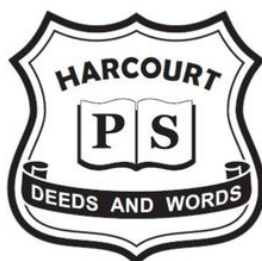


2023 Annual Report

Harcourt Public School



5118

Introduction

The Annual Report for 2023 is provided to the community of Harcourt Public School as an account of the school's operations and achievements throughout the year.

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

School contact details

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School vision

At Harcourt Public School we are committed to building strong foundations to ensure every student experiences success and growth as confident, engaged and independent learners. Teachers, parents and students work in partnerships to maintain high expectations, to have shared core beliefs and promote an inclusive environment where we continually strive for personal excellence.

School context

Harcourt Public school is located in South Western Sydney and has a student enrolment of 420. The school culture is that of collaboration and inclusion with a shared drive to promote school excellence.

Our school is supported by a strong multi-cultural community, with 92% of students identified from a language background other than English. There are over 40 different languages or cultural groups identified. Chinese, Nepalese and Korean are the largest cultural groups, with a growing Bengali community. Currently 1.4% of students identify as Aboriginal or Torres Strait Islander. Our Chinese and Korean Community Languages Program supports students in maintaining and developing further communicative competence in their community language.

The whole school community was consulted during the development of the Situational Analysis. Through this work we have identified a need to use data driven practices to successfully plan for and deliver differentiated instruction to students, the importance of evaluative thinking linking to both student and professional feedback and the desire to strengthen learning partnerships focused on high expectations and reaching desired personal excellence.

Work will take place involving the data literacy of staff and community, enhancing their capacity to implement targeted and differentiated learning. This will include monitoring and responding to progress, ensuring individual learning goals are being supported both at school and home.

Continual monitoring of student performance data will determine areas of strength and need at a school level and the involvement of the whole school community in this process will be essential for success.

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 and participated in an external validation. 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. Every four years, our school undergoes an external validation process.

During the external validation process, an independent panel consisting of a Principal, School Leadership and a peer principal considered our evidence and assessment of our school's progress against the School Excellence Framework.

Our self-assessment and the external validation 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/school-excellence>

Self-assessment using the School Excellence Framework

Elements	2023 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Excelling
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1: Student growth and attainment

Purpose

In order to maximise student learning outcomes in reading and numeracy, and to build strong foundations for academic success, we will further develop and refine a culture of high expectations that challenge, support and engage all students. All staff will use data to understand individual learning needs and inform differentiated teaching for 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
- High Expectations Culture
- Curriculum Differentiation

Resources allocated to this strategic direction

Professional learning
English language proficiency
QTSS release
AP Curriculum & Instruction

Summary of progress

Strategic Direction 1 continued to strive for progress in data driven practices and curriculum differentiation, while strengthening a whole school high expectations culture.

Our initiatives included fortnightly professional learning communities (PLCs) for K-6, focused on reading and the new curriculum (K-6), evidence-based assessments and teaching practices, and programming responsive to student data using the high impact professional learning (HIPL) model and learn-do-reflect cycles. Teachers were led through the process of data analysis in reading using the response to intervention framework and data walls were created collaboratively to triangulate a range of data sources.

Professional Learning was delivered to middle leaders on the consistent use of our data team resource. The leaders were supported by the Assistant Principal Curriculum & Instruction (APCI) in planning data conversations using this resource, selecting relevant assessments and analysing data during Assistant Principal Curriculum reform (APCR) allocated days. Data team meetings in mathematics were led by Assistant Principal's (APs) termly and fortnightly on reading by APCIs & APs.

In reflecting on the process undertaken, and the impact made, we can conclude that HIPL model with learn-do-reflect cycle allowed for ongoing growth. This also built greater accountability for staff to implement data informed practices and be responsive to data. APCR days allowed APCIs and APs to meet prior to PLC sessions and establish a common purpose, vision, goal and collaborate on future directions for stage teams. These initial data conversations resulted in an increased confidence of middle leaders to lead data team conversations on reading and mathematics.

Data team discussions on mathematics were timetabled into the teacher professional learning calendar each term with the need for one session on data analysis and one on developing the implications identified as having the greatest impact.

After evaluating student outcomes and evidenced assessment measures it could be determined that the data conversations, subsequent processes and strengthened practices put in place have resulted in pleasing results. Across various assessment types it could be identified that increased numbers of students met and often exceeded expected growth markers in both reading and numeracy.

We can also identify that there is now a consistent use of a guided reading template across K-6 where teachers plan differentiated instruction based on student needs and there is growth in teacher confidence to differentiate instruction in reading K-2 using decodable texts. There is evidence of teacher use of PLAN2 to plot students in literacy and numeracy and a noted increase in confidence of middle leaders to track student progression using the National Literacy and Numeracy Progressions and PLAN2.

The Strategic Direction had also been built around the desire to have the High Potential and Gifted Education policy at the fore of our actions, beginning with strengthening 1.6, 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.

A High Potential Gifted Education Team (HPGE Team) was established. An action plan for 2023 was designed, with the main purpose being to ensure all staff undertook professional learning on high expectations, current research on high potential/ talent education and begin to identify students and practices currently in place, as well as those possible at Harcourt Public School. The active enrichment class procedures were also identified as requiring evaluation and possible adaptation to better relate to the research and evidence -informed practice.

We have gained data to support the statement that staff are aware of all four high potential domains and everyone understands it is their responsibility to support and address the needs of all students. Our enrichment class processes have been updated in line with research and current Department of Education external assessments, along with selected internal assessments to provide validation of gathered data.

In developing our next Strategic Improvement Plan we will continue to focus on differentiation, including professional learning on areas of focus and PLAN 2, and continue with the teaching pedagogy and programs trialed in 2023. We will also consider further professional learning for our middle leaders on observation and feedback cycles as well as implement improved follow up processes from our mathematics data conversations. It is recommended that we continue with professional learning on high potential students in all four domains, reflect on the enrichment processes implemented in 2024 and work to increase the % of students that identify themselves as being in a high skill, high challenge quadrant.

Most importantly, will be the continued work to understand and implement the curriculum changes. This is an essential requirement for us to be effective in our assessments, analysis and planning of differentiated, rigorous and challenging teaching and learning programs.

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
An increase in Check-In Assessment mean scaled score for reading in Year 3 and Year 5 for 2023 compared with Year 3 and Year 5 in 2022.	<p>The Check-in Assessment mean scale score indicates the percentage of students in Year 5 achieving growth in reading has increased by 5.3%.</p> <p>The Check-in Assessment mean scale score indicates the percentage of students in Year 3 achieving growth in reading has increased by 7.6%.</p>
An increase in Check-In Assessment mean scaled score for numeracy in Year 3 and Year 5 for 2023 compared with Year 3 and Year 5 in 2022.	<p>The Check-in Assessment mean scale score indicates the percentage of students in Year 5 achieving growth in numeracy has increased by 1.02%.</p> <p>The Check-in Assessment mean scale score indicates the percentage of students in Year 3 achieving growth in numeracy has increased by 5.03%.</p>
High Expectations is maintained at Sustaining and Growing with a focus on staff demonstrating aspirational expectations of learning progress and achievement for all students.	Self-assessment against the School Excellence framework shows the theme of High Expectations is maintained at Sustaining and Growing and there has been a professional learning focus on staff demonstrating aspirational expectations of learning progress and achievement for all students.
Learning: Curriculum: curriculum provision, teaching and learning programs are validated at Sustaining and Growing.	Self-assessment against the School Excellence framework shows the themes of Curriculum Provision and Teaching & Learning programs to be validated at Sustaining and Growing.
As measured by the School Excellence Framework - Learning: Student Performance Measures; student growth is working within Sustaining & Growing	Self-assessment against the School Excellence framework shows the themes of student performance measures and student growth is validated at Sustaining and Growing.
Focus on: Expected growth targets will be identified using internal school data for individual & small remedial groups, as well as students requiring extension.	

The school will be continue working within Sustaining and Growing for Data skills and use in the themes of data literacy and analysis.	Self-assessment against the School Excellence framework shows that all themes within the element of data skills and use have been validated at Sustaining and Growing.
Students are within 12% of NSW Govt norms with a score placing them in the high skills and high challenge quadrant.	TTFM skills-challenge data shows that there has been a downward trend in the number of students placing themselves in the high skills high challenge quadrant, and the school is not yet within 12% of the NSW Government norm.
Increase the proportion of students reporting Expectations for Success, Advocacy, and Sense of Positive Wellbeing by an uplift of 3.5 %.	TFFM data shows that the proportion of students reporting advocacy and expectations for success were slightly lower, with a sense of positive wellbeing showing an uplift of 4%.

Data Team Conversation: Year 1, Term 4 2023

Before data conversation

Q: Questions/
Question 1:
 To what extent do Year 1 students use flexible strategies to mentally solve addition and subtraction problems?

D: Data
What data do we need to collect?
 (Data Source 1: TFM - Adaptive Thinking (PLAN2 data))
 (Data Source 2: Number Subtraction program annotations and observations)

During the data conversation

A: Analysis
What do you need about the facts, the research yet?

Changes from Term 2 to Term 4

ADD.2 uses a range of strategies to add or subtract two or more numbers within the range of 1-20 (e.g. bridging to 10; near doubling; calling the same to both numbers $7 + 8 = 15$ because double 8 is 16 and 7 is one less than 8, $8 + 8 = 16$ because $8 + 2 = 10$ and 4 more is 14, $15 - 8 = 7$ because I can add 2 to both to give $17 - 10 = 7$)

12% of students demonstrated this skill in Term 2

10% of students demonstrated this skill in Term 4

ADD.3 uses knowledge of part-part-whole number construction to partition a whole number into parts to solve addition problems (e.g. to solve $6 + 7 = 13$, say: 6 plus 4 makes 10, and 3 more ... so it's 7)

12% demonstrated this skill in Term 2

Data teams collaborate to use the QDAI framework to analyse student data and develop implications for teaching.

Page 7 of 27

Harcourt Public School 5118 (2023)

Printed on: 19 March, 2024

Purpose

In order to deliver high impact teaching practices and ensure high expectations are maintained, we will evaluate our effectiveness using professional feedback, data evidence and student voice.

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.

- High Expectations Culture.
- Feedback

Resources allocated to this strategic direction

AP Curriculum & Instruction QTSS release

Summary of progress

The focus for 2023 has continued to be on evaluative thinking, specifically around teacher and process effectiveness, as well as the impact of feedback for staff and students. In strengthening our evaluative thinking, and adapting practice and processes as a result, we have built a continuous culture of high expectations with positive, effective feedback cycles.

Mentoring was used as a tool to build the capacity of middle leaders to provide professional feedback to their teams aligned to the new curriculum. Assistant Principals of Curriculum and Instruction (APCIs) led Assistant Principals (APs) to develop professional knowledge of evidence-based teaching strategies that underpin the new curriculum and develop skills to provide professional feedback to their teams. They collaborated to provide high-impact professional learning to their teams through professional learning communities (PLCs) and developed a model of instructional leadership through stage teams.

Through PLCs teachers built their knowledge of high-quality teaching practices on evidence of change in classroom practice (phonics based instruction, explicit phonological awareness instruction, fluency instruction, guided reading, number talks). APCIs and APs then conducted visits with class teachers to model best practice, co-teach, observe teaching, and provide professional feedback. As a result of professional learning and professional feedback, teaching practices have shifted to align with the science of reading, implementing evidence-based strategies to teach and assess reading along with the introduction of consistent number talks into all teaching programs.

We have evaluated our initiatives over the year and can determine that there has been a strong impact on our capacity to reflect on teaching, process and feedback effectiveness and adapt practice in response to the findings.

Teacher and leadership effectiveness

The HPIL model of professional learning was implemented and supported through the use of the learn-do-reflect process. All teachers engaged in regular cycles of reflection and shared this with colleagues. As a result of the time with the APCIs, Assistant Principals reported on average their confidence of understanding pedagogy and research underpinning the new curriculum grew to 4.25 out of 5. This in turn impacted on their capacity to lead their teams and provide effective feedback to teachers. In the Tell Them From Me teacher survey, the measure increased and exceeded the Government Norm for statements involving leaders providing teachers with useful feedback, observations, guidance in monitoring student progress and perceived help to improve teaching.

Process effectiveness

Over the year the current system for teaching reading was reviewed. Teachers discussed evidence based on the science of reading and how to implement change of practice in classrooms. These changes were regularly reviewed and further strengthened. Professional feedback on programming was also shared with teachers. A new planning template was developed to improve consistency across K-6 and promote evidence-based reading instruction. As a result, strong student outcome improvement in reading has been seen in targeted aspects e.g. processes, phonic knowledge & fluency.

The teaching and recording process of number talks were introduced. All staff participated in this learning and sharing sessions. A feedback proforma was developed and observations occurred to enable all staff to gain feedback on programming and practice. As a result, staff have reported they have increased confidence in the process of teaching

number talks with 100% of staff now able to embed number talks into their weekly numeracy teaching and learning program.

Feedback has been the basis of our growth in evaluative thinking. We have enabled feedback to be shared from and between all staff members in the form of learn-do-reflect sessions, allocated observation opportunities and reflection on program documentation. This has in turn strengthened the culture of high expectations and continual growth of all teachers and students.

The consideration of where to next leads us to suggest a continuation of the AP and APCI mentorship, the continuation of observations based on the learn-do-reflect focus area and a further strengthening of the capacity and skill of middle leaders to provide effective feedback. These future initiatives will continue to build on our culture of high expectations and further strengthen the process of evaluative thinking.

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
Teaching: Effective classroom practice, feedback maintained at Delivering.	Self-assessment against the School Excellence Framework shows the school maintained at Sustaining and Growing in the element of effective classroom practice.
Teaching: Professional Standards, improvement of practice maintained at Sustaining and Growing.	Self-assessment against the School Excellence Framework shows the school maintained at Sustaining and Growing in the element of professional standards.
Teaching: Learning and Development; coaching and mentoring validated at Sustaining and Growing with elements of Excelling.	Self-assessment against the School Excellence Framework shows the school maintained at Sustaining and Growing in the element of learning and development.
Learning: curriculum; Teaching and learning programs validated at sustaining and growing.	Self-assessment against the School Excellence Framework shows the school maintained at Sustaining and Growing in the element of curriculum.
<p>Quality Feedback - the school mean is at or above the NSW Government norm on this measure and 65% of sub-question are consistently meeting or exceeding the NSW government norm.</p> <p>Challenging and visible goals - the school mean is above the NSW Government norm on this measure and 75% of sub-question are consistently meeting or exceeding the NSW government norm.</p>	<p>Quality Feedback - The school mean is slightly above NSW Government norm on this measure at 7.5 (7.3 NSW mean) with 63% of sub-question are consistently meeting or exceeding the NSW government norm. This is an improvement from 2022 with an increase of 26% (from 37%).</p> <ul style="list-style-type: none"> • Teachers have given me helpful feedback about my teaching 7.9 • School leaders have provided me with useful feedback about my teaching 7.3 • Students receive feedback on their work that brings them closer to achieving their goals 8.1 <p>Challenging and visible goals - The school mean is slightly above NSW Government norm on this measure at 7.9 (7.5 NSW mean) with 63% of sub-question are consistently meeting or exceeding the NSW government norm. This is an improvement from 2022 with an increase of 38% (from 25%).</p> <ul style="list-style-type: none"> • In most of my classes I discuss the learning goals for the lesson 8.5 • School leaders have provided guidance for monitoring student progress 8.1 • School leaders have helped me to establish challenging and visible learning goals for students 8.3

Guided Reading - Harcourt Public School		
Term: 1	Week:	Date:
Outcome:		Text:
Content Points:		LI: We are learning to... SC: We can...
Students	Explicit Teaching	Observations
	Before Reading:	
	During Reading:	
	After Reading:	
		Next Steps



K-2 Guided Reading Feedback Template		
Teacher:	Class:	Date:
Feedback by:		Observed (Y/N)
Measurements		
<ul style="list-style-type: none"> Guided reading lesson planned on the HPS template. 		
<ul style="list-style-type: none"> Content points identified. 		
<ul style="list-style-type: none"> LSC presented to students at the beginning of lesson (verbally or written). 		
<ul style="list-style-type: none"> Before reading activity(ies) planned. 		
<ul style="list-style-type: none"> Observations recorded/ next steps identified. 		
Comments/Feedback:		
Future directions:		

Guided reading template used to plan for evidence-based reading instructions; all class teachers were given professional feedback on guided reading instruction.

Strategic Direction 3: Learning Partnerships

Purpose

In order to collaboratively foster aspirational expectations of student learning and progress we will engage with our community to strengthen student outcomes through reciprocal, responsive learning partnerships.

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.

- High Expectations Culture
- Engagement for learning

Resources allocated to this strategic direction

Socio-economic background

Summary of progress

Our focus for 2023 was to strengthen our internal processes, our communication and reporting practices to families so that we foster a high expectation learning culture and ensure all students make learning progress.

This has been evident within our initiative to work closely with parents and students to minimise student absences to reduce the negative affect absences have on student learning. Class teachers developed a stronger understanding of our attendance procedures for whole day absences and continued their 2022 goal to seek an explanation for 90% of student whole day absences. This commitment resulted in increased communication between the classroom teacher and families throughout this year which supported student attendance. In addition, stage teams reviewed their attendance data every fortnight to identify students at risk, communicated with families and worked with them to improve their child's attendance at school. This partnership, together with the increased communication via our newsletter that explained the negative impact of absences on a child's learning, supported our school's achievement of an overall attendance rate of 91% which was above the state's average of 87%.

To ensure learning progress continues for students from one year to the next, our school actively plans for student transitions between grades and have strengthened the processes we follow to support students continuing their learning and success. At the end of the year, class teachers capture valuable information which is provided to the next year's teacher. Similar processes exist to support children transitioning into kindergarten, whereby the kindergarten interviews and transition/orientation sessions have provided valuable support for parents and their child to prepare for primary school. Likewise, local high school visits and information sharing supports our Year Six students transitioning into Year Seven. Feedback from class teachers and parents illustrated the positive value these processes have had on student transition from grade to grade.

Our school's goal to strengthen our communication and reporting practices to students' families has resulted in further improvements being made to student reports to ensure that they are personalised, comprehensive and provide detailed and clear information to support student learning and growth. Parent feedback continues to be considered to pursue ongoing enhancements to our reports, such as including more detail to explain the focus areas being reported on for English and Mathematics under the new curriculum. 94% of parents surveyed stated that the new 2023 student report provided a good understanding of their child's grades, achievements and future learning goals.

Future directions relating to learning partnerships will be considered in our new Strategic Improvement Plan cycle.


We will continue our focus on attendance, further increasing the overall attendance rate and building effective strategies to work with all families. We will look at mechanisms for contacting families of multiple children and highlight the importance of whole day attendance. Focus will also be continued for transitions of students, to, from and within the primary school environment.

Continual improvement in the way we engage our community to strengthen student outcomes through reciprocal, responsive learning partnerships is a vital part of sustaining an effective learning environment and one which will continue to be a focus at Harcourt Public School.

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
Learning: Reporting; parent engagement is validated at Sustaining and Growing. Student reports is maintained at Sustaining and Growing.	Self-assessment against the School Excellence Framework shows the element of reporting; parent engagement and student reports are currently validated at Sustaining and Growing.
Learning: Learning Culture; high expectations, in the aspect of 'Effective partnerships in learning with parents and students means students are motivated to deliver their best and continually improve' is maintained at Sustaining & Growing.	Self-assessment against the School Excellence Framework shows High Expectations within the element of learning culture to be validated at Sustaining and Growing.
Learning: Learning Culture; transitions & continuity of learning and attendance are maintained at Sustaining and Growing.	Self-assessment against the School Excellence Framework shows the element of transitions and continuity of learning to be validated at Sustaining and Growing.
Recognise the role of the family, Element = Value and build on families' knowledge of their children is validated at Building	Self-assessment against Key Dimension Four (Recognising the Role of the Family) of the School Assessment Tool shows the element of valuing and building on families' knowledge of their children continues to be validated at Building.
Connect learning at home, Element = Smooth transitions for students and families at key points in the education continuum is validated at Developing	Self-assessment against Key Dimension Two (Connecting learning at home) of the School Assessment Tool shows the element of smooth transition for students and families continues to be validated at Building.
Increase the proportion of students attending 90% of the time to 85%.	The number of students attending greater than 90% of the time or more is 68.1% for 2023. This figure improved from 60.1% for our school in 2022, and is greater than the State's result of 53.1% in 2023.



Harcourt Public School - Transition Information 2024

Student Name: _____ Class: (2023) _____ Diagnosis: _____

☐ PLASP

☐ SISO support if yes, in what area? _____

☐ Behaviour Plan

Relevant data attached- For e.g., running record, SENA, writing sample

☐ Risk Assessment

☐ ATSI

Information	Observations and Examples of Behaviour What can you see or hear the child doing?	What strategies & adjustments have you put in place for this student? (Refer to back)
Strengths and interests		
Social and communication skills		
Sensory needs		
Executive functioning skills for e.g. Working memory/processing/Following instructions		
Behaviour Management		
Other relevant information:		

Teacher Signature: _____ Date completed: _____

Transition Information timetable for teachers.

Friday Week 1: 2nd February, 2024.

Please meet in the Staff Room for these transition meetings.

I will place the transition information into the 2024 class teacher's tote tray.

Time	Student	Renae replacing	Charlotte replacing
9.30 – 10.00		1L Marissa	K Elleni
10.40 – 11.10		1H Angela	5/6F Dora
11.50 – 12.20		1H Angela	5/6F Dora
12.20 – 12.50		2H Maria	3/4E Tina
12.50 – 1.20		3/4T Nisha	3/4E Tina
2.00 – 2.30		1H Angela	K Christine

Transition documents to provide handover information about students to 2024 class teachers; teachers are timetabled to meet to discuss student needs.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$239,209.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Harcourt Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs). • staffing release to build teacher capacity around behaviour intervention/ curriculum adjustments. • consultation with external providers for the implementation of strategies supporting speech and language development. • employment of staff to provide additional support for students who have high-level learning needs. <p>The allocation of this funding has resulted in the following impact: Each funded student has evidence of achievement noted in the evaluation of their Personalised Learning and Support Plan and the setting of new goals throughout the year. Teachers and parents/carers have been able to discuss these learning goals and include input from external providers such as Speech Therapists and Occupational Therapists. Time was also provided for teachers to meet at transition points so important information and strategies could be shared.</p> <p>After evaluation, the next steps to support our students will be: Continue with targeted School Learning and Support Officer support, guided by the Learning and Support Team. Ensure that transition discussions occur between past and current teachers, and engage in further professional learning opportunities for School Learning Support Officers and teachers. Progress will continue to be monitored through the Learning and Support Team.</p>
<p>Professional learning</p> <p>\$33,792.97</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 Harcourt 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"> • High Expectations Culture • Data Driven Practices • Curriculum Differentiation <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • teacher relief for staff engaging in professional learning • course costs for staff undertaking recognised courses • enabling teachers to collaborate on evidence-based teaching and learning programs linked to the new curriculum, specifically in reading and mathematics. • enabling teachers to collaborate on evidence-based assessment and data gathering strategies by being released as a group and guided by the Assistant Principal Curriculum & Instruction. <p>The allocation of this funding has resulted in the following impact: The suggested units of work from the English and mathematics syllabus were trialed K-2 enabling staff to explore and engage with the new curriculum. Teachers have become more familiar with the new resources and modified methods in teaching English and Mathematics. Student results</p>

<p>Professional learning</p> <p>\$33,792.97</p>	<p>have also shown a higher level of progress in the targeted focus areas such as phonemic awareness and phonic knowledge.</p> <p>An intensive focus was placed on guided reading and number talks K-6 across the year resulting in all staff undertaking professional learning, engagement and feedback opportunities.</p> <p>Data conversations related to number continued throughout the year following the process format developed in 2022. These provided clear direction for each teaching and learning cycle.</p> <p>After evaluation, the next steps to support our students will be:</p> <p>K-6 teachers have strengthened skill and confidence in guided reading and maths talks so will implement trialed processes and strategies in the coming year with greater independence.</p> <p>3-6 will require support in accessing and implementing the units of work across all areas of English and Mathematics which will be led by the Assistant Principal Curriculum and Instruction. K-2 will continue to strengthen and refine curriculum direction explored in 2023.</p> <p>Professional learning following the learn-do-reflect model will be the focus K-6 for Numeracy, starting with the Big Ideas as proposed by Di Siemans.</p>
<p>Refugee Student Support</p> <p>\$751.60</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"> • 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 staff for targeted student support • release time to engage staff in targeted professional learning <p>The allocation of this funding has resulted in the following impact:</p> <p>School Learning Support Officer (SLSO) allocation has been utilised to support students in relation to trauma and evidenced-based strategies that support refugee background students. Students have received support both in the classroom and social environments. Employment of some SLSO's have occurred in relation to their ability to communicate in the home language of the students and families identified.</p> <p>After evaluation, the next steps to support our students will be:</p> <p>Continue to provide School Learning Support Officer's where relevant and in a targeted way. This will be guided by the Learning and Support Team.</p>
<p>New Arrivals Program</p> <p>\$36,807.00</p>	<p>The New Arrivals Program funding provides on arrival, intensive English tuition for eligible, newly arrived English as an additional language or dialect (EAL/D) students at the beginning and emerging phases of English language proficiency at Harcourt 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> <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employing a specialist teacher to provide intensive English language support focusing on language development to participate successfully in schooling <p>The allocation of this funding has resulted in the following impact:</p> <p>Identified students attended daily intensive sessions focused on functional language, phonemic awareness and basic literacy skills. Each student demonstrated growth and the ability to engage in a higher capacity in their classroom and social environments.</p> <p>The New Arrivals Program data was kept up to date as new students enrolled and valued funding for ongoing intensive support was sought</p>

<p>New Arrivals Program</p> <p>\$36,807.00</p>	<p>throughout the year.</p> <p>After evaluation, the next steps to support our students will be: Continue with the intensive New Arrival Program (NAP) with a high focus on functional language skills. Follow up with the students that no longer qualify for the NAP funding but still require a high level of support. This support will be provided in both small withdrawal and in class team teaching arrangement with the English Language teacher supporting. Engage with whole staff to build further capacity in supporting our newly arrived students within the classroom across all key learning areas,</p>
<p>Socio-economic background</p> <p>\$52,200.14</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Harcourt 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"> • High Expectations Culture • Engagement for learning <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • staff release to increase community engagement • providing students without economic support for educational materials, uniform, equipment and other items • engage a learning and support teacher at higher duties to lead and collaborate with the learning and support team, external agencies and families to meet the needs of identified students and whole school systems. <p>The allocation of this funding has resulted in the following impact: Transition initiatives enabling stronger connections between families, teachers and the school have had positive feedback. In 2023 the Early Stage One Assistant Principal continued to expand our relationships with local families across 13 childcare centres by providing helpful information about primary school and to promote the local schools in their area. At entry level the Principal held interviews with all new families with 100% of respondents expressed that they found the Kindergarten interview provided them with helpful information regarding their child starting Kindergarten next year and that the Kindergarten Transition sessions undertaken were helpful for their child to understand and get ready for Kindergarten next year. With our grade to grade transition initiatives 83% of staff stated that the "transition information document" met its goal of providing a more holistic understanding of the child's strengths, areas of need/s and strategies to support the child's transition into the new year and 100% of staff involved in the grade to grade transition process stated that the "transition information document" supported discussions in their transition meeting, that is it was referred to and discussed. Parent workshops were held in Term 3 to assist parents to support their child at home. 93% of parents surveyed stated the parent information session gave them information to support their child at home with reading and mathematics. A continued development and promotion of the 'Learning at Home' Google site developed for Harcourt Public school families occurred and parent teacher meeting packs to assist teachers in providing clear and desired information at parent teacher interview sessions were developed and distributed. Feedback on school reports continued to be sought, with modifications made in response. Parents continued to provide positive feedback on the changed report format however asked for greater detail of some English and Mathematics descriptors. This was modified for the Semester 2 report. Financial support enabled all students to wear the Harcourt uniform with pride and resulted in students attending excursions, sporting events and having experiences they would not otherwise have had. Having a dedicated staff member available to build relationships and support families when needed improved the sense of belonging to the Harcourt community and saw stronger engagement behaviours e.g.</p>

<p>Socio-economic background</p> <p>\$52,200.14</p>	<p>attendance, social/emotional connection.</p> <p>After evaluation, the next steps to support our students will be: Continue to provide parent workshops and resources to support them at home. We will be looking at providing more and earlier sessions in 2024. Continue to reflect on the reporting structure to ensure it now fits the new curriculum content effectively. Continue to develop relationships with external agencies and focus on transition points to ensure effective support is provided for all families. Continue supporting those families in financial need so that greater engagement and a sense of belonging can be experienced. Continue to have a dedicated staff executive to connect with families in need.</p>
<p>Aboriginal background</p> <p>\$4,676.98</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Harcourt 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"> • Other funded activities <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 (SLSO) to support Aboriginal students • staffing release to support development and implementation of Personalised Learning Plans <p>The allocation of this funding has resulted in the following impact: Greater engagement in all learning activities and gradual progress in both literacy and numeracy student outcomes. Development and implementation of Personalised Learning Pathways.</p> <p>After evaluation, the next steps to support our students will be: Continued focused support, both in academic and social situations for identified students. Continued development, implementation and evaluation of Personalised Learning Pathways.</p>
<p>English language proficiency</p> <p>\$309,678.65</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Harcourt 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 <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 the delivery of targeted initiatives. • provision of allocated and additional EAL/D teacher support in the classroom to assist with differentiation and scaffolding of content. • release of EAL/D teachers to participate in Professional Learning Communities. • employment of School Learning Support Officer with similar native language background. <p>The allocation of this funding has resulted in the following impact: EAL/D teachers were able to learn-do- reflect on evidence-based strategies of reading explored during Professional Learning Community sessions. They collaborated with other colleagues and provided insight to the discussion from an EAL/D student lens, deepening the understanding of all</p>

<p>English language proficiency</p> <p>\$309,678.65</p>	<p>colleagues involved in the Professional Learning Community sessions.</p> <p>Targeted intervention for Kindergarten students in Semester 2 resulted in evidenced student growth in the areas of Phonics and overall reading skill. 20 students were part of the targeted program, identified through class based and whole stage data. From this group students had a high level of unknown high frequency words, which were greatly reduced by the end of the intensive support program. Targeted students also demonstrated success in blending skills where students found blending simple cv and cvc words challenging and by the years end they were able to be consistently decoded.</p> <p>EAL/D teachers supported in all classrooms through a team-teaching model. This was differentiated according to need and focused on reading and writing student outcomes.</p> <p>After evaluation, the next steps to support our students will be: Continued involvement of the EAL/D staff in Professional Learning Communities so that expertise can be shared along with continued professional growth in relation to the new curriculum K-6. Follow up on the students that received targeted intervention in kindergarten to ensure continued progress is made, and use data to identify further students requiring extra language support in their first year at school.</p>
<p>Low level adjustment for disability</p> <p>\$182,623.21</p>	<p>Low level adjustment for disability equity loading provides support for students at Harcourt 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"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading 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 • engaging a learning and support teacher at executive level to lead and collaborate with the learning and support team, external agencies and families, to meet the needs of identified students and whole school systems. • 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: Engagement of School Learning Support Officers to cater to the individual needs of students not eligible for extra funding. These students include some with diagnosis, some obtaining diagnosis and some that require extra support to engage in learning and social-emotional aspects of school life. This initiative enabled students to achieve greater success during learning tasks, feel more connected to the Harcourt Public School environment, increase their wellbeing network of trusted adults and enable improved data gathering opportunities to support families seeking diagnosis or medical intervention. Engagement of higher duties for the learning and support teacher to enable the inclusion of 10 external providers on site, guidance of the chaplaincy program supporting the wellbeing of identified students, management of health care plans and supervision of 7 School Learning and Support Officer's engaged to provide support to students with identified need.</p> <p>After evaluation, the next steps to support our students will be: Continue with the allocation of higher duties for the learning and support teacher as it has strengthened the links between families, the school and external providers previously which is extremely valuable in supporting students with high need. Continue to employ School Learning Support Officer's with a focus on skill to meet need.</p>

<p>QTSS release</p> <p>\$82,620.86</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Harcourt 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 • Feedback • Curriculum Differentiation <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • additional staffing to support staff collaboration in the implementation of high-quality curriculum • staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff • Extra release of teachers to focus on curriculum reform to help them effectively implement new syllabuses. <p>The allocation of this funding has resulted in the following impact: Teachers have been able to engage in professional learning communities, with a specific focus on the engagement and implementation of the K-2 new curriculum, and consistent, evidenced -based practices in teaching reading. A programming template was developed to support coverage of all required components, and survey results indicate a greater confidence and clarity around teaching reading in all classrooms K-6.</p> <p>After evaluation, the next steps to support our students will be: Teachers from 3-6 will receive intensive support as the new curriculum is implemented in 2024. Teaching reading will remain a focus as the components covered in isolation in 2023 will become embedded in all classroom teaching programs. K-2 received this intensive support in 2023.</p>
<p>COVID ILSP</p> <p>\$74,634.73</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 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 teachers/educators to deliver small group tuition • providing targeted, explicit instruction for student groups in literacy/numeracy - reading numeracy- place value and additive thinking. <p>The allocation of this funding has resulted in the following impact: Data indicated that there was noticeable improvement in reading, additive strategies, and understanding of place value across all specified areas. All target groups demonstrated improvement, with students effectively applying newly acquired skills in the classroom setting. A total of 61 students benefited from the program, with 39 focusing on reading and 22 on Mathematics.</p> <p>After evaluation, the next steps to support our students will be: To continue to use collected data to determine the highest area of need and student grouping best addressed with funding provided through other initiatives. The COVID ILSP funding ceased at the end of 2023.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2020	2021	2022	2023
Boys	262	258	219	220
Girls	204	199	196	209

Student attendance profile

School				
Year	2020	2021	2022	2023
K	94.6	93.3	89.5	92.6
1	90.9	93.2	89.1	90.9
2	94.0	93.5	89.9	91.2
3	92.4	94.3	88.5	93.0
4	93.7	95.0	88.7	90.8
5	93.8	93.6	89.5	90.0
6	95.0	93.4	89.7	91.3
All Years	93.4	93.8	89.2	91.3
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
Assistant Principal(s)	4.8
Classroom Teacher(s)	15.11
Learning and Support Teacher(s)	0.9
Teacher Librarian	0.8
Teacher EAL/D	2
School Counsellor	1
School Administration and Support Staff	3.62
Other Positions	2

*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	1,270,682.31
Revenue	5,289,494.66
Appropriation	5,066,531.28
Sale of Goods and Services	24,872.09
Grants and contributions	148,206.50
Investment income	37,188.00
Other revenue	12,696.79
Expenses	-5,564,035.89
Employee related	-4,654,631.78
Operating expenses	-909,404.11
Surplus / deficit for the year	-274,541.23
Closing Balance	996,141.08

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	172,315
Equity Total	549,179
Equity - Aboriginal	4,677
Equity - Socio-economic	52,200
Equity - Language	309,679
Equity - Disability	182,623
Base Total	3,208,015
Base - Per Capita	108,008
Base - Location	0
Base - Other	3,100,007
Other Total	688,696
Grand Total	4,618,204

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, teachers and students about the school. This year our school continued to use Tell Them From Me (TTFM), a web based evaluation tool, to survey our students, staff and community and provide insight into areas of strength and clarity around school improvement measures.

Student feedback

Tell Them From Me data shows an upward trend where students:

- Acknowledge a sense of belonging (4%).
- Identify a positive learning climate (continued upward trend from 2021).
- Participate in sports (6%).
- Participate in extracurricular activities (16%).

2023 saw a whole school focus on providing opportunities for students to engage in new activities and demonstrate talent and high potential. The data shows this has had a positive impact for many students.

Positive relationships recorded a slight downward trend from 2022. There is a planned social emotional focus in the 2024 Strategic Improvement Plan with restorative practice and strengthening relationships as initiatives.

Teacher feedback

When analysing the TTFM teacher survey data it is noted that all areas listed are equal to or above the NSW Government Norm, with some aspects listed here:

- I talk with other teachers about strategies that increase student engagement.
- School leaders have helped me establish challenging and visible learning goals for students.
- I set high expectations for student learning.
- My assessments help me understand where students are having difficulty.
- I establish clear expectations for classroom behaviour.
- Students receive feedback on their work that brings them closer to achieving their goals.

One area of focus for 2023 was the desire to plan and provide opportunities for high challenge experiences with the data from teachers reporting an upward trend to 7.9 (7.5 NSW Govt norm). We will continue to focus on the identification of talent and potential in each classroom and work to continually set these high challenge learning experiences.

Parent/caregiver feedback

This year we have continued to use the TTFM survey to seek the opinions of parents about the school. A summary of responses showed that parents identified the following positive qualities at Harcourt Public School:

- A continued upward trend overall in parents feeling more welcome. Ensuring parents are well informed about activities and written communication is in clear, plain language were two areas of greatest strength.
- A consistent strength in inclusivity at school.
- School staff take an active role in making sure all students are included in school activities.
- My child feels safe at school.
- My child is clear about the rules for school behaviour.

The data studied has enabled us to identify two area for focus, further developing a strong reciprocal relationship with community.

School voluntary work.

- Currently parents have the opportunity to support the school through voluntary work coordinated through the P&C and associated events. We acknowledge that opportunities within the school organisation have not reached pre covid levels and will look to increase engagement with community over the coming year.

Useful communication types at school when discussing your child finding out information about the school.

- The data shows we have a variety of ways for communication, with formal and informal meetings being the most preferred option. Newsletters are highlighted as the strongest method of school news. We will look to strengthen these methods and add to opportunities for community members in 2024.

In 2022 we included a question regarding preferred method of notifying the school about attendance matters. The data clearly showed that electronic methods were preferred with 93% of respondents indicating this preference. As a result, we have researched options best suited to our school systems and community and will be transitioning to this method as the main form of attendance communication in 2024.



The welcoming and inclusive environment at Harcourt Public School - Multicultural Day picnic with families.

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.