pandemic and its far-reaching implications were felt very strongly through this strategic direction. Harrington Park has a history of hosting many community events as we relish the opportunity to bring our parents, grandparents and community members into the school. The restrictions of social distancing required the school to think differently. The school Facebook page became our main avenue for sharing, celebrating and appreciating. Many videos were produced to upload for our learning community to connect with the school and each other. Comments and feedback were overwhelmingly positive. Teachers read narrative texts aloud, the school captains posted video messages, student groups made mother's day and father's day videos and individual staff members connected through short video messages. Education Week activities went ahead in classrooms, with each stage producing a video summary of some of the highlights of the week, which were once again uploaded to Facebook. The theme of 'Learning Together' was celebrated through a K-6 poster competition, with the winners from each grade being acknowledged with photographs posted on Facebook. The monthly Care, Believe, Succeed (CBS) assembly changed to an online Zoom, allowing students to continue to be acknowledged and appreciated. The school worked to keep a strong connection within the learning community through alternative communication means.	

##### 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)
Unfortunately the COVID-19 restrictions prevented our onsite Grandparents Day in 2020.	

### 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)
Personalised Learning Pathways (PLPs) with individualised goals were written and evaluated for all students. A small team consisting of a teacher and deputy principal represented Harrington Park Public School through their attendance at the Narellan AECG meetings, although most were cancelled due to the impact of COVID-19 restrictions this year. Students were involved in many successful activities during NAIDOC Week. These included a colouring competition for K-2 students, with year 3 to 6 completing a poster about an influential Aboriginal person. The afternoon trivia activity once again proved to be very popular amongst students and teachers. Our year 4 to 6 Aboriginal students led the whole school in indigenous games. Classes of students visited the yarning circle to share stories, using the space appropriately and respectfully. Teacher professional learning was provided on Aboriginal Education to ensure an ongoing focus of integrating this perspective throughout the curriculum. Reconciliation Week and Sorry Day were both acknowledged through classroom experiences. A small team of teachers were provided with release from classroom teaching to facilitate these activities.	

### 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)
<p>Connecting and communicating with our parents and the local community is always an ongoing and daily focus, however, the social distancing restrictions during the COVID-19 pandemic made clear and concise communication critical. The Skoolbag communication app and newsletter, along with the school Facebook page were used to keep the community informed.</p> <p>Other school events, such as National Science Week and the classroom STEM challenges, were regularly shared to maximise communication and the sense of connection. An individual student suggested a pyjama mufti day to raise money to support our local WIRES organisation in the preservation of koalas. This successful day raised \$860 and was promoted through the school Facebook page.</p> <p>Kindergarten orientation and transition took a different format to previous years. With parents unable to remain onsite during orientation activities, students were signed in at the front of the school. It was anticipated that this change in procedure may result in higher levels of uncertainty for both our parents and students. A video social story was produced and uploaded to Facebook to allow our enrolling students and parents to have a clear understanding of what to expect, therefore minimising worry and possible anxiety. This resulted in a smooth kindergarten orientation, as school student leaders escorted the new students to their orientation classrooms.</p> <p>The school also took part in the Narellan Town Centre (NTC) Christmas tree competition. Our Stage 3 students worked in class groups to decorate a 1.8 metre tall wooden Christmas tree with four Australian themes. This was on</p>	

## Progress towards achieving improvement measures

display in NTC for the month before Christmas, appreciated by the local community.	
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Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	<b>Funding Sources:</b> <ul style="list-style-type: none"> <li>• Aboriginal background loading (\$16 952.00)</li> </ul>	<p>Personalised Learning Pathways (PLPs) with individualised goals were written and evaluated for all students. A small team consisting of a teacher and deputy principal represented Harrington Park Public School through their attendance at the Narellan AECG meetings, although most were cancelled due to the impact of COVID-19 restrictions this year. Students were involved in many successful activities during NAIDOC Week. These included a colouring competition for K-2 students, with year 3 to 6 completing a poster about an influential Aboriginal person. The afternoon trivia activity once again proved to be very popular amongst students and teachers. Our year 4 to 6 Aboriginal students led the whole school in indigenous games. Classes of students visited the yarning circle to share stories, using the space appropriately and respectfully. Teacher professional learning was provided on Aboriginal Education to ensure an ongoing focus of integrating this perspective throughout the curriculum. Reconciliation Week and Sorry Day were both acknowledged through classroom experiences. A small team of teachers were provided with release from classroom teaching to facilitate these activities.</p>
<b>English language proficiency</b>	<b>Funding Sources:</b> <ul style="list-style-type: none"> <li>• English language proficiency (\$97 521.00)</li> </ul>	<p>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.</p>
<b>Low level adjustment for disability</b>	<b>Funding Sources:</b> <ul style="list-style-type: none"> <li>• Low level adjustment for disability (\$246 865.00)</li> </ul>	<p>Through the allocation of 1.5 Learning &amp; 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.</p>
<b>Quality Teaching, Successful Students (QTSS)</b>	<b>Funding Sources:</b> <ul style="list-style-type: none"> <li>• Quality Teaching, Successful Students (QTSS) (\$135 746.00)</li> </ul>	<p>An Assistant Principal was released from their role as a classroom teacher and to work as a Deputy Principal Instructional Leader in Early Stage 1 and Stage 1. There was 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 to improve achievement in the foundation years of schooling. Identified</p>

<b>Quality Teaching, Successful Students (QTSS)</b>	<b>Funding Sources:</b> <ul style="list-style-type: none"> <li>• Quality Teaching, Successful Students (QTSS) (\$135 746.00)</li> </ul>	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 (CTJ) improved as did teacher understanding and use of the authentic data collected.
<b>Socio-economic background</b>	<b>Funding Sources:</b> <ul style="list-style-type: none"> <li>• Socio-economic background (\$93 935.00)</li> </ul>	See above.
<b>Support for beginning teachers</b>	<b>Funding Sources:</b> <ul style="list-style-type: none"> <li>• Support for beginning teachers (\$28 962.00)</li> </ul>	Beginning teachers were provided with additional time and support in a range of areas. This has included support with writing NESA accreditation, student report writing and programming. Additional release time was provided for beginning teachers to work collaboratively with their supervisors, more experienced colleagues and the Instructional Leader (IL).
<b>Targeted student support for refugees and new arrivals</b>		New arrival students have been supported with the acquisition of English through individual withdrawal from the classroom and support of the classroom teacher.

## Student information

### Student enrolment profile

	Enrolments			
Students	2017	2018	2019	2020
Boys	394	387	368	345
Girls	396	395	380	368

### Student attendance profile

School				
Year	2017	2018	2019	2020
K	94.4	95.1	94	94.5
1	94.5	94.4	92.7	93.1
2	94	93.4	93.9	93
3	93.8	92.6	92.8	94.3
4	94.5	93.7	92.7	93.4
5	92.8	94.3	92.3	94.2
6	92.4	92.2	92.3	93.4
All Years	93.7	93.6	92.9	93.7
State DoE				
Year	2017	2018	2019	2020
K	94.4	93.8	93.1	92.4
1	93.8	93.4	92.7	91.7
2	94	93.5	93	92
3	94.1	93.6	93	92.1
4	93.9	93.4	92.9	92
5	93.8	93.2	92.8	92
6	93.3	92.5	92.1	91.8
All Years	93.9	93.4	92.8	92

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

### 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)	26.7
Literacy and Numeracy Intervention	0.84
Learning and Support Teacher(s)	1.5
Teacher Librarian	1.2
Teacher ESL	0.2
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, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2020, 3.7% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

### Workforce ATSI

Staff type	Benchmark <sup>1</sup>	2020 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
School Support	3.30%	6.30%
Teachers	3.30%	2.80%

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.

In 2020, an additional School Development Day was included at the start of Term 2 to assist school leaders, teachers

and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

## Financial information

### Financial summary

The information provided in the financial summary includes reporting from 1 January 2020 to 31 December 2020. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2020 <b>Actual</b> (\$)
<b>Opening Balance</b>	934,172
<b>Revenue</b>	6,255,898
Appropriation	6,161,957
Sale of Goods and Services	24,888
Grants and contributions	66,785
Investment income	2,067
Other revenue	200
<b>Expenses</b>	-6,258,703
Employee related	-5,812,255
Operating expenses	-446,448
<b>Surplus / deficit for the year</b>	-2,805
<b>Closing Balance</b>	931,367

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

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

	2020 <b>Approved SBA</b> (\$)
<b>Targeted Total</b>	166,234
<b>Equity Total</b>	457,273
Equity - Aboriginal	16,952
Equity - Socio-economic	95,935
Equity - Language	97,521
Equity - Disability	246,865
<b>Base Total</b>	4,878,516
Base - Per Capita	179,897
Base - Location	0
Base - Other	4,698,619
<b>Other Total</b>	519,695
<b>Grand Total</b>	6,021,718

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.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to [myschool.edu.au](https://myschool.edu.au) to access the school data.

### 2020 NAPLAN

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As agreed by the Education Council, the National Assessment Program (or NAPLAN) did not proceed in 2020 due to the COVID-19 pandemic. This was to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

The Education Council also agreed to defer the full transition to NAPLAN Online from 2021 to 2022 and the continuation of current NAPLAN governance arrangements through 2021.

# Parent/caregiver, student, teacher satisfaction

## *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 with students across Years 4, 5 and 6. Parents and teachers were also invited to contribute to the data through the completion of their own Tell Them From Me survey responses. The results are discussed below.

### **Social and Emotional Outcomes**

The results showed that participation in sport had reduced from last year, with 81% of students participating in sporting activities at school. This was likely to be impacted by the social distancing restrictions of COVID-19. 67% of students felt a sense of belonging as well as 83% of students felt that they developed positive relationships with their peers who they could trust and who encouraged them to make positive choices. Pleasingly, students felt that school is useful in their everyday lives and will have a strong bearing on their future as 90% of students valued schooling outcomes. Results also showed that students try hard to succeed in their learning as 84% felt that they demonstrated high levels of effort when participating at school. Both of these areas had shown improvement in 2020. 28% of students were not confident of their skills and found English or mathematics challenging. This data will need to be further analysed and addressed in 2021.

### **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 (compared to the NSW Government norm) 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 encourage independence as well as students felt that school staff emphasise academic skills and hold high expectations for all students to succeed. A mean of 8.0 (out of 10) of students believe that important concepts are taught well.

### **Demographic Factors**

The results showed that 94% of students at HPPS were born in Australia and 63% of students felt that they would go onto university when completing high school. 6% of students are Aboriginal or Torres Strait Islander origin and of those identified students 94% feel good about their culture at school.

### **DoE Custom Measures**

The results showed that 63% of students felt proud of their school as well as 83% of students felt that they try to improve. Students agreed that their classrooms were well looked after, clean and comfortable as 76% of students felt that their classroom was adequate. 89% of students felt that the library was clean and well looked after as well as 58% felt that the playground was well kept. Only 48% of students agreed that there are enough covered areas to go to when it gets hot or rains. This will need to be monitored closely during the 2021 construction period as the playground space and sheltered areas will be greatly impacted. 79% of students reported where to seek help if they are being bullied or if they see someone else being bullied.

### **Parents Feel Welcomed:**

At HPPS it is important that all parents and caregivers feel welcomed and supported. The results indicated that 61% of members of the parent community felt welcomed when they visit the school as well as 69% 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 48% of parents felt that activities were scheduled at times when they could not attend. Once again, this is likely impacted by COVID-19 restrictions.

### **Parents Are Informed:**

At HPPS it is vital that all parents are informed about their child's learning. The results indicated that 76% of parents felt that their child's report is written in easily understood terms as well as 67% 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 82% of parents felt that they encourage their child to do well at school as well as 79% 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 77% of parents felt that their child is encouraged to do their best as well as 72% of parents felt that teachers show interest in their child's learning. Homework expectations are an area for improvement as 57% of parents felt that teachers held the expectation for this to be completed on time.

## **School Support For Positive Behaviour**

At HPPS we value positive behaviour for learning. The results indicated that 85% of parents felt that their child is clear about the rules for school behaviour as well as 82% 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 59% of parents felt that teachers devote their time to extra - curricular activities.

## **Safety At School**

Safety at HPPS is paramount. The results indicated that 78% of parents felt that their child feels safe going to and from school as well as 71% of parents felt that their child feels safe at school. Bullying is not tolerated at HPPS and is continuing to be a focus as 57% 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 80% of parents felt that formal parent teacher interviews were informative as well as 70% of parents felt that school reports are useful. Other forms of communication were seen to improve overall communication as 77% of parents felt that email communication was useful as well as 71% of parents felt that the school newsletter was a useful communication source. A future direction in this area is to increase communication on the school website as 45% of parents felt that this was a useful method of communication.

## **Perceptions of School Facilities**

At HPPS we take pride in our school. The results indicated that 79% of parents felt that the school is well maintained as well as 71% 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 76% 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. 68% of teachers felt that school leaders have helped to improve their teaching as well as 66% 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 59% 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 86% of teachers felt that their colleagues shared their lesson plans and other materials as well as 84% of teachers spoke to their colleagues about strategies that increase student engagement. Teachers felt confident to collaborate and share assessment practices as 83% of teachers felt that they discussed their own assessment strategies with others. A future direction in this area may be peer feedback as only 70% 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 81% of teachers discuss the learning goals for each lesson.

Teachers also felt that they delivered purposeful and engaging teaching and learning programs as 77% of teachers felt that students found class lessons relevant to their own experiences as well as 74% 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. 83% of teachers felt that assessments help them to understand where students are having difficulty as well as 82% 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 63% 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. 81% 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 75% of teachers felt that they assist students to set challenging learning goals.

### **Technology**

HPPS has a range of technologically devices and is well equipped to meet the needs of students. The results indicated that 78% of teachers felt that students have opportunities to use computers or other interactive technology for describing relationships among ideas or concepts. 73% 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 40% 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. 91% of teachers felt that they establish clear expectations for classroom behaviour as well as 87% felt that they strive to understand the learning needs of students with special learning needs. Teachers highlighted the importance of feedback as 81% of teachers felt that they make sure that students with special learning needs receive meaningful feedback on their work.

### **Parent Involvement**

Parent involvement and participation is critical to student learning. The results indicated that 77% of teachers felt that they work with parents to help solve problems interfering with their child's progress as well as 78% 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 39% of teachers felt that they ask parents to review and comment on their own child's work.





Stage 3's entry into the Narellan Town Centre Christmas tree design competition



Stage 1 students busy in their vegetable garden





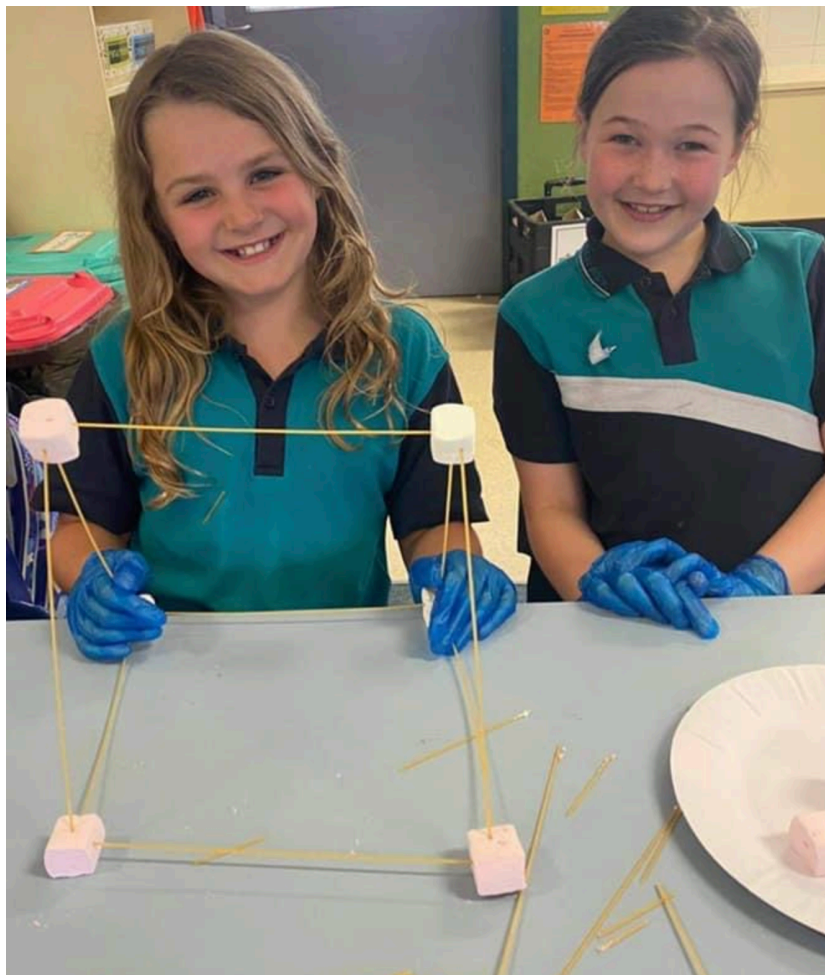
Using the yarnning circle to share stories



Book Week fun



Kindergarten students enjoying their first Book Week character dress up day



Construction of 3D shapes using alternative resources



Celebrating success in Year 1





Our school leaders for 2020



Tessellating geometric shapes in Stage 2



One of the winning entries from the Education Week poster competition

# Policy requirements

## Aboriginal Education Policy

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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

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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

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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.