

2021 Annual Report

Harrington Park Public School



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Introduction

The Annual Report for 2021 is provided to the community of Harrington Park Public School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the Strategic Improvement Plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

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School vision

Harrington Park Public School equips our students with the knowledge, understanding, skills and values to not only take advantage of opportunity and face challenges with confidence. Our high expectations guide every student, every teacher and every leader to improve every year. Passion, challenge and creativity underpin our continuous learning improvement. There is a strong collegial culture of mutual trust, respect and support as clear, data informed directions focus our actions. Parents are encouraged and welcomed as partners in the promotion of student learning and wellbeing. The school works to maintain learning environments that are safe, respectful, culturally harmonious and intellectually challenging. Every student is known, valued and cared for as a learner and a person in our school.

School context

Harrington Park PS is a large primary school located in the Camden Local Government Area. The school was established in 2002 and has well-equipped modern facilities. It is currently undertaking major building works to provide 13 new classroom spaces, a special purpose unit as well as new library, hall and admin block. The executive staff consists of a principal, two deputy principals and four assistant principals. The staff ranges in the level of experience, with some very experienced teachers who combine well with a growing number of early career teachers. A strong and positive relationship exists between the school and the community. Our school's changing demographic allows us opportunities to celebrate and engage our diverse school community. The school P&C is very supportive, and a significant feature of the school is the parent help with teaching/learning programs during the teaching day. The school maintains a strong commitment to the development of literacy and numeracy skills, with a focus in our current School Improvement Plan on improving student outcomes, improving teacher practices and supporting student in their efforts to be contemporary and highly engaged learners. Harrington Park has also achieved many successes in sport, creative and performing arts and Environmental education which are embedded in school programs and practices. The major focus for the next three years is to build more confident and creative learners who connect and thrive through positive partnerships.

Self-assessment and school achievement

This section of the annual report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework. The Framework is a statement of what is valued as excellence for NSW public schools, both now and into the future. The Framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

Each year, we assess our practice against the Framework to inform our 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>

Strategic Direction 1: Student growth and attainment

Purpose

In reading and numeracy we build strong foundations for academic excellence and develop and refine data driven teaching practices that are responsive to the learning needs of all students.

Initiatives

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

- Data Driven Practices

Resources allocated to this strategic direction

Literacy and numeracy: \$21,018.00

Professional learning: \$34,416.00

Summary of progress

In 2021, teaching and learning programs for Reading and Mathematics were reviewed and refined. Supported by current CESE research along with high impact professional learning, the staff were supported with shoulder to shoulder teaching opportunities provided by the school funded Instructional Leaders. Regular analysis of a range of data sources ensured that areas of student learning needs were identified and targeted. Deep, authentic discussions promoted the application of new, collective understanding allowing teachers to feel confident and knowledgeable in the delivery of these lessons. NAPLAN results for students achieving in the top two bands for Reading and Numeracy far exceeded our targets with the results being the strongest over the last decade. Most pleasing were Year 3 Reading results showing an uplift of 8.28% from 2019 and an impressive uplift of 21.9% from 2018; along with an uplift of 15.49% from 2019 Numeracy results and 19.85% from 2018. This reflects the work and focus on early intervention and the use of explicit teaching across the infants years. The aim now is to continue this upward trend by utilising a whole school approach by ensuring the most effective evidence based practices are used in every classroom to maximise learning progress for all students.

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
Improve results with an upward trend towards the lower bound target with an uplift of 2.5% of our students achieving the top 2 bands in Reading.	2021 NAPLAN results indicate results have improved and exceeded the upper bound target. Data indicates an uplift of 8.28% of Year 3 students and an uplift of 9.34% of Year 5 students achieving the top two bands for Reading.
Improve results with an upward trend towards the lower bound target with an uplift of 7.3% of our students achieving the top 2 bands in Numeracy.	2021 NAPLAN results indicate results have improved and exceeded the upper bound target. Data indicates an uplift of 15.49% of Year 3 students and an uplift of 10.52% of Year 5 students achieving the top two bands for Numeracy.
<i>Understanding Texts target</i> - At least 75% of students completing Kindergarten will be achieving within Level 4 of the Understanding Texts sub element of the Literacy Progressions. At least 75% of students completing Year 2 will be achieving within Level 6 of the Understanding Texts sub element of the Literacy Progressions. At least 75% of students completing Year 6 will be achieving within Level 9 of the Understanding Texts sub	2021 data indicates that 85% of Kindergarten students achieved within Level 4 of the Understanding Texts sub element of the Literacy Progressions. 2021 data indicates that 49% of Year Two students achieved within Level 6 of the Understanding Texts sub element of the Literacy Progressions. 2021 data indicates that 31% of Year Six students achieved within Level 9 of the Understanding Texts sub element of the Literacy Progressions.

<p>element of the Literacy Progressions.</p>	
<p><i>Quantifying Numbers target-</i> At least 75% of students completing Kindergarten will be achieving within Level 6 of the Quantifying Numbers sub element of the Numeracy Progressions.</p> <p>At least 75% of students completing Year 2 will be achieving within Level 8 of the Quantifying Numbers sub element of the Numeracy Progressions.</p> <p>At least 75% of students completing Year 6 will be achieving within Level 12 of the Quantifying Numbers sub element of the Numeracy Progressions.</p>	<p>2021 data indicates that 82% of Kindergarten students achieved within Level 6 of the Quantifying Numbers sub element of the Numeracy Progressions. 2021 data indicates that 49% of Year Two students achieved within Level 8 of the Quantifying Numbers sub element of the Numeracy Progressions. 2021 data indicates that 29% of Year Six students achieved within Level 12 of the Quantifying Numbers sub element of the Numeracy Progressions.</p>

Strategic Direction 2: High Expectations and Continuous Improvement Based on Professional Learning, Research and Data.

Purpose

Teachers understand and explicitly teach the syllabus at all levels of achievement engaging in whole school collaborative learning culture. Staff develop a practical understanding of the structures to improve teaching practice through high impact, targeted professional learning that is bounded in research and driven by data informed practice in their classrooms.

Initiatives

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

- Personalised Learning

Resources allocated to this strategic direction

Literacy and numeracy intervention: \$94,179.00

QTSS release: \$135,214.00

Socio-economic background: \$99,972.00

Low level adjustment for disability: \$250,966.00

Integration funding support: \$143,653.00

English language proficiency: \$58,656.00

Summary of progress

The embedding of high expectations underpinned by professional learning, research and data continued in 2021. As a result, there has been an upward trend of students achieving expected growth in Reading and Numeracy. Instructional Leaders triangulated whole school data (NAPLAN, PAT, Check In) which informed strategic planning and programming. Professional Learning around best practice, identified in the Effective Reading and Numeracy Guides was collaboratively shared and analysed during stage meetings. This will continue to be a focus moving into 2022. High impact professional learning was also implemented by Instructional Leaders during stage collaboration using the sub element Understanding Texts in the Literacy Progressions and Quantifying Numbers in the Numeracy Progressions to track student progress and develop student learning goals. This will continue to be a focus in 2022. Whole school data was collected every five weeks and used to individualise student learning. High impact professional learning was also implemented to support staff in developing and monitoring Learning and Support Plans (PLSP) for Out of Home Care (OOHC) students, students who receive Integration Funding Support (IFS) and students with additional learning needs who require adjustments to the curriculum or learning environment. This allowed teachers to monitor SMART goals, differentiate, make adjustments to teaching and learning programs and produce relevant evidence. The English as an Additional Language or Dialect (EALD) teacher worked shoulder to shoulder with staff to cater for students who require support with language acquisition to better access the curriculum. Our aim is to continue the use of best practice, triangulation of data, data informed practices and high impact professional learning to support continuous improvement for all students.

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
Improve results with an upward trend towards the lower bound target with an increase of 7% of students achieving expected growth in Reading.	2021 NAPLAN results indicate results have improved and exceeded the upper bound target. Data indicates an uplift of 30% of Year 5 students achieving expected growth in Reading.
Improve results with an upward trend towards the lower bound target with an increase of 2.1% of students achieving expected growth in Numeracy.	2021 NAPLAN results indicate results have improved and exceeded the upper bound target. Data indicates an uplift of 17% of Year 5 students achieving expected growth in Numeracy.
An average score of 3.9 on the Improvement, Innovation and Change	Incomplete data sets due to delay in implementation of some initiatives during Term 3 means this progress measure has not been captured. This

(IIC) survey focus area of Collaboration.	initiative has been reprioritised for implementation in 2022.
An average score of 3.9 on the What Works Best (WWB) survey focus area of Feedback.	Incomplete data sets due to delay in implementation of some initiatives during Term 3 means this progress measure has not been captured. This initiative has been reprioritised for implementation in 2022.
Value Added data in Scout for K-Y3, Y3-Y5 and Y5-Y7 to increase to Developing.	Value Added K-3 is not available for 2021 due to changes to Best Start Kindergarten Assessment in 2018. Value Added Year 3 to 5 indicates an increase to Sustaining and Growing which exceeds our improvement measure. Value Added Year 5 to 7 indicates an increase to Sustaining and Growing which also exceeds our improvement measure.
Achieve Developing in 'Underpin professional learning with strong evidence-based research' as measured in High Impact Professional Learning (HIPL) School self-assessment tool.	Incomplete data sets due to delay in implementation of some initiatives during Term 3 means this progress measure has not been captured. This initiative has been reprioritised for implementation in 2022.

Strategic Direction 3: Engaging Contemporary Learners

Purpose

To develop contemporary, engaged learners who display the necessary dispositions, supported by whole school practices that promote well-being and authentic, rich learning.

Initiatives

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

- Engaged Learners

Resources allocated to this strategic direction

Carried Forward Funds: \$46,000.00

Professional learning: \$8,500.00

Aboriginal background: \$19,306.00

Summary of progress

The development of contemporary and engaged learners continued in 2021. Throughout remote and face-to-face learning staff endeavoured to build, refine and explore whole school practices that promoted wellbeing and authentic, rich learning. 11 teachers participated in 7 sessions of 4C High Impact Professional Learning (HIPL), with an additional 3 sessions adapted for delivery over Zoom. The implementation of 4C strategies continued throughout the year in whole school professional learning sessions, Stage Meetings, Collaboration Days and in classroom implementation.

HIPL was delivered to all teaching staff, resulting in a deeper understanding of our duty and commitment to match or better the outcomes of Aboriginal and Torres Strait Islander students with the broader student population. The initial PL session outlined a collective pathway to supporting 28 ABTSI students and our greater population of staff and students. 28 PLSPs and Personalised Learning Pathways were constructed with personalised literacy, numeracy and cultural goals for each child. Classroom teachers continued to evaluate progress within the classroom and where possible whilst working remotely throughout Semester 2. Progress was shared through formalised Semester 2 reports, parent phone calls, review meetings and throughout Nationally Consistent Collection of Data (NCCD) communication. 6 Stage 3 students were able to participate in the "Yarn Up" literacy program with students from our local community. Stage groups embedded Aboriginal perspectives into Morning Routine experiences, Modelled Reading units of work and throughout History and Geography units of work. Building connections to Country and tradition was authentically taught throughout many key learning areas (KLAs).

A commitment to participate in a range of sporting endeavours was maintained. School sporting championships were well attended, and students were selected to represent our school at Zone carnivals for swimming and Cross Country. During Semester 1, 245 students across 18 teams competed at PSSA Gala Days. The Premier's Debating Team was established with 6 students from Stage 3. Debaters were recognised as the Zone Debating Champions. Three debates were held within our school and with partnering schools. The Premier's Multicultural Speaking Competition and 4 students represented our school at the Zone Championships. Film and Animation Club for 3-6 students was established. Students also had the opportunity to join the 'Hot Peppers' skipping group. A new extra-curricular opportunity of Chess Group commenced, and students were beginning to participate in Dance Group trials before the impact of COVID at the end of Term 2. 2021 Tell Them From Me Data has demonstrated that upward trends were related to extracurricular involvement (Increase from 2020 of 26%), involvement in sport (Increase from 2020 of 6%), sense of belonging (Increase from 2020 of 3%), interest and motivation (Increase from 2020 of 2%) and positive behaviour (Increase from 2020 of 6%).

A close partnership between school, home and HSLO continued to develop. Teachers maintained their connection to families with regular wellbeing phone calls to parents during the Term 3 Learning from Home (LFH) period. At the end of the first semester, 82.4% of our students attending at least 90% of the time. As of Monday, 15th November 92.2% of our students were attending at least 90% of the time (Inclusive of LFM period).

Our aim is to continue the use of best practice, triangulation of data, data informed practices and high impact professional learning to facilitate and drive the development of contemporary learners who are engaged, supported through purposeful goal setting and who attend school regularly. Engagement in the DoE's School's Learning Environments and Change Professional Learning is planned to facilitate and promote active staff and student collaboration, across all domains of school life.

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
TTFM 'Students who are interested and motivated' to have an uplift of 4%.	Tell Them From Me data shows that 53% of students report they are interested and motivated in their learning. This represents an 8% decrease from the 2020 data.
Improve results with an upward trend towards the lower bound target with the number of students attending school 90% of the time to have an uplift of 3.1%.	The number of students attending school 90% of the time or more decreased by 3.28%.
As identified through TTFM student survey, the number of students with positive well-being to have an uplift of 1%.	84.67% of students reporting positive wellbeing outcomes has decreased by 0.07% across the positive wellbeing measures.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$143,653.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Harrington Park Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Personalised Learning <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing to assist students with additional learning needs • implementation of targeted programs to differentiate teaching and learning programs • release for classroom teachers to liaise with carers and stakeholders to develop and conduct regular reviews of students' personalised learning and support plans (PLSP) <p>The allocation of this funding has resulted in: all eligible students demonstrating progress towards their personalised learning goals. PLSPs were regularly updated and responsive to student learning needs. Eligible students received support within their classrooms from their classroom teacher, learning and support team as well as SLSO allocation. Parents and carers were contacted each term with updates on student progress with a formal review meeting taking place in Term Two for all students receiving IFS and who are in out of home care.</p> <p>After evaluation, the next steps to support our students with this funding will be: to formally incorporate integration funding decision making into the learning and support team meeting agenda to ensure funding use is regularly reviewed. The use of integration funding will be adjusted throughout the year in response to student PLSPs reviews to ensure funding is used to specifically address each student's support needs.</p>
<p>Socio-economic background</p> <p>\$99,972.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Harrington Park Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Personalised Learning <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to support the school funded Instructional Leader positions. • professional development of staff through school funded Instructional Leader positions to support student learning through modelled lessons demonstrating best practice in literacy and numeracy. <p>The allocation of this funding has resulted in: student improvement evidenced by Year 3 and Year 5 Numeracy NAPLAN results achieving above both state and statistically similar school groups (SSSG) as well as Year 3 Spelling NAPLAN results achieving significantly above state with a 25 point difference.</p> <p>After evaluation, the next steps to support our students with this funding will be: continue to school fund the Instructional Leader positions to support teachers in delivering literacy and numeracy lessons demonstrative of best practice to promote the continued upward trajectory towards achieving and exceeded school targets.</p>

<p>Aboriginal background</p> <p>\$19,306.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Harrington Park 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>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Engaged Learners <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to deliver personalised support for Aboriginal students • staffing release to support development and implementation of Personalised Learning Pathways. <p>The allocation of this funding has resulted in: over 80% of Aboriginal families engaged in the PLP process. Tell Them From Me data indicated 70% of Aboriginal students agreed or strongly agreed that they feel good about their culture when they are at school.</p> <p>After evaluation, the next steps to support our students with this funding will be: continue to establish an Aboriginal Education teacher to deliver differentiated and personalised support to Aboriginal students as well as building cultural understanding across the school.</p>
<p>English language proficiency</p> <p>\$58,656.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Harrington Park Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Personalised Learning <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • additional staffing to implement co-teaching programs to provide intensive support for students from EAL/D backgrounds as well as intensive support for students identified in beginning and emerging phase <p>The allocation of this funding has resulted in: EaLD students are more confident and prepared to take risks with their language use, as noted in teacher observations. Students identified in beginning and emerging phases were provided individualised and differentiated work during the learning from home period.</p> <p>After evaluation, the next steps to support our students with this funding will be: continue to establish an EaLD teaching position. Provide professional learning on effective strategies to engage and cater for EaLD learners. Personalised and targeted professional learning to be provided to each teacher in the form of co-planning and co-teaching.</p>
<p>Low level adjustment for disability</p> <p>\$250,966.00</p>	<p>Low level adjustment for disability equity loading provides support for students at Harrington Park Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Personalised Learning

<p>Low level adjustment for disability</p> <p>\$250,966.00</p>	<p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engaging a learning and support assistant principal to work with individual students and in a case management role within the classroom/whole school setting • providing support for targeted students within the classroom through the employment of School Learning and Support Officers • targeted students are provided with evidence-based programs differentiated to increase learning outcomes • employment of additional staff to support teachers to differentiate the curriculum and develop resources and classroom activities resulting in improvement for students with additional learning needs <p>The allocation of this funding has resulted in: the school achieved a more consistent approach to student learning support and interventions with a refined and enhanced student and parent learning referral process. Subsequent collaborative learning supports provided as well as individualised and differentiated teaching.</p> <p>After evaluation, the next steps to support our students with this funding will be: continue refining the learning support team processes to further expand their impact. Train SLSOs across multiple areas to provide targeted support to identified students.</p>
<p>Professional learning</p> <p>\$42,916.00</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 Park Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Data Driven Practices • Engaged Learners <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • engaging Instructional Leaders to unpack evidence-based approaches to teaching reading and mathematics and explore modelled, guided and independent teaching and learning experiences informed by quality assessment data. • engage in professional learning to promote an understanding of learning dispositions to engage students in innovative teaching and learning experiences. <p>The allocation of this funding has resulted in: increased capacity of teachers to embed effective practices in the explicit teaching of reading and mathematics, resulting in improved internal and external student results.</p> <p>After evaluation, the next steps to support our students with this funding will be: target professional learning in reading and mathematics through the lens of contemporary teaching practices which are evidence based.</p>
<p>Literacy and numeracy</p> <p>\$21,018.00</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Harrington Park Public School from Kindergarten to Year 6.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Data Driven Practices <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • literacy and numeracy programs and resources, to support teaching,

<p>Literacy and numeracy</p> <p>\$21,018.00</p>	<p>learning and assessment</p> <ul style="list-style-type: none"> targeted professional learning to support and improve literacy and numeracy <p>The allocation of this funding has resulted in: improved teacher capacity to target identified areas of need and provide responsive, differentiated teaching leading to improved student results in internal and external assessment tasks.</p> <p>After evaluation, the next steps to support our students with this funding will be: promote collective understanding of best practice in the delivery of reading and mathematics through the analysis of student data and the development of high quality units of work.</p>
<p>QTSS release</p> <p>\$135,214.00</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Harrington Park Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> Personalised Learning <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> additional staffing to support staff collaboration in the implementation of high-quality curriculum assistant principals provided with additional release time to support classroom programs <p>The allocation of this funding has resulted in: improved staff confidence and teaching practice through feedback and reflection of lesson observations.</p> <p>After evaluation, the next steps to support our students with this funding will be: embed collaborative classroom visits which target the improvement of teaching practice.</p>
<p>Literacy and numeracy intervention</p> <p>\$94,179.00</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Harrington Park Public School who may be at risk of not meeting minimum standards.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> Personalised Learning <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> employment of Instructional Leaders to support the delivery of evidence-based literacy and numeracy programs and data driven practices employment of Instructional Leaders to address literacy and numeracy learning needs and implement differentiated and personalised intervention for students <p>The allocation of this funding has resulted in: differentiated teaching through ongoing assessment to target identified student needs in reading and mathematics. This intensive approach has resulted in improved engagement in learning as evidenced by reading assessments, mathematics work samples, teacher observation and NAPLAN data.</p> <p>After evaluation, the next steps to support our students with this funding will be: to continue to employ Instructional Leaders to provide targeted, high impact</p>

<p>Literacy and numeracy intervention</p> <p>\$94,179.00</p>	<p>professional learning.</p>
<p>COVID ILSP</p> <p>\$205,516.00</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>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • releasing staff to analyse school and student data to identify students for small group tuition groups and to monitor progress of student groups • providing targeted, explicit instruction for student groups in literacy focusing on phonics, reading and comprehension • providing targeted, explicit instruction for student groups in numeracy focusing on additive strategies and decimals • releasing staff to participate in professional learning • providing explicit instructions via zoom lessons with a focus on literacy during lockdown <p>The allocation of this funding has resulted in:</p> <p>Semester 1</p> <p>88% of Year 4 students improved their ability to answer inferencing questions in PAT Assessments.</p> <p>100% of Year 4 students improved their understanding of additive strategies when working with 2 - 4-digit numbers.</p> <p>Year 1 students improved reading between 7 and 12 levels during the first tuition cycle</p> <p>Year 2 students improved reading between 4 and 8 levels and phonological knowledge increased between 10 and 21 levels using the MacqLit Program during the first tuition cycle</p> <p>Year 3 students increased their phonological knowledge between 9 and 43 lesson and fluency increased between 11 and 41 wpm using the MacqLit Program</p> <p>Semester 2</p> <p>67% of Year 3 students improved their score in PAT Assessment from data results end of Term 2 to end of Term 4</p> <p>100% of Year 2 student improved their score in PAT Assessment from data results end of Term 2 to end of Term 4</p> <p>Year 1 students working in small groups during semester 2 both face to face and via zoom, were able to increase their phonological knowledge between 13 and 28 levels since the start of the MacqLit program.</p> <p>Year 1 students improved reading by at least 5 levels during the second tuition cycle.</p> <p>85% of Year 5 students improved their score in PAT Assessment from data results end of Term 2 to end of Term 4.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>2022 focus for COVID ILSP at Harrington Park Public School will be Literacy, to be delivered by 1 teacher - 5 days and 1 teacher - 3 days. Identify students in years 1-4 who will benefit from intensive small group withdrawal support for phonological awareness, phonics, reading and/or comprehension.</p> <p>Eligibility for the program will be based on data collected from PAT, Check - In, NAPLAN, Reading levels in collaboration with the 2021 classroom teachers.</p> <p>Programs that may be implemented throughout the process will be MiniLit SAGE, MacqLit, teacher developed comprehension programs involving explicit systematic teaching.</p> <p>Data will drive student participation and will be consistently reviewed to</p>

<p>COVID ILSP</p> <p>\$205,516.00</p>	<p>monitor progress and suitability.</p> <p>It is anticipated that there will be 3 tuition cycles for 2022 COVID ILSP delivery.</p> <p>Parent and teacher communication will be built into the program to ensure all stake holders are informed.</p>
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Student information

Student enrolment profile

	Enrolments			
Students	2018	2019	2020	2021
Boys	387	368	345	328
Girls	395	380	368	379

Student attendance profile

School				
Year	2018	2019	2020	2021
K	95.1	94	94.5	93.5
1	94.4	92.7	93.1	93.1
2	93.4	93.9	93	92.5
3	92.6	92.8	94.3	92.9
4	93.7	92.7	93.4	92.2
5	94.3	92.3	94.2	90.3
6	92.2	92.3	93.4	91.9
All Years	93.6	92.9	93.7	92.3
State DoE				
Year	2018	2019	2020	2021
K	93.8	93.1	92.4	92.8
1	93.4	92.7	91.7	92.7
2	93.5	93	92	92.6
3	93.6	93	92.1	92.7
4	93.4	92.9	92	92.5
5	93.2	92.8	92	92.1
6	92.5	92.1	91.8	91.5
All Years	93.4	92.8	92	92.4

Attendance

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

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

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

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

Management of non-attendance

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

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

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Assistant Principal(s)	4
Classroom Teacher(s)	25.52
Literacy and Numeracy Intervention	0.84
Learning and Support Teacher(s)	1.5
Teacher Librarian	1.2
School Counsellor	1.5
School Administration and Support Staff	4.47

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2021, 4.3% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

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

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

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

Teacher qualifications

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

Professional learning and teacher accreditation

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

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

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2021 to 31 December 2021. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2021 Actual (\$)
Opening Balance	931,367
Revenue	6,347,687
Appropriation	6,214,359
Sale of Goods and Services	23,837
Grants and contributions	108,284
Investment income	807
Other revenue	400
Expenses	-6,339,534
Employee related	-5,822,814
Operating expenses	-516,720
Surplus / deficit for the year	8,153
Closing Balance	939,520

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

Financial summary - Equity loadings

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

	2021 SBAR Adjustments (\$)
Targeted Total	143,653
Equity Total	428,902
Equity - Aboriginal	19,307
Equity - Socio-economic	99,973
Equity - Language	58,656
Equity - Disability	250,966
Base Total	4,821,356
Base - Per Capita	175,766
Base - Location	0
Base - Other	4,645,590
Other Total	561,195
Grand Total	5,955,106

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

School performance - NAPLAN

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

The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data.

Parent/caregiver, student, teacher satisfaction

Students

The online 'Tell Them From Me' student survey was designed to provide Harrington Park Public School (HPPS) with useful data to guide future school planning and identify school improvement initiatives. The survey was conducted with students across Years 4, 5 and 6. The results are discussed below.

Student participation in sport and extra curricular activities were impacted by the social distancing restrictions of COVID-19 and the Learning From Home period. We felt that student belonging was also impacted with only 62% of students feeling a positive sense of belonging. It was pleasing to see that 79% of students indicated that they have friends at school who they can trust and who encourage them to make positive choices. The results also indicated that students felt that important concepts are taught well, class time is used efficiently and classroom instruction was relevant to their everyday lives. Students indicated that they value teacher feedback in order to set clear learning goals. Students who were subjected to moderate to severe physical, social and verbal bullying, or are bullied over the internet was below the NSW Government Norm. Students felt that they had someone at school who they felt connected, provided encouragement and someone to turn to for advice and support. It was pleasing to see that 77% of students indicated that if they are getting bullied or see someone else being bullied, they know where they can go to for help. The results also indicated that students felt that teachers are responsive to their needs and encourage independence with a democratic approach. 95% of students at HPPS were born in Australia. 9% of students at HPPS identify as Aboriginal or Torres Strait Islander origin with 70% of those students feeling good about their culture. This percentage has dropped since last year and will be monitored closely in 2022 and beyond. At HPPS we are undergoing major construction. Our results indicated that students felt that there is not enough shaded or covered areas at school. This will be closely monitored during 2022 as the playground space and sheltered areas will be greatly impacted due to ongoing construction.

Parents

Parents were encouraged to complete a Google Form online survey when students were learning from home. The results are discussed below.

83.5% of parents at HPPS indicated that they were satisfied/ very satisfied with the level of communication from the school during the Learning From Home Period with 92.9% of parents indicated that they were also satisfied/ very satisfied with the online learning programs via Zoom and Google Classroom. Parents indicated that they found the teacher check in phone calls very helpful. Zoom, Google Classroom and teacher check in phone calls were highly valued by many parents and there were a lot of positive comments around how teachers interacted and communicated with students. Some of the comments are listed below.

"I really appreciate the phone call from the classroom teacher during the week to check up on my daughter. My daughter was excited to know that her teacher was on the phone and was checking in on her. Also I have been able to email the teacher regularly and they have always responded promptly"

"It has been great for the students to Zoom with their class and see their friends each day"

"I'm very happy about the efforts of the teachers to stay in touch with the kids. For example the daily Zoom meetings matters a lot and I have specially noticed that teachers recorded video's to explain the learning rather than being given a worksheet, helped a lot too. Thank you"

"Our teachers have been absolutely fantastic, the tasks are diverse and we love the teacher video's. Google classroom has been very easy to use"

"So happy with the learning that has been provided and the feedback from the teacher has been excellent. I like how the day is structured into a routine which is important when working from home".

"I personally feel that the Teachers at HPPS are doing a fabulous job. After speaking with parents who have children at other schools, it is evident that our school is going above and beyond with the support and commitment to learning from the students. I feel very proud and grateful to have my children at HPPS during this challenging time, learning and working from home. Thank you to ALL!"

Teachers

The online "Tell them from me - Focus on Learning Teacher Survey" was conducted and used as a self-evaluation tool for teachers and schools. These results provided quality feedback in the areas of Leadership, Collaboration, Learning Culture, Data Informed Practice, Teaching Strategies, Technology, Inclusivity and Parent Involvement. The results indicated that leadership is highly visible and provide guidance for monitoring student progress. Collaboration is valued especially during the Learning From Home period with a school mean score of 8.2. At HPPS we strive to create and

maintain a positive learning culture. The results indicated that 91% of teachers set high expectations for student learning. 80% of our teachers use data informed practices, which remains a whole school priority outlined in our School Improvement Plan. Due to the Learning From Home period, our teachers all indicated that they have increased their understanding and use of technology, especially on Google Classroom and Zoom. A future direction may be to incorporate Google Classroom into teaching and learning programs. The results also indicated that inclusivity is highly valued with 91% of teachers establishing clear expectations for classroom behaviour. During the Learning From Home period, our teachers were in constant communication with our parent community which was highlighted in 81% of our teachers working with parents to solve problems interfering with their child's progress.

Policy requirements

Aboriginal Education Policy

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

Evidence of effective implementation of the policy included:

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

Anti-Racism Policy

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

Multicultural Education Policy

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