

# 2021 Annual Report

## Harrington Public School



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# Introduction

The Annual Report for 2021 is provided to the community of Harrington 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.

## School contact details

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## Message from the school community

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2021 for the Parents and Citizens Association (P&C) was again challenging due to COVID and its many restrictions. Luckily, we were able to meet most of the year face to face and of course when COVID struck again we had our old friend Zoom to rely on. We are grateful for our members who gave up their time and continued to show the P&C support during this time.

Fundraising events co-ordinated and ran by the P&C this year was limited to one:

- The Mother's Day stall, which raised \$600.

Funds raised each year go towards many projects, some of which we commit to annually, while others are decided in consultation with the school on a needs basis. This year we again provided funds to assist in the reduction of cost to families for:

- K-2 excursion to Billabong Zoo
- Year 6 shirts

The P&C also purchased for the school:

- 2 Kings Gazebos \$1,000
- New Kindergarten and Year 1 readers \$3,865

Through the support of book club, we have also been able to provide the school with numerous books and resources, and we again encourage parents and carers to take advantage of the opportunity to use this service. Through sales during this year's book week we raised \$1500 which is three times the amount raised in 2020.

As mentioned last year our P&C also supports the school by way of applying for community grants. This year we have applied for a \$456, 000 connected communities grant which if successful will go towards a school hall. Around 40 letters were written by the local community and students during Covid lockdown period to support our application.

A water tank and sprinkler system were also installed at the school recently as part of our successful Lesley Williams grant for the school garden in 2020.

A subcommittee has been formed for next year's 150th celebration of the school. There are exciting things in the pipeline for this event and we can't wait to celebrate this milestone with the amazing Harrington community. If you are interested in joining the committee or have history of the school that you would like to contribute don't hesitate to get in contact.

I would like to thank all the volunteers that have generously donated their time, without these amazing people we wouldn't have a canteen, uniform shop, or a book club. A big thank you also to the amazing P&C members even though

the past two years have been tricky we haven't let that get in the way of continuing to support the school.

Moving forwards into 2022, I am excited to return to fundraising to increase the P&C funds to assist Harrington Public School in the amazing work they do for the students.

Sally Anthoney

2021 President

Harrington P&C

### Message from the students

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This year has been a great opportunity for us as captains, and we hope that in the coming year it will just get better for the students at Harrington Public School.

Being captain for 2021 has been amazing and such an honour. We love getting to do daily notices because we get to see all the classes every morning.

It has also been fun because we got to go to State Parliament, down in Sydney. The eight leaders were the only ones at State Parliament that day which was nice. We all got to be a part of a role play and we all enjoyed it a lot.

Our school also got to go ahead with ANZAC and Remembrance Day ceremonies. We also had some special guests from the Williamstown RAAF and the RSL Sub Branch come in and talk to us which was amazing. It was a lovely experience, and we know everyone was inspired.

This year has been challenging with COVID. We went into home learning and used Zoom, Google classroom and Seesaw. The Captains were able to go into other classes zoom meetings and be the teacher, which was enjoyable.

For our Book Parade this year, every class participated in it over zoom. It wasn't anything like our other book parades because we were in home learning. It was a lot of fun and was something different to our everyday routines.

By Isabelle Aitchison and Bailey Martin

## School vision

*Harrington Public School aspires to build high expectations for success in reading, writing, numeracy, attendance and well-being. Our goal is to challenge students so they become confident and innovative individuals who achieve present and future success. We aim for our students to become responsible citizens who lead rewarding lives in a complex and dynamic society.*

## School context

Harrington is a school on the mid-north coast with a diverse range of learners within each stage. The school population of 125 students includes 19% of students who identify as Aboriginal. Our learning environments are contemporary and embrace future learning initiatives with proven and increasing levels of engagement in all of our multigrade classrooms.

Harrington Public School has a diverse community. The school has a highly attuned wellbeing focus in our school that promotes Positive Behaviour for Learning, high quality educational settings and learning opportunities for all students. We provide many extracurricular opportunities for students that enhance and enrich their learning experiences.

The school has a highly, enthusiastic and committed staff that provides quality educational opportunities for all our students. We are also an Early Action for Success school which enables the school to maintain rigorous and current opportunities for our staff and students through instructional leadership.

Through a situational analysis, the school identified the need for teachers to strategically use data to inform their teaching while providing relevant, explicit, ongoing feedback to students. The analysis also revealed an area of focus around continuously refining and developing quality wellbeing processes so the school fosters a sense of belonging, connectedness and quality learning opportunities. In addition, the school will aim to build and sustain a culture of excellence, evident in high impact professional learning and performance and development.

Strong consultation took place with the school's staff, P&C and Aboriginal Education Consultative Group around the proposed strategic directions and school vision.

Through the NAPLAN gap analysis, the school has identified system-negotiated target areas in reading, numeracy, wellbeing and attendance.

Our work will continue in respecting, valuing and working closely with the Aboriginal education consultative group while promoting positive partnerships with parents/carers and the community.

## 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                             | Sustaining and Growing     |
| LEARNING: Wellbeing                                    | Sustaining and Growing     |
| LEARNING: Curriculum                                   | Delivering                 |
| LEARNING: Assessment                                   | Delivering                 |
| LEARNING: Reporting                                    | Sustaining and Growing     |
| LEARNING: Student performance measures                 | Working towards Delivering |
| TEACHING: Effective classroom practice                 | Delivering                 |
| 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                              | Sustaining and Growing     |
| LEADING: Management practices and processes            | Sustaining and Growing     |

## Strategic Direction 1: Student growth and attainment

### Purpose

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Every student achieves high growth and reaches their full potential in reading, writing and numeracy. A collaborative culture is created around the effective use of assessment approaches and data analysis to target teaching that reflects pedagogical practice while providing quality feedback to drive improved student outcomes.

### Initiatives

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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.

- Using Data To Inform Practice
- Effective Feedback

### Resources allocated to this strategic direction

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**Socio-economic background:** \$62,705.00

**QTSS release:** \$21,190.30

**Literacy and numeracy:** \$11,945.98

**Low level adjustment for disability:** \$15,265.91

**Integration funding support:** \$123,916.00

**Aboriginal background:** \$35,924.79

**Early Action for Success (EAfS):** \$68,605.19

**Professional learning:** \$10,898.80

### Summary of progress

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#### Using Data To Inform Practice

*The overall focus for 2021 was to use data to check and understand where students are in their learning and to plan what to do next. Using data to inform practice involved the school dedicating time to use data effectively with a specific focus on reading and numeracy throughout the year. All staff were involved in staff development days, collaborative planning days, whole school professional learning, and stage meetings. This allowed teachers to provide individualised and differentiated learning through the use of assessment for (pre) and of (post) data to deepen their knowledge of syllabus content. Staff continually reflected on teaching effectiveness using student work samples, NAPLAN, Check In assessment and lesson observations using the quality teaching framework. **Changes** were made to the original timeline due to the home learning period which saw a pause in the delivery of some professional learning for teachers. Some aspects which were challenging included using the proposed whole school assessment schedule which related to the professional learning routine. **Greater need** is required to ensure there is a whole school approach in monitoring and reflecting on the progress of every student with an emphasis on tracking Aboriginal students. This will be achieved through the use of a whole school assessment schedule that has a shared vision. **What worked really well** was teachers continually reflecting on their teaching practice by analysing external assessments through platforms such as Scout. Teachers are now feeling more confident in navigating external assessment data to further inform their teaching. They have an awareness of the academic progress of students which has resulted in having a renewed enthusiasm, ultimately strengthening their teaching practice. In addition, the use of assessment for and of over a five weekly cycle of improvement has significantly impacted teacher's ability to reflect on their own teaching. Teachers regularly participated in consistent teacher judgement of student work samples to allow differentiated groupings to accurately plot students based on assessment data. Furthermore, the Learning and Support Teacher now works shoulder to shoulder with teachers in the classroom around individualised support. **All the things that worked well were possible** because quality teaching was embedded into practice and integrated across all key learning areas. In addition to this there was an explicit research based professional learning routine established. **The things that showed us the extent of the success** included teachers clearly understanding, developing and applying a full range of assessment approaches including assessment for and of while identifying the learning progress of individual students and cohorts. Students are beginning to know when and why assessments are undertaken. School leaders now strategically use systematic and reliable data to evaluate student learning over time. **Data that was most helpful** was sourced from Check In, NAPLAN, literacy and numeracy learning progressions-PLAN2, assessment for/of work samples and Multilit/QuickSmart intervention programs. **Next year we** will collaboratively refine the school's scope and sequences to allow consistent implementation of the syllabuses which also incorporates the five week cycle of improvement. Assessment will be strategically mapped out against the whole school assessment schedule with its values shared with staff to ensure the greatest impact. Greater consistency is needed in the collection of attitudinal student data to inform future school planning decisions. Staff will focus on developing assessment around the element of understanding texts within the literacy progression to more accurately plot students against the indicators. The leadership team needs to look at additive strategies in the numeracy learning progressions and establish baseline data, setting realistic targets within the*

progress measures for the year groups e.g. AdS-8. Future directions for our professional learning routine will be based on the Strategic School Support (SSS) process, where the executive staff will work alongside SSS to co-design a theory of action in supporting student growth in meeting our school targets.

## Effective Feedback

**The overall focus** for 2021 was primarily on using data to inform practice, however this initiative set the scene to provide students with relevant and explicit feedback. **What worked really well** was the implementation of assessments that were based on professional learning sprints. Teachers communicated the purpose of assessments to students to make them aware of why assessments were taking place and how they would help guide their learning. This ensured students understood how, when and why learning experiences occur and how they benefit their learning and development. **Next year we will facilitate opportunities for staff to share and model successful and innovative evidence informed feedback strategies. Effective feedback to students will align with our identified SSS focus areas 'Number Sense and Place Value' to increase student achievement in these areas.**

## 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   |
|--|--|
| <p><b>System-negotiated top two band targets</b></p> <p><b>Reading</b></p> <p>Improvement in the percentage of students achieving in the top two NAPLAN bands to be equal to or above the school's baseline 38.7% in reading.</p> <p><b>Numeracy</b></p> <p>Improvement in the percentage of students achieving in the top two NAPLAN bands to be equal to or above the school's baseline 24.3% in numeracy.</p>     | <p><b>Reading-</b> The percentage of students achieving in the top two bands for Reading for 2021 was 32% which was short of our annual baseline target of 38.7% . Although the difference was -6.7% there is an improvement from 2019 which was 26%.</p> <p><b>Numeracy-</b> The percentage of students achieving in the top two bands for Numeracy for 2021 was 10% which was short of our annual baseline target of 24.3%. Although the difference was -14.3% and well below our projected target there is an improvement from 2019 which was 9%.</p> |
| <p><b>System-negotiated growth targets</b></p> <p><b>Reading</b></p> <p>Improvement in the percentage of Year 5 students achieving expected growth in NAPLAN reading to be equal to or above the school's baseline of 56.8%.</p> <p><b>Numeracy</b></p> <p>Improvement in the percentage of Year 5 students achieving expected growth in NAPLAN numeracy to be equal to or above the school's baseline of 49.1%.</p> | <p><b>Reading-</b> The percentage of Year 5 students achieving expected growth in Reading for 2021 was 50% which was below the school's annual baseline target of 56.8%.</p> <p><b>Numeracy-</b> The percentage of Year 5 students achieving expected growth in Numeracy for 2021 was 13% which was below the school's annual baseline target of 49.1%. This was an improvement from 2019 which was 10%.</p>   |
| <p><b>School Target</b></p> <p><b>Progressions</b></p> <p><b>Reading</b></p> <p>Phonological Awareness Diagnostic- 15% of K-2 students will have achieved (all but 2 of the learning indicators-87%) within:</p>   | <p><b>Reading</b></p> <p>Phonological Awareness Diagnostic- Target 15%</p> <ul style="list-style-type: none"> <li>• Kindergarten- 70% of students achieved</li> <li>• Year 1- 47% of students achieved</li> <li>• Year 2- 40% of students achieved</li> </ul> <p>Phonics Screening Check- Target 20%</p>   |

|   |   |
|---|---|
| <ul style="list-style-type: none"> <li>• Kindergarten- PhA3</li> <li>• Year 1- PhA3-4</li> <li>• Year 2- PhA5</li> </ul> <p>Phonics Screening Check- 20% of students completing Year 1 will have achieved (<i>all but 4 of the learning indicators</i>) within PkW9.</p> <p>Reading student assessment- 40% of K-2 and 15% of 3-6 students will have achieved the learning indicators within the Understanding Texts element of the Progressions.</p> <ul style="list-style-type: none"> <li>• Kindergarten- UnT2</li> <li>• Year 1- UnT4</li> <li>• Year 2- UnT5</li> <li>• Year 3- UnT6</li> <li>• Year 4- UnT7</li> <li>• Year 5- UnT8</li> <li>• Year 6- UnT9</li> </ul> <p><b>Numeracy</b></p> <p><b>Additive Strategies</b></p> <p>Numeracy student assessment- Establish baseline data of K-6 students who have achieved the learning indicators within the Additive Strategies element of the Numeracy Progressions.</p> <ul style="list-style-type: none"> <li>• Kindergarten- AdS1-2</li> <li>• Year 1- AdS2-6</li> <li>• Year 2- AdS6-7</li> <li>• Year 3- AdS6-8</li> <li>• Year 4- AdS7-8</li> <li>• Year 5- AdS7-8</li> <li>• Year 6- AdS8</li> </ul> | <p>29% of Year 1 students have achieved</p> <p>Reading student assessment- Target - 40%</p> <ul style="list-style-type: none"> <li>• Kindergarten- 90%</li> <li>• Year 1- 94%</li> <li>• Year 2- 67%</li> </ul> <p>Reading student assessment-Target - 15%</p> <ul style="list-style-type: none"> <li>• Year 3- 30%</li> <li>• Year 4- 0%</li> <li>• Year 5- 0%</li> <li>• Year 6- 0%</li> </ul> <p><i>(in relation to 0%, please refer to <b>next year</b>, summary)</i></p> <p><b>Numeracy</b></p> <p>Numeracy student assessment- Establish baseline data</p> <ul style="list-style-type: none"> <li>• Kindergarten- 90%</li> <li>• Year 1- 35%</li> <li>• Year 2- 33%</li> <li>• Year 3- 0%</li> <li>• Year 4- 0%</li> <li>• Year 5- 29%</li> <li>• Year 6- 40%</li> </ul> <p><i>(in relation to 0%, please refer to <b>next year</b>, summary)</i></p> |
| <p><b>School Target</b></p> <p><b>Growth target</b></p> <p><b>Writing</b></p> <p>Improvement in the percentage of Year 5 students achieving expected growth in NAPLAN writing to be at the school's calculated lower bound target of 64.4%.</p>   | <p><b>Writing-</b> The percentage of students achieving expected growth in Writing was 38% for 2021 which was below the lower band target of 64.4%.</p>   |
| <p><b>School Target</b></p> <p><b>Check In Assessment Years 4, 6</b></p> <p><b>Top two band targets</b></p> <p><b>Reading</b></p> <p>Maintain the percentage of 53.5% of Year 3 and 6 students achieving in the top two Check In assessment bands in reading.</p> <p><b>Numeracy</b></p>  | <p><b>Reading</b></p> <p>43% of Year 4 and Year 6 students were represented in the top two bands in reading. The school is tracking towards the lower bound target of 53.5%.</p> <p><b>Numeracy</b></p> <p>24% of Year 3, 4, 5 and Year 6 students were represented in the top two bands in numeracy. The school is tracking towards the lower bound target of 37.5%.</p>   |

Maintain the percentage of 37.5% of Year 3 and 6 students achieving in the top two Check In assessment bands in numeracy.

## Strategic Direction 2: Whole School Wellbeing

### Purpose

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The whole school is committed to nurture, guide and inspire every student, parent, staff and community member. By collectively measuring, refining and developing quality wellbeing processes, the school fosters a sense of belonging, connectedness and quality learning opportunities to meet the social, cognitive, physical and emotional needs of our students.

### Initiatives

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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.

- Nurture, Guide, Inspire
- Attendance Matters

### Resources allocated to this strategic direction

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**Location:** \$9,744.29

**Low level adjustment for disability:** \$33,635.40

**Socio-economic background:** \$77,173.81

**School support allocation (principal support):** \$6,802.00

### Summary of progress

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#### Nurture, Guide, Inspire

*The overall focus for 2021 was on a strategic and planned approach to monitor and refine wellbeing processes to improve the learning environment. The school **focused on** Positive Behaviour for Learning (PBL) strategies, which included developing a school wide monitoring chart, ensuring a whole school behaviour system was established. A holistic approach to student wellbeing included parents/carers in wrap around support meetings and participating in student, staff and parent surveys to monitor and refine processes. **Changes** were made in our professional learning routine due to home learning and as a result some of these opportunities did not occur. There is a **greater need** to provide professional learning to staff to ensure teachers record minor and major incidents more consistently, refine our school behaviour systems and revise with staff our classroom management systems. **What worked really well** was PBL meetings were more consistent, meeting once a week, which gave the students a greater sense of importance. The resolution room showed a significant reduction in the amount of referrals through the development of intervention strategies based on the analysis of playground and classroom data. The introduction of wrap around support meetings led to stronger partnerships with families in addressing students' social, emotional and academic needs. The school had a strategic approach to engage parents and carers in completing the Tell Them From Me survey. **All the things that worked were possible** due to two staff members specifically assigned to collectively measure, refine and develop quality wellbeing processes. **The thing that showed us the extent of the success** was having all classrooms and staff share the same language and apply consistent wellbeing strategies. In addition, the school values of respect, responsibility and personal best were widespread by students and there was a significantly higher completion rate of the Tell Them From Me survey. **Data that was most helpful** to guide our conclusions was the decreasing number of students requiring intervention. **Next year we will align data collection** (computer system) of minor/ major behaviours with the school's wellbeing implementation guidelines. The PBL team will survey students on school expectations and create visual displays, which have been informed by data. Furthermore, the school will prioritise and consistently deliver more professional learning around wellbeing. Leaders need to make time to analyse key survey data to inform quality wellbeing processes and the data needs to be shared with staff and the wider school community.*

#### Attendance

*During 2021 the school commitment was to have a whole school approach towards improving attendance and for students and families to understand its importance. In this initiative, the school **focused on:** creating and delivering revised school attendance procedures; strengthening roll marking to ensure consistent attendance practices; raising attendance matters regularly at various meetings; communicating frequently in the school newsletter and Facebook page; ensuring attendance messages were positive and frequent; reinforcing the benefits of being at school; promoting communication to parents/carers via phone, email and SMS; establishing individual interventions for identified students and acknowledging students for improved, good and outstanding attendance. **Changes** were made based around the changing landscape of COVID-19 lock downs and then self isolation periods for students and families. Strategies needed to be fluent, while taking into consideration a sense of understanding around individual and collective circumstances and empathy towards parents perspectives during the pandemic. **Greater need** includes: more professional learning for staff; exploring more strategies to promote attendance; analysis of attendance data; communicating attendance matters*

message to our pre-kindergarten families; educating parents/carers on what leave can be justified; understanding the process of explaining absences and applying for leave and developing a shared vision to improve attendance with the school's P&C. **What worked really well** was ultimately the focus on positivity and celebrating success, whilst having explicit systems and procedures in place. Student advocacy around the importance of attendance and being acknowledged for outstanding attendance was key. This was evident in using the school chickens as an incentive, short, middle, long term goals, with an emphasis on individual, class and whole school goals. Club 90 was extremely successful with the students voicing their excitement. **This was possible due to** assigned attendance officers overseeing the strategic planning and directions which focused on a whole school approach and sharing these ideas, values and beliefs with staff, students and families. **The things that showed us the extent of the success was** a significant increase in a positive attitude of students wanting to achieve success with their attendance. This was evident by the reaction of students, their voice and behaviour during attendance incentives. Reaching our school attendance goals this year has been significantly challenging, however given the current climate, we believe that attendance has been much better than it could have been without our key initiatives/incentives and processes. **Data that was most helpful** was accessed from online software platforms Scout and Sentral, but this was only around reactive data analysis and not attitudinal or knowledge of attendance procedures for students, staff and parents. **Next year we** will strive towards consolidation of key strategies/incentives with new students, families, and staff whilst refining and implementing projected strategies which weren't actioned during 2021. It is apparent we all need regular consolidation to ensure practice becomes part of school culture.

## 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   |
|--|--|
| <p><b>System-negotiated targets</b></p> <p><b>Attendance</b></p> <p>Increased percentage of students attending school more than 90% of the time to be equal or above the baseline of 78.6%.</p> <p><b>Tell Them From Me</b></p> <p>Improvement in the Tell Them From Me wellbeing student data (advocacy, belonging, expectations for success) to be at or above the baseline target of 89.3%.</p>   | <p><b>Attendance</b></p> <p>The percentage of students attending school more than 90% of the time for 2021:</p> <p>Semester 1 was 71% which is below the annual target to be equal or above the baseline of 78.6%.</p> <p>Semester 2 was 56% which is below the annual target to be equal or above the baseline of 78.6%.</p> <p><b>Tell Them From Me</b></p> <p>In 2021 the Tell Them From Me wellbeing student data (advocacy, belonging, expectations for success) was 85% which was below the baseline target of 89.3%.</p>  |
| <p><b>School Targets</b></p> <p><b>Tell Them From Me</b></p> <p>Increased Tell Them From Me parents/carers survey completion data to be at or above 2019-2020 baseline 8.75%.</p> <p><b>People Matter Survey</b></p> <p>Improvement in the People Matter Survey in the area of Role Clarity &amp; Support:</p> <p>-Have the time to do my job well, moving from the baseline of 42% to be at or above 45%.</p> <p>-Have the tools and technology to do</p> | <p><b>Tell Them From Me</b></p> <p>The number of parent/ carer survey completion data for 2021 was 85%. This was an increase of 76.25% above the baseline data of 8.75%.</p> <p><b>People Matter Survey</b></p> <p>In 2021, staff were surveyed around "I have the time to do my job well" and it was reported that 47% of staff felt they do. This is was a 5% increase from the 2020 42% baseline data.</p> <p>76% of staff indicated they " have the tools and technology to do their job well" which is higher that 2020 baseline of 67%, and an 11% increase.</p> |

my job well, moving from the baseline of 67% to be at or above 70%.

### Purpose

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Harrington Public School aspires to refine, build and sustain a culture of excellence evident in high impact professional learning and performance and development which are driven by reflective practices, research and evaluative mindsets. This culture of excellence is the foundation that underpins student growth and attainment and whole school wellbeing.

### Initiatives

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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.

- High Impact Professional Learning
- Performance & Development

### Resources allocated to this strategic direction

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Professional learning: \$1,000.00

School support allocation (principal support): \$6,802.80

### Summary of progress

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#### High Impact Professional Learning

*The overall focus for 2021 was to support the professional growth of all teaching staff to strengthen their teaching practice. This involved an executive team collaboratively creating a culture of a continuous cycle of improvement and evaluation by developing key professional learning structures and processes. Next a professional learning overview was created by starting with the end goals in mind and creating the activities needed to achieve these goals. Key activities and goals for students, teachers and leaders were identified through data analysis. A professional learning routine was also created which was based around a five week sprint cycle of improvement, including planning assessment for and of tasks, consistent teacher judgement of assessments, teacher walkthroughs and quality teaching rounds (teachers critiquing their lessons). The five week professional learning overview which matched the professional learning routine provided in-depth detail for staff in knowing what was expected of them. The school executive led opportunities in identifying student needs around progress and achievement by analysing internal and external data which informed directions for personalised and whole school professional learning. The school's professional learning was aligned to evidence informed approaches such as the Centre For Statistics and Evaluation (CESE) 'What Works Best', 'Using Data to Inform Practice'. All teachers engaged in the Department of Education's quality assured Big Ideas and Starting Strong professional learning which was completed during 2021. **Changes** made to the original timeline were due to the four week home learning period. There is a **greater need for** analysis and triangulation of data from internal and external assessments to strategically drive professional learning both at a school and an individual level. The executive team would like to communicate more strategically with the community our educational aspirations, focusing on identifying individual targets and putting faces to data with an emphasis on closing the gap. **What worked really well** was that the executive team ensured a culture of continuous improvement was embedded, utilising research, innovation and creativity. **This was possible due** to explicit structures and processes that allowed clear transparency for teachers to promote a shared vision towards achieving increased student outcomes, especially in numeracy. There was strong evidence of this through the analysis of programs and lesson plans, where the professional learning was reflective in lesson planning and teaching. Teachers knew exactly what was/is expected of them with a clear focus on student progress and achievement. This resulted in students actively engaging in balanced numeracy sessions, taught by competent teachers. Leaders have developed explicit structures/processes which drive school improvement and become part of the school's culture. **The things that showed us the extent of the success** were all teachers demonstrating increased enthusiasm in students achieving academic progress. **Data that was most helpful** was staff input around the School Improvement Plan (SIP) reflection process. However, **next year we will** be conscious of blind spots with data so we are able to better measure impact and attitudinal responses. To support capturing this impact, the leadership team will need to develop a tool to allow accurate reflection of the impact which professional learning has on student progress and teacher development. In addition, we will further strengthen the professional learning routine; allow dedicated time to analyse and triangulate data; track and monitor student progress at a school level; ensure appropriate resources are allocated to staff because we need to apply evaluative thinking to consolidate and further strengthen what is already in place. The leadership team will continue to complete the High Impact Professional Learning (HIPL) self-assessment tool to highlight areas of strength and development for the school.*

### Performance & Development

**The overall focus** for 2021 was to embed a culture of reflective change within the school and build the capacity of teachers to ensure improved student outcomes. To achieve this, all staff developed their Performance and Development Plan (PDP) in line with the Australian Professional Standards for Teachers and the school's strategic directions. Two of these goals were collaboratively developed by staff to align with Strategic Direction One: Student Growth and Attainment and Strategic Direction 2: Whole School Wellbeing. Staff engaged in mentoring twice a term throughout the year where they reflected on the attainment of their goals and were guided in further implementation towards meeting them. A system of formal observation was introduced whereby staff nominated a focus area of their teaching practice based on their PDP goals that were observed by a senior executive member of staff. Staff engaged in reflective feedback during post observation conversations, to guide future areas of growth and celebrate success. This has allowed staff to maintain accountability and show progress towards achieving their goals. Programs were routinely collected and feedback was given to staff in reflective conversations around best teaching practice and highly effective teaching strategies. Programs were shared among staff to allow for collaborative dialogue. Teachers are constantly refining programs and practice to ensure they are improving student outcomes. **Changes** in the performance and development cycle of PDP goals has remained unchanged in 2021. The inclusion of formal observations based on PDP goals was introduced to assist staff in maintaining accountability and progressing towards achieving their goals. Formal observations were interrupted during term three due to a four week lockdown, which delayed staff from implementing effective changes to teaching practice. There is **greater need** for teachers to understand and be able to distinguish the difference and purpose between mentoring and supervision. We also identified a need for leaders/mentors to participate in professional learning around coaching conversations. **What worked really well** was implementing a whole school approach to the performance and development process which enabled consistency in managing workplace performance of all staff, including School Learning Support Officers (SLSOs). Additionally, establishing common PDP goals for all staff ensured they were working towards meeting the school's improvement measures in the Strategic Improvement Plan. This allowed professional learning to be focused on system-negotiated targets to improve student outcomes while assisting staff to achieve their PDP goals. Other benefits included positive changes to teacher/staff practice with three staff members being successful in obtaining promotional positions through merit selection. **This was possible** by having a common PDP goal for all staff and building teacher capacity to improve student outcomes in line with the school's plan. Aspiring teachers were able to be part of the leadership team structure which enabled them to attend executive meetings to learn and build their own leadership capacity. **The thing that showed us the extent of the success** was the formal observation routine with a system of feedback and reflective practice, along with consistency of PDP goals and time allocated for mid year and end of year reviews. **Data that was most helpful** was evidence of detailed PDPs, positive attitudes of staff towards the mentoring process and access to Scout accreditation. **Next year we will continue to conduct formal observations**, because this will allow staff to access effective feedback and engage in reflective teaching practice against their PDP goals and the Australian Professional Teaching Standards. The leadership team structure will continue to support aspirational leaders.

## 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  |
|---|---|
| <p><b>High Impact Professional Learning</b></p> <p>School self-assessment against the School Excellence Framework maintains 2020 baseline of sustaining and growing (S&amp;G) in the theme of Instructional Leadership- Educational Leadership, with an increase in the participation of executive and non-executive teachers involved in leadership of key school functions.</p> <p>School self-assessment against the School Excellence Framework maintains 2020 baseline of delivering (D) in the theme of School Plan- School Planning, Implementation and Reporting, with an aim of the school community involved in the development of the vision, beliefs, values and school directions.</p> | <p><b>High Impact Professional Learning</b></p> <p>In 2021 Harrington Public School maintained the 2020 baseline of sustaining and growing (S&amp;G) in the theme of Instructional Leadership- Educational Leadership, as there is a strong focus on developing and fostering instructional leadership within the school, utilising internal expertise which promotes and has developed key professional learning frameworks and routines to improve processes and management associated with whole school improvement.</p> <p>In 2021 Harrington Public School maintained the 2020 baseline of delivering (D) in the theme of School Plan- School Planning, Implementation and Reporting. This was achieved by a parent of the school creating a visual/artistic display of the school's strategic improvement plan's vision statement and key components of each of the three strategic directions.</p> |
| <p><b>Performance and Development</b></p>   | <p><b>Performance and Development</b></p>   |

School self-assessment against the School Excellence Framework maintains 2020 baseline of sustaining and growing (S&G) in the theme of High Expectations Culture-Educational Leadership, with the senior executive maintaining the school's performance and development implementation guidelines and developing processes to review teaching practices.

School self-assessment against the School Excellence Framework maintains 2020 baseline of sustaining and growing (S&G) in the theme of Performance Management and Development-Educational Leadership, maintaining and refining its current model around the professional development plan process.

In 2021 Harrington Public School maintained the 2020 baseline of sustaining and growing (S&G) in the theme of High Expectations Culture-Educational Leadership by the senior executive strengthening the performance and development plan process whereby the staff clearly understand the procedures, and the expectations that relate to the school's future directions and Australian Professional Teaching Standards. There is also a strong culture of initiatives which reviews teaching practices, including quality teaching rounds, walk-throughs collaborative planning, consistent teacher judgement, program submission and reflective conversations.

In 2021 Harrington Public School maintained the 2020 baseline of sustaining and growing (S&G) in the theme of Performance Management and Development-Educational Leadership. The senior executive achieved this by maintaining and refining its current model around the professional development plan process which occurs twice a term to allow for a cycle of improvement and by going deeper into the PDP process instead of having multiple areas to focus on.

Mentoring opportunities have enabled a culture of aspirational teachers, with a leadership team, teacher working towards Highly Accomplished, building the capacity of teachers and school learning support officers (SLSOs) in order to decrease the gaps in student achievement.

| Funding sources  | Impact achieved this year   |
|--|---|
| <p>Integration funding support</p> <p>\$123,916.00</p> | <p>Integration funding support (IFS) allocations support eligible students at Harrington Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Using Data To Inform Practice</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• School Learning Support Officers (SLSOs) working collaboratively alongside teachers to support the implementation of teaching and learning programs;</li> <li>• SLSOs working with Learning and Support Team (LST) and Instructional Leader (IL) to implement programs written for funded students or groups; and</li> <li>• SLSOs assisting class routines and the personal and social-emotional development of students.</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p> <ul style="list-style-type: none"> <li>- 25% of IFS students engaging in the QuickSmart numeracy intervention program moving up four or more levels and 75% of IFS students moving at least two levels.;</li> <li>- all IFS students receiving spelling intervention, making an average growth of 24% when spelling high-frequency words;</li> <li>- 14% of IFS students had a 57% decrease in behaviour referrals from 2020 to 2021, resulting from SLSO intervention support;</li> <li>- all classrooms and learning environments highly supported by SLSO staff;</li> <li>- targeted support to IFS students from SLSOs resulting in more settled students; and</li> <li>- all IFS students having a collaboratively developed Personalised Learning Plans (PLPs) which were regularly updated, where students achieved their short and long term goals.</li> </ul> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p> <ul style="list-style-type: none"> <li>- to strengthen the impact that SLSOs have on student outcomes and wellbeing; and</li> <li>- to identify to what extent SLSOs are supporting students.</li> </ul> |
| <p>Socio-economic background</p> <p>\$198,860.13</p>   | <p>Socio-economic background equity loading is used to meet the additional learning needs of students at Harrington Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Using Data To Inform Practice</li> <li>• Nurture, Guide, Inspire</li> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• providing students without economic support for educational materials, uniform, equipment and other items;</li> <li>• School Learning Support Officers (SLSOs) working collaboratively alongside teachers to support the implementation of teaching and learning programs; and</li> <li>• strengthening and refining the Learning and Support Team (LST) and its systems and processes.</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p> <ul style="list-style-type: none"> <li>- classroom resources purchased and utilised by students and teachers;</li> </ul>  |

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| <p>Socio-economic background</p> <p>\$198,860.13</p> | <ul style="list-style-type: none"> <li>- new contemporary classroom furniture enabling future focused learning to continue;</li> <li>- increased student engagement during lessons;</li> <li>- the school magazine regularly implemented by classroom teachers 3-6;</li> <li>- online reading programs purchased for all kindergarten to Year 1 students with the inclusion of some 3-6 students receiving support;</li> <li>- all classrooms and learning environments supported by SLSO staff;</li> <li>- launching the LST program for 2021; and</li> <li>- strengthening structures around LST strengthened to analyse, identify and prioritise individual student needs.</li> </ul> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p> <ul style="list-style-type: none"> <li>- to survey students in relation to newly purchased furniture and capture its attitudinal impact;</li> <li>- teachers utilising the school magazine online resources with consistency for whole class/stage levels;</li> <li>- purchasing year 5 magazines for stage 3 and year 4 magazines for stage 2 classes;</li> <li>- for staff to utilise super six strategies (reading comprehension strategies) with the school magazine where applicable.;</li> <li>- availability of online reading programs to be utilised in the event of home learning and holidays;</li> <li>- the LST referral to become electronic on a Microsoft 365 Form; and</li> <li>- to revise LST agenda template with the inclusion of topics such as; new referrals, past minutes actioned, counsellor report and general business.</li> </ul>  |
| <p>Aboriginal background</p> <p>\$35,924.79</p>      | <p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Harrington 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.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Using Data To Inform Practice</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• employment of additional specialist staff including School Learning Support Officers (SLSOs) and Chaplain to deliver personalised support for Aboriginal students and to provide opportunities to engage these students in culture through a language program; and</li> <li>• specialised staff delivering a language and culture program to educate and engage Aboriginal students.</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p> <ul style="list-style-type: none"> <li>- all classroom teachers, parents/carers, SLSOs and agency personnel actively involved in the planning and implementation of Personalised Learning Plans (PLPs);</li> <li>- 56% of Aboriginal students achieving middle bands and 11% achieving upper bands in numeracy;</li> <li>- allocation of SLSOs co-delivering and supporting the implementation of intervention programs around reading and numeracy;</li> <li>- all Aboriginal students receiving QuickSmart (numeracy) intervention, on average moved up at least seven levels;</li> <li>- 100% of Aboriginal students showing an average of 41% of growth in fluency when reading words per minute;</li> <li>- all Aboriginal students engaging in spelling intervention programs made an average of 23% growth in spelling high frequency words;</li> <li>- more settled students due to targeted support by SLSOs;</li> <li>- 77% of students feeling that their teachers understand their culture; and</li> <li>- 65% of students reporting having a sense of belonging through the Tell Them From Me (TTFM) survey.</li> </ul> <p><b>After evaluation, the next steps to support our students with this</b></p> |

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| <p>Aboriginal background</p> <p>\$35,924.79</p>               | <p><b>funding will be:</b></p> <ul style="list-style-type: none"> <li>- to further engage Aboriginal students in literacy and numeracy through an specialised Aboriginal identified position who will deliver differentiated and personalised support; and</li> <li>- possible employment of an Aboriginal elder on country to run a comprehensive Aboriginal culture program including the Gathang language.</li> </ul>  |
| <p>Low level adjustment for disability</p> <p>\$48,901.31</p> | <p>Low level adjustment for disability equity loading provides support for students at Harrington Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Nurture, Guide, Inspire</li> <li>• Using Data To Inform Practice</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• engaging specialist staff to use data from Learning and Support Team (LST) meetings and mentoring sessions to ensure programs are implemented to support students with high learning needs. LST and instructional leader (IL) also devise programs to support classroom teachers with students that have high needs. These programs were implemented by classroom teachers and School Learning Support Officers (SLSOs);</li> <li>• providing support to target students with evidence-based intervention MultiLit (literacy) and QuickSmart (numeracy) withdrawal programs implemented across the school with a focus on Aboriginal, Integration Funded Support (IFS) and Year 2/3 students who are behind grade expectations;</li> <li>• all students K-6, participating in Physical Education/ Health (PE/H) as part of the school Release from Face to Face (RFF) component, run by a dedicated PE/H teacher; and</li> <li>• employment of a music teacher to run a music program that assists with student engagement levels, emotional development and self-esteem to assist in developing better coping strategies for dealing with stress and anxiety.</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p> <ul style="list-style-type: none"> <li>- regular monitoring of students through LST caseload sheets;</li> <li>- students on LST caseload reports having personalised comments about the support being received;</li> <li>- reading level results sent to LST each term;</li> <li>- MultiLit (literacy) and QuickSmart (numeracy) students tracked and monitored with reports communicated back to teachers;</li> <li>- a consistent approach to student learning support referrals and interventions;</li> <li>- 65% of students reporting a positive sense of belonging and 98% of students valuing schooling outcomes, reflective of 2021 Tell Them From Me (TTFM) survey data;</li> <li>- the school's physical education program being extremely comprehensive and allowing students to actively develop their gross and fundamental movement skills; and</li> <li>- the school's music education program providing students with a way to connect with others allowing students to work together towards a final performance.</li> </ul> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p> <ul style="list-style-type: none"> <li>- utilising Check In assessment data to track and monitor student progress to replace the decommissioned Progressive Achievement Test (PAT);</li> <li>- improving tracking and monitoring of collective and individual student learning needs through the LST referral process;</li> <li>- collecting numeracy data on identified areas (Additive Strategies) at the end of every term;</li> <li>- further expanding the impact of the learning support team by providing additional support for identified students through the employment of trained</li> </ul> |

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| <p>Low level adjustment for disability</p> <p>\$48,901.31</p> | <p>SLSOs;</p> <ul style="list-style-type: none"> <li>- revising the school's music program model with the employment of musical tutors and a band coordinator who will introduce new instruments, further communicated to the school's P&amp;C;</li> <li>- continuation of our physical education program, implemented across all K-6 classes; and</li> <li>- increased participation in a school gala day once a term with involvement in district PSSA knockout/gala days.</li> </ul>   |
| <p>Location</p> <p>\$18,744.29</p>                            | <p>The location funding allocation is provided to Harrington Public School to address school needs associated with remoteness and/or isolation.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Nurture, Guide, Inspire</li> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this operational funding include:</b></p> <ul style="list-style-type: none"> <li>• subsidising student excursions to enable all students to participate; and</li> <li>• technology resources to increase student engagement.</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p> <ul style="list-style-type: none"> <li>- all students successfully catered for in terms of participation and inclusion in planned school excursions which provided access to teaching content and learning experiences available outside of school;</li> <li>- the Billabong Zoo excursion taking place in term 2;</li> <li>- collaboration camp in term 1 focusing on building positive relationships between students and staff to support student wellbeing; and</li> <li>- a proactive approach in finding alternative excursions to Halogen student leadership camp and Canberra when these were cancelled due to COVID restrictions.</li> </ul> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p> <ul style="list-style-type: none"> <li>- cancelled and postponed excursions in 2021 due to COVID restrictions will be reviewed at a later date and rescheduled for 2022 if possible.</li> </ul>  |
| <p>Professional learning</p> <p>\$11,898.80</p>               | <p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Harrington Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Using Data To Inform Practice</li> <li>• Performance &amp; Development</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• staff engaging in Starting Strong and Big Ideas Professional Learning (PL) Semesters 1 and 2 2021 which involved a balanced format including video link, modules and inter-sessional tasks, and</li> <li>• staff collaboratively designing teaching and learning programs informed by data analysis from both internal and external sources. Dynamic programs showing evidence of revisions based on feedback on teaching practices, consistent and reliable student assessment and continuous tracking of student progress and achievement.</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p> <ul style="list-style-type: none"> <li>- teaching staff successfully completing the Department of Education's (DoE) quality assured numeracy professional learning K-2 Starting Strong and 3-6 Big Ideas where they shared and discussed their learning with one another to improve whole school practice;</li> <li>- teachers successfully participating in the collaborative planning days which allowed them to develop comprehensive teaching and learning programs.; -</li> </ul> |

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| <p>Professional learning</p> <p>\$11,898.80</p>                         | <p>collaborative planning days of teaching and learning program revisions based on feedback which included the development of reliable planned student assessment for each term; and</p> <ul style="list-style-type: none"> <li>- teaching and learning programs meeting DoE curriculum planning and reporting requirements.</li> </ul> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p> <ul style="list-style-type: none"> <li>- school executive alongside staff evaluating professional learning activities to promote and implement the most effective strategies to improve teaching and learning;</li> <li>- teachers collaborating with staff in other schools to share and embed good teaching practice;</li> <li>- collaborative planning days dedicating part of the day revising external and internal data to drive the development of teaching and learning programs;</li> <li>- executive surveying teaching staff around their perspectives of collaborative planning days and how these could be strengthened further to capture impact;</li> <li>- further developing staff with scope and expectations for teaching and learning programs;</li> <li>- providing staff with a scope and sequence for writing and other areas along with program templates; and</li> <li>- opportunities for staff to share programs around what they are doing well in their teaching and learning programs.</li> </ul>  |
| <p>School support allocation (principal support)</p> <p>\$13,604.80</p> | <p>School support allocation funding is provided to support the principal at Harrington Public School with administrative duties and reduce the administrative workload.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Attendance Matters</li> <li>• Performance &amp; Development</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• School Administrative Manager (SAM) released each term to create at risk attendance letters to go home to families whose students are Tier 2 80-90% attendance. The letters also include a visual snapshot of their child's past attendance plus detailed information offering support; and</li> <li>• leadership team engaging in 'The 7 Habits of Highly Effective People' professional learning.</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p> <ul style="list-style-type: none"> <li>- the School Administrative Manager (SAM) creating an 'At Risk' attendance letter template to go home to families whose students are Tier 2 80-90% attendance; and</li> <li>- the content and structure of the letter adhered to the Department's attendance policy as well as the school's attendance implementation guidelines.</li> </ul> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p> <ul style="list-style-type: none"> <li>- attendance processes occurring each term with the possibility of starting week 1 of each term to allow parents/carers to reflect on their child/ren's previous term's attendance;</li> <li>- to establish what impact the letters had on the parent/carers attitude towards attendance and if there was an improvement; and</li> <li>- analysing of each student's attendance data and anecdotal notes taken from phone calls, or a return slip on the letter.</li> </ul> |
| <p>Literacy and numeracy</p> <p>\$11,945.98</p>                         | <p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Harrington Public School from Kindergarten to Year 6.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan</b></p>  |

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| <p>Literacy and numeracy</p> <p>\$11,945.98</p>           | <p><b>including:</b></p> <ul style="list-style-type: none"> <li>• Using Data To Inform Practice</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• literacy and numeracy programs and resources, to support teaching, learning and assessment;</li> <li>• employment of an additional learning and support intervention teacher;</li> <li>• teacher release to engage in report writing days; and</li> <li>• teacher release to engage staff in collaborative planning and professional learning days.</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p> <ul style="list-style-type: none"> <li>- MultiLit (literacy) and QuickSmart (numeracy) intervention/withdrawal programs implemented across the school with a focus on Aboriginal students, Integration Funding Students (IFS) and year 2/3 students who are below stage expectations;</li> <li>- student results tracked, monitored and reported back to teachers;</li> <li>- reading results sent to the Learning and Support Team (LST) each term;</li> <li>- student reports meeting the Department of Education's 2021 COVID reporting requirements capturing students strength and growth;</li> <li>- the majority of student reports are personalised and comprehensive with future goals embedded; and</li> <li>- all student reports consistent across the whole school in terms of quality assurance.</li> </ul> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p> <ul style="list-style-type: none"> <li>- Check In assessment replacing the decommissioned Progressive Achievement Test (PAT);</li> <li>- tracking and monitoring of student LST referrals needs improving to work out a system to monitor numeracy assessment results regularly;</li> <li>- numeracy data on the identified area of additive strategies in the School Improvement Plan (SIP) regularly gathered and analysed at the end of every term;</li> <li>- 2022 Professional Learning (PL) showcasing exemplar report comments taken from various teachers and shown to the whole school, while at the same time highlighting key reasons why these particular comments are so effective;</li> <li>- report writing days scheduled and budgeted for 2022; and</li> <li>- some staff members needing to strengthen their report comments especially in Mathematics to reflect a true indication of a students ability. i.e through the use of descriptive language such as significantly below, just above and/or competent mathematician.</li> </ul> |
| <p>Early Action for Success (EAfS)</p> <p>\$68,605.19</p> | <p>The early action for success (EAfS) funding allocation is provided to improve students' performance at Harrington Public School through targeted support in the lowest quartile of NAPLAN performance in literacy and numeracy.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Using Data To Inform Practice</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of Instructional Leader (IL) to support literacy and numeracy programs;</li> <li>• the IL leading professional learning opportunities available through the Numeracy Strategy;</li> <li>• the IL leading analysis of student performance data with whole school and stage teams; and</li> <li>• employment of IL to facilitate and support K-2 teachers in building their capacity to explicitly teach, assess and implement quality literacy and numeracy learning opportunities for all students.</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p> <ul style="list-style-type: none"> <li>- IL collaboratively working alongside classroom teachers to build student</li> </ul>   |

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|---|---|
| <p>Early Action for Success (EAfS)</p> <p>\$68,605.19</p> | <p>and teacher capacity in both literacy and numeracy, in accordance with school based reading and numeracy targets;</p> <ul style="list-style-type: none"> <li>- revision of and development of whole school scope and sequences across all learning areas;</li> <li>- IL modelling targeted needs based teaching and learning strategies to School Learning Support Officers (SLSOs) and teachers;</li> <li>- IL providing support for new and existing teachers who are at different stages in their career;</li> <li>- 51% of students K-6 reading at or above expected reading targets for their stage;</li> <li>- training of staff in the use of external departmental assessments e.g. phonics screening, phonological awareness, Interview for Student Reasoning (IfSR)-number and place value, phonics diagnostic and Best Start;</li> <li>- amendment of whole school assessment schedule; and</li> <li>- revision of implementation and Schedule for Early Number Assessment (SENA)-numeracy assessment- with a focus on correct sequence, quantity and implementation process.</li> </ul> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p> <ul style="list-style-type: none"> <li>- to measure the impact of the new Assistant Principal, Curriculum and Instruction (APC&amp;I) position of students outcomes and teacher capacity;</li> <li>- a whole school assessment strategy designed to ensure that the learning of all students is systematically monitored; and</li> <li>- teachers understand that the SENA is to inform their teaching, capture student progress and ensure students build on their knowledge in a sequential way.</li> </ul>  |
| <p>QTSS release</p> <p>\$21,190.30</p>                    | <p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Harrington Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Using Data To Inform Practice</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• using data from Learning and Support Team (LST) meetings and mentoring sessions to inform programs and are implemented to support students with high learning needs;</li> <li>• LST and Instructional Leader (IL) devising programs for classroom teachers and Student Learning and Support Officers (SLSOs) to implement;</li> <li>• QuickSmart (numeracy) and MultiLit (literacy) withdrawal programs implemented across the school with five weekly progress reports provided to teachers, informing their planning and teaching; and</li> <li>• student progress monitored by LST using SENA, benchmarks, spelling results, work samples and PLAN2.</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p> <ul style="list-style-type: none"> <li>- students on intervention/withdrawal programs demonstrating progress on internal assessment data and work samples;</li> <li>- the LST closely monitoring student progress with personalised comments for student reports reflecting the support being received;</li> <li>- 25% of these students moving four or more levels and 75% of IFS students moving at least two levels on the QuickSmart (numeracy) program;</li> <li>- all students receiving spelling intervention making an average growth of 24% in accurately spelling high-frequency words; and</li> <li>- students making an average of 38% increase in reading fluency through targeted intervention reflected through running records.</li> </ul> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p> <ul style="list-style-type: none"> <li>- using the Department of Education's literacy and numeracy Check In assessment to replace the Progressive Achievement Test (PAT); and</li> <li>- developing consistency in tracking and monitoring student LST referrals by</li> </ul> |

|                                     |  |
|-------------------------------------|--|
| <p>QTSS release<br/>\$21,190.30</p> | <p>creating stronger systems around monitoring numeracy results more regularly on identified areas in the School Improvement Plan (SIP) e.g. additive strategies.</p>  |
| <p>COVID ILSP<br/>\$95,383.15</p>   | <p>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.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of teachers and educators to deliver small group tuition;</li> <li>• releasing staff to analyse school and student data to identify students for small group tuition and monitoring progress of student groups; and</li> <li>• providing targeted, explicit instruction for student groups in literacy and numeracy;</li> <li>• providing intensive small group tuition for identified students who were in the lower/middle NAPLAN and Check In assessment bands;</li> <li>• employing and releasing staff to coordinate the program;</li> <li>• employing/releasing teaching staff to support the administration of the program;</li> <li>• development of resources and planning of small group tuition; and</li> <li>• leading and providing Professional Learning (PL) for COVID educators.</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p> <p><b>Students</b></p> <ul style="list-style-type: none"> <li>- increasing achievement of students in the top two bands for reading in 2021 Check In assessment data;</li> <li>- an average growth of 25% in spelling high frequency words for students who participated in the literacy intervention program;</li> <li>- 39% growth in fluency with students moving up four levels in the MultiLit (literacy) program;</li> <li>- an increase of 26% of year 4 students reaching the top two bands in reading identified in the Check In assessment. This was captured with 27% of students placed in the top two bands in term 2, to 53% of students achieving in the top 2 bands in term 4;</li> <li>- 14% of year 6 students placed in the top two bands in term 2 Check In assessment. This was an increase of 6% to 20%;</li> <li>- 34% of students in years 4 and 6 placed in the top two bands for reading in the Check In assessment;</li> <li>- 81% of students in year 1 confidently applied knowledge of common phonemes to read and write VC and CVC words when reading and writing;</li> <li>- an increase of 44% of students reading and identifying a number of taught high-frequency words and applying this knowledge into their writing;</li> <li>- 60% increase in students orally blending two or three phonemes to make one-syllable words with 20% applying this to blend four phonemes to make one-syllable spoken words;</li> <li>- an increase of 40% of students indicating rhyme in words;</li> <li>- increased achievement of students in the top two bands for numeracy in 2021 Check In assessment data;</li> <li>- students receiving QuickSmart (numeracy) intervention on average moving five levels over the 12 month period;</li> <li>- increase of 25% in year 1 students applying understanding of place value when representing and renaming 2-digit numbers;</li> <li>- students actively engaging in the school's COVID program as evidence in students positive attitudinal responses; and</li> <li>- students observed making literacy and numeracy connections across all subjects.</li> </ul> <p><b>Staff</b></p> <ul style="list-style-type: none"> <li>- staff developing greater knowledge in the explicit nature of the cycle of improvement and how it relates directly to key data analysis and assessment approaches, especially for and of and personalised learning;</li> </ul> |

COVID ILSP

\$95,383.15

- improved knowledge around evidence based/quality assured departmental resources available and how to utilise them in the classroom;
- staff having increased awareness about moving the middle students and a strong progress on high achievement;
- a deeper understanding of curriculum and syllabus expectations and requirements;
- developing a deeper working knowledge of how Plotting Literacy and Numeracy (PLAN2) informs their teaching and now use departmental assessments with direct links to PLAN2 and analysing data;
- improved whole school focus on analysis of data, differentiation, professional learning and a collaborative approach to learning support;
- further understanding of the links to the syllabus and whole school/stage discussions;
- increased knowledge around navigating Scout with an emphasis on NAPLAN and Check In and giving more purpose to the use of PLAN2 and meaningful connection to their teaching;
- increasing the ability of staff to use external and internal data to relate directly to the school's scope and sequence and provide adequate intervention strategies; and
- greater emphasis on the utilisation of internal data and its significant importance in driving differentiation.

School

- a greater shared vision in the values and beliefs of what the school's learning and support model looks and sounds like;
- COVID programs now strongly focused on shoulder-to-shoulder support in the classroom with the learning support teacher working directly with classroom teachers having a common shared goal and focus;
- strategically aligning the scope and sequence to the COVID program; and
- the COVID program now reflects the professional learning routine/cycle of improvement which runs over five weeks.

**After evaluation, the next steps to support our students with this funding will be:**

- to explicitly type up the school's COVID implementation guidelines including its values and beliefs;
- developing an annual COVID action plan, mapping out key phases and actions throughout the year;
- sourcing and providing additional data analysis training for the COVID coordinator and team member;
- strategically developing impact tools at the beginning of term 1 which captures knowledge, skills, understandings and attitudes of students, staff and COVID team members;
- utilise PLAN2 more, so it is more purposeful and meaningful;
- focus groups will be based on five weekly cycle sprints to ensure impact can be captured;
- greater emphasis on monitoring progress, the School Excellence Framework (SEF) and Centre for Education Statistics and Evaluation's (CESE) What Works Best and incorporate macro and micro assessments to inform evaluation; and
- recording five weekly sprints in other funded activities.

# Student information

## Student enrolment profile

| Students | Enrolments |      |      |      |
|----------|------------|------|------|------|
|          | 2018       | 2019 | 2020 | 2021 |
| Boys     | 53         | 59   | 60   | 53   |
| Girls    | 52         | 50   | 55   | 63   |

## Student attendance profile

| School    |      |      |      |      |
|-----------|------|------|------|------|
| Year      | 2018 | 2019 | 2020 | 2021 |
| K         | 92.9 | 92.4 | 89.2 | 94.8 |
| 1         | 93.6 | 90.5 | 79.3 | 90   |
| 2         | 91.7 | 94   | 78.6 | 89.3 |
| 3         | 95.7 | 93   | 86.7 | 93   |
| 4         | 92.4 | 94.1 | 81.4 | 96.4 |
| 5         | 95.3 | 91.8 | 92.2 | 93.2 |
| 6         | 91.1 | 90.9 | 89.3 | 92.2 |
| All Years | 93.1 | 92.4 | 85.1 | 92.7 |
| 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

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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    |
| Assistant Principal(s)                  | 1    |
| Classroom Teacher(s)                    | 4.6  |
| Learning and Support Teacher(s)         | 0.3  |
| Teacher Librarian                       | 0.2  |
| School Administration and Support Staff | 1.71 |

\*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 <sup>1</sup> | 2021 Aboriginal and/or Torres Strait Islander representation <sup>2</sup> |
|----------------|------------------------|---|
| 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 (\$) |
|---------------------------------------|------------------|
| <b>Opening Balance</b>                | 72,342           |
| <b>Revenue</b>                        | 1,826,610        |
| Appropriation                         | 1,782,617        |
| Sale of Goods and Services            | 627              |
| Grants and contributions              | 43,327           |
| Investment income                     | 38               |
| <b>Expenses</b>                       | -1,805,359       |
| Employee related                      | -1,609,130       |
| Operating expenses                    | -196,229         |
| <b>Surplus / deficit for the year</b> | 21,250           |
| <b>Closing Balance</b>                | 93,593           |

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.

|                         | 2021 <b>SBAR Adjustments</b> (\$) |
|-------------------------|-----------------------------------|
| <b>Targeted Total</b>   | 119,003                           |
| <b>Equity Total</b>     | 283,686                           |
| Equity - Aboriginal     | 35,925                            |
| Equity - Socio-economic | 198,860                           |
| Equity - Language       | 0                                 |
| Equity - Disability     | 48,901                            |
| <b>Base Total</b>       | 1,112,172                         |
| Base - Per Capita       | 28,349                            |
| Base - Location         | 18,744                            |
| Base - Other            | 1,065,078                         |
| <b>Other Total</b>      | 124,279                           |
| <b>Grand Total</b>      | 1,639,140                         |

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.

## Literacy

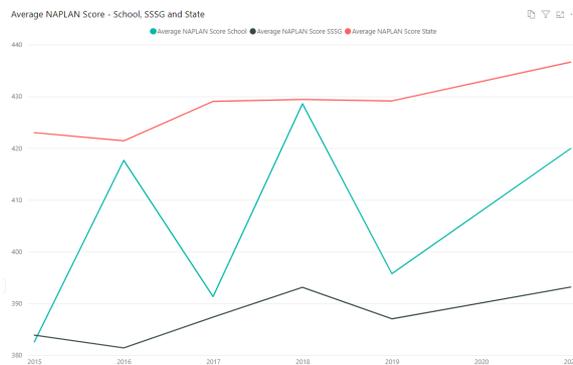
**Year 3:** In Reading, 11% of students were in the top band and a further 67% achieved the middle three bands. No students were in band 1 for Reading in 2021. We are performing significantly better than Statistically Similar School Group (SSSG), but are still below state average. In Writing, 12% of our students were in the top two bands with 72% of students in the middle three bands. Meaning Year 3 is just below SSSG. In Spelling, 21% of students were in the top two bands.

**Year 5:** In Reading, 84% of our students fell in the middle two bands and are just below SSSG performance. In Writing, 8% of students were in the top two bands with 50% sitting in the two middle bands. Our students showed strength in the areas of using basic grammatical features, punctuation and vocabulary appropriate to the type of text and considering how different viewpoints of their world, including aspects of culture are represented in texts.

## Numeracy

**Year 3:** 16% of students were in band 5 with 53% of students achieving Bands 3 and 4. Year 3 scores are below state and just below SSSG average. Students' strongest responses was in their ability to compare the capacity of containers and the volume of objects and measure, record and compare lengths, distances and perimeters in metres, centimetres and millimetres.

**Year 5:** 42% of students were in bands 5 & 6. Year 5 scores are significantly below state and SSSG average. Students strongest responses was in their ability to use simple maps and grids to represent position and follow routes, sequence events and read hour time on clocks and compare chance events.

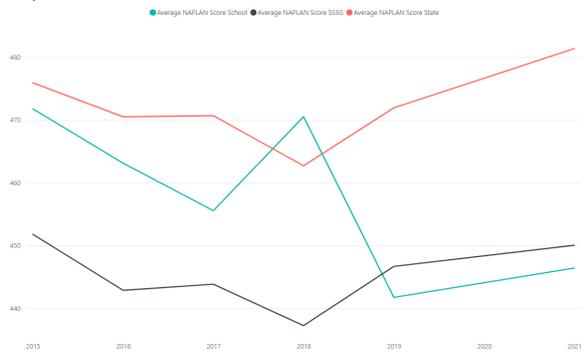


Year 3 Reading



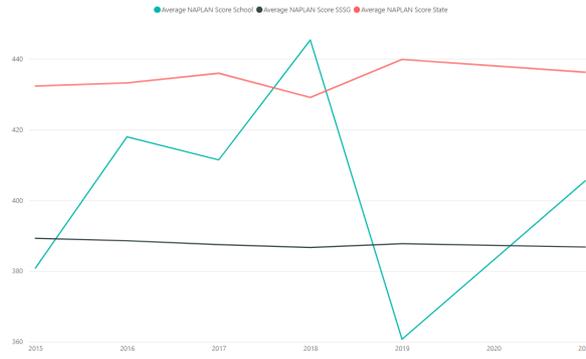
Year 3 Spelling

Average NAPLAN Score - School, SSSG and State



### Year 5 Writing

Average NAPLAN Score - School, SSSG and State



### Year 3 Grammar & Punctuation

# Parent/caregiver, student, teacher satisfaction

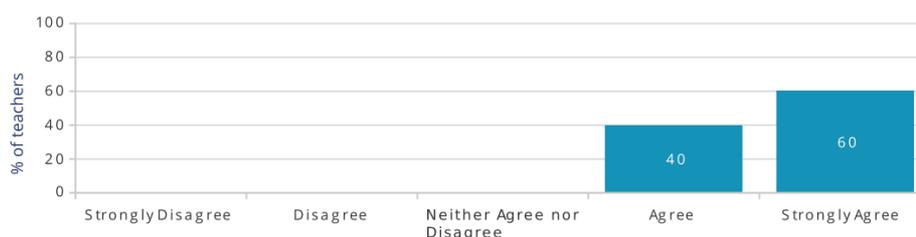
**Students :** The Tell Them From Me (TTFM) focus was to improve student wellbeing outcomes in advocacy, expectations for success and sense of belonging. The 2021 data reflected that there has been a slight decline in student advocacy from 2017 to 2021 with 98% in 2017 to 84% in 2021. This, however, is 14% above the state average for 2021. Student expectations for success has increased by 6% from 90% in 2017 to 96% in 2021. This is above the Similar School (SSSG) group and 11% above the state average. Student sense of belonging has had a gradual decline from 90% in 2017 to 75% in 2021.

**Parent/caregiver:** Due to software issues with the the 2020 TTFM Survey/Learning Bar, parents/carers were unable to complete the entire survey. Capturing parent/carer data through increased engagement with the survey will be a significant focus in 2021.

**Teachers:** TTFM survey results indicate that there is a high level of collaboration among staff, such as 'teachers' talking with other teachers about strategies that increase student engagement'. Building an inclusive culture was another positive area was demonstrated by teachers, such as, 'teachers strive to understand the learning needs of students with special learning needs'. Technology is an area which will be a focus for our 2021-2024 Strategic Improvement Plan as teachers felt they could utilise technology more such as with 'students tracking their own progress'. 90% of teachers indicated they were supported by school and felt prepared during remote learning.

## Communication of strategic vision

School leaders clearly communicate their strategic vision and values for our school.



Teachers

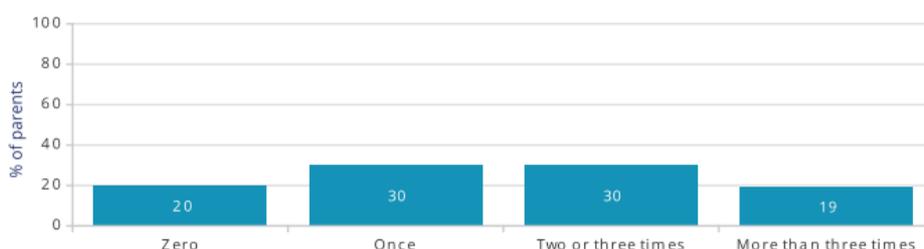
## Inclusive school

| School Mean (NSW Govt Norm)   | Score     |
|---|-----------|
| Teachers help students who need extra support.  | 8.1 (6.7) |
| School staff create opportunities for students who are learning at a slower pace.               | 8.1       |
| Teachers try to understand the learning needs of students with special needs.                   | 8.1       |
| School staff take an active role in making sure all students are included in school activities. | 8.2       |
| Teachers help students develop positive friendships.  | 8.3       |

Parents/Carers

## Parents attended meetings

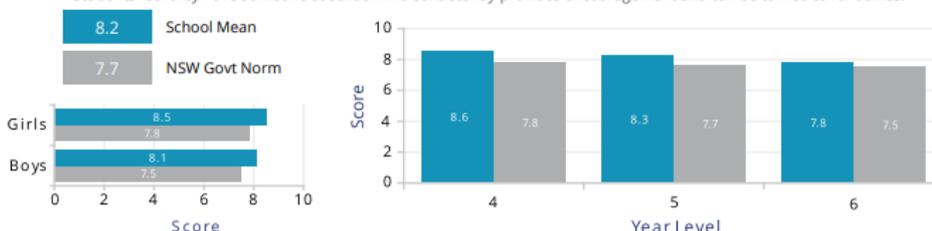
Since the beginning of the school year, how often have you attended meetings (e.g., parent-teacher meetings) or social functions at your school?



Parents/Carers

## Advocacy at school

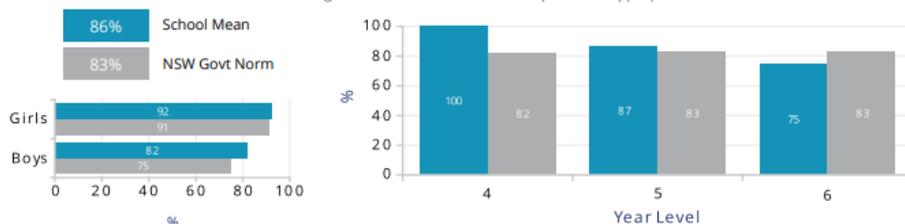
Students feel they have someone at school who consistently provides encouragement and can be turned to for advice.



## Students

### Students with positive behaviour at school

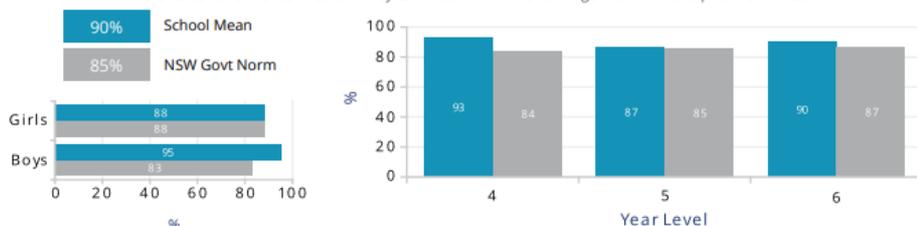
Students that do not get in trouble at school for disruptive or inappropriate behaviour.



## Students

### Students with positive relationships

Students have friends at school they can trust and who encourage them to make positive choices.



## Students

### Leadership

| School Mean (NSW Govt Norm)  | 8.2 (7.1) |
|--|-----------|
| School leaders have helped me establish challenging and visible learning goals for students. | 7.5       |
| School leaders have helped me create new learning opportunities for students.                | 8.5       |
| School leaders have provided me with useful feedback about my teaching.                      | 9.0       |
| School leaders have helped me improve my teaching.   | 8.5       |
| School leaders have provided guidance for monitoring student progress.                       | 8.0       |
| I work with school leaders to create a safe and orderly school environment.                  | 7.5       |
| School leaders have taken time to observe my teaching.                                       | 8.5       |
| School leaders have supported me during stressful times.                                     | 8.0       |

## Teachers

### Collaboration

| School Mean (NSW Govt Norm)   | 8.2 (7.8) |
|---|-----------|
| I work with other teachers in developing cross-curricular or common learning opportunities. | 7.5       |
| Teachers have given me helpful feedback about my teaching.                                  | 8.5       |
| I talk with other teachers about strategies that increase student engagement.               | 9.0       |
| Other teachers have shared their learning goals for students with me.                       | 6.5       |
| Teachers in our school share their lesson plans and other materials with me.                | 7.0       |
| I discuss my assessment strategies with other teachers.                                     | 9.5       |
| I discuss learning problems of particular students with other teachers.                     | 9.5       |
| I discuss my learning goals with other teachers.  | 8.5       |

## Teachers

### School supports positive behaviour

| School Mean (NSW Govt Norm)                                | 8.4 (7.7) |
|--|-----------|
| Teachers expect my child to pay attention in class.        | 8.6       |
| Teachers maintain control of their classes.                | 8.3       |
| My child is clear about the rules for school behaviour.    | 9.0       |
| Teachers devote their time to extra-curricular activities. | 8.0       |

## Parents/Carers

# 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 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

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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.