

2022 Annual Report

Harrington Street Public School



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Introduction

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

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

School contact details

Harrington Street Public School

13-25 Harrington Street

Cabramatta, 2166

<https://haringtst-p.schools.nsw.gov.au>

haringtst-p.school@det.nsw.edu.au

9604 4002



School vision

At Harrington Street Public School every student is known, valued and cared for in a culturally inclusive learning environment. We value student voice and community involvement through collaborative decision-making processes to foster connectedness and student engagement.

We hold high expectations of students, staff and the school community. Through continual improvement of quality, innovative teaching practices, we ensure every student strives for personal excellence.

We aim to empower all students to be confident, life-long learners and global citizens who successfully contribute to a complex and dynamic society.

School context

Harrington Street Public School was established in 1962 and is a dynamic, complex school located on Darug land in the suburb of Cabramatta West and part of the Fairfield Network. The school caters for a large and diverse student population of approximately 950 students across Preschool to Year 6. 96% of students are from a language background other than English encompassing 35 different language backgrounds, with the most highly represented cultures being Vietnamese, Chinese and Khmer. 1.3% of students identify as Aboriginal or Torres Strait Islander.

The school has a proud history of academic excellence achieving strong student growth and value add results. In addition to the six key learning areas, students have access to a range of programs including enrichment classes, Learning and Support, English as an Additional Language, Community Language (Chinese, Vietnamese and Khmer) and Languages Other Than English (Japanese). Three classes to support students with intellectual disabilities, a preschool and a composite 5/6 Opportunity Class for high potential and gifted students are available through regional and state enrolment processes.

Strong student wellbeing programs, sport, extracurricular and cultural initiatives support a balanced approach to lifelong learning. The Student Representative Council actively organise and advocate for students to participate in broader school planning and activities. The students thrive in an environment which offers a wide range of opportunities such as High Potential Gifted Education programs, PSSA, debating and public speaking, choir, dance, band, STEM and a variety of special interest clubs.

Harrington Street Public School is highly regarded in the community for its achievements, student wellbeing and collaborative partnerships. The school is strongly supported by an engaged and active Parents and Citizens Association. Parents are valued partners in determining school priorities and hold high expectations for every student to achieve their best.

A committed teaching staff work collaboratively to embed a culture of challenge across the school. Challenging every student, teacher and leader is a goal at Harrington Street Public School to achieve the school's vision for growth academically, socially and emotionally. Strong partnerships and alliances with local schools and the wider community support the professional learning of staff, student engagement and academic achievement. Through consistent reflection and evaluation processes, the school delivers highly successful initiatives that further enrich and expand directions in learning, teaching and leading.

A comprehensive situational analysis was completed that included a thorough review and evaluation of the previous school plan, and these processes involved strong community consultation. This work resulted in identifying three school priorities for the school's 2022-2026 Strategic Improvement Plan which include:

Strategic Direction 1 - *Student Growth and Attainment* through improved student outcomes in reading and numeracy evident in consistent, explicit evidence-based teaching practices.

Strategic Direction 2 - *Excellence in Teaching and Leading* through a focus on effective data-driven assessment processes and a culture of collaboration and feedback.

Strategic Direction 3 - *High Expectations Culture* through strengthening community partnerships and innovative practices responsive to the learning and wellbeing needs of every student.

Harrington Street Public School nurtures the success of each individual by maintaining a positive and caring learning environment, embracing the philosophy of "*Enriching Lives Through Learning*".

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

Strategic Direction 1: Student growth and attainment

Purpose

To ensure improvement in student learning outcomes in reading and numeracy by embedding consistent, explicit evidence-based teaching practices.

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.

- Highly Effective Teaching Practices
- Student-Centred Learning Goals

Resources allocated to this strategic direction

AP Curriculum & Instruction: \$225,856.50

QTSS release: \$85,000.00

Literacy and numeracy: \$104,943.73

Socio-economic background: \$115,000.00

English language proficiency: \$700,000.00

Per capita: \$100,000.00

Low level adjustment for disability: \$204,043.27

Integration funding support: \$97,238.00

Refugee Student Support: \$14,896.05

Summary of progress

Our focus in 2022 was on the explicit teaching of modelled and guided reading across K-6 in order to create uniformity in lesson planning and programming of reading across all grades. With a focus on developing a whole-school approach to the teaching of reading, grade teams were guided through the process of developing consistent, evidence-based methods in data use and analysis to meet the needs of individual students in learning. The Assistant Principals (Curriculum & Instruction) worked shoulder to shoulder with teachers in classrooms to build teacher capacity in the explicit teaching of reading. This included supporting teachers in differentiating instruction in reading and strategically planning appropriate targeted interventions.

Whole school professional learning on guided reading was conducted utilising, Effective Reading Kindergarten to Year 2 and Improving Reading Comprehension 3-8. This provided guidance on effective practice for students and teachers in improving understanding and developing reading comprehension skills through grade action team meetings. To promote consistency and a thorough understanding of the essential elements of the reading process across grades K-6, targeted professional learning in teaching reading was provided. Guided reading lessons were modelled by the Assistant Principals (Curriculum & Instruction) using decodable texts for targeted students and a wide range of texts for students who have moved beyond decodable texts. Co-planning sessions were used to support teachers in the implementation of explicit, targeted teaching strategies.

Planned opportunities for differentiated professional learning and shoulder to shoulder in-class support, targeting guided reading, was led by the Assistant Principals (Curriculum and Instruction) and Assistant Principals. This resulted in a shift in teacher understanding of explicit teaching practices in reading which led to a shift in improved planning, programming and student feedback.

A targeted approach to individual student goal setting in reading across K-6 was implemented. A focus on linking student reading goals to assessment data strongly supported student improvement and progress in reading as indicated by NAPLAN, Check In and PAT (Progressive Assessment Tests) results in 2022.

Next year, we will focus on explicit teaching practices and student goal setting in numeracy. This will support teaching practices through a numeracy grade-based professional learning model. As a result we aim to strengthen explicit teaching practices in a learning cycle of modelled, guided and independent teaching to ensure the learning and academic growth of students in 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
A minimum of 44.80% of Year 3 and 5 students achieve in the top two bands in NAPLAN reading.	Data indicates 50% of Year 3 and Year 5 students achieved in the top 2 bands in NAPLAN reading exceeding the school's upper bound target of 49.80%.
A minimum of 43.30% of Year 3 and 5 students achieve in the top two bands in NAPLAN numeracy.	Data indicates 44.36% of Year 3 and Year 5 students achieved in the top 2 bands in NAPLAN numeracy exceeding the school's lower bound target of 43.3%.
Increase the percentage of students achieving expected growth in NAPLAN reading to be at or above 62.50%.	Expected growth cannot be calculated as NAPLAN Reading was not conducted in 2020 and comparative student performance results are not available for 2022.
Increase the percentage of students achieving expected growth in NAPLAN numeracy to be at or above 68.50%.	Expected growth cannot be calculated as NAPLAN Numeracy was not conducted in 2020 and comparative student performance results are not available for 2022.
Increase of students achieving expected attainment levels in reading and numeracy benchmarks across Year 4 and Year 6 as evidenced by school based data.	<p>Data indicates 15% increase of Year 4 students achieving expected attainment levels in reading as indicated by school based data from ACER Progressive Achievement Tests (PAT).</p> <p>Data indicates 9% increase of Year 6 students achieving expected attainment levels in reading as indicated by school based data from ACER Progressive Achievement Tests (PAT).</p> <p>Data indicates 17% increase of Year 4 students achieving expected attainment levels in numeracy as indicated by school based data from ACER Progressive Achievement Tests (PAT).</p> <p>Data indicates 16% increase of Year 6 students achieving expected attainment levels in numeracy as indicated by school based data from ACER Progressive Achievement Tests (PAT).</p>
Value added data from Scout for K-3 and Y3-5 and Y5-7 continues to show Excelling.	Value added data from Scout for K-3 is not available due to changes in Best Start Kindergarten assessment. No value added data is available for Year 3-5 and Year 5-7 in 2022.
Phonic knowledge of students in Kindergarten to Year 2 are tracked against school-determined benchmarks using decodable text levels.	<p>All students in Kindergarten to Year 2 were tracked against school-determined benchmarks using decodable text levels.</p> <p>Data indicated improvement of 17% for Kindergarten, 28% for Year and 26% for Year 2.</p>
Establishing baseline data to track Kindergarten to Year 2 student achievement against school-determined benchmarks for number and place value.	All students in Kindergarten to Year 2 were tracked against school-determined benchmarks for number and place value using Schedule for Early Number Assessment (SENA 1).
In the element of <i>Effective Classroom Practice</i> consolidate Sustaining and Growing in <i>Explicit Teaching</i> and moving from Delivering to Sustaining and Growing in <i>Feedback</i> .	Self-assessment against the School Excellence Framework shows the school currently consolidating at the level of Sustaining and Growing in the theme of <i>Explicit Teaching</i> . Self Assessment in the theme of <i>Feedback</i> demonstrates progress achieved from Delivering to Sustaining and Growing.



Strategic Direction 2: Excellence in teaching and leading

Purpose

To ensure excellence in teaching through quality instructional leadership and a culture of collaboration and feedback, underpinned by best practice in teaching, learning and assessment to deliver improved student outcomes.

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.

- Effective Data Skills Maximising Learning For All
- Culture of Collaboration & Feedback

Resources allocated to this strategic direction

Professional learning: \$43,472.33

Socio-economic background: \$84,520.00

QTSS release: \$112,893.96

AP Curriculum & Instruction: \$75,285.50

Summary of progress

Our focus for 2022 was on familiarisation of the new K-2 English and Mathematics syllabus documents driven by whole school and grade targeted professional learning. The expertise of AP C&Is and external consultants was utilised to target professional learning on unpacking both syllabi thus strengthening staff understanding and collaborative practices. Consistent professional learning has supported staff to develop in depth understanding of both documents with over 90% of staff indicating the grade based professional learning model to be effective.

All teachers across K-6 were involved in data conversations with the Assistant Principals Curriculum & Instruction on formative and summative assessment for their class. Professional dialogue on external and internal data sources further developed teacher confidence and awareness of implementing assessment strategies in planning, teaching and learning of reading and numeracy.

The executive team received professional learning on their crucial role as a supervisor in the Performance and Development Process (PDP) cycle. The executive team also conducted a strategic review of the PDP goals for the entire school to assist group professional development initiatives. As a result, the process was better understood, and leaders said that they had a shared understanding of the expectations of consistent PDP processes across the school. PDPs now clearly align goals, professional development, and evidence.

Next year, we will differentiate support in the form of mentoring for staff at their point of need in data skills and use and formative assessment practices in reading and numeracy. This will strengthen practices in identifying, tracking and supporting individual student learning needs. We will also plan professional learning opportunities for staff in Years 3-6 focusing on familiarisation of the new 3-6 English and Mathematics syllabus documents.

After careful consideration and feedback from staff, next year we will continue to ensure all staff PDPs explicitly demonstrate a focus on genuine improvement aligned with system and school priorities to maximise student progress and achievement.

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
Achieve Excelling in the theme <i>Data Use in Teaching</i> within the element <i>Data Skills and Use</i> as measured by the School Excellence Framework.	Self-assessment against the School Excellence Framework shows the school currently performing and maintaining Excelling level in the theme <i>Data Use in Teaching</i> within the element <i>Data Skills and Use</i> .
Sustaining and Growing in two or more themes within the element <i>Professional</i>	Self-assessment against the High Impact Professional Learning tool shows the school currently maintaining Sustaining and Growing in two themes

<p><i>learning is continuous and coherent</i> of the High Impact Professional Learning tool.</p>	<p>within the element of <i>Professional learning is continuous and coherent.</i></p>
<p>Maintain Sustaining and Growing in the theme <i>Collaborative Practice and Feedback</i> within the element of <i>Learning and Development</i> in the School Excellence Framework.</p>	<p>Self-assessment against the School Excellence Framework shows the school has maintained Sustaining and Growing in the theme <i>Collaborative Practice and Feedback</i> within the element of <i>Learning and Development.</i></p>



Strategic Direction 3: High expectations culture

Purpose

To ensure a whole-school culture of high expectations by strengthening community partnerships and innovative practices responsive to the learning and wellbeing needs of every student.

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 & Positive Partnerships
- Personalised & Innovative Learning

Resources allocated to this strategic direction

Per capita: \$85,514.75

Socio-economic background: \$400,843.00

Professional learning: \$29,000.00

Aboriginal background: \$9,744.10

Low level adjustment for disability: \$93,873.60

Summary of progress

Our focus for 2022 was on strengthening wellbeing and innovative learning practices that recognised and nurtured potential providing opportunities for students, staff and community. There was a continued emphasis on individual student success being driven by teacher efficacy and opportunities for innovative learning. Positive partnerships were strengthened through surveys, feedback and greater consultation which supported increased levels of engagement and collaboration with parents and the community. Staff regularly engaged with parents utilising a range of communication modes to improve understanding of student learning and growth. The Attendance Team analysed whole school attendance data in preparation for revising the school Attendance Procedures. Procedures were updated with a stronger focus on increasing the number of students with attendance greater than 90%. A systematic approach to record keeping regarding attendance has resulted in more regular contact to parents from teachers and attendance concerns consistently discussed at executive meetings and stage meetings. This has resulted in strengthened processes where attendance is monitored and addressed in a timely manner for all students.

During 2022, funding was used to employ an Aboriginal Education Officer (AEO) to provide support in the classroom for Aboriginal students to achieve their literacy, numeracy and cultural goals within their Personal Learning Pathways (PLPs). The Aboriginal Education committee worked on establishing and building relationships with the local Aboriginal community through establishing a new yarning circle and working with the Fairfield Network Collaboration team. Non Aboriginal students were supported to develop knowledge, understanding and appreciation of Aboriginal histories and culture through lessons developed by the committee to acknowledge important dates such as NAIDOC and Reconciliation days. Focus on Aboriginal Education professional learning opportunities for all staff has improved staff understanding and knowledge of Aboriginal culture. Professional learning has identified modifications required to strengthen PLPs. Staff were surveyed on their knowledge and use of Aboriginal histories and culture in the classroom and this will be a focus in 2023 where the role of the AEO will be to support teachers to embed Aboriginal culture into everyday learning.

Throughout 2022, the High Potential and Gifted Education (HPGE) team attended further professional learning on the HPGE Policy. This professional learning required a rigorous evaluation process where HPGE programs and processes throughout the school were analysed for success. All staff were surveyed to inform leaders of their current understanding and using the HPGE planning tool and results were evaluated to target professional learning needs. In 2023, this professional learning will be revisited to support the growth and achievement of our High Potential and Gifted students through building teacher capacity to create learning environments that foster and develop HPGE students across the intellectual, physical, social and emotional domains.

Next year, we will collaborate with staff to improve understanding of the four domains within the High Potential and Gifted Education policy. Professional learning will be designed to assist teachers in the High Potential and Gifted Education initiative to build learning settings that promote and develop HPGE learners. A feature will be evidence-based methods, programs, and procedures. In all four domains, staff will be supported in identifying HPGE learners, and a register of HPGE students will be created.

Harrington Street Public School will continue ensure that Aboriginal Histories and Cultures are respected, appreciated, and promoted throughout the entire school community as part of the initiative, Wellbeing and Positive Partnerships. This

will be accomplished by employing a full time Aboriginal Education Officer to mentor staff with incorporating Aboriginal education into their routines and to support Aboriginal students achieving PLP goals. The school's comprehensive attendance and wellbeing practices will be strengthened throughout 2023 to further support students' wellbeing and engagement. Furthermore, we will be launching and utilising the digital platform Seesaw, that will enable greater levels of communication and connection with families.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
A minimum of 87.3% of students attend school greater than 90% of the time.	62.9% of students attended greater than 90% of the time due to the impacts of COVID. However, attendance data is above statistically similar schools group (SSSG), network schools and the State.
Move towards Excelling in <i>Wellbeing</i> in the theme <i>A Planned Approach to Wellbeing</i> and consolidate Sustaining and Growing in <i>Individual Learning Needs</i> in the School Excellence Framework Self-assessment.	Self-assessment against the School Excellence Framework indicates the school has progressed to the level of Excelling in the theme <i>A planned approach to wellbeing</i> . The school has consolidated in the level Sustaining and Growing in the theme <i>Individual learning needs</i> .
Achieve the level of Building in the dimension of <i>Communicate</i> and maintain the level of Developing for <i>Learning at Home and School</i> as measured by the School Assessment Tool.	Self-assessment against the School Assessment Tool indicates the school currently performing at the level Building in the dimension of <i>Communicate</i> and has maintained the level of Developing for <i>Learning at Home and School</i> .
3% improvement from baseline data in the desirable quadrant of 'High Skills and High Challenge' focused on Social-Emotional Outcomes in the TTFM student survey.	Tell Them From Me student survey data indicates that we are yet to achieve progress in this measure and are working towards an increase in the quadrant of 'High Skills and High Challenge' within Social-Emotional Outcomes.
Sustaining and Growing in two or more statements of the High Potential and Gifted Education policy.	School survey data indicates the school is at the level of Sustaining and Growing in two statements of the HPGE policy. The majority of executive staff have completed the HPGE Policy Orientation School Leaders professional learning course.



Funding sources	Impact achieved this year
<p>Refugee Student Support</p> <p>\$14,896.05</p>	<p>Refugee student support funding is provided to support students from refugee backgrounds who have been enrolled in an Australian school for less than three years.</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"> • Student-Centred Learning Goals <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • release time to engage staff in targeted professional learning in S.T.A.R.S in Schools - Supporting Students from Refugee Backgrounds • intensive English language and learning support to increase educational outcomes for students • engagement with external providers and specialists to provide intensive language support to identified EAL/D students • employment of additional staff for targeted student support <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> - implementation of quality Individual Education Plans (IEPs) for refugee students addressing the specific needs of students - increased targeted support for refugee students in literacy and numeracy - targeted support for refugee students and effectively meeting their wellbeing needs <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> - strengthen orientation programs and welcome strategies for students of refugee backgrounds ensuring all teachers are aware of specific learning, wellbeing and settlement needs - review and update refugee student data against EAL/D progressions - continue to engage the EAL/D Education Leader to provide professional learning to further support refugee students
<p>Integration funding support</p> <p>\$97,238.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Harrington Street 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"> • Student-Centred Learning Goals <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLaSPs) • staffing release to build teacher capacity around behaviour intervention and curriculum adjustments • employment of staff to provide additional support for students who have high-level learning needs • intensive learning and behaviour support for funded students • release for classroom teachers to liaise with carers and stakeholders to develop and conduct regular reviews of students' personalised learning and support plans (PLaSPs) <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> - 1:1 support for students where required, providing individualised support by an SLSO or Learning and Support teacher to enhanced engagement in learning - 100% of eligible students demonstrating progress towards their personalised learning goals - 100% of PLaSPs regularly updated following consultation with relevant stakeholders to address student learning needs

<p>Integration funding support</p> <p>\$97,238.00</p>	<p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> - continue to provide 1:1 support for students as required through SLSO or Learning and Support teacher - continue regular monitoring of student needs to ensure funding is used to specifically address each student's learning and wellbeing needs - further strengthen the capacity of SLSOs by providing professional learning focused on literacy, numeracy and wellbeing to specifically address each student's support needs
<p>Socio-economic background</p> <p>\$774,708.38</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Harrington Street 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"> • Highly Effective Teaching Practices • Student-Centred Learning Goals • Effective Data Skills Maximising Learning For All • Culture of Collaboration & Feedback • Wellbeing & Positive Partnerships • Personalised & Innovative Learning • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • resourcing to increase equitability of resources and services • employment of speech pathologist to support students with additional learning needs • providing student assistance for educational materials, uniform and equipment • employment of Community Liaison Officer (CLO) to increase community engagement • employment of additional staff including Aboriginal Education Officer (AEO), Community Liaison Officer, Attendance Officer and Student Learning Support Officers (SLSO) to support student and community engagement • professional development of staff in literacy and numeracy to support student learning <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> - increased capacity of teachers to implement excellence in teaching and learning, providing mentoring and support through the Assistant Principals Curriculum & Instruction model - all students having the necessary resources, equipment and support to participate in their learning - quality technology resources available and upgraded in every classroom to ensure equity across our community and increased engagement of learning - increased community engagement through the employment of a Community Liaison Officer - Years 3, 4, 5 and 6 Check-in Assessment results for both reading and numeracy are above statistically similar school groups (SSSG) - students achieving in the top two bands for NAPLAN Reading and exceeding the 2022 projected upper bound target - students achieving in the top two bands for NAPLAN Numeracy and exceeding the 2022 projected lower bound target - Year 3 NAPLAN Reading above SSSG - Year 5 NAPLAN Reading above both State and SSSG - Year 3 NAPLAN Numeracy above SSSG - Year 5 NAPLAN Numeracy above both State and SSSG - feedback from the community in communication, educational delivery and school processes continues to be highly positive <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> - to ensure new K-2 curriculum is implemented and quality resources are purchased to ensure inclusive access to curriculum for all students - to continue high impact professional learning to improve literacy and numeracy outcomes for all students K-6

<p>Socio-economic background</p> <p>\$774,708.38</p>	<ul style="list-style-type: none"> - provide increased extra curricular experiences and dispense student assistance for students in need to ensure equity and remove socio-economic disadvantage - to continue to employ AEO and SLSOs to support the targeted needs of individual students - continue to employ Attendance Officer to implement attendance initiatives and programs focused on improving attendance rates - continue with community engagement initiatives through the employment of a Community Liaison Officer
<p>Aboriginal background</p> <p>\$9,744.10</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Harrington Street Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Wellbeing & Positive Partnerships <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 Pathways (PLPs) • employment of Aboriginal Education Officer (AEO) to facilitate improved community engagement, including the engagement of students and their families with PLPs <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> - 100% Aboriginal students demonstrated consistent progress in achieving their goals within their Personalised Learning Pathways (PLPs) - all PLPs developed and evaluated in consultation with parents where possible - Tell Them From Me (TTFM) data indicating 100% of Aboriginal students feel good about their culture - Tell Them From Me (TTFM) data indicating 100% of Aboriginal students feel teachers understand their culture - One year 3 student achieving; 11.8% above the SSSG average and 8.8% above the statewide average in the Term 4 Check In Assessment Reading and 4.5% above the SSSG average in the Term 4 Check In Assessment Numeracy <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> - continue to strengthen practices in leading and implementing differentiated Personal Learning Pathways (PLPs) for Aboriginal students - continue involvement in Fairfield Aboriginal Education Collaboration Network initiative
<p>English language proficiency</p> <p>\$700,000.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Harrington Street 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"> • Highly Effective Teaching Practices • Student-Centred Learning Goals <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • targeted lessons for small group (developing) and individual (emerging) support • providing professional learning on EAL/D Progression levelling to support accurate identification of EAL/D phases for students

<p>English language proficiency</p> <p>\$700,000.00</p>	<ul style="list-style-type: none"> • engagement of an EAL/D specialist teacher to model EAL/D strategies, with the aim of increasing teacher confidence and practice in teaching EAL/D students • employment of 6.0 EAL/D teachers to provide in class differentiated support for EAL/D students across all EAL/D phases <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> - increased knowledge for all staff in using EAL/D learning progressions to identify student needs in language acquisition - explicit teaching in all classrooms by providing extensive scaffolding to EAL/D students to enable access to the curriculum - collaborative planning and team teaching opportunities, with class teachers and EAL/D specialist teachers, using quality literature in every classroom - 100% of students receiving EAL/D intervention tracked with ongoing reflections and assessment included within programming and relevant tracking tools - 49% of EAL/D students achieving in the top two bands on NAPLAN Reading and Numeracy in 2022 <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> - to continue to utilise support from the EAL/D Educational Leader to deepen teacher understanding of effective EAL/D pedagogy - to continue to utilise EAL/D specialist teachers to implement co-teaching programs to provide intensive support for all students from EAL/D backgrounds - strengthen our orientation and enrolment procedures on arrival for EAL/D students and their families
<p>Low level adjustment for disability</p> <p>\$297,916.87</p>	<p>Low level adjustment for disability equity loading provides support for students at Harrington Street 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"> • Student-Centred Learning Goals • Personalised & Innovative Learning <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engaging Learning and Support Teachers to work with individual students and in a case management role within the classroom/whole school setting • providing support for targeted students within the classroom through the employment of School Learning and Support Officers • employment of Speech Pathologist to develop phonological awareness, articulation, receptive, expressive language and self-regulation for identified students <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> - Year 3 NAPLAN results showed a significant increase in reading results in 2022 and were above SSSG and State - Year 5 NAPLAN results showed a significant increase in reading results in 2022 and were above SSSG and State - improved learning achievement outcomes for Year 3 and Year 5 students in the percentage number of students performing in the Top 2 bands of NAPLAN in <ul style="list-style-type: none"> reading and numeracy - reduction of 9% of Year 5 students in the bottom two bands for NAPLAN Reading - reduction of 10% of Year 5 students in the bottom two bands for NAPLAN Numeracy - targeted intervention support delivered by staff and quality intervention programs to students with additional learning needs - employment of a Speech Therapist has led to improved results in expressive and receptive language for students across P-6 <p>After evaluation, the next steps to support our students will be:</p>

<p>Low level adjustment for disability</p> <p>\$297,916.87</p>	<ul style="list-style-type: none"> - continue employment of specialised staff and SLSOs across K-6 to support teachers in implementing targeted intervention for individual students in literacy and numeracy - professional learning and support for all staff in implementation of the Inclusive, Engaging and Respectful (IER) policy to ensure all students are engaged and learn to their full capability - professional learning opportunities for all staff, consultation with parents and the community, and enhanced learning and support programs and structures - to continue employment of a speech therapist to carry out individual student assessments across P-6 and targeted speech intervention
<p>Professional learning</p> <p>\$72,472.33</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Harrington Street 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"> • Effective Data Skills Maximising Learning For All • Culture of Collaboration & Feedback • Wellbeing & Positive Partnerships • Personalised & Innovative Learning <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • engaging in external educational consultants to deliver professional learning on evidence-based approaches to teaching reading and writing • employment of staff to release classroom teachers and School Learning Support Officers to engage in professional learning at an individual, grade and stage level • teachers participated in targeted professional learning to support the implementation of the new K-2 English and Mathematics syllabus <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> - increased capacity of all teachers to embed effective practices in planning for quality literacy blocks - increased capacity of teachers across K-6 to implement explicit teaching practices in reading and writing - exceeded upper bound target for NAPLAN Reading in Year 3 by 7.27% and Year 5 by 3.43% - increase of 7% of Year 3 students achieving in the Top 2 bands NAPLAN Writing <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> - to continue and further strengthen personalised and targeted professional learning in the form of mentoring, co-planning and co-teaching in aspects of reading and numeracy from the Assistant Principals (Curriculum and Instruction) and external consultants - to continue to encourage teachers to engage in purposeful, additional professional learning linked to their PDPs - to have Assistant Principals lead targeted, weekly professional learning sessions for grade teams
<p>Literacy and numeracy</p> <p>\$104,943.73</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Harrington Street 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"> • Highly Effective Teaching Practices <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 for all students K-6

<p>Literacy and numeracy</p> <p>\$104,943.73</p>	<ul style="list-style-type: none"> • employment of staff to release teachers for targeted professional learning to improve literacy and numeracy outcomes for students • purchasing of literacy resources to support guided and shared instruction <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> - an increased number of students being able to achieve grade expectation in reading across K-2 - phonics and numeracy resources accessible for all students in K-6 classrooms - increased targeted phonics and numeracy support delivered to students focused on individual learning needs - Year 3 cohort performing above the SSSG and State average by 4.6% in the Term 4 2022 Checkin Assessment Numeracy - Year 6 cohort performing above SSSG and State average by 12.1% in the Term 3 Checkin Assessment Numeracy <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> - evaluation of current literacy and numeracy classroom resources and purchase of new resources to match the new 3-6 English and Mathematics syllabus - continue to have Assistant Principals lead targeted, weekly professional learning sessions for grade teams - to employ an additional teacher to support student learning in literacy and numeracy
<p>QTSS release</p> <p>\$197,893.96</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Harrington Street 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"> • Highly Effective Teaching Practices • Culture of Collaboration & Feedback <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • additional staffing to support staff collaboration in the implementation of high-quality curriculum • Assistant Principals provided with additional release time to support the implementation of high-quality curriculum • implementation of explicit teaching rounds to strengthen quality teaching practices • working shoulder to shoulder to build capacity of K-6 staff to deliver targeted, evidence-based literacy and numeracy programs to improve student outcomes, with particular focus on improving pedagogy, differentiation and assessment practices <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> - improved teacher understanding in the delivery of differentiated systematic collection of student assessment data to respond to trends in student achievement, individual, group and whole school levels - 100% of teachers participating in school based professional learning to build teacher capacity in the implementation of literacy and numeracy programs using evidence-based teaching strategies to improve student learning outcomes - 88% of teachers indicated improved confidence and capacity to implement evidence-based practices to better address student needs - 96% of staff strongly agreed that they have a performance and development plan that sets out their individual goals <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> - to continue to provide shoulder to shoulder support, co-planning and co-teaching in literacy and numeracy across K-6, building on evidence-based explicit teaching practices and differentiation within curriculum and assessment - to provide additional release for executive staff to lead improvement in focus areas where teachers need support in literacy or numeracy

<p>QTSS release</p> <p>\$197,893.96</p>	<ul style="list-style-type: none"> - to continue to build teacher capacity using instructional rounds, collaborative programming, lesson observations and quality teacher feedback - employ additional leaders across the school to establish grade teams to directly support, coach and mentor classroom teachers
<p>COVID ILSP</p> <p>\$330,989.00</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"> • employment of additional educators to deliver the Intensive Support Program across K-6 • employment of additional School Learning Support Officers (SLSO) to target one on one reading tuition • providing targeted, explicit instruction for student groups in reading and literacy • providing professional learning for COVID ILSP educators <p>The allocation of this funding has resulted in the following impact:</p> <p>The majority of the students in the program achieving significant progress towards selected Numeracy Progression marker.</p> <ul style="list-style-type: none"> - 75% of Kindergarten students identified as achieving 'always' on the selected focus indicators in the learning progression sub-element of Quantifying Numbers reflected in COVID PLAN 2 data - at least 95% of students in Year 1 and Year 2 achieved expected growth in selected numeracy progression indicators using PLAN 2 for Quantifying Number - 70% of students in Year 2 answered selected indicators in the learning progression sub-element of Multiplicative Strategies correctly reflected in COVID PLAN2 data - an average of 84% of Year 3 students were identified as achieving 'always' on the selected focus indicators in the learning progression sub-element of Quantifying Numbers - 77% of students in Year 4 were identified as achieving 'always' on the selected focus indicators in the learning progression sub-element of Multiplicative Thinking - at least 80% of students in Year 5 achieved expected growth in selected numeracy progression indicators using PLAN 2 for Quantifying Number - Year 4 students who received ILSP support, demonstrated an increase in growth of 10.6% of correct responses when comparing start of year to end of year Numeracy Check In assessment data - all staff engaged in professional learning with the Assistant Principal, Curriculum and Instruction leaders to monitor, track and review student data on a fortnightly basis <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> - to continue to employ ILSP staff, including educators and SLSOs to implement literacy and numeracy group tuition across K-6 - a continuation of the model using small group tuition for literacy and numeracy, ensuring data is used to identify specific student needs - to provide additional in-class support for targeted students to continue to meet their personalised learning and support plans

Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	568	551	532	508
Girls	417	432	436	403

Student attendance profile

School				
Year	2019	2020	2021	2022
K	94.5	94.4	92.6	88.0
1	93.5	94.2	93.7	87.6
2	94.7	92.9	94.9	87.5
3	93.7	94.8	94.5	90.1
4	94.5	93.5	94.4	88.8
5	96.3	94.9	95.3	90.9
6	95.2	95.4	93.8	90.4
All Years	94.6	94.2	94.2	89.2
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)	2
Assistant Principal(s)	7
Classroom Teacher(s)	38.2
Learning and Support Teacher(s)	1.6
Teacher Librarian	1.4
Teacher ESL	6
School Administration and Support Staff	11.07
Other Positions	5.4

*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	1,323,470
Revenue	11,541,229
Appropriation	11,204,333
Sale of Goods and Services	53,488
Grants and contributions	274,517
Investment income	8,691
Other revenue	200
Expenses	-11,703,177
Employee related	-9,642,325
Operating expenses	-2,060,852
Surplus / deficit for the year	-161,948
Closing Balance	1,161,522

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	112,134
Equity Total	1,782,369
Equity - Aboriginal	9,744
Equity - Socio-economic	774,708
Equity - Language	700,000
Equity - Disability	297,917
Base Total	6,862,951
Base - Per Capita	255,515
Base - Location	0
Base - Other	6,607,437
Other Total	1,899,822
Grand Total	10,657,277

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

Each year schools are required to seek the opinions of parents, students and teachers about the school utilising internal and external data sources. The internal data sources included Year 6 exit surveys, student focus group data and student forums. The Department of Education, through the Centre of Education Statistics and Evaluation (CESE), has engaged the Learning Bar to offer its Student Feedback Survey and Focus on Learning Parent Survey to NSW government schools.

Tell Them from Me (TTFM) surveys are a suite of surveys for measuring student engagement and wellbeing. The surveys are also used to capture student, parent and teacher voices, providing reliable evidence for schools to use in identifying strengths and areas for improvement.

In 2022 the parents, caregivers, students and staff at Harrington Street Public School were surveyed using these tools. The results were as follows:

TTFM Student Survey (students in Year 4, 5 and 6) indicated that:

- 78% of students have friends at school they can trust and who encourage them to make good choices, an increase of 4%
- 87% of students value school outcomes and believe that schooling is useful in their everyday life and have a strong bearing on their future
- 91% of students reported they display positive behaviour regularly
- 85% of students try hard to succeed in their learning
- 89% of students believe teachers provide them with quality instruction
- students felt that important concepts are taught well, class time is used efficiently. The school score of 8.0 was slightly below the NSW Government norm of 8.2
- students believed that teachers set clear goals for learning, establish expectations, check for understanding and provide feedback. The school score of 7.6 was slightly above the NSW Government norm of 7.5

Within the Year 6 exit survey:

- 75.2% of students identified clear learning intentions and success criteria in mathematics and English
- 67.2% of students identified improvement in learning as a result of setting consistent learning goals
- 73.6% of students believed teachers provided them with effective feedback
- 78% of students believed that there were increased opportunities for leadership across the school

Within the K-2 student focus group survey:

- 90% of students felt accepted and valued by others
- 78.5% of students enjoyed coming to school and learning
- 78.6% of students believed homework is important
- 68.6% of students felt challenged in their learning
- 97.1% of students said teachers tell them what they are doing well and what they need to improve in their learning most of the time

Within the 3-6 student focus group survey:

- 95% of students felt accepted and valued by others
- 88.8% of students felt school is important to be successful in future
- 79.7% of students had learning goals that were continually updated
- 67.5% of students felt challenged in their learning
- 98.8% of students said teachers tell them what they are doing well and what they need to improve in their learning most of the time

TTFM Parent Survey - survey results are converted to a 10-point scale, a score of 0 indicates strong disagreement, 10 indicates strong agreement and 5 indicates a neutral position (neither agree or disagree).

- parents surveyed said they felt welcomed at Harrington Street Public School (8.1)
- parents are well informed about school activities (7.4)
- the information provided to parents is written in clear and plain language (7.6)
- parents believed teachers take account of their child's needs, abilities and interests (7.1)
- parents surveyed felt their children are clear about the rules for school behaviour (8.7)
- parents surveyed felt their child is safe at school (8.4)

TTFM Teacher Survey - survey results are converted to a 10-point scale, a score of 0 indicates strong disagreement, 10 indicates strong agreement and 5 indicates a neutral position (neither agree or disagree)

- teachers surveyed felt supported by leadership at the school (6.8)
- teachers surveyed used collaboration opportunities to improve student learning outcomes (7.5)
- teachers surveyed create a positive learning culture in their classroom (8.0)
- teachers surveyed used data to inform practice (7.7)
- teachers surveyed utilise effective teaching strategies to improve student learning (7.9)

The People Matters Survey indicated that:

- 88% of teachers have a clear understanding of what is expected of them to perform their duty well
- 86% of teachers believe workgroup considers customer needs when planning their work
- 77% of staff indicated that their job gives them opportunities to use a variety of skills
- 96% of teachers indicated that they have a performance and development plan that sets out their individual goals
- 78% of teachers indicated that they have scheduled feedback conversation with their manager

Harrington Street Public School staff will continue to participate in the People Matter Employee Survey every year building on our strengths and reviewing our opportunities.

Focus areas for 2023:

Students - In 2023 a focus on promoting deep learning through differentiated instruction to extend the knowledge and abilities of every student in every class, regardless of their starting place, will be one of the strategies used to improve student engagement and performance in their learning.

The school will continue to deliver strong social and emotional support to students with the aim of increasing students' social-emotional outcomes in the areas of sense of belonging and positive relationships.

Parents - In 2023 we will implement the digital tool Seesaw across K-6 to engage families in conversations centred on student learning. Greater scaffolding will be provided for parent-teacher meetings to increase parent understanding of their children's learning through a new reporting system.

Teachers - In 2023 the needs identified by teachers included school leaders to increase their observation of classroom practice to provide teachers with feedback that enhances performance.



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.