

2022 Annual Report

Harbord Public School



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Introduction

The Annual Report for 2022 is provided to the community of Harbord Public School as an account of the school's operations and achievements throughout the year.

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

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School vision

Harbord Public School will :

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

School context

Harbord Public School is located in Sydney's northern beaches suburb of Freshwater, about 17 kilometres from Sydney CBD. Freshwater is characterised by waterways, open space and beaches in close proximity. Development in Freshwater is mainly residential with some medium to high density areas. The school has a student population in excess of 900 students supported by 55 teaching staff.

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

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

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

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

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

Self-assessment and school achievement

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

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

Each year, we assess our practice against the Framework to inform our Strategic Improvement Plan and annual report.

Our self-assessment process will assist the school to refine our Strategic Improvement Plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework: <https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability>

Self-assessment using the School Excellence Framework

Elements	2022 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Sustaining and Growing
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	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Excelling

Strategic Direction 1: Student growth and attainment

Purpose

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

Initiatives

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

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

Resources allocated to this strategic direction

Low level adjustment for disability: \$161,158.00

Summary of progress

We maintained a strong focus on data to drive student improvement during 2022. The executive, instructional leaders and learning support teams triangulated student data to lead our evidenced based practices. The focus on building the capacity of Assistant Principals to be strong instructional leaders continued under the mentorship of our instructional leader and Deputy Principals. Grade teams focused on collaborative planning to ensure quality programs in literacy and numeracy instruction were tailored to student need. Learning support tracking processes were reviewed vigorously and streamlined to ensure that resources were being used efficiently for maximum learning impact. Particular focus on student growth enabled improved student feedback and engagement. Small group and one to one evidence-based intervention programs positively impacted student learning outcomes. Our focus on differentiation in Mathematics continued to be a focus and teachers worked with the instructional leaders who supported them with the modelling and co-design of differentiated Mathematics Programs. Quality differentiation in literacy was achieved through literacy sprints and using student data to target teaching in reading. Due to time constraints, Year 1 and Year 6 will undergo literacy sprint professional development in 2023.

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: <ul style="list-style-type: none">• A minimum of 71% of Year 3 & 5 students achieve the top 2 bands in NAPLAN reading.	2022 NAPLAN data indicates 68% of students are in the top two skill bands (NAPLAN) for reading indicating the school did not achieve the system negotiated target, however progressed towards the target baseline of 69%.
<ul style="list-style-type: none">• (End Early Stage 1 Target) A minimum of 90% of Kindergarten students will know their single sounds. A minimum of 80% of Kindergarten students will blend CV and CVC words. (PKW4 - Phonics knowledge. Outcome - ENE-4A).• (Mid Stage 1 Target) A minimum of 87% of Year 1 students will infer meaning by integrating print, visual and audio aspects of simple texts (UnT5 - literacy progression. Outcome - EN1-4A)• (End Stage 1 Target) A minimum of 83% of Year 2 students will draw inferences and explain using background knowledge or text feature (UnT6 - literacy progression. Outcome -	<p>We have achieved this goal of 90% of Early Stage One students knowing single sounds & 80% of Kindergarten students blending CV and CVC words. Targeted SLSO intervention was used for numeracy in Term 4.</p> <p>Mid Stage 1 target was reached and evidenced through triangulation of data.</p> <p>End Stage 1 target was exceeded and 85.2% of students were able to draw inferences and explain background knowledge or text features. Target for 2023 to be revised and uplifted.</p> <p>End Stage 2 target of 78% was achieved at the end of Semester One and assessment data from DoE short assessments were used to target the other progression markers in vocabulary through teaching sprints.</p> <p>End Year 5 target focused on vocabulary and met their target, and this is evidenced through literacy sprints on vocabulary. They also changed focus and started working towards the Year 6 target based on assessment data</p>

<p>EN1-4A)</p> <ul style="list-style-type: none"> • (End Stage 2 Target) A minimum of 78% of Year 4 students pose and answer inferential questions (UnT8 - literacy progression. Outcome En2-4A) • (End Stage 2 Target) A minimum of 78% of Year 4 students understand precise meaning of words with similar connotations (UnT8 - literacy progression. Outcome - EN2-9B) • (End Year 5 Target) A minimum of 82% of Year 5 students understand precise meaning of words with similar connotations (UnT8 - literacy progression. Outcome - EN3-9B) • (End Stage 3 Target) A minimum of 75% of Year 6 students use a range of context and grammatical cues to understand unfamiliar words (UnT9 - literacy progression. Outcome - EN3-6B) 	<p>across the grade. Comprehension and processes are identified as an area of need next year.</p> <p>End Stage 3 target was reached. Positive practices through sprints on vocabulary showed student growth Data triangulation was difficult as it came from a variety of sources.</p>
<p>Numeracy:</p> <ul style="list-style-type: none"> • A minimum of 59.4% of Year 3 & year 5 students achieve in the top 2 bands in NAPLAN numeracy. 	<p>2022 NAPLAN data indicates 45% of students are in the top two skill bands (NAPLAN) for numeracy indicating the school did not achieve the system negotiated target.</p>
<ul style="list-style-type: none"> • (End Early Stage 1 Target) A minimum of 87% of Kindergarten students will solve additive tasks involving two concealed collections of items by visualising, counting from one to determine the total (AdS3 - numeracy progression. Outcome MAe-5NA) • (Mid Stage 1) A minimum of 84% of Year 1 students will find the difference between two numbers (AdS5 - numeracy progression. Outcome - MA1-5NA) • (End Stage 1 Target) A minimum of 86% of Year 2 students will use a range of non-count-by-one strategies when adding or subtracting two or more numbers (AdS6 - numeracy progression. Outcome - MA1-5NA) • (End Stage 2 Target) A minimum of 78% of Year 4 students choose and use multiple strategies for solving everyday problems involving addition and subtraction (AdS8 - numeracy progression. Outcome - MA2-5NA) • (End Stage 3 Target) A minimum of 73% of students will use factors of a number to carry out multiplication and division (MuS7 - numeracy progression. Outcome - MA3-6NA) 	<p>ES1 Addition target was reached.</p> <p>Mid Stage 1 target of additive strategies was reached using a cross section of students across all classes. In many classes this was exceeded and 87% of students reached the target.</p> <p>End Stage 1 target is still being worked towards based on the additive strategies assessment, PAT test and pre- test data triangulation. The additive strategies assessment was problematic due to technology and time.</p> <p>End Stage 2 target of 78% was achieved based on evidence from check in & PAT assessments as well as formative assessments in numeracy. Programs across the grade focused on mathematical language and problem-solving skills.</p> <p>End Stage 3 focused on multiplicative strategies across the stage. Evidence sets were PAT, Check in and short assessments. The narrow target was difficult to get consistent data which was summative. Authentic formative assessments showed attainment and progress in multiplicative strategies.</p>
<ul style="list-style-type: none"> • A 5% uplift of students achieving or exceeding expected growth in reading by 2022. 	<p>Student growth cannot be calculated for 2022 as the NAPLAN test was not run in 2020.</p>
<ul style="list-style-type: none"> • A 11% uplift of students achieving or exceeding expected growth in numeracy by 2022. 	<p>Student growth cannot be calculated for 2022 as the NAPLAN test was not run in 2020.</p>

Strategic Direction 2: Curious and Powerful Learners

Purpose

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

Initiatives

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

- Differentiated Professional Learning
- Reflective and Responsive Practice

Resources allocated to this strategic direction

Literacy and numeracy: \$76,000.00

Summary of progress

What did you the school do in the initiative/strategic direction? Over what time period? What changes occurred from your original plan or timeline?

In 2022 our teacher professional learning focused specifically on ensuring that all grades have engaged in Teaching Sprint training to ensure that it was an embedded professional learning model across the school. Teaching Sprints began in 2020 with Kindergarten and Year 1. In 2021 Year 4 engaged in Teaching Sprints training and due to covid they were the only grade that received the training that year. In 2022 Year 2, 3 and 5 engaged in Teaching Sprint training. Each grade engaged in training for one and a half terms with multiple sessions focusing on engaging with research, analysing students' data, developing assessments, planning for targeted groups and reflecting on their own practice and successes. To ensure consistency across the school and because this was a significant learning process for teachers the decision was made not to run CPL triads at the same time. Although CPL triads did not continue, elements from the triad model were still implemented including teachers providing peer feedback from observing sprint lessons.

The mathematics differentiation model that began implementation in 2020, continued in 2021 and 2022 with the ILs leading this across the school. It was identified that due to 'Learning from Home', there were significant gaps in student learning and programs. Therefore in 2022 the ILs focused on reflecting on scope and sequences and identifying student needs to driving implementation. The ILs continued to build collaborative partnerships with staff to ensure that teachers were comfortable in working shoulder to shoulder. The ILs specifically targeted building knowledge of quality resources and accessing the department support materials. The time that teachers received to collaboratively program ensured that the capacity of all teachers across the grades was built and everyone was working towards achieving our school targets and vision.

The shift in teacher practice is evident across the school in the differentiated programs that have been written and teacher reflections and evaluation of these units of work.

What are the schools priorities for this initiative/strategic direction in 2023?

In 2023 we will continue the Teaching Sprints model beginning with Year 1 and 6.

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
<ul style="list-style-type: none">• Sustain practice in Theory of Action - Commit to Assessment for Learning.• 100% teachers achieving Accomplished or Expert practice in	In 2022 Teaching Sprints became the focus for teacher professional learning. CPL was put on hold due to the significant professional learning that was already taking place. During the Teaching Sprint sessions elements of Assessment for Learning were embedded in the planning and

<p>another Theory of Action.</p> <ul style="list-style-type: none"> • 75% to 85% increase of staff engaging in mentoring with IL's. 	<p>teachers reflected on this during the PL sessions. The CPL rubrics were used as a framework for teachers to monitor how effectively they were implementing aspects of AfL (Assessment for Learning); however as a staff we felt that there was not the need for teachers to formally measure themselves against the rubrics as Teaching Sprints was the main focus.</p> <p>We were able to achieve our third annual progress measure with 97% of teachers engaged in mentoring with an IL which focused on developing assessments, analysing data, increasing knowledge of syllabus documents and department resources and planning for targeted groups. 80% of teachers engaged in co-teaching through this and the Instructional leaders were able to model effective practice, provide quality feedback and support teachers to improve their practice. Although we had two identified ILs all Assistant Principals (APs) mentored the teachers on their grade and facilitated planning and programming. This mentoring time has significantly improved the capacity of all of our APs who are now confident in supporting all teachers on their grades. Using the teaching and learning cycle to drive all teaching and learning has been one of the most significant shifts that APs have implemented in their grades. Another significant shift is with APs collaborating across grades to share best practice and supporting each other through sharing their strengths and this has also filtered down to a teacher level. Some grades are now collaboratively planning for differentiation and explicit teaching in the non number strands and K-2 began to trial the new syllabus when planning.</p>
<ul style="list-style-type: none"> • Increase from 6.5 to 6.8 within the leadership domain. • Increase from 7.7 to 8 within the 'Data informs Practice' domain. • Increase from 7.9 to 8.1 within the 'Learning Culture' domain. • Increase from 6.2 to 6.4 in 'Parent Support Learning at Home'. <ul style="list-style-type: none"> • Increase from 65% to 69% in the 'students are interested and motivated in their learning' domain. 	<p>Tell Them From Me Oct 2022 - Teacher survey - Drivers of student learning</p> <ul style="list-style-type: none"> • Leadership 6.4 - increase of 0.4 from 6.0 in Nov 2021 • Data Informs Practice 7.9 - decrease of 0.2 from 8.1 in Nov 2021 • Learning Culture 8.1 - increase of 0.1 from 8.0 in Nov 2021 <p>Tell Them From Me Nov 2022 - Parent survey</p> <ul style="list-style-type: none"> • Parents support learning at home 5.6 - decrease of 0.7 from 6.3 in Nov 2021 <p>Tell Them From Me Sept 2022 - Student survey</p> <ul style="list-style-type: none"> • 'Students are interested and motivated in their learning' 49% - a 4% decrease from 53% in May 2022 and 7% decrease from 56.1% in 2021.

Purpose

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

Initiatives

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

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

Resources allocated to this strategic direction

Operational funds general staff training: \$60,000.00

Professional learning: \$58,500.00

Summary of progress

Evidence of activity

The triangulation of data in literacy and numeracy using the Data Triangles and the collaborative discussion through consistent teacher judgement identified HPG students in the intellectual domain. Teachers identified a learning goal for their HPG students using DoE resources.

PL delivered by the HPGE Team to the whole staff focused on identifying HPG students across the four domains and how to cater for students in the classroom using the DoE differentiation tool. Built the capacity of the APs to lead their teams.

A Year 1 student identified as HPG and working well beyond his peers in Mathematics was accelerated to Stage 3 for Number and Algebra lessons. The DoE HPG Acceleration package informed the acceleration process.

The REAPs model was implemented in Years, 1, 2 and 4 with a plastics focus linked to the Science curriculum.

Evidence of process quality

HPGE Policy - PL catered to teacher need and was informed by student data, survey data and teacher observation. To ensure this is sustained over time, regular short check ins with teams and in whole staff meetings needed.

REAPs - We embedded the TASC model throughout the unit and we adapted the REAPs process and provided scaffolding based on student need. Programs were adapted accordingly.

Evidence of Impact

Years 1, 2 and 4 teachers are confident in designing and teaching REAPs units in 2023 following the mentoring and support of Myra Wearne.

Critical and creative thinking improved throughout the program and transferred to other KLAs.

50% increase in students identified as HPG. HPG students are identified in literacy and numeracy, and the literacy and numeracy programs are more specifically targeting to their needs eg. literacy sprints and differentiated mathematics lessons.

Implications

Continue to provide PL on identification, differentiation and acceleration using the HPG hub. Regular short PL sessions and check ins with a focus on the differentiation tool.

More PL on identifying students in the social emotional domain.

A representative from every stage on the HPG team.

To ensure this is sustained over time, regular short check ins with teams and in whole staff meetings needed. Embed this into grade planning days.

Instructional Leader DP to upskill teachers in extending students working well beyond their peers in literacy and numeracy.

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
<ul style="list-style-type: none"> Expectation for high success has an uplift of 3%. 	<p>There was minimal change to the expectation for success from the TTfM survey data 2021 to 2022.. There was a decrease from 8 to 7.5.</p>
<ul style="list-style-type: none"> Confident but under-challenged students reduced by 20% from Jan 2021. Relevance domain has an uplift of 4%. Students that value schooling outcomes has an uplift of 4%. Students are interested and motivated has an uplift of 5%. 	<ul style="list-style-type: none"> 28% Students in the school had scores that placed them in the desirable quadrant with high skills and high challenge. This is a decrease of 5% from 2021. Relevance remained similar. From 7.0 in 2021 to 6.8 in 2022. Students that value schooling outcomes has remained similar from 86% to 85%. Students are interested and motivated decrease by 5% from 56% to 49%.
<ul style="list-style-type: none"> Maintain REAPS model. <p>Using the REAPS model, we expect to identify the top 10% of HPGE students Harbord.</p>	<p>Students continue to be identified through REAPS and the implementation of the HPGE Policy. In 2022 there was a 50% increase in the number of students identified as HPG.</p>
<p>80% of teachers teach and assess soft skills in science, history and geography.</p>	<p>Soft skills were embedded in all Science programs.</p>
<p>The school identifies expertise within its staff and draws on this to further develop its professional learning community. Areas for development in teacher expertise are identified and addressed. Teachers are supported to trial innovative or evidence based, future-focused practices.</p>	<p>Lead teachers were identified to support their grade teams in the implementation of REAPs.</p>
<p>86% attendance and review of the attendance policy, support from HSLO for students at risk.</p>	<p>In 2022, Term 1, 54.59% of students attended 90% of the time or above. This was due to 'Learning from Home' and the Public Health Orders. Overall, our attendance rate was at 86% at 31 Dec 2022. This is up 2% which is due to a continued focus on attendance. In 2022, we conducted a significant review of attendance procedures and staff professional learning on systems and processes to track, monitor and respond to attendance concerns. We ensured we improved our communication to parents in highlighting the importance of regular attendance and the impact of</p>

86% attendance and review of the attendance policy, support from HSLO for students at risk.

attendance on student learning. It should be noted, that as families were again able to travel many of them took the opportunity in the second half of the year.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$91,700.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Harbord 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"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • Overview of activities partially or fully funded with this targeted funding include: • In 2022 Harbord Public School had an increased number of students who received Integration Funding Support. Integration funding was used to provide SLSO support in the classroom and on the playgrounds. Teachers and the Learning Support Team worked with parents to develop individual student education plans to target each student's goals. These goals included academic, social, emotional and behavioural goals. <p>The allocation of this funding has resulted in the following impact: Students from Kindy to Yr 6 benefiting from these funds. SLSO classroom support enabled greater participation in learning activities, opportunities for one-on-one support and small group intervention programs. In the playground and our lunch club group social skills were improved and these students experienced increased participation in school activities such as attending sports events and excursions. Parents have felt supported through clear communication and goal setting by the Learning Support Team.</p> <p>After evaluation, the next steps to support our students will be: To monitor, review and evaluate the model of SLSO support for these students and to be adaptive to student need. Continued goal setting and parent involvement will drive point of need intervention.</p>
<p>Socio-economic background</p> <p>\$17,000.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Harbord Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</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 equity loading include:</p> <ul style="list-style-type: none"> • An additional Learning & Support Teacher (LaST) and 2 x Student Learning Support Officers were employed and provided target support to our students who required small group guided support in 2022. <p>The allocation of this funding has resulted in the following impact: The Learning and Support Teacher's role has expanded to support teachers in data analysis of students who are underperforming or 'at risk' in their learning across K - 6. Student Learning Support Officers (SLSOs) continue to support curriculum implementation across the school and work alongside teachers in the classroom to support the teaching and learning programs.</p> <p>After evaluation, the next steps to support our students will be: To build deeper connections with students and families and increase understanding of targeted learning to support achievement for all learners.</p>
<p>Aboriginal background</p> <p>\$6,632.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Harbord Public School. Funds under this equity loading have been targeted to ensure that the performance of</p>

<p>Aboriginal background</p> <p>\$6,632.00</p>	<p>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"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • community consultation and engagement to support the development of cultural competency • staffing release to support development and implementation of Personalised Learning Plans • Continuation of schoolwide use of Wingaru online platform. Wingaru means 'to think' in Darug, the language group of the family behind Wingaru Education. The mission of Wingaru is to change the way Australia thinks and talks about Aboriginal People and the issues impacting communities through supporting a greater understanding and shared knowledge within the wider community. • Cultural event for all Aboriginal Students, families and community members across the Beaches, Pittwater and Forest networks at Harbord PS. <p>The allocation of this funding has resulted in the following impact: Leader of Aboriginal Education Committee has established relationships with parents/carers of identified Aboriginal students which has strengthened community ties. 100% of staff having access to and using the resources provided by Wingaru to authentically embed Aboriginal perspective into teaching and learning programs across all key learning areas. 100% of identified Aboriginal students have a PLP that has been created in consultation with the students and parents/carers. 100% of identified Aboriginal students and their families attended the cultural event held onsite at Harbord PS, strengthening community ties.</p> <p>After evaluation, the next steps to support our students will be: Engaging all students in immersion days in which differing aspects of the culture are taught and Aboriginal students feel a sense of pride. Staff engage in PL to up skill them to give personalised support to Aboriginal students, as evidenced in a PLP and to build capacity to embed Aboriginal perspectives, histories and cultures in KLAS.</p>
<p>English language proficiency</p> <p>\$72,928.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Harbord 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"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • For this initiative, the students' needs were identified using the EAL/D Learning Progressions and ESL Scales. The EAL/D teachers collaborated with classroom teachers to plan lessons and provided in class support. Materials were adjusted, creating engaging and meaningful learning opportunities to improve students' understanding and participation in the curriculum. Students were assessed and parent meetings were conducted. <p>The allocation of this funding has resulted in the following impact: Teacher capacity being built to support EAL/D students. Students being able to engage in the classroom curriculum being delivered. Parent engagement in their child's learning increasing.</p> <p>After evaluation, the next steps to support our students will be: To monitor, review and evaluate the EAL/D teacher interventions to provide</p>

<p>English language proficiency</p> <p>\$72,928.00</p>	<p>point of need support to EAL/D students and their families.</p>
<p>Low level adjustment for disability</p> <p>\$161,158.00</p>	<p>Low level adjustment for disability equity loading provides support for students at Harbord Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</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"> • Differentiation in literacy and numeracy. <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 teacher to work with individual students and in a case management role within the classroom/whole school setting • targeted students are provided with an evidence-based intervention - Minilit & Macqlit to increase learning outcomes. • Supporting the wellbeing of students and the implementation of teaching and learning programs within classrooms to improve learning outcomes. • Supporting the implementation of Individualised Learning Plans, including implementation of adjustments to programs, to improve learning outcomes <p>The allocation of this funding has resulted in the following impact: MiniLit/MacqLit was delivered to students in Years 2-6. Reading level data and words per minute assessments were undertaken to determine student learning growth. SLSOs have also been working within classrooms to support teaching and learning programs.</p> <p>After evaluation, the next steps to support our students will be: Referral to Learning Support and or counselor for students not achieving grade benchmarks.</p>
<p>Professional learning</p> <p>\$58,500.00</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 Harbord 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"> • Real Engagement in Active Problem - solving (REAPS) <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • whole staff completing MultiLit Foundations of Behaviour and Function Based thinking • Teaching Sprints in Reading using Simon Breakspear's model and evidence-based practices in reading • engaging a specialist teacher/ leader to implement Real Engagement in Problem Solving in Stages 1 and 2 to support SD3 <p>The allocation of this funding has resulted in the following impact: increased capacity for teachers to apply the ABC model and the functions of behaviour, improving support for individuals engaging in challenging behaviour. Teaching Sprints have led to reading programs that are targeted to student need and include evidence based practices which has resulted in positive student growth in PAT results 2021-2022 and a slight increase in the number of students achieving in the top two bands in reading. The implementation of REAPS has provided opportunities for all students to engage in problem solving based on real world problems and provided challenge for HPG students across the intellectual, social-emotional and creative domains of potential.</p> <p>After evaluation, the next steps to support our students will be: Collaborative grade / stage sessions to unpack the learning in MultiLit</p>

<p>Professional learning</p> <p>\$58,500.00</p>	<p>Foundations of Behaviour and Function Based thinking and apply in our school context</p> <p>A whole school approach to collaborative inquiry using Simon Breakspear's Teaching Sprints model.</p> <p>Identify HPG students across the social-emotional and creative domains through the opportunities provided in the REAPS programs.</p>
<p>Literacy and numeracy</p> <p>\$76,000.00</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Harbord Public School from Kindergarten to Year 6.</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"> • Differentiated Professional Learning <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Collaborative programming sessions with IL DP and IL AP. • Professional Learning and collaborative data sessions to design differentiated targeted teaching programs in literacy and numeracy. <p>The allocation of this funding has resulted in the following impact: Growth in Reading across Years 2-6 measured by Progressive Achievement Test - 2021 to 2022 Growth in Mathematics across Years 2-6 measured by Progressive Achievement Test - 2020 to 2022</p> <p>After evaluation, the next steps to support our students will be: Implement Curriculum Reform in English and Mathematics while continuing to implement the differentiated model in mathematics and targeted teaching sprints in reading. Develop consistent data practices including the use of formative assessment and consistent teacher judgement to inform differentiated programs and student progress.</p>
<p>QTSS release</p> <p>\$198,000.00</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Harbord 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"> • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Collaborative programming and data analysis sessions with the Instructional Leader. • Funding for an Instructional Leader AP to model evidence-based practices in the teaching of numeracy and build the capacity of APs and classroom teachers. <p>The allocation of this funding has resulted in the following impact: Differentiated programs informed by data across K-6 in mathematics. Student growth in Years 2 to 6 evidenced through the Progressive Achievement Test in Mathematics. Individualised learning goals communicated to parents through interviews and Semester 1 and 2 written reports.</p> <p>After evaluation, the next steps to support our students will be: To ensure that differentiated programs are maintained and developed to include all the focus areas and align with the 2022 K-10 mathematics syllabus. To embed assessment opportunities and build the capacity of teachers to use formative assessment throughout the teaching and learning cycle to</p>

<p>QTSS release</p> <p>\$198,000.00</p>	<p>identify what students know and where to next. To develop school wide practices in formative assessment and consistent teacher judgement to enable teachers to make an informed judgement about their students when reporting to parents and planning future directions.</p>
<p>Literacy and numeracy intervention</p> <p>\$72,400.00</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Harbord Public School who may be at risk of not meeting minimum standards.</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 initiative funding include:</p> <ul style="list-style-type: none"> • Employing a Learning Support Teacher to provide literacy and numeracy support for identified students in Stage 2 including MacqLit. • Employing SLSOs to provide literacy and numeracy intervention for identified students including phonemic awareness and phonics in Y1 and MiniLit for Years 1 and 2. <p>The allocation of this funding has resulted in the following impact: Targeted differentiated teaching informed by ongoing formative assessment. Students progress measured over time with 85% students making consistent growth.</p> <p>After evaluation, the next steps to support our students will be: To use formative assessment and triangulation of data to identify students for intervention. To measure progress over time to ensure student growth.</p>
<p>COVID ILSP</p> <p>\$17,939.00</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>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"> • SLSO to work with identified Year 1 students - literacy -CRTs and AP collaborate to identify students. -Using Progressions to identify areas of focus. -Daily intervention. • LaST to work with Stage 2 students -Use NAPLAN, Check In, PAT data to identify students. -Develop targeted teaching plans. -Demonstration lessons to support teachers to implement interventions. <p>The allocation of this funding has resulted in the following impact: The Year 1 intervention has been successful in targeting the lowest students in the grade at their point of need. Initially, the intervention focused on building student phonic knowledge and there was clear evidence of impact when the focus on the intervention moved to applying their knowledge when reading decodable texts.</p> <p>After evaluation, the next steps to support our students will be: The Year 1 team reviewed results during stage meetings and discussed student continuation and the next steps in learning. The SLSO worked closely with the AP throughout each intervention.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	559	517	491	461
Girls	550	545	528	481

Student attendance profile

School				
Year	2019	2020	2021	2022
K	95.6	97.0	94.2	92.4
1	94.9	96.3	94.7	91.3
2	94.5	95.2	95.1	90.9
3	93.7	95.0	94.8	89.5
4	93.6	94.5	93.8	89.9
5	94.6	95.1	93.0	89.4
6	93.8	95.7	93.3	88.1
All Years	94.4	95.5	94.1	90.3
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)	2
Assistant Principal(s)	6
Classroom Teacher(s)	34.96
Literacy and Numeracy Intervent	0.63
Learning and Support Teacher(s)	0.8
Teacher Librarian	1.4
Teacher ESL	0.2
School Counsellor	1
School Administration and Support Staff	5.87

*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	2,182,977
Revenue	8,392,025
Appropriation	7,725,173
Sale of Goods and Services	16,426
Grants and contributions	623,892
Investment income	26,134
Other revenue	400
Expenses	-8,110,726
Employee related	-7,366,021
Operating expenses	-744,705
Surplus / deficit for the year	281,299
Closing Balance	2,464,276

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	91,708
Equity Total	257,799
Equity - Aboriginal	6,632
Equity - Socio-economic	17,078
Equity - Language	72,929
Equity - Disability	161,159
Base Total	6,591,509
Base - Per Capita	257,481
Base - Location	0
Base - Other	6,334,028
Other Total	619,555
Grand Total	7,560,571

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

In 2022, students in Years 4 to 6 completed survey one and two of the Tell Them From Me (TTfM) Survey. The TTfM survey gathers data on student engagement and wellbeing at school. Student participation in sports continued to increase in 2022 and students having positive relationships increased to 90% which is 5% above the NSW Govt Norm. While students showing positive behaviour at school decreased slightly from May to September, 89% of students experience positive behaviour at school which is 6% above the NSW Govt Norm.

Our students' feeling 'a positive sense of belonging' and 'being an interested and motivated learner' continue to be an area of focus. Initiatives within SD1 and SD3 are being implemented to address engagement and motivation.

Teachers and parents completed the TTfM survey at the end of 2022. An 'inclusive school', 'leadership', 'parent involvement' and 'learning culture' have improved with Parent involvement 5% above the NSW Govt Norm. There has been an increase in 'parents feel welcome', 'school supports learning' and 'school supports positive behaviour'.

Parent communication continues to be a focus to ensure parents are informed. This is being addressed through assessment and reporting in SD1 and through our school wide communication procedures.

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.