

2022 Annual Report

Haberfield Public School



HABERFIELD
Public School

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Introduction

The Annual Report for 2022 is provided to the community of Haberfield 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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Message from the principal

The Annual Report highlights the School's achievements, academic record and significant events for the 2022 School year. Our School Plan 2021-2025 focused on three strategic directions. Student Growth and Attainment, Building Teacher Capacity and Wellbeing.

There was a restructure of the Executive roles to support the implementation of the School Plan and the re-entry of students to full time schooling following the events of 2021.

The School continues to offer a variety of programs to meet the needs and interests of our students. Specific programs for students with special needs ranging from high performance and gifted students to those with learning difficulties resulted in improved student outcomes. School results reflected a high level of achievement in the learning areas of Literacy and Numeracy.

It was an outstanding year for the Creative and Performing Arts with the school production of EC=MC2 taking centre stage with three musical performances of a very high standard. This lifted the spirits of the students, staff and community and was a wonderful way of bringing everyone back together again.

The comprehensive School sports programs resulted in significant sporting achievements and the opportunity for our students to participate in inter school competitions improving their fitness and wellbeing.

Greater emphasis was placed on school welfare programs and their importance in fostering a harmonious and positive School environment.

The School continued to recognise and celebrate special events and provided opportunities for students to showcase their talents and value their heritage in special School assemblies.

In presenting this report, I would like to acknowledge the talents and dedication of the School Executive and the Haberfield School staff in providing quality education programs for our students. I would also like to acknowledge the valued support of the hardworking administrative staff, parents/carers and our very supportive Parents and Citizens Association (P&C).

The School, P&C and School community has developed a strong and supportive partnership which is embedded in our School culture.

Karlynne Jacobsen

Principal

School vision

'Building on Success'

Haberfield Public School is a highly successful school as is reflected in all student outcome data. As a result, this plan has been developed on the philosophy of *"Building on Success"*. We are committed to continuing the school's long-held traditions of excellence in education.

We believe that our school community is vibrant, creative and supportive. Every student has the opportunity to achieve their personal best in a safe and caring environment. The school builds respectful, responsible and resilient learners and citizens.

Haberfield Public School will build on this success and enhance the opportunities to ensure all our students and teachers are life-long learners.

We will continue to develop a school culture that empowers each student to reach their full potential. We will create innovative learning environments which will allow students to connect, succeed, thrive and learn.

School context

Haberfield Public School is located in the inner west of Sydney. It has a school culture that reflects the strong partnerships which exist between students, staff and parents. The school currently has a population of 646 students, 62.7 % of which are from Non-English Speaking Backgrounds.

The school has a long history of academic excellence. A wide range of school programs are offered that cater for the individual needs of students. This includes a High Potential and Gifted Education program, which operates from Years 1-6, as well as comprehensive creative and performing arts, technology and sport programs.

The staff is a highly skilled team of professionals who collaboratively plan effective teaching and learning programs.

In developing the 2021-24 School Improvement Plan (SIP), we conducted a thorough situational analysis consulting the whole school community, including students, staff and parents.

Through our situational analysis, we have identified a need to enhance collaborative and consistent practices in explicit teaching, to provide effective feedback and to utilise data driven practices.

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	2022 School Assessment
LEARNING: Learning Culture	Excelling
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Excelling
LEARNING: Assessment	Excelling
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Excelling
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Excelling
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Excelling
LEADING: Management practices and processes	Excelling

Strategic Direction 1: Student growth and attainment

Purpose

To improve student growth in Writing, Reading and Numeracy across all ability levels.

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.

- K-6 Inferred and Critical Comprehension program
- Seven Steps to Writing Whole-school program
- K-6 Working Mathematically Program
- Student Reporting

Resources allocated to this strategic direction

English language proficiency: \$192,421.20

Socio-economic background: \$10,989.00

Integration funding support: \$66,178.00

Low level adjustment for disability: \$109,521.00

Literacy and numeracy: \$39,031.00

Literacy and numeracy intervention: \$48,264.00

Professional learning: \$27,000.00

Per capita: \$11,539.00

Summary of progress

The Executive reviewed the progress on the SIP initiatives and progress measures. The SIP initiatives were modified in order to better support the needs of the students and teachers. These revisions included creating an implementation schedule for each initiative.

The K-6 Inferred and Critical Comprehension program was modified to meet the needs of students. K-2 would implement InitialLit, an evidence-based literacy program which delivered consistent instruction across K-2 classrooms. It focusses on explicit teaching of phonemic awareness, phonics, fluency and vocabulary. K-2 teachers participated in a whole day workshop during Term 3 school development day followed by two consecutive twilight sessions. InitialLit-Foundation, InitialLit-1 and InitialLit-2 kits were purchased. These resources were distributed into classrooms. Teachers familiarised themselves with the resources and began trialling the teaching materials throughout Semester 2 in preparation for full implementation across K-2 classrooms in 2023.

Years 3-6 implemented the CARS and STARS program, focusing on explicit teaching of reading comprehension and vocabulary. The implementation of this program began in Term 3, through teacher professional development. All staff participated in 4 professional learning sessions on vocabulary and reading comprehension strategies. This increased the knowledge and confidence of teachers to explicitly teach vocabulary in reading comprehension and writing programs. Assessment data shows an increase in student performance.

A comprehensive, whole-school approach to NAPLAN data analysis was implemented in 2022. The School Executive analysed all subsets of NAPLAN, identifying Numeracy as the area of focus for 2023. The School Executive engaged with the DoE Lead Numeracy Specialist to unpack the NAPLAN Numeracy data. The School Executive then designed and delivered a series of whole-school workshops on unpacking Numeracy NAPLAN results. This included a 2 hour Numeracy workshop co-run with the Lead Numeracy Specialist in December 2022. The data analysis led to the identification of specific content areas of focus and students who would require targeted interventions. COVID ILSP funds were utilised to support identified students in numeracy. From here, individualised numeracy goals were created for the identified students of need.

The resources allocated were predominantly used to employ additional staff who would provide support to students in literacy and numeracy. Specifically, 2 additional Learning and Support teachers and 2 additional School Learning Support Officers (SLSOs) were employed to provide explicit and targeted intervention for identified students.

The Semester 1 and 2 student reports were adjusted to include the student's EAL/D phase (if appropriate). 'Future Directions' were added to the English and Mathematics report, meaning that student reports now contain more personalised information about individual student learning progress and achievement and outlined plans for meeting future learning goals.

The Seven Steps to Writing Whole-school program implementation has been postponed until 2023 as reading comprehension and vocabulary were the priority area in English.

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
Reading: Achieve an uplift of 5.1% of students in the top 2 bands of NAPLAN in Reading.	Both Year 3 and Year 5 NAPLAN results in Reading are trending upwards for students in the Top 2 Bands. Year 3 had an upward trend of 2% between 2021 and 2022, whilst Year 5 had an upward trend of 4% between 2021 and 2022.
Writing: Achieve an uplift of 5% in the top 2 bands in NAPLAN in writing for Year 5.	Both Year 3 and Year 5 saw a slight downward trend in the number of students achieving in the Top 2 Bands for writing in NAPLAN. Year 3 trended down by 4% between 2021 and 2022, whilst Year 5 trended down by 2% between 2021 and 2022.
Numeracy: Achieve an uplift of 2% of students achieving in the top 2 bands of NAPLAN Numeracy.	Both Year 3 and Year 5 saw a downward trend in the number of students achieving in the Top 2 Bands for Numeracy in NAPLAN. Year 3 trended downward by 9% between 2021 and 2022, whilst Year 5 had a downward trend of 1% between 2021 and 2022.
To continue to exceed our Agreed Upper Bound Target of 79.7% in expected growth across NAPLAN Reading.	In 2022 we continued to exceed our upper bound target with an achieving 82.98%.
To achieve an uplift of 3% in student growth for Numeracy.	We were unable to compare student growth from 2020 and 2022 as there was no NAPLAN data in 2020.
SEF assessment and EV Panel Report indicates improvement needed in SEF theme: Student Reports (Learning, Reporting) from Delivering (D) to Sustaining and Growing (S&G).	The student report was updated to include: <ul style="list-style-type: none"> - EAL/D phase (if applicable) - 'Future Directions' added to the English and Mathematics reports. This identified areas for student growth in English and Mathematics. The SEF Theme: Reporting is now 'Sustaining and Growing'. This has changed from of 'Delivering' in March 2021.

Strategic Direction 2: Building Teacher Capacity

Purpose

To enhance teacher knowledge and expertise based on current best practices, resulting in high quality teaching, learning and student growth.

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.

- Whole-school PD program on 'What Works Best Update'
- Whole-school PD program on PLAN2
- Explicit Teaching and Feedback
- Curriculum Development

Resources allocated to this strategic direction

QTSS release: \$123,760.00

Professional learning: \$14,750.00

Summary of progress

The school planned to build teacher capacity through additional in class support from Assistant Principals. Funding was allocated for two Assistant Principals to be off class to work with teachers on explicit teaching practices, classroom management techniques and the effective use of data to inform teaching and learning. This initiative had a significant impact on teacher capacity and confidence.

Quality Teaching Rounds (QTR) was identified as a way of supporting explicit teaching practices and enhancing collaborative practices. Due to changes in staffing at the end of the 2021 school year, additional members of staff needed to be trained in the implementation of QTR. In 2022, an additional member of the School Executive was trained, with the introductory rounds to commence in 2023.

All stages continued to hold weekly Curriculum Meetings dedicated to curriculum development. In addition, collaborative planning days were held to review and enhance teaching and learning programs, in particular English and Mathematics.

The 'What Works Best Update' document was discussed by staff to enhance their teaching and learning practices.

Under the planned reform of the NSW curriculum a new syllabus K-2 English and Mathematics was to be fully implemented in 2023. HPS became a self-selected school which began the implementation process by delivering the K-2 English and Mathematics syllabus for the Year 1 cohort in 2022. The school was provided with a budget to be used for professional learning and for the purchase of resources. Year 1 teachers received school based professional learning at the beginning of the year. Teachers worked collaboratively throughout the year to plan, program, assess and report on outcomes using the English and Mathematics units of work provided. Teachers were able to provide valuable feedback so that units of work were refined to include teachers' experiences delivering the new curriculum. Year 1 parents received school reports which reflected the new English and Mathematics syllabus. During Terms 3 and 4, K-2 teachers participated in regular school based professional learning to build their capacity to implement the new syllabus. Teachers also engaged individually with the department's English and Mathematics microlearning modules designed to support with implementation. Teachers then began designing instructional sequences to support planning, programming and assessment in preparation for implementation for the 2023 school year.

K-2 teachers used PLAN2 data to inform teaching and learning programs.

An Assistant Principal Curriculum and Instruction (APCI) was appointed at the end on the 2022 school year to support strong instructional leadership, coordinate professional learning for teachers, monitor student outcomes, and support families to be key partners in student learning. The APCI role will commence in Term 1 2023 for 4 days per week.

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
All Stages effectively use PLAN2 to identify, program for and monitor student growth across elements of reading, writing and numeracy.	Teachers use PLAN2 to identify student needs and inform teaching and learning programs.
<p>25% of remaining teachers complete Quality Teaching Round in explicit teaching, effective feedback, classroom management and assessment from What Works Best.</p> <p>All teachers are embedding explicit teaching practices into their daily reading, writing and numeracy programs, in line with the What Works Best research.</p>	Due to staffing changes at the end of 2021, an additional member of the School Executive was trained in the implementation of QTR. Introductory rounds are scheduled to commence in 2023.
Establish processes to move towards Excelling (E) in 'Explicit Teaching' and 'Feedback' (Teaching, Effective Classroom Practice) in our SEF validation.	<p>The SEF Theme of Explicit Teaching is now 'Excelling', compared to 'Sustaining and Growing' in 2021. High Impact Professional Learning for all teachers in explicit teaching practices, particularly in English has occurred. Teachers employ evidence-based effective teaching strategies which are consistently used K-6.</p> <p>The SEF Theme of 'Feedback' is still 'Sustaining and Growing', however processes to move towards 'Excelling' have been adopted. This includes changes to student reports to include 'Future Directions'.</p>
Establish processes to move towards Excelling (E) in SEF themes: 'Teaching and Learning Programs' (Learning, Curriculum).	The SEF Theme of Teaching and Learning Programs is now 'Excelling', compared to 'Sustaining and Growing' in 2021. All Stages have developed teaching and learning programs that have been collaboratively designed. Revisions and adjustments are made to suit student needs and are informed by data. All teaching and learning programs incorporate consistent and reliable student assessment and continuous tracking of student progress and achievement. Students across the full range of abilities are supported through a differentiated curriculum and students who require it, have a Personalised Learning and Support Plan.

Strategic Direction 3: Wellbeing

Purpose

To strengthen whole school wellbeing processes and practices to provide optimum conditions so that every student and teacher can connect, succeed, thrive and learn.

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.

- Wellbeing programs
- Parent Workshops on School Wellbeing

Resources allocated to this strategic direction

Aboriginal background: \$1,433.43

Summary of progress

The school community has a significant influence on all students' wellbeing. Wellbeing is integrated into the school learning environment, policies and procedures. The impact of COVID on student and staff wellbeing was still evident in 2022. Some COVID restrictions were still in place for all of Term 1, with gradual easing throughout the rest of the year.

Building on the success of the processes and systems established prior to COVID restrictions, the Positive Behaviour for Learning Program (PBL) was re-established at a whole-school level. In Term 2, a refresher presentation to staff was delivered, PBL weekly lessons were updated and systems for managing student behaviour were evaluated by the School Executive. This included the introduction of the 'My Space Room' as part of the playground. This provided an area for identified students who may find the playground challenging or require support with social skills to participate in small group, explicitly taught strategies. Further review and adjustments to the Student Behaviour Management Plan is planned for 2023, in line with DoE policies. There are plans to share the updated Student Behaviour Management Support Plan with the school community in 2023.

The School Executive conducted research into appropriate Whole School Wellbeing programs that would be suited to our current context. 'Grow Your Mind' was selected and will be implemented in classrooms in 2023. A presentation to parents on the 'Grow Your Mind' program is planned for 2023.

The SRC organised the Pirate Wellbeing Day for all students and additional activities were undertaken to support student and staff wellbeing for R U Ok? Day and Kindness Week.

Once COVID restrictions eased, staff wellbeing initiatives included the re-introduction of Friday Morning Teas and a celebratory breakfast for World Teacher's Day.

Aboriginal background funds were used to establish a weekly cultural program for Aboriginal students. These students participated in cultural activities, excursions and incursions.

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 Wellbeing data for, 'students with a positive sense of belonging' is uplifted by 5%	The school continues to work towards achieving this progress measure. TTFM data is collected by students in Year 4-6 only. Recent data showed: <ul style="list-style-type: none">• The 'students have a positive sense of belonging' outcomes decreased by 5% from 69%- 64% from April 2022 - November 2022
All classes embed the K-6 Wellbeing programs into their daily classroom practice.	All classes K-6 embedded elements of wellbeing programs into their daily classroom practice, including PBL, Zones of Regulation and Smiling Minds. Introduction of whole school Wellbeing program 'Grow Your Mind' as well as an updated Student Behaviour Management Plan is scheduled for 2023.

Wellbeing's post survey data shows upward trend in parent satisfaction with school wellbeing practices and programs.	<p>The school continues to work towards achieving this progress measure. The TTFM parent and carers survey is a voluntary survey which is collected each year.</p> <ul style="list-style-type: none"> • the 'safety at school' outcome increased by 5%, from 71% in 2021 to 76% in 2022 • the 'parents support learning at home' outcome remained at 61% in 2022. • the 'school supports positive behaviour' outcome increased by 1%, from 73% in 2021 to 74% in 2022
TTFM survey results in the area of Leadership and Data Skills in Use show a 10% increase in teacher satisfaction.	<p>The school continues to work towards achieving this progress measure. TTFM data is completed by staff on a voluntarily basis.</p> <ul style="list-style-type: none"> • the 'Leadership' outcome increased by 2%, from 58% November 2021 to 60% in November 2022 • the 'Data Informs Practice' outcome increased by 2%, from 79% in November 2021 to 81% in November 2022
Maintain an average of 90% of students attending 90% or more for the school year.	Overall attendance in 2022 was 91.4%. 69.2% of students attended more than 90% of the time in 2022.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$66,178.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Haberfield 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"> • K-6 Inferred and Critical Comprehension program • K-6 Working Mathematically Program <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of staff to provide additional support for students who have high-level learning needs • staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs) <p>The allocation of this funding has resulted in the following impact: All eligible students demonstrating progress towards their personalised learning goals in literacy and numeracy, through 1:1 support in the classroom and the implementation of a Personalised Learning and Support Plans (PLSPs).</p> <p>After evaluation, the next steps to support our students will be: To continue to monitor and review the allocation and use of the funding to maximise student results and to ensure that PLSPs are regularly updated and responsive to student learning needs.</p>
<p>Socio-economic background</p> <p>\$12,489.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Haberfield 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"> • K-6 Inferred and Critical Comprehension program • K-6 Working Mathematically Program • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • providing students without economic support for educational materials, uniform, equipment and other items • funding to increase equitability of resources and services • supplementation of extra-curricular activities • employment of staff to provide additional support for students who have high-level learning needs <p>The allocation of this funding has resulted in the following impact: Improved learning outcomes, wellbeing and positive school experience for identified students.</p> <p>After evaluation, the next steps to support our students will be: Continue to use funds to employ an additional School Learning Support Officer (SLSO) for support in literacy and numeracy for identified students. Continue to provide economic support for educational materials, uniform, equipment and other items for identified students.</p>
<p>Aboriginal background</p> <p>\$1,433.43</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Haberfield 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>Aboriginal background</p> <p>\$1,433.43</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"> • Wellbeing programs <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • establish weekly literacy/cultural program for Aboriginal students • purchase of teaching and learning resources to support Aboriginal students <p>The allocation of this funding has resulted in the following impact: Differentiated and personalised support to Aboriginal students. Aboriginal students have a deeper connection to their learning.</p> <p>After evaluation, the next steps to support our students will be: High Impact Professional Learning for staff in Aboriginal Education, resulting in improved teaching and learning programs and increased teacher confidence in how to better support Aboriginal students in the classroom.</p>
<p>English language proficiency</p> <p>\$192,421.20</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Haberfield 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"> • K-6 Inferred and Critical Comprehension program <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • provision of additional EAL/D support in the classroom and as part of differentiation initiatives • additional staffing to implement co-teaching programs to provide intensive support for all students from EAL/D backgrounds • engagement of an EAL/D specialist teacher to advise on current best practice • withdrawal lessons for small group (developing) and individual (emerging) support <p>The allocation of this funding has resulted in the following impact: Explicit and targeted intervention for identified student cohorts based on data review by executive and specialist support staff.</p> <p>After evaluation, the next steps to support our students will be: This initiative has proven successful and will be continued.</p>
<p>Low level adjustment for disability</p> <p>\$109,521.00</p>	<p>Low level adjustment for disability equity loading provides support for students at Haberfield 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"> • K-6 Inferred and Critical Comprehension program • K-6 Working Mathematically Program <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • providing literacy and numeracy support for targeted students within the classroom through the employment of SLSO's • 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 following impact: Targeted literacy and numeracy support for a larger number of students,</p>

<p>Low level adjustment for disability</p> <p>\$109,521.00</p>	<p>resulting in increased confidence and improved student outcomes.</p> <p>After evaluation, the next steps to support our students will be: Release for teachers to work collaboratively with the Learning Support Team to liaise with parents/ carers and stakeholders, to develop and conduct regular reviews of student learning support plans. Additional high impact learning to increase staff capacity in this area.</p>
<p>Professional learning</p> <p>\$41,750.00</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 Haberfield 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"> • K-6 Inferred and Critical Comprehension program • Student Reporting • Explicit Teaching and Feedback • Curriculum Development <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • targeted High Impact Professional Learning for all K-2 staff in InitialLit Reading program • High Impact Professional Learning for all staff 3-6 on Reading Comprehension and Explicit Teaching of Vocabulary • planning days for update of Student Report Template to include EAL/D phase, 'next steps' and 'future directions' • collaborative planning days for stage teams to update and adjust English and Mathematics programs <p>The allocation of this funding has resulted in the following impact: Increased knowledge and confidence of teachers in explicitly teaching vocabulary in Reading Comprehension and Writing programs (3-6). Increased knowledge and confidence in explicit teaching of phonemic awareness, phonics, fluency and vocabulary (K-2). Positive changes in the way teaching and learning programs now incorporate explicit vocabulary and reading comprehension strategies. SEF theme of 'Reporting' is now 'Sustaining and Growing'. This has changed from 'Delivering' in March 2021.</p> <p>After evaluation, the next steps to support our students will be: Continue and expand whole school professional learning to enhance and further improve pedagogical practice. Analysis of data to ensure impact on student outcomes in reading and writing. Further High Impact Professional Learning for staff in writing.</p>
<p>Literacy and numeracy</p> <p>\$39,031.00</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Haberfield 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"> • K-6 Inferred and Critical Comprehension program <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • online program subscriptions to support literacy and numeracy • targeted professional learning to improve literacy and numeracy • resources to support the quality teaching of literacy and numeracy • employment of an additional Learning and Support teacher for targeted literacy support <p>The allocation of this funding has resulted in the following impact: Additional support for identified students in literacy. K-2 teachers developed</p>

<p>Literacy and numeracy</p> <p>\$39,031.00</p>	<p>a better understanding of the importance of explicit teaching of phonemic awareness, phonics, fluency and vocabulary. Teachers in Years 3-6 implemented consistent literacy practices into their teaching and learning programs for reading comprehension and vocabulary.</p> <p>After evaluation, the next steps to support our students will be: Implement InitialLit across K-2. Consolidate the current programs for literacy K-6, with a view to expand their application to wider grades. Analyse student reading and writing data to measure impact of programs on student outcomes. Implement further professional learning in writing and numeracy.</p>
<p>QTSS release</p> <p>\$123,760.00</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Haberfield 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"> • Explicit Teaching and Feedback <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • 2 Assistant Principals off class in 2022 to provide support for students in their learning and guidance for teachers in their professional practice. <p>The allocation of this funding has resulted in the following impact: This initiative utilised the expertise of Executive staff to meet the needs of students and teachers. It has had a positive impact, resulting in continuous improvement in student outcomes, strengthening teaching practices and enhancing student and staff wellbeing.</p> <p>After evaluation, the next steps to support our students will be: This staffing structure has proven successful and will be continued as established.</p>
<p>Literacy and numeracy intervention</p> <p>\$48,264.00</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Haberfield 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"> • K-6 Inferred and Critical Comprehension program • K-6 Working Mathematically Program <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • employment of an additional Learning and Support Teacher to address the identified needs for students who require additional support in literacy and numeracy <p>The allocation of this funding has resulted in the following impact: Individualised teaching programs and targeted literacy and numeracy programs for identified students who are performing below the expected level for their stage.</p> <p>After evaluation, the next steps to support our students will be: Evaluate current Learning and Support programs in literacy and numeracy and refine intervention program delivery. Additional Assistant Principal Curriculum and Instruction employed to support teachers and students at point of need.</p>
<p>COVID ILSP</p> <p>\$32,647.00</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 2022.</p>

<p>COVID ILSP</p> <p>\$32,647.00</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"> • employment of an additional teacher to provide targeted, explicit instruction for student groups in numeracy <p>The allocation of this funding has resulted in the following impact: Improved confidence in numeracy for students within the COVID Intensive Learning Support Program.</p> <p>After evaluation, the next steps to support our students will be: To continue the implementation of numeracy small group instruction using data sources to identify specific student need. Revise and regularly monitor student progress using NAPLAN, Check In and PAT data.</p>
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Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	332	340	334	313
Girls	338	314	311	298

Student attendance profile

School				
Year	2019	2020	2021	2022
K	94.0	93.7	95.7	92.7
1	94.4	91.8	94.6	91.1
2	95.7	94.1	95.8	88.8
3	94.8	94.4	96.1	89.8
4	94.3	94.7	96.4	93.1
5	94.7	94.3	96.4	92.7
6	94.4	94.9	95.0	90.4
All Years	94.6	93.9	95.7	91.2
State DoE				
Year	2019	2020	2021	2022
K	93.1	92.4	92.8	87.9
1	92.7	91.7	92.7	87.4
2	93.0	92.0	92.6	87.8
3	93.0	92.1	92.7	87.6
4	92.9	92.0	92.5	87.4
5	92.8	92.0	92.1	87.2
6	92.1	91.8	91.5	86.3
All Years	92.8	92.0	92.4	87.4

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 from 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 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.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2022, student attendance was impacted by a range of factors:

- Families evacuating and relocating due to NSW floods
- Sick students staying at home until a negative COVID-19 test was returned
- Household members testing positive to COVID-19
- The easing of COVID-19 border controls at the beginning of 2022 which allowed families to travel inter-state and overseas.

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)	1
Assistant Principal(s)	4
Classroom Teacher(s)	23.17
Literacy and Numeracy Intervent	0.42
Learning and Support Teacher(s)	0.6
Teacher Librarian	1.2
Teacher ESL	1.2
School Counsellor	1
School Administration and Support Staff	4.06
Other Positions	2

*Full Time Equivalent

Workforce composition statement

From 2022 onwards, the new Assistant Principal Curriculum and Instruction (APCI) roles form part of entitlement. The FTE of these roles are counted as per entitlement in line with other non-deputy principal/head teacher executive positions as there is no off-set requirement from the teaching allocation. The APCI is included under the assistant principal(s) position grouping.

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 2022, 4.6% of the department's overall workforce identify as Aboriginal and/or Torres Strait Islander Peoples.

Aboriginal and Torres Strait Islander school workforce composition

Staff type	Benchmark ¹	2022 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.00%	4.10%
Teachers	3.00%	3.30%

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 2022 to 31 December 2022. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2022 Actual (\$)
Opening Balance	1,539,974
Revenue	6,074,814
Appropriation	5,663,112
Sale of Goods and Services	14,432
Grants and contributions	382,975
Investment income	13,895
Other revenue	400
Expenses	-6,119,479
Employee related	-5,445,828
Operating expenses	-673,651
Surplus / deficit for the year	-44,665
Closing Balance	1,495,309

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.

	2022 SBAR Adjustments (\$)
Targeted Total	66,178
Equity Total	316,229
Equity - Aboriginal	1,433
Equity - Socio-economic	12,491
Equity - Language	192,422
Equity - Disability	109,882
Base Total	4,441,860
Base - Per Capita	162,978
Base - Location	0
Base - Other	4,278,882
Other Total	688,322
Grand Total	5,512,589

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

Haberfield Public School participates in the Tell Them From Me Survey. The survey includes Students, Staff and Parent/Carers results.

Students' results:

- Student participation in school sports - 86%
- Students with positive relationships - 85%
- Students that value schooling outcomes - 89%
- Students with positive behaviour at school - 91%
- Students try hard to succeed in their learning - 82%
- Positive teacher-student relations - 80%

Teachers' results:

- I work with school leaders to create a safe and orderly school environment - 75%
- I work with other teachers in developing cross-curricular or common learning opportunities - 81%
- I talk with other teachers about strategies that increase student engagement - 83%
- Teachers in our school share their lesson plans and other materials with me - 88%
- I discuss my assessment strategies with other teachers - 85%
- I set high expectations for student learning - 88%
- My assessments help me understand where students are having difficulty - 86%
- Data informs my lesson planning - 88%
- I use two or more teaching strategies in most class periods - 85%
- I establish clear expectations for classroom behaviour - 91%
- I work with parents to help solve problems interfering with their child's progress. - 88%
- My students are very clear about what they are expected to learn - 80%

Parents / Carers' results:

- Teachers expect my child to pay attention in class - 79%
- My child is clear about the rules for school behaviour - 85%
- Teachers expect my child to pay attention in class - 77%
- Teachers maintain control of their classes - 72%
- My child is clear about the rules for school behaviour - 82%
- My child feels safe at school - 79%
- My child feels safe going to and from school - 82%

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.