2021 Annual Report

Harbord Public School

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Introduction

The Annual Report for 2021 is provided to the community of Harbord 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 Strategic Improvement 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 vision

Harbord Public School will :

Prepare students to be successful learners, confident and creative individuals, and active and informed citizens. We will achieve this by providing future focused learning opportunities for every student enabled by technology. Our teachers are instrumental in supporting our students. As we build teacher professional knowledge and practice to continually lead the improvement of quality teaching to inspire learning, innovation and engagement, our students will thrive. The capacity of leaders to use research and evidence to drive instructional leadership practices will enable us to use a school wide data driven approach to inform best practice in future school priorities. We value our parent community and work in partnership to develop student capabilities, provide a holistic education and ensure our students are known, valued and cared for.

School context

Harbord Public School is located in Sydney's northern beaches suburb of Freshwater, about 17 kilometres from Sydney CBD. Freshwater is characterised by waterways, open space and beaches in close proximity. Development in Freshwater is mainly residential with some medium to high density areas. The school has a student population in excess of 1000 students supported by 68 teaching staff.

The performing arts and sport are valued by the school community and our P & C are actively involved in environmental projects, fundraising and social / community activities. We have a strong focus on student wellbeing and student engagement. We follow Positive Behaviour for Learning (PBL) which is underpinned by student wellbeing and engagement and our core vales are: respect, responsibility and personal best.

The whole school community, involving students, staff and parents were consulted in surveys to inform our situational analysis followed by the development of a strategic improvement plan. Through our situational analyses, we have identified a need to have a strong learning culture with a student-centred approach to teaching, learning and leading, driven by high expectation and academic growth for all students. A school wide approach to differentiation in literacy and numeracy will be collaboratively developed and implemented. We will build a culture where data use and practice is implemented and embedded across the school.

Differentiated professional learning will form the foundation for consistent teaching and learning practices across the school. Collaboration within and across teams will facilitate a shared understanding and responsibility for student achievement and quality professional learning for all staff. To create an environment that supports continual school improvement, teachers will reflect on, evaluate and refine their practice to support student achievement.

Teaching and learning programs will engage all learners and nurture giftedness and talent in all domains. This will focus on student abilities to think creatively, collaborate, communicate and problem solve through curriculum and pedagogy.

A comprehensive situational analysis has been conducted which led to development of the 2021-2014 Strategic Improvement Plan, both of which involved genuine consultation with students, staff, parents, the local AECG and the Harbord Public School Aboriginal Education Committee.

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 Strategic Improvement Plan and annual report.

Our self-assessment process will assist the school to refine our Strategic Improvement 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

Self-assessment using the School Excellence Framework

Elements	2021 School Assessment
LEARNING: Learning Culture	Delivering
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Delivering
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Delivering
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Delivering
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1: Student growth and attainment

Purpose

To foster excellence in learning through quality literacy and numeracy instruction, that is responsive in meeting the needs of all students.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Differentiation in literacy and numeracy.
- Data Use and Practice

Resources allocated to this strategic direction

QTSS release: $200,466.00
Literacy and numeracy: $76,684.00
Low level adjustment for disability: $150,310.06
Literacy and numeracy intervention: $70,634.00

Summary of progress

During 2021, teachers K-6 implemented differentiated lessons in numeracy. These lessons were informed by student pretest data using the Mathematics K-10 syllabus and The Numeracy Learning Progression. The Instructional Leader provided targeted professional learning and mentored teachers in the delivery of data informed differentiated numeracy lessons that met the syllabus requirements. Each lesson consisted of differentiated activities that included explicit teaching of mathematics content for support, core and extension students.

Kindergarten, Year 1 and Year 4 have implemented teaching sprints in reading. Formative assessment informed targeted differentiated groups. At the end of the sprint cycle student progress was assessed to identify where to next.

In 2022 we will continue to focus on quality differentiation in literacy and numeracy across all grades K - 2. Our Instructional Leaders will work with teachers on differentiated programming and formative assessment practices.

Comparison of pretest and post test data K-6 was measured at the end of each unit of learning indicating positive student growth. Term 4 Check-in Assessment data indicated students in Years 3, 4, 5 and 6 achieved above the state average and students in Year 4 achieved above the statistically similar school group. Analysis of Term 4 Check-in Assessment data, PLAN 2 data, PAT data and teacher observations was mapped on data triangles identifying High Potential Gifted students and students requiring intervention. In 2022, students will continue to be tracked on the data triangles using multiple data sources to inform future directions.

Self-assessment against the School Excellence framework shows the school was performing at delivering in the element of professional standards in 2020. In 2021 we performed in the sustaining and growing element in accreditation and literacy and numeracy focus.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
• A 2.6% uplift of Year 3 & Year 5 students achieving in the top 2 bands in NAPLAN reading. • (End Early Stage 1 Target) A minimum of 89% of Kindergarten students will make connections between texts and personal experiences (UnT4 - literacy progression. Outcome - ENE-4A) • (Mid Stage 1 Target) A minimum of	• In 2021, 70.15% of Year 3 students and 52.38% of Year 5 students achieved in the top two bands for reading. This produced an average of 61.27% of students in Year 3 and 5 achieving in the top two bands. This did not meet out set target of 65.5%. Our Year 3 students are exceeding this target, however, our Year 5 students are not. This has been a steady trend across the school for the last four years. In 2021 we targeted professional learning on teaching effective reading strategies with our Year 4 team of teachers to address the decline in Year 5. • We cannot accurately evaluate the achievement of the grade based

85% of Year 1 students will infer meaning by integrating print, visual and audio aspects of simple texts (UnT5 - literacy progression. Outcome - EN1-4A) • (End Stage 1 Target) A minimum of 80% of Year 2 students will draw inferences and explain using background knowledge or text feature (UnT6 - literacy progression. Outcome - EN1-4A) • (End Stage 2 Target) A minimum of 75% of Year 4 students pose and answer inferential questions (unT8 - literacy progression. Outcome En2-4A) • (End Stage 2 Target) A minimum of 75% of Year 4 students understand precise meaning of words with similar connotations (UnT6 - literacy progression. Outcome - EN2-9B) • (End Stage 3 Target) A minimum of 70% of Year 6 students interpret point of view or perspective in a moderately complex text (UnT9 - literacy progression. Outcome - EN3-3A) • (End Stage 3 Target) A minimum of 70% of Year 6 students use a range of context and grammatical cues to understand unfamiliar words (UnT9 - literacy progression. Outcome - EN3-6B)	milestones for reading due to the significant impact that the extended period of learning from home had on teaching and learning in 2021. At the end of 2021, in preparation for 2022 each grade team developed a yearly plan outlining when and how they are going to address, teach to, assess and evaluate the grade's achievement of the reading skill. • Upon returning to face-to-face learning in Term 4, K-2 conducted phonics assessments and K-6 conducted reading assessments. This data was recorded on data triangles, which grouped students into four groups - critical, at risk, bump it up, on track. The data was also used to identify students with high potential. These data sets were used to identify and target teaching and learning and resource allocation. The data will also be used at the beginning of 2022 as a starting point for teaching.
• A 5% uplift of Year 3 & Year 5 students achieving in the top 2 bands in NAPLAN numeracy. • (Mid Stage 1) A minimum of 80% of Year 1 students will find the difference between two numbers (AdS5 - numeracy progression. Outcome - MA1-5NA) • (End Early Stage 1 Target) A minimum of 86% of Kindergarten students will solve additive tasks involving two concealed collections of items by visualising, counting from one to determine the total (AdS3 - numeracy progression. Outcome MAe-5NA) • (Mid Stage 1) A minimum of 80% of Year 1 students will find the difference between two numbers (AdS5 - numeracy progression. Outcome - MA1-5NA) • (End Stage 1 Target) A minimum of 85% of Year 2 students will use a range of non-count-by-one strategies when adding or subtracting two or more numbers (AdS6 - numeracy progression. Outcome - MA1-5NA) • (End Stage 2 Target) A minimum of 76% of Year 4 students choose and use multiple strategies for solving everyday problems involving addition and subtraction (AdS8 - numeracy progression. Outcome - MA2-5NA) • (End Stage 3 Target) A minimum of 70% of students will use factors of a number to carry out multiplication and	• 47.29% of students achieved in the top two bands in NAPLAN **numeracy** indicating that the school is working towards the lower-bound target • 99% of Year 4 students choose and use multiple strategies for solving everyday problems involving addition and subtraction (AdS8 - numeracy progression. Outcome - MA2-5NA) indicating achievement of target for End Stage 2. • Data collection in PLAN 2 for ES1, S1 and S3 was impacted by extended learning from home.

division (MuS7 - numeracy progression. Outcome - MA3-6NA)	
• A 1.5% uplift of students achieving or exceeding expected growth in reading by 2022. • A 4% uplift of students achieving or exceeding expected growth in numeracy by 2022.	In 2021, 66% of students achieved or exceeded expected growth in reading. This was a 5% increase from results in 2019 (NAPLAN was not conducted in 2020 due to extended period of learning from home). This result indicated an upwards trend that is on track to achieve the four year target. In 2021, 54% of students achieved or exceeded expected growth in numeracy. This was a decrease of 3% from 2019. This was also 5.8% below baseline average used to determine our four year target. Data driven practice and quality lesson planning has been a whole school focus supported by Instructional Leaders in 2020 and 2021. This support will continue for the duration of this school plan to support a shift in teaching practice and student growth outcomes.

Strategic Direction 2: Curious and Powerful Learners

Purpose

To ensure that our staff, students and parents are curious and powerful learners. All staff engage in evidence based professional learning to improve their teaching practice. Build leadership capacity across the school. Develop distributive instructional leadership to support whole school improvement.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Differentiated Professional Learning
- Reflective and Responsive Practice

Resources allocated to this strategic direction

Literacy and numeracy: $70,634.34

Summary of progress

During 2021, despite a period of 'learning from home' during Terms 3 and 4, a number of Harbord teachers were able to engage in the instructional triads as part of our school improvement journey and differentiated professional practice.

The leadership team demonstrated strong instructional leadership and in order to be 'lead learners', all senior executive were paired into triads with an experienced teacher and an early career teacher (ECT) in their first 5 years of teaching. This encouraged teachers to know that the school leaders were 'walking the talk', and valued the process as teachers in admin roles. This had tremendous positive impact across all triads. The focus was always on the students learning and engagement, around 'assessment for learning', which led into amazing conversations and research into formative/summative assessment, student voice and quality teacher feedback. This would have never have occurred in a 'delivered' PL on 'Assessment for Learning'.

The triad participants became more reflective and responsive practitioners through peer coaching and instructional triads. During each of the 3 week triad cycles, each member of the triad team would choose a professional reading based on the feedback given from the previous triad sessions for the group to read for the following cycle. This ensured all members of the triad (leader/experienced teacher/ECT) had equal opportunities to be engaged and lead the process each cycle. All triad members gave modelled lessons within their chosen key learning area and the target ' Theory of Action' was discussed once all members had completed their lessons. Feedback from all teams was that this increased engagement and lessened the supervisor/mentor/novice bias, this allowing for more open and equal professional dialogue in a safe environment through shared best practice.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
• 100% teachers achieving Accomplished or Expert practice in 'Commit to assessment for Learning' Theory of Action #9. • 75% staff engage in mentoring with IL's. • 100% of beginning teachers are aligned to a mentor.	All classroom teachers worked alongside the Instructional Leaders for support with programming quality, differentiated mathematics programs. Our 2 beginning teachers were mentored and also took part in the new teacher network. Another 2 early career teachers were also supported with additional release time and were part of a network of early career teachers who were given professional learning on classroom management, assessment and report writing.
Tell Them From Me Data: • Teacher TTFM data indicates an improvement from 6.2 to 6.5 within the leadership domain. • Teacher TTFM data indicates an improvement from 7.4 to 7.7 within the	Based on our 2021 TTFM survey data, we currently exceeded our target to improve 'Data to informs practice' which has improved from 7.4 to 8.1. We also currently exceeded our target to improve 'Learning Culture' which has improved from 7.7 to 8.0 Unfortunately, student TTFM data for 'students are interested in their

'Data informs Practice' domain. • Teacher TTFM data indicates an improvement of 7.7 to 7.9 within the 'Learning Culture' domain. • Parent TTFM survey data indicates an increase from 6 to 6.2 in 'Parent Support Learning at Home'. • Student TTFM data indicates an increase from 62% to 65% in the 'students are interested and motivated in their learning' domain.	learning' decreased to 58%, largely due to Year 6 student responses. We attribute this to nearly 2 terms of COVID lockdowns, where students were only engaging in online learning.

Strategic Direction 3: Engaged Problem Solvers

Purpose

To prepare students to be successful learners, confident and creative individuals, and active and informed citizens. To build professional knowledge of educators to continually lead the improvement of quality teaching to inspire learning, innovation and engagement. Use research and evidence in HPGE to inform learning and teaching practice.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Real Engagement in Active Problem - solving (REAPS)
- General capabilities (5 C's)
- Monitor Attendance

Resources allocated to this strategic direction

Operational funds general staff training: $60,000.00
Professional learning: $60,847.47

Summary of progress

In 2021, all staff in Y1-Y4 engaged in professional learning with Dr June Maker and Randy Pease on REAPS. The mode of learning was mixed, using virtual platforms and video conferencing with the support of instructional leadership. The professional learning was delivered with grade teams working together, initially learning the process of REAPS through hands on activities, modules and small group discussions with June and Randy. The grade teams were then supported to create REAPS units of work. These units of work covered grade science outcomes while providing opportunity for all students to demonstrate the 5 C's and their areas of potential and giftedness. It has been discussed that the TASC wheel will be a useful framework to ensure the explicit teaching and possible assessment of soft skills. All students were taught how to use concepts maps to demonstrate their understanding of the Science topic. Teachers were upskilled in the delivery of concept mapping through instructional leader modelled lessons. These concepts maps were used as a pre-assessment of student knowledge and understanding prior to the implementation of REAPS. The REAPS units of work were unable to be delivered due to the remote and online modes of learning that students and teachers engaged in for the remainder of 2021, therefore not all interventions were able to be implemented to see success across all progress measures.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
• Confident but under-challenged students reduced by 10% from current figure. • Relevance domain has an uplift of 2%. • Expectation for high success has an uplift of 2%. • Students that value schooling outcomes has an uplift of 2%. • Students are interested and motivated has an uplift of 3%.	From our 2021 Tell Them From Me comparative survey data, there was minimal movement between data sets. This was to be expected as our programs to address confident but under-challenged students, relevance, expectation for success, valuing school outcomes and motivated and interested students were not able to be implemented due to disruptions to 2020 and 2021 teaching and learning programs. However, in a time of uncertainty and lack of continuity, our results did not slip far, a testament to the continuity of learning that was present.
• Implement REAPS model and instruments.	REAPS concept maps were implemented as a form of pre-assessment. This data demonstrated a wide range of knowledge and ability across each grade. Teachers developed a better understanding of the students in their class through analysis of this assessment.

• Use REAPS as a form of identification for HPGE.	10% of Harbord students have been identified through the HPGE referral process.
Instigate report committee to investigate use of soft skills in assessing and reporting.	With our focus on increasing student success in reading and numeracy and ensuring that all students were catered for as we returned to face to face learning, changes to our reporting system were put on hold. Through informal investigation and continuation of REAPS professional learning, a focus on using the TASC wheel to assess soft skills is being considered.
Teachers demonstrate currency of content knowledge and evidence based teaching practice in all their teaching areas. Technology and learning spaces are utilised to enhance student learning.	With our focus on increasing student success in reading and numeracy and ensuring that all students were catered for as we returned to face to face learning, a focus on teaching and learning programs across all key learning areas was put on hold. The switch to home learning required steady upskilling of students, staff and parents. Systems were put in place to support all stakeholders to engage in remote learning. On the return to face to face, these increased technology skills continue to be used and developed. Transitioning to NAPLAN online during this period has also highlighted the need to embed technology in teaching and learning practices while considering the use of learning spaces (eg equity of access to technology, use of breakout spaces, enhanced collaboration through technology, fluent and competent technology use by staff and students etc).
Attendance at approximately 84%, All policies, procedures and systems around attendance to be reviewed and attendance to continue to be monitored by the senior executive.	Attendance was at 84.41% as at 31 Dec 2021. This is up 2.3% which is due to a renewed focus on attendance. This included executive and staff professional learning, systems and processes to track, monitor and respond to attendance concerns, regular communication to parents highlighting the importance of regular attendance and the impact of attendance on student learning. It should be noted, that due to restricted travel, families were not taking extended vacations as is normally the case.

Funding sources	Impact achieved this year
New Arrivals Program $22,340.00	The New Arrivals Program funding provides on arrival, intensive English tuition for eligible, newly arrived English as an additional language or dialect (EAL/D) students at the beginning and emerging phases of English language proficiency at Harbord Public School. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Other funded activities **Overview of activities partially or fully funded with this targeted funding include:** • employing a specialist teacher to provide intensive English language support focusing on language development. **The allocation of this funding has resulted in:** our new arrival students participating successfully in schooling. **After evaluation, the next steps to support our students with this funding will be:** to continue with the 1:1 and small group support these students are receiving.
Integration funding support $45,939.00	Integration funding support (IFS) allocations support eligible students at Harbord Public School in mainstream classes who require moderate to high levels of adjustment. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Other funded activities **Overview of activities partially or fully funded with this targeted funding include:** • In 2021 Harbord Public School had a number of students who received Integration Funding Support. Integration funding was used to provide SLSO support in the classroom and on the playgrounds. Teachers and the Learning Support Team worked with parents to develop individual student education plans to target each student's goals. These goals included academic, social, emotional and behavioural goals. **The allocation of this funding has resulted in:** students from Kindy to Yr 6 benefiting from these funds. SLSO classroom support enabled greater participation in learning activities, opportunities for one-on-one support and small group intervention programs.. In the playground, social skills were improved and these students experienced increased participation in school activities such as attending sports events and excursions. Parents have felt supported through clear communication and goal setting by the Learning Support Team. **After evaluation, the next steps to support our students with this funding will be:** to monitor, review and evaluate the model of SLSO support for these students and to be adaptive to student need. Continued goal setting and parent involvement will drive point of need intervention.
Socio-economic background $16,195.00	Socio-economic background equity loading is used to meet the additional learning needs of students at Harbord Public School who may be experiencing educational disadvantage as a result of their socio-economic background. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Other funded activities

Socio-economic background $16,195.00	**Overview of activities partially or fully funded with this equity loading include:** • Funds were used to engage a Student Learning and Support Officer (SLSO) to work alongside teachers to provide targeted support for students requiring additional support and ensuring that all students had access to the curriculum with supports in place to access their learning program. An additional learning and support teacher (LaST) was also funded to work across all grades. **The allocation of this funding has resulted in:** teacher capacity being built to support students with additional learning, social and behavioural needs. **After evaluation, the next steps to support our students with this funding will be:** to monitor, review and evaluate the impact of LaST support to build teacher capacity to meet student need.
Aboriginal background $4,847.20	Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Harbord Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Other funded activities **Overview of activities partially or fully funded with this equity loading include:** • At Harbord Public School in 2021 we initiated a trial of Wingaru schoolwide which was well received by staff and students. Wingaru means 'to think' in Darug, the language group of the family behind Wingaru Education. The mission of Wingaru is to change the way Australia thinks and talks about Aboriginal People and the issues impacting communities through supporting a greater understanding and shared knowledge within the wider community. We established a bush tucker garden over the course of the year, sourcing appropriate plants. This resource will be built on and used more in 2022. During home learning students K-6 participated in Environmental Education Lessons where students fostered an appreciation for our local National parks and bushwalks and that there were many lessons around mindfulness and connecting to country. Many students noted how helpful this was for their wellbeing during such a stressful year with lockdowns. **The allocation of this funding has resulted in:** 100% of staff having access to and using the resources provided by Wingaru to authentically embed Aboriginal perspective into teaching and learning programs across all key learning areas. 100% of identified Aboriginal students have a PLP that has been created in consultation with the students and parents/carers, an increase (>25%) in Aboriginal families engaging in the PLP process. **After evaluation, the next steps to support our students with this funding will be:** engaging staff in PL such as 'Caring for Country' to up skill them to give personalised support to Aboriginal students, as evidenced in a PLP and to build capacity to embed Aboriginal perspectives, histories and cultures in HSIE units.
English language proficiency	English language proficiency equity loading provides support for students at all four phases of English language learning at Harbord Public School.

$87,744.00	**Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Other funded activities **Overview of activities partially or fully funded with this equity loading include:** • For this initiative, the students' needs were identified using the EAL/D Learning Progressions and ESL Scales. The EAL/D teachers collaborated with classroom teachers to plan lessons and provided in class support. Materials were adjusted, creating engaging and meaningful learning opportunities to improve students' understanding and participation in the curriculum. Students were assessed and parent meetings were conducted. **The allocation of this funding has resulted in:** teacher capacity being built to support EAL/D students. Students being able to engage in the classroom curriculum being delivered. Parent engagement in their child's learning increasing. **After evaluation, the next steps to support our students with this funding will be:** to monitor, review and evaluate the EAL/D teacher interventions to provide point of need support to EAL/D students and their families.
Low level adjustment for disability $163,719.06	Low level adjustment for disability equity loading provides support for students at Harbord Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Differentiation in literacy and numeracy. • Other funded activities **Overview of activities partially or fully funded with this equity loading include:** • For this initiative, personalised in class support was provided for students with additional learning and support needs. Students worked in small groups with a SLSO. Materials were adjusted, learning needs were assessed and parent meetings were conducted. **The allocation of this funding has resulted in:** 100% of students making gains in reading, reducing the gap between themselves and the rest of the cohort. **After evaluation, the next steps to support our students with this funding will be:** to continue this successfully intervention program.
Literacy and numeracy $224,002.34	The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Harbord Public School from Kindergarten to Year 6. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Differentiation in literacy and numeracy. • Differentiated Professional Learning • Other funded activities **Overview of activities partially or fully funded with this initiative funding include:** • The use of data to inform practice and curriculum differentiation was the main focus in literacy and numeracy. In Term 4 data triangles were created with mentoring from the IL DP to identify critical, at risk, on track and HPG students. These were used as a formative assessment to inform literacy and

Literacy and numeracy	numeracy programming when students returned to face to face learning. Kindergarten and Year 1 teachers continued to implement teaching sprints to target student need and meet our school reading goals. Year 4 teachers implemented Teaching Sprints for reading focusing on Understanding Texts. Teachers participated in differentiated professional learning which included upskilling in the latest evidence-based practice and triangulating data to identify and create explicit, targeted and differentiated literacy lessons. Formative assessment ensured student progress was tracked and adjustments were made accordingly.
$224,002.34	In numeracy, the IL DP and the IL AP mentored teachers K-6 to use data from pre-testing to inform programming and differentiate syllabus content for their students. This included differentiating professional learning, modelling lessons, co-teaching and co-planning sessions. Post test data was analysed to monitor if student growth was made.
	In Term 2, the School Improvement Team and the Senior Executive implemented Triads. The 3 week cycle of teaching observations focused on Commit to Assessment for Learning, identified as one of the Theories of Action for high quality teaching in David Hopkins and Wayne Craig's research on Curiosity and Powerful Learning. Teachers worked in groups of 3 and were provided with release from face to face to engage in research and to observe, evaluate and reflect on their teaching practices.
	The allocation of this funding has resulted in: Kindergarten students experienced uplift in their target area of number sense with 100% of students improving by at least 50% from pre to post test. 60% of students in Kindergarten met the target of making connections in reading from the return to home learning (Unt4). Year 6 teachers creating tracking sheets to monitor student vocabulary (UnT8).
	After evaluation, the next steps to support our students with this funding will be: to continue pre and post data assessment to track impact of explicit teaching of differentiation in literacy and numeracy.
QTSS release $200,466.00	The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Harbord Public School. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Differentiation in literacy and numeracy. **Overview of activities partially or fully funded with this initiative funding include:** • An Instructional Leader DP and AP mentored and worked alongside teachers K-6 to implement data informed, differentiated mathematics lessons. Teachers were provided with weekly release from face to face teaching to co-plan with a colleague and the IL DP or IL AP. These sessions included creating pre and post assessments, analysing data, professional learning on evidence-based practices, the Numeracy Learning Progression, and using high quality resources to create engaging, explicit, differentiated numeracy programs. **The allocation of this funding has resulted in:** IL's observing and supporting 100% of teachers when programming so they are confident to program and deliver quality differentiated lessons in numeracy. The successful Implementation of sustainable pedagogy in 100% of classrooms K-6. **After evaluation, the next steps to support our students with this funding will be:** to move into a maintenance phase, supporting teachers to continue to deliver quality differentiated lessons, to support any teachers who move grades and to support any teachers who are new to the school and the

QTSS release $200,466.00	pedagogy followed by all Harbord teaching staff.
Literacy and numeracy intervention $70,634.00	The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Harbord Public School who may be at risk of not meeting minimum standards. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Data Use and Practice **Overview of activities partially or fully funded with this initiative funding include:** • Literacy and Numeracy Intervention was implemented across K-6. Intervention was informed by student data and included SLSO support during differentiated mathematics lessons to target specific students. In Term 4 data triangles were developed to identify students who were critical, at risk, on track and HPG in Literacy and Numeracy. Literacy Data Triangles in Kindergarten and Year 1 targeted phonics while in Years 2 - 6 the focus was on Reading Comprehension. Numeracy Data Triangles were informed by the Interview for Students Reasoning Suite: Additive Thinking in Years K-2 and Check-in data in Years 3-6. Specific diagnostic assessments were administered to students in 3-6 identified as critical and at risk. **The allocation of this funding has resulted in:** literacy and numeracy data triangles identifing student need and informing explicit, targeted intervention sessions. **After evaluation, the next steps to support our students with this funding will be:** to continue the successful identification of point of need explicit teaching in small group settings.
COVID ILSP $22,424.00	The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2021. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Other funded activities **Overview of activities partially or fully funded with this targeted funding include:** • On the return from home learning, students in Years 2 -4 were assessed using PAT and check in data. This data was analysed and triangulated to identify students who were critical or at risk in need a literacy and numeracy support. • Students in Years 2 - 4 critical or at risk in need of numeracy support were provided with additional explicit instruction & provided opportunities to target specific skills that students have not acquired in mathematics with an SLSO. • Year 1 students identified who need additional support with phonemic awareness and phonics development were provided with 1:1 intervention by an SLSO. AP oversees implementation, resources & assessment. **The allocation of this funding has resulted in:** the person employed was working with a significant number of students potentially reducing the effectiveness of the program as outlined in research. **After evaluation, the next steps to support our students with this funding will be:** to review and moving foward, groups will be tracked in PLAN2 to gather a

| COVID ILSP

$22,424.00	clearer understanding of progress.

Student information

Student enrolment profile

Students	Enrolments			
	2018	**2019**	**2020**	**2021**
Boys	583	559	517	491
Girls	549	550	545	528

Student attendance profile

School				
Year	**2018**	**2019**	**2020**	**2021**
K	96.2	95.6	97	94.2
1	94.9	94.9	96.3	94.7
2	94.7	94.5	95.2	95.1
3	94.5	93.7	95	94.8
4	95.2	93.6	94.5	93.8
5	94.8	94.6	95.1	93
6	93	93.8	95.7	93.3
All Years	94.7	94.4	95.5	94.1
State DoE				
Year	**2018**	**2019**	**2020**	**2021**
K	93.8	93.1	92.4	92.8
1	93.4	92.7	91.7	92.7
2	93.5	93	92	92.6
3	93.6	93	92.1	92.7
4	93.4	92.9	92	92.5
5	93.2	92.8	92	92.1
6	92.5	92.1	91.8	91.5
All Years	93.4	92.8	92	92.4

Attendance

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 2020. 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.

Attendance figures in 2021 were calculated differently to align with the third edition of ACARA's National Standards for Student Attendance Data and Reporting. Changes include treating partial absences over 120 minutes as a half day absence (instead of their actual value, calculated as a proportion of a nominal 6-hour day) and covers all weeks during Semester 1. Prior to 2021, the final week of Term 2 was excluded.

Furthermore, the Department implemented an automated attendance feed (AAF) system in Semester 1 2021. AAF transfers data automatically from third-party attendance management systems to the Department's centralised data warehouse every night. The AAF has significantly improved data quality in 2021, which has affected data comparability with previous years.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2021, COVID-19 continued to affect student attendance. Analysis of attendance codes showed a change in the structure of absence reasons in 2021.

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)	6
Classroom Teacher(s)	39.25
Literacy and Numeracy Intervention	0.63
Learning and Support Teacher(s)	0.8
Teacher Librarian	1.6
Teacher ESL	0.4
School Counsellor	1
School Administration and Support Staff	6.07

*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 2021, 4.3% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark[1]	2021 Aboriginal and/or Torres Strait Islander representation[2]
School Support	3.30%	4.40%
Teachers	3.30%	3.20%

Note 1 - The NSW Public Sector Aboriginal Employment Strategy 2019-2025 takes a career pathway approach in that it sets an ambitious target of 3% Aboriginal employment at each non-executive grade of the public sector by 2025.

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 2021 to 31 December 2021. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2021 **Actual** ($)
Opening Balance	1,799,855
Revenue	8,804,807
Appropriation	8,094,049
Sale of Goods and Services	9,764
Grants and contributions	698,225
Investment income	2,470
Other revenue	300
Expenses	-8,421,686
Employee related	-7,821,107
Operating expenses	-600,578
Surplus / deficit for the year	383,122
Closing Balance	2,182,977

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.

Harbord Public School 2133 (2021)

Financial summary - Equity loadings

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

	2021 **SBAR Adjustments** ($)
Targeted Total	45,939
Equity Total	272,637
Equity - Aboriginal	4,979
Equity - Socio-economic	16,195
Equity - Language	87,744
Equity - Disability	163,719
Base Total	6,992,874
Base - Per Capita	261,801
Base - Location	0
Base - Other	6,731,074
Other Total	610,102
Grand Total	7,921,552

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 to access the school data.

Parent/caregiver, student, teacher satisfaction

Again in 2021, students in Years 4 to 6 completed both survey one and two of the Tell Them from Me (TTfM) Survey. The TTfM survey gathers data on student engagement and wellbeing at school. Although there was decline in the percentage of '*students having positive relationships with their peers*' between November 2020 and April 2021, this began to increase again between April 2021 to November 2021. The results indicated an increase in the percentage of students demonstrating *'positive behaviours at school'*.

Our students' feeling '*a positive sense of belonging*' and '*being interested and motivated to learn*' continue to be areas of focus. Many initiatives and projects are being implemented to address the engagement focus within the school. Many of these had to be postponed during 2021 due to restrictions. We expect to see growth in this area in 2022 with a more settled year of learning.

Teachers and parents completed the TTfM survey again this year. Collaboration between parents and teachers and parent involvement have shown increased results. Communicating effectively with the community remains an area for improvement. This valuable feedback has been analysed and is incorporated in our upcoming directions.

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

Multicultural Education Policy

Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is 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.