

2023 Annual Report

Harrington Street Public School



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Introduction

The Annual Report for 2023 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.

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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 900 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	2023 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 growth and performance	Sustaining and Growing
TEACHING: Effective classroom practice	Sustaining and Growing
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	Excelling
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.

- To develop consistent, high-quality educational practices.
- Teaching and learning programs ensure student growth.
- Parents highly engaged in 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.

- Highly Effective Teaching Practices
- Student-Centred Learning Goals

Resources allocated to this strategic direction

AP Curriculum & Instruction

Socio-economic background

English language proficiency

Low level adjustment for disability

Refugee Student Support

Integration funding support

Summary of progress

Our focus in 2023 was strengthening effective classroom practice through the implementation of explicit and consistent English and mathematics blocks across K-6. With a focus on developing a whole-school approach to the teaching of reading and mathematics, Assistant Principals Curriculum and Instruction (APC&Is) provided shoulder to shoulder support in guiding Assistant Principals and grade teams through the process of utilising school based scope and sequences alongside ongoing assessment data, to effectively plan lessons utilising evidence-informed teaching and learning methods. APC&Is also provided shoulder to shoulder support in classrooms to build teacher capacity in the explicit teaching of reading and numeracy through modelling and planning of differentiated explicit instruction. The ongoing use of Harrington Street Public School reading benchmarks, and implementation of Harrington Street Public School number benchmarks, fluency tool and comprehension short assessments triangulated with external assessment data has demonstrated improved student achievement in reading and numeracy. Further professional learning and development of consistent school wide implementation of assessments is required to ensure accurate ongoing data collection. Furthermore, school-based data collection in the area of comprehension across Years 3-6 is required to support explicit teaching. Next year, in this initiative, we will continue to focus on the explicit teaching of reading and numeracy as part of the English and mathematics blocks. This will strengthen the linking of whole class teaching with targeted-group instruction, ensuring focused teaching practice in a learning cycle of modelled, guided and independent teaching.

All student reports included future goals in each reporting period allowing for a continuous improvement cycle. Students, parents and teachers could track progress and work collaboratively to address challenges and build on strengths. Overall, the practice of including future goals in Semester 2 reports extended to include students' learning goals in all the Key Learning Areas. This demonstrated a commitment to student success, ongoing improvement and collaboration between teachers, students and parents. It contributed to a more dynamic and responsive educational environment that aimed to meet the diverse needs of students. Next year, we will implement a strategic and comprehensive approach to English and mathematics through the use of Department of Education units of work, emphasising explicit teaching, student engagement through goal setting and a well-structured learning cycle. This approach has the potential to foster a positive and effective learning environment for students and contribute to their overall academic success in literacy and numeracy. Additionally, we will aim to empower students to understand and take the initiative in creating their own learning goals across various areas of English and mathematics. This student-centred approach will encourage self-directed learning, foster a sense of ownership and promote a growth mindset.

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
<p>Increase the percentage of Year 2 to Year 6 students demonstrating growth from Term 1 to Term 4 using Progressive Assessment Test (PAT) Reading assessment.</p>	<p>PAT testing indicates the percentage of Year 2 students achieving growth in reading has increased by 26%.</p> <p>PAT testing indicates the percentage of Year 3 students achieving growth in reading has increased by 6%.</p> <p>PAT testing indicates the percentage of Year 4 students achieving growth in reading has increased by 12%.</p> <p>PAT testing indicates the percentage of Year 5 students achieving growth in reading has increased by 12%.</p> <p>PAT testing indicates the percentage of Year 6 students achieving growth in reading has increased by 10%.</p>
<p>Increase the percentage of Year 2 to Year 6 students demonstrating growth from Term 1 to Term 4 using Progressive Assessment Test (PAT) Numeracy assessment.</p>	<p>PAT testing indicates the percentage of Year 2 students achieving growth in numeracy has increased by 23%.</p> <p>PAT testing indicates the percentage of Year 3 students achieving growth in numeracy has increased by 20%.</p> <p>PAT testing indicates the percentage of Year 4 students achieving growth in numeracy has increased by 17%.</p> <p>PAT testing indicates the percentage of Year 5 students achieving growth in numeracy has increased by 14%.</p> <p>PAT testing indicates the percentage of Year 6 students achieving growth in numeracy has increased by 10%.</p>
<p>Increase the percentage of Kindergarten to Year 6 students achieving or exceeding expected attainment levels in reading as evidenced by school-based data.</p>	<p>Kindergarten student progress against school based data indicates an increase of 30% of students have achieved or exceeded expected attainment levels in reading.</p> <p>Year 1 student progress against school based data indicates an increase of 12% of students have achieved or exceeded expected attainment levels in reading.</p> <p>Year 2 student progress against school based data indicates an increase of 11% of students have achieved or exceeded expected attainment levels in reading.</p> <p>Year 3 student progress against school based data indicates 70% of students have achieved or exceeded expected attainment levels in fluency and 25% in comprehension.</p> <p>Year 4 student progress against school based data indicates 68% of students have achieved or exceeded expected attainment levels in fluency and 48% in comprehension.</p> <p>Year 5 student progress against school based data indicates 52% of students have achieved or exceeded expected attainment levels in fluency and 68% in comprehension.</p> <p>Year 6 student progress against school based data indicates 45% of students have achieved or exceeded expected attainment levels in fluency and 49% in comprehension.</p>
<p>Kindergarten to Year 6 students achieving or exceeding expected attainment levels in numeracy as evidenced by school-based data.</p>	<p>Kindergarten student progress against school based data indicates 86% of students have achieved or exceeded expected attainment levels in numeracy.</p>

<p>Kindergarten to Year 6 students achieving or exceeding expected attainment levels in numeracy as evidenced by school-based data.</p>	<p>Year 1 student progress against school based data indicates 46% of students have achieved or exceeded expected attainment levels in numeracy.</p> <p>Year 2 student progress against school based data indicates 50% of students have achieved or exceeded expected attainment levels in numeracy.</p> <p>Year 3 student progress against school based data indicates 69% of students have achieved or exceeded expected attainment levels in numeracy.</p> <p>Year 4 student progress against school based data indicates 46% of students have achieved or exceeded expected attainment levels in numeracy.</p> <p>Year 5 student progress against school based data indicates 47% of students have achieved or exceeded expected attainment levels in numeracy.</p> <p>Year 6 student progress against school based data indicates 68% of students have achieved or exceeded expected attainment levels in numeracy.</p>
<p>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>.</p>	<p>Self-assessment against the School Excellence Framework shows the school currently performing at Sustaining and Growing in the theme of Explicit Teaching.</p> <p>Self-assessment against the School Excellence Framework shows the school currently performing at Sustaining and Growing in the theme of Feedback.</p>

Strategic Direction 2: Excellence In Teaching & 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.

- Targeted differentiated professional learning through PDPs.
- Collaborative school culture.
- Empowering parents through learning in current educational 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.

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

Resources allocated to this strategic direction

Professional learning

QTSS release

Beginning teacher support

Summary of progress

Our focus for 2023 was on the implementation of the new K-2 English and mathematics units as well as on the familiarisation of the new 3-6 English and mathematics syllabus documents driven by whole school and grade targeted professional learning. The Assistant Principals Curriculum and Instruction (APC&I) led high quality targeted professional learning on adopting and adapting the foundational and conceptual units in English as well as the foundational unit in number sense in mathematics. This strengthened staff understanding and maintained collaborative practices across grade teams including formative and summative assessment practices. Teams in 3-6 engaged in trialling English units in preparation for embedding the new syllabus content in 2024. Staff feedback indicated that the consistent approach in delivering professional learning was valuable in setting up the common language in planning, teaching and assessing across the school. It supported staff movement between the grades. Development of a set of units across K-6 is now accessible by all staff aligned with Department and NESA requirements conducive to a consistent approach in the Harrington Street PS context. Next year, we will differentiate professional learning to staff at their point of need in English and mathematics. This will strengthen practices in differentiation by identifying, tracking and supporting individual student learning needs. We will also plan professional learning opportunities for staff in Years 3-6 focusing on enacting the new 3-6 English and mathematics syllabus documents.

The executive team continued to actively engage in professional learning to enhance their skills and understanding of their role as supervisors in the Performance and Development Process (PDP) cycle. This commitment has led to the development of consistency in planning, implementing and reviewing PDPs across different levels, specifically for grades P-6 and support staff. There was a concerted effort to ensure a standardised and effective approach to the PDP cycle across the school. This was crucial for creating a cohesive and streamlined process that benefits both the individuals involved and the school community. Aligning goals with broader school and department priorities ensured that individual development efforts contributed to the overall improvement of identified system and school priorities. Additionally, tailoring the PDPs to specific areas of focus highlights a personalised and targeted approach to professional development. This approach was more effective in addressing the unique needs and priorities of each staff member, leading to more meaningful and impactful outcomes. Further, we will introduce the staff to Q+ Professional Planning and Accreditation tool in order to support the management of the annual Performance and Development requirements along with accreditation activities.

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	Self-assessment against the School Excellence Framework shows the school currently performing and maintaining at the level of Sustaining and

<p><i>Data Skills and Use</i> as measured by the School Excellence Framework.</p>	<p>Growing in the theme of Data Use in Teaching.</p>
<p>Sustaining and Growing in two or more themes within the element <i>Professional learning is continuous and coherent</i> of the High Impact Professional Learning tool.</p>	<p>Self-assessment against the High Impact Professional Learning (HIPL) - School Self-Assessment tool shows the school currently performing at the level of Sustaining and Growing in the themes of 4.1 Establish Link between Professional Learning and Individual Development and 4.2 Establish Link between Professional Learning and Continuous School Improvement.</p>
<p>Works towards Excelling 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 currently performing at the level of Sustaining and Growing in the theme of Collaborative Practice and Feedback.</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.

- Positive, respectful relationships.
- Consistent implementation to support behaviour.
- Strong community understanding of HSPS wellbeing.

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

Aboriginal background

Socio-economic background

Professional learning

Per capita

Summary of progress

This year, our focus on Wellbeing and Positive Partnerships has been multifaceted, emphasising Aboriginal education, strengthening parent and community connections, promoting attendance initiatives, and prioritising overall student wellbeing. We have taken significant steps to integrate Aboriginal perspectives into our curriculum through the continued employment of an Aboriginal Education Officer, focused on deepening cultural awareness among our students, staff and the community. Additionally, through various parent and community engagement initiatives such as parent workshops, we have strengthened partnerships to support student success. Our attendance initiatives, including weekly monitoring of grade attendance, targeted attendance sprints and rewards for improved attendance, have contributed to a positive school culture and increased student attendance rates and engagement. Due to these great results, Harrington Street Public School was selected to showcase attendance procedures at the Fairfield Network Attendance Team Meeting as a model of best practice. Moreover, our wellbeing initiatives, encompassing the buddies program and wellness activities, have nurtured a supportive environment conducive to learning and growth. In 2024, we plan to continue and expand upon our efforts in Wellbeing and Positive Partnerships. Specifically, we will continue to further integrate Aboriginal perspectives into our curriculum and create a Reconciliation Action Plan (RAP). Strengthening parent and community connections will remain a priority, with a focus on implementing more interactive and inclusive engagement activities.

In the realm of Personalised and Innovative Learning, our focus has been on differentiation and meeting the needs of high potential and gifted students. Through tailored instruction and enrichment activities, we have strived to provide personalised learning experiences that cater to individual student interests, abilities, and learning styles. Our efforts in high potential and gifted education have included specialised projects and opportunities for additional extra-curricular activities targeting identified students across P-6. This included a project team focused on the HPGE Project - Empowering Social-Emotional Learning in Schools as a cross network initiative. In 2024, our focus will continue to evolve to meet the changing needs of our student body and we will continue to provide staff professional learning focused on HPGE to create learning environments that foster and develop students. We will prioritise the continuation and expansion of differentiated instruction strategies, ensuring students receive personalised support tailored to their unique learning needs and preferences. Additionally, our commitment to high potential and gifted education will remain strong, with a renewed emphasis on identifying and nurturing talent across the four domains of intellectual, creative, social-emotional and physical. We will continue to explore innovative approaches and participate in HPGE projects both within and beyond the school to facilitate targeted support and ensure that the unique needs of HPGE learners are met effectively. Next year, we will continue to prioritise personalised learning experiences and innovative practices that empower all students to achieve academic excellence.

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 90.3% of students attend school greater than 90% of the time.	The number of students attending greater than 90% of the time or more has increased by 13.4% compared to 2022 data.
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.	<p>Self-assessment against the School Excellence Framework shows the school currently performing at the level of Excelling in the theme of a Planned Approach to Wellbeing.</p> <p>Self-assessment against the School Excellence Framework shows the school currently performing at the level of Sustaining and Growing in the theme of individual learning needs.</p>
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.	<p>Self-Assessment against the Family-School Partnerships Framework School Assessment Tool indicates moving from Developing to Building in the key dimension of Communication.</p> <p>Self-Assessment against the Family-School Partnerships Framework School Assessment Tool indicates maintaining at the level of Developing in the key dimension of Learning at Home and School.</p>
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 data shows an improvement of 6% in the desirable quadrant of 'High Skills and High Challenge' focused on Social-Emotional Outcomes from the baseline data.
Sustaining and Growing in two or more statements of the High Potential and Gifted Education policy.	Self-assessment against the High Potential and Gifted Education Evaluation and Planning Tool shows the school currently performing at Sustaining and Growing in the statements of, 'Engagement with quality research and ongoing professional learning builds teacher and leadership capacity to improve growth and achievement for all high potential and gifted students' and 'High expectations and effective, explicit, evidence-based teaching create optimal learning environments where all students are challenged and engaged to achieve their educational potential'.

Funding sources	Impact achieved this year
<p>Refugee Student Support</p> <p>\$8,934.29</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"> • intensive English language and learning support to increase educational outcomes for students • release time to engage staff in targeted professional learning provided by the Network EAL/D Education Officer • targeted intensive English tuition provided in small withdrawal groups, for all newly arrived EAL/D students at the beginning and emerging phases of English language proficiency • engage with external providers and specialist to provide intensive language support to identified EAL/D students • accurate mapping of individual students against the EAL/D language learning progressions <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 learning and wellbeing needs of students across K-6 - ongoing support for refugee students with focus on reading and numeracy aligned to new English and mathematics curriculum - 100% of students identified as New Arrivals receiving daily targeted intervention through withdrawal groups utilising specialist EAL/D staff - utilised EAL/D specialist teachers to develop the capacity of classroom teachers to embed strategies and programs as well as report writing using evidence-informed EAL/D pedagogy - 25% of Year 5 students achieving in the Exceeding band on NAPLAN Reading in 2023 - 26% of Year 5 students achieving in the Exceeding band on NAPLAN Numeracy in 2023 <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> - to strengthen orientation programs and welcome strategies for students of refugee backgrounds ensuring all teachers are aware of specific learning, wellbeing and settlement needs - to provide professional development for staff around impact of trauma, learning and wellbeing needs of refugee students
<p>Integration funding support</p> <p>\$152,727.00</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"> • additional staffing to assist students with additional learning needs • targeted professional learning around developing high quality PLaSPs delivered to whole staff • build teacher capacity around behaviour intervention and curriculum adjustments through mentoring by the school based AP Learning & Wellbeing • intensive learning and behaviour support for funded students

<p>Integration funding support</p> <p>\$152,727.00</p>	<p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> - 100% PLaSPs were regularly updated and responsive to student learning needs - all eligible students received personalised learning and support with a SLSO or Learning and Support teacher as required - all eligible students demonstrating progress towards their personalised learning or behaviour goals - 100% of funded students have accessed the curriculum across all Key Learning Areas <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> - to continue regular review of integration funding with regular monitoring of student data ensuring the funding is used to specifically address each student's learning and wellbeing needs - to further strengthen the capacity of SLSOs by providing professional learning utilising whole-school programs focused on literacy, numeracy and wellbeing to specifically address each student's support needs
<p>Socio-economic background</p> <p>\$702,751.09</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 • Wellbeing & Positive Partnerships • Personalised & Innovative Learning <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of speech pathologist to support students with additional learning needs • 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 • employment of additional staff to support the Playgroup program implementation • providing students with economic support for educational materials, uniform, equipment and other items • professional development of staff through an external literacy expert to support student learning • employment of additional staff to support Information and Communication Technologies (ICT) • additional staffing to implement smaller class sizes across K-6 <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> - additional language support for students in P-6 through the employment of a speech therapist - increased community engagement through the employment of a Community Liaison Officer - opportunities for children and parents/carers to participate in a school-developed and fully funded weekly Playgroup program focusing on inclusion and play guided by the Early Years Framework - additional support for targeted students across P-6 through the employment of SLSOs - NAPLAN value added results continue to be at excelling for students in Year 3 and Year 5 - Check-in Reading and Numeracy Year 6 scaled score above state and SSSG - Check-in Reading and Numeracy Year 5 scaled score above state and SSSG - Check-in Reading and Numeracy Year 4 scaled score above state and SSSG - Check-in Reading and Numeracy Year 3 scaled score above state and

<p>Socio-economic background</p> <p>\$702,751.09</p>	<p>SSSG</p> <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> - to ensure new 3-6 English and mathematics curriculum is implemented and quality resources are purchased to ensure inclusive access to curriculum for all students - to continue to provide staff with ongoing professional development in reading, numeracy and High Potential and Gifted Education - provide increased extra curricular experiences and learning opportunities through student assistance - 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>\$10,070.14</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"> • employment of specialist additional staff (AEO) to support Aboriginal students • staffing release to support development and implementation of Personalised Learning Plans • community consultation and engagement to support the development of cultural competency • engaging an Aboriginal Education Officer (AEO) to facilitate improved community engagement, including the engagement of students and their families with the personalised learning pathway (PLP) process <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> - identified students have increased their confidence to articulate what they would like to learn about their culture and what they would like to share with others. - 100% Aboriginal students demonstrated consistent progress in achieving their goals within their Personalised Learning Pathways (PLPs) - Year 4 Aboriginal students achieving 22% above the SSSG average and 18.9% above the state wide average in the Term 4 Check-In Assessment Reading and 23.1% above the SSSG average in the Term 4 Check-in Assessment Numeracy - Tell Them From Me (TTFM) data indicating 92% of Aboriginal students feel good about their culture <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 through the employment of an AEO - continue to strengthen the actions of the Aboriginal Education committee to support Aboriginal families, students and staff in embedding authentic Aboriginal Education across the school - continue to provide professional learning opportunities for staff to effectively embed Aboriginal Education in all classrooms
<p>English language proficiency</p> <p>\$650,562.18</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>English language proficiency</p> <p>\$650,562.18</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 equity loading include:</p> <ul style="list-style-type: none"> • in class lessons provided for students in the developing phase of English language proficiency using an integrated writing approach between a classroom and EAL/D specialist teacher • employment of 5.2 FTE EAL/D specialist teachers to provide professional learning to all K-6 classroom teachers on using the EAL/D learning progressions to plan, teach and assess students' language learning • establish a specialist EAL/D team focusing on the learning needs of EAL/D students to lead EAL/D practices across the school <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> - Check-in Reading and Numeracy Year 6 scaled score results for EAL/D students above state and SSSG - Check-in Reading and Numeracy Year 5 scaled score results for EAL/D students above state and SSSG - Check-in Reading and Numeracy Year 4 scaled score results for EAL/D students above state and SSSG - Check-in Reading and Numeracy Year 3 scaled score results for EAL/D students above state and SSSG - 100% EAL/D teachers participated in professional learning under the guidance of a network EAL/D Educational Leader, whereby whole school structures and processes were evaluated to implemented EAL/D tracking tool across K-6 - Stage 1 and Early Stage 1 teachers participated in professional learning, where the EAL/D specialist teacher guided how to plan an integrated writing unit using a backwards mapping approach. EAL/D students are more confident and prepared to take risks with their language use, as noted in teacher observations and work samples' - new report format implemented with EAL/D phases and statement on how the classroom teacher is supporting each student in English language development. Feedback from teachers and parents indicates that this is valuable information in further supporting students <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> - to ensure EAL/D specialist advice is considered when implementing new syllabuses in English and mathematics across K-6 - to continue in-class and withdrawal support for EAL/D learners provided by specialist EAL/D teachers - to provide personalised and targeted professional development to each teacher in the form of mentoring, co-teaching and co-planning by an EAL/D specialist teacher
<p>Low level adjustment for disability</p> <p>\$303,280.02</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 <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of School Learning Support Officers to improve reading and numeracy outcomes, through various targeted interventions and support • data collection for NCCD - National Consistent Collection of Data • employment of Speech Pathologist to develop phonological awareness, articulation, receptive, expressive language and self-regulation for identified students • needs based groups supported by the AP Learning & Wellbeing three times a week in Term 2, improved student articulation, receptive and

<p>Low level adjustment for disability</p> <p>\$303,280.02</p>	<p>expressive language needs. The lessons were taught in the 5 Kindergarten classrooms modelling phonological skills for all students.</p> <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> - students identified through the Learning Support Team were provided with an individual intervention, small-group intervention or classroom and/or playground support with 95% of students making progress in 2023 - 100% of students in Kindergarten showed growth in their reading data when compared to the Best Start Kindergarten Assessment - 2023 Tell Them From Me (TTFM) Student Survey indicated the school mean for explicit teaching practice and feedback increased from semester 1 and was just below the NSW Government Norm indicating teachers set clear goals for learning, establish expectations, check for understanding and provide feedback - teachers are more equipped with effective and responsive strategies to support a variety of learning needs - significant improvement in the school's approach to working with students, parents and carers, classroom teachers and other professionals to identify students who need extra support, including during key transition points <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> - to maintain the employment of specialised staff and SLSOs across K-6 to support teachers in implementing targeted intervention for individual students in achieving English and mathematics goals - to continue the employment of speech therapist for preschool and kindergarten students to be screened in language development - the Learning and Support Team to continue to regularly monitor and evaluate the effectiveness of support with students with Integration Funding
<p>Professional learning</p> <p>\$70,832.60</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 <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 • Assistant Principals and teachers participated in targeted professional learning and shoulder to shoulder mentoring to support the implementation of the new K-2 English and Mathematics syllabus as part of the enact phase • Assistant Principals and teachers participated in targeted professional learning to support the engage phase of the new 3-6 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 the teaching of reading, fluency and comprehension - increased capacity of teachers across K-6 to implement explicit teaching practices in spelling and writing - increased capacity of Assistant Principals across K-6 to support the planning of explicit and syllabus aligned grade mathematics lessons <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 shoulder to shoulder support, co-planning and co-teaching in aspects of reading and numeracy from the Assistant Principals (Curriculum and Instruction) and external consultants

Professional learning \$70,832.60	<ul style="list-style-type: none"> - to continue to support teachers to engage in purposeful, additional professional learning linked to their PDP - to continue to have Assistant Principals lead targeted, weekly planning learning sessions for grade teams - to embed explicit teaching practices as part of the English and mathematics blocks to support consistent implementation of the new K-10 English and mathematics syllabus
QTSS release \$195,543.94	<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"> • Culture of Collaboration & Feedback <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Assistant Principals provided with additional release time to working shoulder to shoulder with Assistant Principals Curriculum and Instruction to build capacity when leading the planning and programming of writing and numeracy • implementation of a teacher induction program for beginning teachers and new staff to Harrington Street PS • working shoulder to shoulder to build capacity of K-6 staff to deliver evidenced-informed instruction to improve student outcomes with a focus on improving pedagogy, practices and differentiation in reading and numeracy <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> - 100% of beginning teachers and new staff to Harrington Street PS engaged in teacher induction program - 100% of K-2 teachers expressed improved confidence and capacity to deliver explicit targeted reading instruction that is differentiated for student needs - 100% of 3-6 APs stated feeling highly supported to lead the planning for grade mathematics programs - 2023 People Matter Employee Survey results reflect 6% increase of staff indicating "My manager encourages people in my workgroup to keep improving the work they do" compared to 2022 data - 2023 People Matter Employee Survey results reflect 5% increase of staff indicating "I have received feedback to help me improve my work" compared to 2022 data <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> - to continue to provide targeted teacher support through co-planning and co-teaching in literacy and numeracy across K-6 building on evidence-informed explicit teaching practices and differentiation within curriculum and assessment - to provide additional release for grade APs to lead improvement in targeted focus areas of literacy and numeracy
COVID ILSP \$225,002.72	<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 2023.</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

COVID ILSP

\$225,002.72

- providing targeted, explicit instruction for student groups in reading, literacy and numeracy
- providing professional learning for COVID ILSP educators

The allocation of this funding has resulted in the following impact:

The majority of the students in the program achieving significant progress towards selected target benchmarks

- All Kindergarten focus students moved from 'off the boil' to 'on track' as measured by HSPS reading benchmarks
- 54% of Year 2 focus students moved from decodable texts to wide reading as measured by HSPS reading benchmarks
- 100% of Year 2 students who received ILSP support, demonstrated growth in pre and post assessment tasks for the area of number and place value
- 84% of Year 3 students who received ILSP support, demonstrated growth in pre and post assessment tasks for the area of fractions and decimals
- 81% of Year 4 students who received ILSP support, demonstrated growth in pre and post assessment tasks for the area of additive thinking
- 94% of Year 5 students who received ILSP support, demonstrated growth in pre and post assessment tasks for the area of multiplicative thinking

After evaluation, the next steps to support our students will be:

- 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 as identified through analysis of HSPS benchmark data
- to provide targeted explicit teaching to students identified as 'needs additional support' in 2023 NAPLAN assessments

Student information

Student enrolment profile

Students	Enrolments			
	2020	2021	2022	2023
Boys	551	532	508	478
Girls	432	436	403	395

Student attendance profile

School				
Year	2020	2021	2022	2023
K	94.4	92.6	88.0	89.4
1	94.2	93.7	87.6	91.8
2	92.9	94.9	87.5	91.4
3	94.8	94.5	90.1	93.4
4	93.5	94.4	88.8	93.8
5	94.9	95.3	90.9	94.0
6	95.4	93.8	90.4	94.6
All Years	94.2	94.2	89.2	92.9
State DoE				
Year	2020	2021	2022	2023
K	92.4	92.8	87.9	91.1
1	91.7	92.7	87.4	90.5
2	92.0	92.6	87.8	90.8
3	92.1	92.7	87.6	90.9
4	92.0	92.5	87.4	90.6
5	92.0	92.1	87.2	90.3
6	91.8	91.5	86.3	89.8
All Years	92.0	92.4	87.4	90.6

Attendance

NSW student attendance data in 2020 is not comparable to other 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.

While there were no lockdowns or learning from home periods in Semester 1 2023, there was still a high prevalence of sick attendance codes as students were encouraged to stay home if they were even slightly unwell. Advice for families were still in place, recommending students and staff to stay home when sick and only returning to school when they were symptom free. (See <https://education.nsw.gov.au/schooling/covid-19/advice-for-families> for advice).

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)	35.94
Learning and Support Teacher(s)	1.7
Teacher Librarian	1.4
Teacher EAL/D	4.8
School Administration and Support Staff	10.37
Other Positions	5.4

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2023, 2.5% 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	2023 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.00%	3.60%
Teachers	3.00%	3.40%

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 2023 to 31 December 2023. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2023 Actual (\$)
Opening Balance	1,021,231.93
Revenue	11,359,698.09
Appropriation	11,041,256.78
Sale of Goods and Services	41,631.17
Grants and contributions	246,420.33
Investment income	30,089.81
Other revenue	300.00
Expenses	-11,286,108.81
Employee related	-9,431,964.59
Operating expenses	-1,854,144.22
Surplus / deficit for the year	73,589.28
Closing Balance	1,094,821.21

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.

	2023 SBAR Adjustments (\$)
Targeted Total	148,704
Equity Total	1,666,663
Equity - Aboriginal	10,070
Equity - Socio-economic	702,751
Equity - Language	650,562
Equity - Disability	303,280
Base Total	6,621,294
Base - Per Capita	249,464
Base - Location	0
Base - Other	6,371,829
Other Total	1,878,372
Grand Total	10,315,034

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

The National Assessment Program - Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9.

From 2023, student achievement in NAPLAN is reported against 4 levels of proficiency (<https://www.nap.edu.au/naplan/results-and-reports/proficiency-level-descriptions>). These measure student progress against challenging yet reasonable expectations based on the Australian curriculum. They replace the previous numerical NAPLAN bands and national minimum standards.

In addition to the shift to proficiency standards, the NAPLAN testing window moved up from May to March and the scale was reset. As such, NAPLAN scaled scores from 2023 and onwards cannot be compared to NAPLAN results prior to 2023.

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. In 2023 our students, parents and staff participated in the Tell Them From Me feedback survey. The student survey measures factors that are known to affect academic achievement and other student outcomes. 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 'Focus on Learning' Survey is a self-evaluation tool for teachers and schools on Drivers of Student Learning and Dimensions of Classroom and School Practices.

Responses are presented below:

Students

- 88% of students in this school valued school outcomes
- 85% of students try hard to succeed in their learning
- 79% of students have friends at school they can try and who encourage them to make positive choices
- 67% of students in this school were interested and motivated in their learning
- 66% of students in this school had a high sense of belonging

Parents

- 100% of parents believe the school is a culturally safe place for all students
- 84% of parents strongly believe that the physical environment at school is welcoming
- 82% of parents feel welcome when they visit the school
- 74% of parents have attended two or more meetings (e.g. parent-teacher meetings) or social functions during the year
- 69% of parents talked with the teacher about their child's learning or behaviour two or more times during the year

Teachers

- 85% of teachers agree or strongly agree that the school is a culturally safe place for all students
- 83% of teachers agree or strongly agree that the school is welcoming place for all students
- 78% of teachers agree or strongly agree that the school provides support to implement effective teaching practices
- 77% of teachers agree or strongly agree that the school promotes a sense of belonging
- 78% of teachers agree or strongly agree that the school provides support to implement effective teaching practices
- 72% of teachers agree or strongly agree that school leaders clearly communicate their strategic vision and values for our school

We also complete an annual Year 6 exit survey with the results below:

- * 82.5% of students identified clear learning intentions and success criteria in mathematics and English
- * 73.2% of students identified improvement in learning as a result of setting consistent learning goals
- * 78.6% of students believed teachers provided them with effective feedback
- * 84% of students believed that there were increased opportunities for leadership across the school

People Matter Employee Survey

Harrington Street Public School participated in the People Matter Survey in 2023 and we had a 94% participation rate. The reported highlighted the following;

Strengths:

- * Managers provide recognition for the work I do
- * My job gives me opportunities to use a variety of skills
- * Personal background is not a barrier to participation in my organisation (e.g. cultural background, age, etc.)
- * I understand what ethical behaviour means within my workplace
- * There is good co-operation between teams across my organisation
- * I get the support I need to do my job well

Opportunities:

* My manager supports flexible working in my team

* I can keep my work stress at an acceptable level.

* I have the time to do my job well.

We will continue to participate in the People Matter Employee Survey every year, build on our strengths and review our opportunities.

Focus areas for 2024

As a result of the data, the focus areas for 2024 will include the following:

For teachers - the school will support to strengthen explicit teaching practices in reading and mathematics by providing tailored professional development opportunities, comprehensive resources, and ongoing mentoring to empower teachers in meeting the diverse learning needs of every student within their classrooms.

For parents - the school will support to strengthen home-school partnerships by deepening its utilisation of Seesaw as a dynamic communication platform. Through workshops, informative resources, and regular updates, parents will gain a comprehensive understanding of their child's learning journey, enabling more meaningful engagement and support at home.

For students - the school will support to strengthen students' social and emotional wellbeing by implementing enhanced peer support programs and structured social-emotional learning activities. These initiatives will create a supportive environment where students thrive academically and emotionally.

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.