

2022 Annual Report

Harrington Park Public School



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Introduction

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

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

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School vision

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

School context

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

Self-assessment and school achievement

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

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

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

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

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

Strategic Direction 1: Student growth and attainment

Purpose

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

Initiatives

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

- Data Driven Practices

Resources allocated to this strategic direction

Literacy and numeracy: \$21,088.65

Professional learning: \$22,423.38

Per capita: \$1,915.00

Summary of progress

In 2022, teaching and learning programs were reviewed and refined with a particular focus on quality, effective assessment. Supported by current CESE research, DoE documents along with high impact professional learning, the staff were supported with shoulder to shoulder teaching opportunities provided by the school funded Instructional Leaders and the extended leadership team. Whole school professional learning sessions, stage meetings and stage collaboration days, provided time for stage teams to unpack student assessment tasks and collaborate to develop a range of opportunities that embedded the six elements of effective assessment. Regular analysis of a range of data sources, through stage team moderation sessions, ensured that areas of student learning needs were identified and targeted. Deep, authentic discussions promoted the application of new, collective understanding allowing teachers to feel confident and knowledgeable in the delivery of these lessons including summative assessment tasks.

NAPLAN results for students achieving in the top two bands for Reading and Numeracy did not reach the expected target, with the exception of Year 5 Reading. There was an uplift of 1.44% from 2021, which is also the strongest result since 2010. The aim now is to return to an upward trend across Year 3 and 5 Reading and Numeracy for 2023. The focus will be on developing consistent teacher judgement by utilising a whole school approach to delivering the most effective evidence based practices in every classroom to maximise learning progress for all students.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
<i>Reading Top 2 Bands</i> - an uplift of 4.9% of our students achieving the top 2 bands in 2022 as calculated from the system negotiated target.	2022 NAPLAN data indicates 45.37% of students are in the top two skill bands for reading indicating the school did not achieve the system negotiated target, however progressed beyond the target baseline by 4%. Whilst the data demonstrates 45.37% of students achieving within the top two bands for reading in 2022, the school remains 1.53% below the system negotiated target and a decrease of 6.37% from 2021 data. However, there was an uplift of 1.44% in Year 5 students achieving the top 2 bands in Reading.
<i>Numeracy Top 2 Bands</i> - an uplift of 14.6% of our students achieving the top 2 bands in 2022 as calculated from the system negotiated target.	2022 NAPLAN data indicates 26.96% of students are in the top two skill bands for numeracy indicating the school did not achieve the system negotiated target. The data demonstrates 26.96% of students achieving within the top two bands for numeracy in 2022, the school remains 13.74% below the system negotiated target and a decrease of 12.94% from 2021 data.
<i>Understanding Texts target</i> - At least 80% of students completing Kindergarten will be achieving within	2022 data indicates that 96% of Kindergarten students were achieving within Level 4 of the Understanding Texts sub element, which exceeds the target of 80%. 66% of Year 2 students were achieving within Level 6 of the

<p>Level 4 of the Understanding Texts sub element of the Literacy Progressions.</p> <p>At least 80% of students completing Year 2 will be achieving within Level 6 of the Understanding Texts sub element of the Literacy Progressions.</p> <p>At least 80% of students completing Year 6 will be achieving within Level 9 of the Understanding Texts sub element of the Literacy Progressions.</p>	<p>Understanding Texts sub element and 80% of Year 6 students finished the year achieving within Level 9.</p>
<p><i>Quantifying Numbers target-</i> At least 80% of students completing Kindergarten will be achieving within Level 6 of the Quantifying Numbers sub element of the Numeracy Progressions.</p> <p>At least 80% of students completing Year 2 will be achieving within Level 8 of the Quantifying Numbers sub element of the Numeracy Progressions.</p> <p>At least 80% of students completing Year 6 will be achieving within Level 12 of the Quantifying Numbers sub element of the Numeracy Progressions.</p>	<p>2022 data indicates that 66% of Kindergarten students were achieving within Level 6 of the Quantifying Numbers sub element, 60% of Year 2 students were achieving within Level 8 and less than 50% of Year 6 students achieved within Level 12.</p>

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

Purpose

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

Initiatives

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

- Personalised Learning

Resources allocated to this strategic direction

Literacy and numeracy intervention: \$96,533.00

QTSS release: \$134,227.00

Socio-economic background: \$85,846.00

English language proficiency: \$48,276.00

Low level adjustment for disability: \$245,224.00

Integration funding support: \$181,085.00

Professional learning: \$20,287.82

Summary of progress

Two Instructional Leaders positions (K-2 and 3-6) were established in 2022. Due to a restructure in the Senior Executive in Term 1 the Instructional Leader positions were collapsed. In Term 1, each Instructional Leader was given 5 weeks to provide professional learning and modelled lessons, both in Literacy and Numeracy. Working with specific teachers, shoulder to shoulder to model best practice and build teacher capacity. Specific needs were targeted, within a Literacy and Numeracy session, refining focuses based on school needs. Some lesson observations were conducted to feed forward to teachers about strengths and areas to develop, as evidenced in teaching programs and follow up observations. Moving into 2023, two permanent APCI positions were established, as well as each curriculum stage having an off class Assistant Principal. These roles will provide high impact professional learning, resulting in explicit instruction to all students. This will involve shoulder to shoulder support to model best practice to ensure all students are meeting minimum standards in Literacy and Numeracy.

Whole school data was collected every five weeks and used to individualise student learning. High impact professional learning was also implemented to support staff in developing and monitoring Learning and Support Plans (PLSP) for Out of Home Care (OOHC) students, students who receive Integration Funding Support (IFS) and students with additional learning needs who require adjustments to the curriculum or learning environment. This allowed teachers to monitor SMART goals, differentiate, make adjustments to teaching and learning programs and produce relevant evidence. The English as an Additional Language or Dialect (EALD) teacher worked shoulder to shoulder with staff to cater for students who require support with language acquisition to better access the curriculum. The school's aim is to continue the use of best practice, triangulation of data, data informed practices and high impact professional learning to support continuous improvement for all students.

Significant time was dedicated to the "K-2 Syllabus Project". A team was established at the beginning of the year consisting of members of the school Executive Team, along with classroom teachers with a minimum of 5 years teaching (infants) experience and interest in unpacking the new K-2 syllabuses. This was considered a valuable priority as 2022 was labelled the 'familiarisation year' by the Department of Education, before 'mandatory implementation' in 2023. The Syllabus Project Team explored, unpacked, discussed and prepared for the implementation of these two syllabuses. Additionally, the project group led the whole staff Professional Learning. This syllabus project group will feed forward into 2023, by assisting classroom teachers in the implementation phase, as well as creating a syllabus project group for the facilitation of the new Year 3-10 Syllabus.

During stage collaboration, teachers developed a deep understanding of the sub elements Understanding Texts in the Literacy Progressions and Quantifying Numbers in the Numeracy Progressions to track student progress on a whole school data sheet and develop student learning goals. This will continue to be a focus moving into 2023 and develop understanding of version 3 of the Literacy and Numeracy progressions. The school aims to embed the progressions within teaching and learning programs for 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
Improve results with an upward trend towards the lower bound target with an increase of 14% of students achieving expected growth in Reading.	Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.
Improve results with an upward trend towards the lower bound target with an increase of 4.2% of students achieving expected growth in Numeracy.	Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.
An average score of 4.1 on the Improvement, Innovation and Change (IIC) survey focus area of Collaboration.	Incomplete data sets due to delay in implementation of some initiatives during 2022 means this progress measure has not been captured.
An average score of 4.1 on the What Works Best (WWB) survey focus area of Feedback.	Incomplete data sets due to delay in implementation of some initiatives during 2022, means this progress measure has not been captured.
Value Added data in Scout for K-Y3, Y3-Y5 and Y5-Y7 to increase to Developing.	Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.
Achieve Developing in 'Underpin professional learning with strong evidence-based research' as measured in High Impact Professional Learning (HIPL) School self-assessment tool.	Self-assessment against the High Impact Professional Learning (HIPL) school self-assessment tool demonstrates that the school is currently achieving developing in element 1.3 'underpin professional learning with strong evidence-based research' in 2022.

Strategic Direction 3: Engaging Contemporary Learners

Purpose

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

Initiatives

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

- Engaged Learners

Resources allocated to this strategic direction

Socio-economic background: \$12,279.47

Aboriginal background: \$22,694.00

Per capita: \$13,911.00

Summary of progress

All teaching staff were engaged in a long-term High Impact Professional Learning (HIPL) plan, which was supported through our school's partnership with our School Learning Environments and Change (SLEC) Teaching and Learning Advisors. Professional learning sessions encompassed professional readings, literature reviews, evidence-based presentations, interactive tools and reflective discussion. DoE Collaborative Teaching Practice (CTP) Online Learning Modules were completed by all teaching staff. This resulted in an improved understanding of the co-teaching, co-planning, co-debriefing and co-reflecting quadrants. Feedback reflects a sustained use of CTP in classrooms and within teams across K-6. An Internal Google Form was completed by teaching staff to identify the most frequently used teaching approaches. The quantitative and qualitative data will feed forward the avenues in which we direct professional learning for 2023. SMART Goals were reflected upon by all teams. 100% of our teams stated that their SMART goal was achieved. In the sector of 'Collaboration' from the Part 2 Tell Them From Me - Teacher Survey, our staff felt strongly about our collective ability to collaborate to achieve common goals and drive student success. Teacher reflections were above the State average: 8.2 vs 7.8 from a 10 point scale, demonstrating an upward trend for our school.

Professional learning in the form of a 'Deep Dive' was delivered and led to a coherent framework for our school's first set of co-teaching agreements. Co-teaching agreements will continue to be developed, refined and reflected upon in 2023. Proformas will be reviewed to ensure that they continue to be relevant, purposeful and reflect the progress of our staff and the needs of students and community. Our goal for 2023 will be to continue the use of co-teaching agreements at a Stage/Grade level. Continued Teams Meetings are scheduled for Term 1 -2023 with our SLEC Learning and Teaching Advisor. Professional learning for new staff will be an avenue to pursue to ensure that each teacher has the foundations to implement and foster learning cultures that sustain our school's core initiatives. Our school will continue to use the DoE's 6 core approaches to collaborative teaching practice. The goal will be to sustain a common language and classification of approaches for teachers, to best differentiate and engage our learners.

An Aboriginal Education teacher position was established. Aboriginal academic/cultural goals were identified on all PLPs. PLPs were developed by the classroom teacher and communicated to parents once goals were achieved, and new goals had been set. A common understanding of student's 'work towards goals' were communicated between all stake holders. NAPLAN data demonstrates that our students have achieved minimum standards across Literacy and Numeracy. Professional learning was delivered to the staff outlining current policies, Aboriginal Education Teacher's role within the school and information on how we can support First Nations' students in our school. All staff completed mandatory training 'Aboriginal Cultural Education Training' through the MyPL platform. Future project based learning will see our Acknowledgement of Country displayed on a sign at the front of our school so that it is visible to everyone as they enter our school gates. A sign for our Yarning Circle has also been collaboratively designed. Each of the signs use the artwork created previously for our shirts with the approval from Michael Fardon, creating a sense of connection to Country for all.

Clubs were established in Term Three which enhanced student engagement through extra-curricular activities. Clubs catered 427 students, offering opportunities for students to engage in activities of areas of interest. A Google Form survey was created and completed after Term Three to gain teacher feedback on the successful implementation of the activities. The continuation of Clubs in 2023 will see changes in duration of length and an evaluation of how Clubs can best engage and sustain interest with students. Future direction may include retrieving student feedback about activities of interest.

During Semester 1 our school once again maintained its commitment to participate in a range of sporting endeavours through our involvement with the Razorback PSSA competition. School sporting carnivals were well attended, and

students were selected to represent our school at zone and state Championships for swimming, Cross Country and athletics. Trend data reflects an increase in participation in sport from November 2021 to June 2022.

It was noted that a whole school approach to improving attendance was needed across K-6. Senior executive developed a descriptive flow chart and role overview table to detail to all staff their shared responsibility to improving consistent student attendance. A Professional Learning (PL) session was scheduled to be delivered to explore the updated school process and build a common understanding of the DoE's Attendance Policy. Due to unforeseen circumstances this has been rescheduled for SDD 2 - Term 1 2023. A partnership with our HSLO was fostered, our collaborative task was to work with families of risk and analyse attendance trends on a fortnightly basis. Our Deputy Principal shared attendance trends with the executive team on 'even' weeks and Assistant Principals shared data the summarised data with their stage for further follow up or celebration. An increase in teacher communication logged on Sentral was evidenced in relation to "Unexplained" attendance data follow up. Phone calls and a revised HPPS "*Unexplained Absence Slip*" were the primary method of communication. In collaboration with our HSLO, Attendance Improvement Plans (AIPs) were developed for focus families, with improved attendance rates for the 5 targeted children. Close relationships were established with the focus students and their families. Attendance monitoring and tracking continues to be an area of development for our school, in order to achieve more than 44.2% of our students attending school 90% of the time. The focus initiative will be to continue to follow the newly developed flow chart and systems established in 2022, to provide further momentum to ensure that optimal attendance is achieved for all. A partnership with our HSLO will be maintained with a focus on improving student attendance of those who fit within the 84-50% bracket. Office staff and teachers will receive the same PL to refine our input of 'Leave' in Sentral. An executive member of staff will continue to monitor attendance as a key role in their off-class duties.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
TTFM 'Students who are interested and motivated' to have an uplift of 8%.	Tell Them From Me (October 2022 - Snapshot 2) data indicates that 50% of students report they are interested and motivated in their learning. This represents a 3% decrease from the 2021 data. Whilst the Tell Them From Me (June 2022 - Snapshot 1) data demonstrates that 57% of students report they are interested and motivated in their learning. This represents an 4% increase from the 2021 data. Overall, the two 2022 reports demonstrate that an uplift trend has not been sustained.
Number of students attending school 90% of the time to have an uplift of 6.3% as calculated from the system negotiated target.	The number of students attending greater than 90% of the time or more has decreased by 31.90%, however this figure was significantly affected by the community response to COVID-smart measures. 44.2% of our students attended school 90%+of the time, in comparison to the State average of 45.9%, our Network average of 43.4% and the SSSG average of 45.9%.
As identified through TTFM student survey, the number of students with positive well-being to have an uplift of 2%.	77.91% of students reporting positive wellbeing outcomes has decreased by 6.76% across the positive wellbeing measures.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$181,085.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Harrington Park Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Personalised Learning <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing to assist students with additional learning needs • implementation of targeted programs to differentiate teaching and learning programs • release for classroom teachers to liaise with carers and stakeholders to develop and conduct regular reviews of students' personalised learning and support plans (PLSP) <p>The allocation of this funding has resulted in the following impact: All eligible students demonstrating progress towards their personalised learning goals. PLSPs were regularly updated and responsive to student learning needs. Eligible students received support within their classrooms from their classroom teacher, learning and support team as well as SLSO allocation. Parents and carers were contacted each term with updates on student progress with a formal review meeting taking place in Term Two for all students receiving IFS and who are in out of home care.</p> <p>After evaluation, the next steps to support our students will be: To formally incorporate integration funding decision making into the learning and support team meeting agenda to ensure funding use is regularly reviewed. Regularly seek feedback from class teachers and SLSOs on the SLSO timetable to ensure that student needs are being met at the appropriate times throughout the day. The use of integration funding will be adjusted throughout the year in response to student PLSPs reviews to ensure funding is used to specifically address each student's support needs.</p>
<p>Socio-economic background</p> <p>\$98,125.47</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Harrington Park Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Personalised Learning • Engaged Learners <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • professional development of staff through SLEC's 'Collaborative Teaching Practice' to support student learning and engagement • professional Learning for executive to support Co-teaching Agreements implementation <p>The allocation of this funding has resulted in the following impact: All teaching staff were engaged in a long-term High Impact Professional Learning (HIPL) plan, which was supported through our school's partnership with our School Learning Environments and Change (SLEC) Teaching and Learning Advisors. DoE Collaborative Teaching Practice (CTP) Online Learning Modules were completed by all teaching staff. This resulted in an improved understanding of the co-teaching, co-planning, co-debriefing and co-reflecting quadrants. Feedback reflects a sustained use of CTP in classrooms and within teams across K-6. An Internal Google Form was completed by teaching staff to identify the most frequently used teaching approaches. The quantitative and qualitative data will feed forward the</p>

<p>Socio-economic background</p> <p>\$98,125.47</p>	<p>avenues in which we direct professional learning for 2023. SMART Goals were reflected upon by all teams. 100% of our teams stated that their SMART goal was achieved. In the sector of 'Collaboration' from the Part 2 Tell Them From Me - Teacher Survey, our staff felt strongly about our collective ability to collaborate to achieve common goals and drive student success. Teacher reflections were above the State average: 8.2 vs 7.8 from a 10 point scale, demonstrating an upward trend for our school.</p> <p>Professional learning in the form of a 'Deep Dive' was delivered and led to a coherent framework for our school's first set of co-teaching agreements. Co-teaching agreements were established between professional learning communities. The agreements were fluid documents and were edited at touch points throughout the year. The agreements described how collaborative practice was actioned in areas of: reporting, curriculum, daily organisation and routine, differentiation and parent communication. A collective agreement ensured a shared vision within teams.</p> <p>After evaluation, the next steps to support our students will be: Co-teaching agreements will continue to be developed, refined and reflected upon in 2023. Our goal for 2023 will be to continue the use of co-teaching agreements at a Stage/Grade level. Continued Teams Meetings are scheduled for Term 1 -2023 with our SLEC Learning and Teaching Advisor. Professional learning for new staff will be an avenue to pursue to ensure that each teacher has the foundations to implement and foster learning cultures that sustain our school's core initiatives. Our school will continue to use the DoE's 6 core approaches to collaborative teaching practice. The goal will be to sustain a common language and classification of approaches for teachers, to best differentiate and engage our learners.</p>
<p>Aboriginal background</p> <p>\$22,694.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Harrington Park Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Engaged Learners <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • staffing allocation to deliver personalised support for Aboriginal students • community consultation and engagement to support the development of cultural competency • staffing release to support development and implementation of Personalised Learning Plans • staff engaged with mandatory training with our school's professional learning schedule <p>The allocation of this funding has resulted in the following impact: An Aboriginal Education teacher position (0.2) was established. Academic/cultural goals were identified on all PLPs. Goals were worked on in personalised and collaborative environments for all students with classroom teachers, LaST teachers and our Aboriginal Education teacher. NAPLAN data demonstrates that our students have achieved minimum standards across Literacy and Numeracy. Professional learning ensured that current policies and mandatory 'Aboriginal Cultural Education Training' was responsive to our needs as a school and departmental requirements. Through collaborative learning sessions at Stage and grade levels, First Nations students developed a greater connection to each other and their Country. Stage 3 students pursued leadership opportunities in leading NAIDOC week activities in areas of sport and creative arts. All Aboriginal students K-6 collaborated to create slides incorporating English and Dharawal language by using the Gujaga Foundation app on the iPads by the approved AECG. A strong proportion of students and staff purchased Aboriginal Shirts.</p>

<p>Aboriginal background</p> <p>\$22,694.00</p>	<p>After evaluation, the next steps to support our students will be: Feeding forward, a greater focus on developing our student's cultural goals is an area of development (Areas for development based on 2022's PLPs could be : Music, Dance, Art and Language). External community supports may be used to collaboratively develop knowledge, connection and understanding in areas associated with student's personal interests. Future project based learning will see our Acknowledgement of Country displayed on a sign at the front of our school so that it is visible to everyone as they enter our school gates. A sign for our Yarning Circle has also been collaboratively designed. Each of the signs use the artwork created previously for our shirts with the approval from Michael Fardon, creating a sense of connection to Country for all.</p>
<p>English language proficiency</p> <p>\$48,276.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Harrington Park Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Personalised Learning <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to support delivery of targeted initiatives • provision of additional EAL/D support in the classroom and as part of differentiation initiatives • additional staffing to implement co-teaching programs to provide intensive support for all students from EAL/D backgrounds • provide EAL/D Progression levelling PL to staff <p>The allocation of this funding has resulted in the following impact: Significant interruptions to EaLD support were experienced throughout 2022 due to severe and continued staffing shortages. Our EaLD teacher was frequently used to cover classes to limit the number of classes being split across the school and ensure school routines could be pursued. In class support was maintained in some instances and demonstrated that EaLD students were more confident and prepared to take risks with their language use, as noted in teacher observations. Whole school Professional Learning was delivered to whole staff focusing on building teacher capacity in identifying how students with English as an additional language or dialect typically progress in their English language learning. As a result, teachers' ability to assess English language proficiency on the EAL/D learning progression continued to foster effective tailoring of teaching to support language, literacy and numeracy development.</p> <p>After evaluation, the next steps to support our students will be: Our school will continue to establish an EaLD teaching position to provide shoulder-to-shoulder support for all staff. The driving goal will be to ensure that all EaLD students are presented with curriculum that is accessible, relevant and purposeful. The role will encompass providing professional learning on effective strategies to engage and cater for EaLD learners and support in assessing students' language proficiency. Personalised and targeted professional learning will be provided in the form of co-planning and co-teach.</p>
<p>Low level adjustment for disability</p> <p>\$245,224.00</p>	<p>Low level adjustment for disability equity loading provides support for students at Harrington Park Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Personalised Learning <p>Overview of activities partially or fully funded with this equity loading</p>

<p>Low level adjustment for disability</p> <p>\$245,224.00</p>	<p>include:</p> <ul style="list-style-type: none"> • providing support for targeted students within the classroom through the employment of School Learning and Support Officers • employment of additional staff to support teachers to differentiate the curriculum and develop resources and classroom activities resulting in improvement for students with additional learning needs <p>The allocation of this funding has resulted in the following impact: The school achieved a more consistent approach to student learning support and interventions with a refined and enhanced student and parent learning referral process. Subsequent collaborative learning supports provided as well as individualised and differentiated teaching. School funds were used to employ additional SLSOs, to target and address student needs as identified through the learning support team and referral process. The resumption of allied health professionals delivering therapy sessions on school site due to easing of COVID smart measures supported students in personal progress.</p> <p>After evaluation, the next steps to support our students will be: Continue refining the learning support team processes to further expand their impact. Professionally develop staff in the role of learning support teacher and learning support co-ordinator. Professionally develop SLSOs across multiple areas to provide targeted support to identified students. Make effective use of 'Team Within the School' and 'Team Around the School' support systems to ensure individual student needs are addressed and staff are supported with specific and personalised resources.</p>
<p>Professional learning</p> <p>\$42,711.20</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Harrington Park Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Data Driven Practices • Personalised Learning <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • review practices in quality, explicit teaching and assessment design and the use of data to inform practice in the teaching of reading and mathematics. • implement the LEED Project: Assessment Action Plan • identify 5 students (D5) to track and monitor progress against personalised reading and numeracy goals. Use D5 student progress to reflect on and improve teaching practice. • establish a 'Syllabus Project' team which includes executive team members and experienced staff members to unpack the new K-2 Mathematics and K-2 English syllabus documents and develop a scope and sequence. • high impact professional learning used to deliver PL to all staff by the 'Syllabus Project' team on the two new K-2 syllabuses <p>The allocation of this funding has resulted in the following impact: Increased capacity of teachers to embed effective practices in the explicit teaching of reading and mathematics, resulting in improved internal and external student results.</p> <p>After evaluation, the next steps to support our students will be: Target professional learning in reading and mathematics through the lens of contemporary teaching practices which are evidence based.</p>
<p>Literacy and numeracy</p> <p>\$21,088.65</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Harrington Park Public School from Kindergarten to Year 6.</p> <p>Funds have been targeted to provide additional support to students</p>

<p>Literacy and numeracy</p> <p>\$21,088.65</p>	<p>enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Data Driven Practices <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • purchasing of literacy resources such as quality picture books for guided and shared instruction • updating reading resources to meet the needs of students • literacy and numeracy programs and resources, to support teaching, learning and assessment • targeted professional learning to improve teacher capacity to implement the gradual release of responsibility model <p>The allocation of this funding has resulted in the following impact: Improved teacher capacity to target identified areas of need so that students are engaged in responsive and differentiated learning. Responsive and targeted teaching saw improvements in student results in both internal and external assessment tasks. Use of the Department's Sample Unit of Work for Reading have been used to adapt best practice for Modelled Reading Programs. Quality literature has supported units of work focusing on multimodal texts and picture books K-6. Teacher capacity to implement the gradual release of responsibility model has improved.</p> <p>After evaluation, the next steps to support our students will be: Inline with the Curriculum Reform K-2 teachers will use the new syllabus to drive teaching and learning in English and mathematics. Our primary goal will be to promote a collective understanding of best practice in the delivery of reading and mathematics through the analysis of student data and the development of collaborative, high quality units of work. Using Decodable Readers to support K-2 in reading will be a focus in classrooms. Continued support in developing deep knowledge of the explicit teaching pedagogy.</p>
<p>QTSS release</p> <p>\$134,227.00</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Harrington Park Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Personalised Learning <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • establish two Assistant Principal Instructional Leader positions • high impact professional learning and modelled lessons provided by ILs, demonstrating quality teaching practices in reading and numeracy • shoulder to shoulder support to model best practice to ensure all students are meeting minimum standards in literacy and numeracy, including lesson observations through collaborative classroom visits, feedback and reflections • instructional leaders support staff with the achievement of professional goals identified in their PDP <p>The allocation of this funding has resulted in the following impact: Improved staff confidence and teaching practice through feedback and reflection of lesson observations.</p> <p>After evaluation, the next steps to support our students will be: Embed collaborative classroom visits, observations and mentoring which target the improvement of teaching practice.</p>
<p>Literacy and numeracy intervention</p> <p>\$96,533.00</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Harrington Park Public School who may be at risk of not meeting minimum standards.</p> <p>Funds have been targeted to provide additional support to students</p>

<p>Literacy and numeracy intervention</p> <p>\$96,533.00</p>	<p>enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Personalised Learning <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • establish two Assistant Principal Instructional Leader positions • high impact professional learning and modelled lessons provided by ILs, demonstrating quality teaching practices in reading and numeracy • shoulder to shoulder support to model best practice to ensure all students are meeting minimum standards in literacy and numeracy, including lesson observations through collaborative classroom visits, feedback and reflections • instructional leaders support staff with the achievement of professional goals identified in their PDP <p>The allocation of this funding has resulted in the following impact: Differentiated teaching through ongoing assessment to target identified student needs in reading and mathematics. This intensive approach has resulted in improved engagement in learning as evidenced by reading assessments, mathematics work samples and teacher observations.</p> <p>After evaluation, the next steps to support our students will be: To continue to employ Instructional Leaders to provide targeted, high impact professional learning.</p>
<p>COVID ILSP</p> <p>\$164,413.00</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 teachers/educators to deliver small group tuition • providing targeted, explicit instruction for student groups in literacy - phonic knowledge and comprehension • development of resources and planning of small group tuition <p>The allocation of this funding has resulted in the following impact:</p> <p>Semester 1 Year 1 students improved their reading between 3 and 10 levels during the first tuition cycle. 74% of Year 2 students improved their reading between 4 and 10 levels and phonological knowledge increased between 7 and 18 levels using the MacqLit Program during the first tuition cycle. 94% of Year 3 students improved their ability to interpret information by making inferences in PAT Assessments. 100% of Year 3 students improved their ability to interpret explicit information in texts.</p> <p>Semester 2 Year 1 students increased their reading fluency between 51 and 80 wpm using the MiniLit Program. 82% of Year 1 students improved their reading by at least 4 levels during Semester 2. Year 2 students working in small groups during Semester 2 were able to demonstrate increased phonological knowledge between 17 and 29 levels since commencing the MiniLit program. 70% of Year 2 students improved their reading by at least 5 levels during Semester 2. 100% of Year 4 students improved their score in the Reading and Maths PAT Assessment from data results end of Term 2 to the end of Term 4.</p> <p>After evaluation, the next steps to support our students will be:</p>

<p>COVID ILSP</p> <p>\$164,413.00</p>	<p>COVID ILSP funding will be supplemented by school funds to employ two SLSOs, 5 days a week to deliver targeted Literacy programs. Students from Years 2 to 4 who will benefit from intensive, small group targeted support in phonic knowledge, reading and comprehension will be eligible. Students will be identified through a rigorous process where several data sources including PAT, Check-In, NAPLAN, school reading levels, progression levels and teacher input will be triangulated. Once students are selected, ongoing assessment will be conducted to monitor progress. Parent contact will occur prior to the groups beginning, throughout the tuition and upon conclusion. It is anticipated that two cycles of COVID ILSP tuition will occur throughout 2023.</p>
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Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	368	345	328	317
Girls	380	368	379	364

Student attendance profile

School				
Year	2019	2020	2021	2022
K	94.0	94.5	93.5	88.3
1	92.7	93.1	93.1	85.8
2	93.9	93.0	92.5	86.2
3	92.8	94.3	92.9	87.1
4	92.7	93.4	92.2	86.6
5	92.3	94.2	90.3	84.7
6	92.3	93.4	91.9	84.4
All Years	92.9	93.7	92.3	86.1
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)	4
Classroom Teacher(s)	24.44
Literacy and Numeracy Intervent	0.84
Learning and Support Teacher(s)	1.5
Teacher Librarian	1.2
School Counsellor	1.6
School Administration and Support Staff	4.26

*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	939,520
Revenue	7,277,498
Appropriation	7,023,467
Sale of Goods and Services	32,296
Grants and contributions	213,124
Investment income	8,611
Expenses	-6,825,896
Employee related	-5,725,475
Operating expenses	-1,100,421
Surplus / deficit for the year	451,602
Closing Balance	1,391,122

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	181,086
Equity Total	414,340
Equity - Aboriginal	22,695
Equity - Socio-economic	98,143
Equity - Language	48,277
Equity - Disability	245,225
Base Total	4,779,426
Base - Per Capita	178,645
Base - Location	0
Base - Other	4,600,782
Other Total	594,820
Grand Total	5,969,672

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

School performance - NAPLAN

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

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

Parent/caregiver, student, teacher satisfaction

Students

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

86% of students participated in school sport and 32% of students participated in extracurricular activities, an uplift of 16% from 2020 Tell Them From Me data. As a school, extracurricular lunch time 'clubs' were implemented, offering a variety of activities to reflect student and teacher interest and strengthen a sense of belonging within the school. 62% of students indicated they feel a positive sense of belonging. Greater participation in extracurricular activities has demonstrated an increase in a greater sense of belonging at school. This data will be closely monitored and strategies will be implemented to see an uplift in 2023. 84% of students indicated that they have friends at school who they can trust and who encourage them to make positive choices. The results also indicated that students felt that important concepts are taught well, class time is used efficiently and classroom instruction was relevant to their everyday lives. Students indicated that they value teacher feedback in order to set clear learning goals. Students who were subjected to moderate to severe physical, social and verbal bullying, or are bullied over the internet was below the NSW Government norm. Students felt that they had someone at school who they felt connected, provided encouragement and someone to turn to for advice and support. 82% of students indicated that if they are getting bullied or see someone else being bullied, they know where they can go to for help. The results also indicated that students felt that teachers are responsive to their needs and encourage independence with a democratic approach. 94% of students at Harrington Park Public School were born in Australia. 7% of students at Harrington Park Public School identify as Aboriginal or Torres Strait Islander origin with 70% of those students feeling good about their culture. This percentage has maintained since last year and will be monitored closely in 2023 and beyond. At Harrington Park Public School we are undergoing major construction. Our results indicated that students felt that there are improvements needed in regards to playground and toilet facilities. This will be closely monitored and reevaluated in 2023.

Parents

The 'Partners in Learning' Parent Survey is based on a comprehensive questionnaire covering several aspects of parents' perceptions of their children's experiences at home and school. The results are discussed below:

31% of parents that completed the survey in 2022 were involved in the school committee of P&C and indicated ways in which the school had sought input or opinions on various areas of school improvement including although not limited to school planning, development and review of school policies and teaching practices. With the implementation of the Inclusive, Engaging and Restrictive Practices policy, the school will seek further parent and community input to develop new school-wide practices.

At Harrington Park Public School major construction is currently underway, as a result parents and carers indicated not feeling as welcomed as previous data had demonstrated and is below the NSW Govt norm. The data also revealed a decrease in accessibility around the school. Parents and carers, however, did feel that they are involved in regular communication with teachers in regards to student learning and behaviour. The data suggests that most parents that had participated in the 2022 survey had been in contact with their child's teacher at least once since the beginning of the year, with the majority being contacted or had attended a meeting with the teacher on more than one occasion. Parents have indicated that the school is also implementing a range of useful communication strategies when transferring student related information.

Teachers

The online "Tell Them from Me - Focus on Learning Teacher Survey" was conducted and used as a self-evaluation tool for teachers and schools. These results provided quality feedback in the areas of Leadership, Collaboration, Learning Culture, Data Informed Practice, Teaching Strategies, Technology, Inclusivity and Parent Involvement. The results indicated that leadership is highly visible, provides guidance for monitoring student progress and creates a safe, orderly school environment. Collaboration is seen as a more valued aspect, due to new classroom facilities and heavy focus on 'collaborative teaching practices' with a school mean of 8.2. The school aims to create and maintain a positive learning culture which is reflected by a school mean of 8.0 currently above NSW Government norm. Results indicated that teachers set high expectations for student learning and monitor individual student progress, utilising individualised learning goals. Over 80% of teachers use data informed practices, which remains a whole school priority outlined in the School Improvement Plan. The use of technology in programs and classrooms has exceeded the NSW Government norm by 0.5. This area will continue to be monitored and reflected on in 2023. A future direction for 2023 and beyond is to engage parents in the learning process and involvement in the classroom environment.

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.