

Harrington Street Public School Annual Report



2017



4314

Introduction

The Annual Report for **2017** 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 school 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.

John Massard

Principal

School contact details

Harrington Street Public School

Harrington Public School

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Message from the Principal

The 2017 school year has been rewarding and enjoyable. The Harrington Street Public School Annual Report is an account of the school's operations and achievements throughout the year. It provides a detailed account of achievements against the school plan in the areas of learning and teaching and student wellbeing. There are many factors that make Harrington Street Public School a unique place, in particular the welcoming tone and inclusiveness of our school, that the students, staff and community work so hard to promote. There is a clear positive learning culture supported by a culture of tolerance and respect that all members of our school community have worked to build and strive to keep developing into the future. The teachers, parents and students at Harrington Street Public School work together within a happy and supportive educational environment to ensure that everyone can realise their full potential.

The school is a dynamic learning organisation striving for improvement in the context of future focussed education through learning for every student, based on the implementation of evidence-based teacher practice. Students know their school is a safe, trusting and caring environment. Students are valued as individuals, taught by teachers who understand the process of how children learn. Staff believe all students are entitled to a differentiated education program that meets their needs and parent aspirations. Our high quality teaching and learning programs address this. We are here to help your child start their journey in realising their dreams. I am proud of the academic achievements of our students and the ongoing success of the strategies being implemented by the school to create high quality learning experiences for our students. 2017 has been a year of outstanding achievements and consolidation at Harrington Street Public School. It has been my absolute pleasure to lead Harrington Street Public School in our ongoing pursuit of excellence, supported by our dedicated and committed students, staff and parents.

Our commitment at Harrington Street Public School is to provide a safe and intellectually challenging environment that will empower students to become innovative thinkers, creative problem solvers and inspired learners prepared to thrive in the twenty-first century. We have a highly dedicated staff who work collaboratively to provide an inclusive environment where all students are nurtured and encouraged to achieve their personal best. Our students are motivated to learn and participate in the range of educational opportunities provided for them at our school.

The 2017 school year was characterised by high level student, staff and community learning. Together, we forged an identity as a place where learning happens beyond the classroom. This year we have continued making improvements to our teaching and learning by employing additional staff through our Resource Allocation Management (RAM) funding to support gifted and talented programs and support students with learning needs. All staff has been involved in rigorous professional Learning in Literacy, Numeracy, Technology and Wellbeing Programs. The appointment of Instructional Leaders has been an asset to the school. The Instructional Leaders are supporting and mentoring teachers to improve student results and build the knowledge of teachers in Literacy and Numeracy. Again 2017 has been an enriching and productive year. Harrington Street Public School is truly an exemplary example of a quality Public Education.

Message from the school community

Our community had a fantastic year with successes across many areas of the school and wider community. This year, parent workshops and information sessions covered topics including child safety, parent–child relationships and 21st century learning skills. Parents were invited to provide feedback on the current curriculum and school practices and contributed their thoughts and ideas for the next school plan.

To promote collaboration, sharing of knowledge and further strengthening our partnerships with the community, we implemented new initiatives such as 'Healthy Harvest' and Parent Skill–Sharing workshops. We also incorporated our playgroup in activities within the school, including Father's and Mother's Day stalls and the Fancy Hat Parade to increase their familiarity with our school as some children will progress to the pre–school in the new year.

Parents and carers enjoyed the 2nd annual Pick Your Own persimmon excursion to Cedar Creek Orchard earlier in the year. In Term 3, we went to Corbett Gardens in Bowral to see the beautiful tulips on show. Community excursions provide our parents and carers a wonderful opportunity to experience different activities, meet other parents and develop networks.

The P & C Association is proud to support many facets of our school. Once again, we donated \$25,000 to the school towards purchasing resources for the Key Learning Areas, provided the Year 6 farewell cake and photobooth and hosted the SASS Thank You Brunch and Teachers Appreciation Luncheon. In addition to our regular fundraising ventures, we also had a Krispy Kreme fundraiser and a Bunnings Fundraising BBQ to raise our community profile. A highlight of the year for the P & C was winning a \$10,000 Clubs Grant from Canley Heights RSL for the breakfast program, a project named 'Healthy Start @ Harrington Street'. The funds will enable us to continue our breakfast program in 2018.

Misa Tran

Community Liaison Officer

Message from the students

This year, the Student Representative Council (SRC) worked with prefects, captains and vice captains to complete lots of exciting projects. SRC also worked on becoming strong leaders for Harrington Street Public School. We began the year with a Leadership Training Day where we engaged in fun activities to learn how to effectively communicate, cooperate and become better leaders. Another important part of our training was going into classrooms and listening to the different opinions and concerns of all students from K–6 in our school. This then helped us to create our sub–committees with different focuses for the year.

The different sub–committees worked on developing the "SRC Garden" with the help of the P&C and Bunnings Bonnyrigg. This helped to create a special place for all of the 'Harrington Heroes' to enjoy. We also looked at different ways to improve the playground and school environment, as well as fundraising lots of money for various charities and the school.

The SRC and prefects will continue to work on different projects to make the school an even better place for all students, teachers, parents and the community. We will also continue to work on becoming strong role models for all students of Harrington Street Public School.

Written by Paige and Adam, on behalf of all SRC members and Prefects

School background

School vision statement

We believe that:

- all people have a right to learn;
- high expectations enhance learning;
- quality teaching is central to student learning;
- diversity is a positive feature of our community and Australia;
- informed, collaborative decision making supports learning;
- critical reflection and continuous improvement promote excellence;
- effort, progress and achievement need to be acknowledged and celebrated;
- principles of equity and 'a fair-go for all' need to guide our actions; and
- school goals, achievements and challenges need to be shared with our community.

Therefore we aim to provide an environment that:

- is safe, calm, clean and inviting;
- is supportive, stimulating and challenging;
- promotes balanced life-long learning and ongoing professional development of staff;
- encourages everyone to do their personal best and support others to do the same;
- encourages everyone to feel good about themselves, their families, our school and Australia;
- encourages everyone to take responsibility for their own behaviour and learning;
- encourages everyone to have-a-go, take risks and learn from their mistakes;
- values optimism, resilience and a sense of humour; and
- encourages positive home-school partnerships.

As a result of these beliefs and values, learning programs will aim to:

- be enjoyable, relevant and meaningful;
- promote a strong focus on literacy, numeracy, technology, social skills and student wellbeing;
- ensure student access to stage appropriate outcomes across all Key Learning Areas;
- reflect inclusive teaching and learning practices that are systematic, explicit and respond flexibly to all students needs; and
- maximise quality teaching-learning time.

School context

Harrington Street Public School was established in 1962. The school is located at Cabramatta West and is a member of the Fairfield School Education Group. The school caters for a diverse student population, with over 90% of students from a language background other than English. There are currently 38 language backgrounds, with Vietnamese, Teochew, Cantonese, Khmer and Arabic speaking backgrounds the largest groups. Staff are highly trained and committed to continual improvement.

Parents are valued partners in determining school priorities. The school continues to have a proud history of academic success and student self-discipline. Strong student welfare programs and sport and cultural initiatives support a balanced approach to lifelong learning. Core values of the school include integrity, excellence, respect, responsibility, cooperation, participation, care, fairness and democracy. In addition to the six Key Learning Areas, students have access to a range of programs including English as a Second Language; Community Language (Chinese, Vietnamese, Japanese and Khmer) and Reading Recovery. Three classes to support students with intellectual disabilities and a composite 5/6 Opportunity Class for gifted and talented students are available through regional and state enrollment processes.

As a 21st Century school Harrington Street Public School uses digital technologies to support student learning. In embracing the philosophy of "Enriching All Through Learning"

Harrington Street Public School is an inclusive school and nurtures the social success of each individual by maintaining a positive and caring learning environment.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

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 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.

In the domain of Learning, Harrington Street Public School had a strong focus on strengthening the learning culture, professional development, parent workshops, school programs and developing school community networks to nurture educational aspiration, embed inquiry based learning and improve performance. The practice of collaborative planning ensured the continuation of strong learning culture in all classrooms P–6, within a safe and engaging learning environment. Students are viewed as individuals with learning being appropriately differentiated based on individual learning needs. Strong support is provided within our structured and supportive Learning Support Team process. A school mascot, 'Harrington Hero, Harri the Koala' was introduced at the end of 2017 and will be integrated into many aspects of school life in 2018. A strong sense of wellbeing will assist a positive learning culture.

Within the teaching domain, our focus was on providing collaborative practice opportunities for all staff members through promoting and developing a culture of classroom observations, reflection and feedback through the implementation of instructional rounds, lesson studies within the school and community of schools as well as employment of 4 instructional leaders. Staff engagement in the above opportunities had a positive impact on students learning and engagement in the classrooms. Our continued work in the area of curriculum development and implementation ensured that staff are continuing to align teaching and learning with the New South Wales syllabi for the Australian Curriculum. The process for differentiating instructions continues to be a focus area to help meet student specific needs and goals through the programs including L3, FoR, TEN and problem based learning.

In the domain of Leading, Harrington Street Public School continued to develop a culture of distributive leadership for students, staff and parents with all community members accepting leadership opportunities in different areas of responsibility. Leadership skills are enriched through the participation in student leadership programs, staff committees, COSlead, #Leaderslink, SHIFFT and parent committees throughout the year. HSPS continued to strengthen collaborative relationships to expand professional learning opportunities for all community members, engage in research and provide quality opportunities and placement for pre-service teachers. The school plan is at the core of continuous improvement with the school vision and strategic directions guiding everything we do at HSPS. The school is investigating a new format of newsletters which will enable us to communicate with the school community across multiple channels. It will also promote and enhance our engagement with parents, students and the wider community. The e-Newsletter will be highly engaging, as it will provide us with a more efficient and effective means of connecting with parents. The new format will allow the inclusion of video, photo galleries, online bookings, feedback forms, calendars and so much more.

Our self-assessment process will assist the school to refine our school 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/sef-evidence-guide>

Strategic Direction 1

Enriching lives through learning.

Purpose

To develop student's capacities as successful learners, responsible individuals, effective critical thinkers and problem solvers through the provision of high-quality teaching and learning approaches.

Build the capabilities for all students so that they are involved in planning their own learning, monitor their own success in achieving these goals and work towards developing skills which will help them to succeed at and beyond school. Improve student achievement through quality teaching and learning in all curriculum areas, with a specific focus on the implementation of the NSW BOSTES Syllabi.

Overall summary of progress

Through the implementation of Problem Based Learning students were provided with opportunities to drive the content as they engaged in creative and critical thinking, problem solving and risk taking. Staff engaged in professional learning through Instructional Rounds where they were provided with opportunities to observe and evaluate teaching and learning that drives, promotes and engages students in critical thinking and collaboration. Parents were provided with opportunities to develop their understanding of future focused learning and Coffee and a Chat encouraged parents to ask questions about curriculum.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
100% of P–6 classrooms are engaged in problem based learning incorporating critical thinking and collaboration.	\$100 000	Data collected has shown an increase in STEM units being implemented across K–6. Guided inquiry processes are embedded in other KLAS such as HSIE, Science, PDHPE and CAPA as well as maths. There was also an increase in student engagement in STEM & PBL.
50% increase in community requests at community meetings to learn about curriculum.	\$10 000	There has been an increase in parents attendance in school led workshops. Parents were engaged in regular discussions, led by them around feedback during P&C, Coffee & a Chat and parent-teacher information sessions.
30% increase for community in identifying 21st century learning skills as essential to education.	\$80 000	Community Liaison Officer encouraged parents to participate in workshops and discussions to promote deeper understanding about the essential skills students need to learn for success in today's world, such as critical thinking, problem solving, communication and collaboration.
Equity groups will show an increase in growth rate in performance data, similar to that of all students.	\$10 000	Our data focus changed due to the school's change of direction with the implementation of the EAfS. Data conversations occurred K–6 focusing on literacy & numeracy tracking.

Next Steps

In 2018, we will continue providing students with opportunities to participate in creative and critical thinking, problem solving and risk taking opportunities. All students P–6 will be encouraged to engage in their learning process with individual learning goals. Parents and community will be informed and engaged in educational practices at HSPS.

Strategic Direction 2

Building staff capacity and developing teaching excellence.

Purpose

Development of leadership capacity for all staff, including a clear understanding of the elements of effective teaching and leadership.

To develop and enhance leadership capacity to lead 21st-century schools and develop confident, creative, engaged learners.

Overall summary of progress

All teachers engaged in the performance and development process. As part of the process, teachers engaged in self-evaluation, planning, lesson observations towards individual goals, effective feedback and reflection. This was supported through high quality Instructional Leadership. School data rated this process as highly effective. Leadership capacity was developed through our links with the SHIFFT network, COSlead and #Leaderslink. Our leaders participated in inter-school and outside networking to support the development of project milestones. Our continued participation in cross schools Instructional Rounds, the introduction of Lesson Study and professional learning through differentiated shoulder to shoulder support from Instructional Leaders has improved teaching and learning.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
100% of teachers plan, implement and review professional development plan to create a culture of ongoing professional improvement.	\$15 000	100% of teachers planned, implemented, reviewed and evaluated their professional development plans.
100% of teachers use the Professional Standards to align professional learning.	\$5 000	Teachers understand that for professional learning to be effective, it needs to be aligned to professional development plans, students learning needs and aligned with Professional Standards. All teachers use Professional Standards when developing, reflecting and evaluating their professional development plans.
100% of teachers increased confidence in teaching the skills required for 21st century learning.	\$15 000	Teachers continued to refined their understanding in teaching the skills required for 21st century learning through professional learning, classroom observations and participation in lesson studies and instructional rounds. Data and classroom observations demonstrated an increase in confidence in teaching these skills.
100% of teachers have increased the number of 21st century teaching skills utilised in their classroom.	\$15 000	Whole school participation in research and instructional rounds greatly enhanced teachers' pedagogical skills, the number of 21st century teaching skills being utilised in the classrooms and developed a culture of collaboration and evaluation.

Next Steps

In 2018, we are moving into a new strategic plan with a strong focus on high quality educational practices and innovative, evidence based teaching and leadership. All teachers will be trained in Instructional Rounds to increase capacity to reflect on and improve teaching and leadership practice. Through our community of school networks, our staff will have the opportunity to access a wide range of professional learning to meet their PDP goals.

Strategic Direction 3

Fostering productive and supportive networks.

Purpose

To build strong supportive networks to enhance teaching and learning. Networks will be formed across classes, grades, stages and schools to broaden teaching skills and strengthen learning for all members of the community.

- Connecting
- Collaborating
- Communicating
- Learning Collectively
-

Overall summary of progress

The school continued to build and strengthen partnerships with community of schools and networks. These networks provided opportunities for ongoing professional learning, discussions and the development of future goals within schools. The school engaged in the new research-based buddy program that aimed to develop leadership in senior students, ease transition from preschool to Kindergarten and nurture a sense of belonging and resilience P-6. The Wellbeing Committee also launched the new 'Harrington Hero' program aimed at building students' identity within the school, developing an understanding of core values and consistency in behaviour expectations.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
100% of students actively involved in networks.	\$15 000	100% of students are actively engaged in networks within the school. All classes were engaged in the Buddy Program. Through extracurricular activities such as performing arts, coding, debating and sport, student extra networks have been developed.
100% of staff actively involved in networks.	\$5 000	100% of staff engaged in SHIFFT network of schools. Staff were also involved in networking across schools for Lesson Study and Instructional Rounds.
100% of leaders actively involved in networks.	\$10 000	100% of leaders engaged in #Leaderslink community of schools.
An increase in community involvement in networks.	\$5 000	There has been an increase in community involvement in our school networks such as 'Coffee and a Chat', parent workshops and P& C forums.
A decrease in incidents of intolerance and disrespect with students.	\$6 000	The playground games program at lunch time and recess continued to engage students who were struggling and found it difficult to socialise with peers.

Next Steps

In 2018, we will continue engaging in networks that will enhance community relationships, in-school programs and the strategic directions of the school to drive school improvement. We will also continue implementing a whole-school Buddy Program focusing on school and life values, cultural diversity, a sense of belonging and resilience. The Wellbeing Committee will launch the next stage of the Harrington Hero program in order to develop consistency in language and understanding of behaviour management processes and expectations across all areas of school.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$6534	This year the ATSI Committee purchased a Traditional Aboriginal games kit, 4 NAIDOC themed mats for indoor and outdoor use for classes and paid for a local artist Shareen Clayton to provide an additional mural at the entrance of the Preschool.
English language proficiency	\$430 922	Throughout the year students needs were catered for by EaLD, LaST, SLSO and classroom teachers. Specific learning needs were discussed on the regular basis at LST meetings. As a result, students received the necessary support to meet their individual learning requirements. LaST staff attended network meetings and provided feedback to other teachers. Students who are at risk in 2018 were identified and teachers held transition meetings to discuss teaching and learning plans for these students and how to best cater for their individual learning needs.
Low level adjustment for disability	\$302 629	LaST and SLSOs provided ongoing support for targeted students. Teachers attended network meetings and provided feedback to other staff members.
Socio-economic background	\$614 517	SLSOs supported student learning targeting specifically students with high needs. All teachers in K-2 were trained in L3 and TEN. L3 is a research-based intervention program for K-2 students, targeting reading and writing. TEN program uses effective models of improving practice in numeracy through in-class support focusing on the needs of students. Through the employment of Instructional leaders 3-6, all teachers were supported and upskilled in implementing comprehension and problem solving strategies to support student learning across the school. Learning was directly applied to the classroom to address and improve teacher practice and student outcomes in literacy and numeracy. A specialist speech pathologist provided targeted support to students. CLO continued to be employed and the community plan continued to be implemented.
Support for beginning teachers	\$13 378	Beginning teachers were supported through additional release time for professional learning. Time was also provided for professional discussions with their supervisor. Teachers engaged in meetings for accreditation and area of interest with a beginning teacher mentor. In 2017, three teachers worked towards developing their accreditation documentation. A casual teacher working at the school completed her accreditation documentation with the support of the beginning teacher mentor. Fourteen permanent and twelve temporary teachers worked at maintaining accreditation at proficient level. One staff member worked towards voluntary accreditation at Highly Accomplished level.

Student information

Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	531	538	547	553
Girls	438	439	424	445

Student attendance profile

School				
Year	2014	2015	2016	2017
K	94.9	94.5	93.6	94.2
1	95.8	93.1	94.2	94
2	96.1	95.4	92.6	94.6
3	95.9	95.2	95	95.5
4	96.5	95.6	95.3	95
5	96.8	95.6	95.2	95.4
6	96.9	96.5	95.4	95.3
All Years	96.2	95.2	94.6	94.9
State DoE				
Year	2014	2015	2016	2017
K	95.2	94.4	94.4	94.4
1	94.7	93.8	93.9	93.8
2	94.9	94	94.1	94
3	95	94.1	94.2	94.1
4	94.9	94	93.9	93.9
5	94.8	94	93.9	93.8
6	94.2	93.5	93.4	93.3
All Years	94.8	94	94	93.9

Management of non-attendance

Harrington Street Public School has strong emphasis on positive student attendance. Support is also provided through the Home School Liaison Officers to ensure all our students have very high levels of school participation.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	2
Assistant Principal(s)	5
Head Teacher(s)	0
Classroom Teacher(s)	40.47
Teacher of Reading Recovery	0.95
Learning & Support Teacher(s)	1.7
Teacher Librarian	1.6
Teacher of ESL	4
School Counsellor	0
School Administration & Support Staff	11.07
Other Positions	5.4

*Full Time Equivalent

Harrington Street Public School has one staff member who identifies publicly as indigenous.

Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools.

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	0

Professional learning and teacher accreditation

Teachers engaged in professional learning to improve student outcomes. Mandatory and differentiated professional learning provided teachers with opportunities to develop their skills. Instructional Rounds with our community of schools continued to focus on 21st Century Learning. The staff engaged in Lesson Study across the stages and externally through the community of schools. Stage One teachers participated in Language, Learning and Literacy (L3) and implemented L3 in their classrooms. The staff were supported K–6 by four Instructional Leaders (K–2 EAfS, 3–6 – school funded). This allowed for teachers to receive feedback on lessons and be provided with teaching strategies in literacy and numeracy. Data was regularly analysed and incorporated into developing programs across the school.

Financial information (for schools fully deployed to SAP/SALM)

Financial summary

The information provided in the financial summary includes reporting from 1 January 2017 to 31 December 2017.

	2017 Actual (\$)
Opening Balance	688,039
Revenue	9,807,765
Appropriation	9,458,194
Sale of Goods and Services	85,805
Grants and Contributions	253,265
Gain and Loss	0
Other Revenue	0
Investment Income	10,501
Expenses	-9,771,584
Recurrent Expenses	-9,771,584
Employee Related	-8,519,471
Operating Expenses	-1,252,113
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	36,181
Balance Carried Forward	724,220

Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

	2017 Actual (\$)
Base Total	5,901,794
Base Per Capita	155,394
Base Location	0
Other Base	5,746,400
Equity Total	1,438,741
Equity Aboriginal	6,534
Equity Socio economic	733,147
Equity Language	430,922
Equity Disability	268,138
Targeted Total	569,726
Other Total	1,420,719
Grand Total	9,330,980

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.

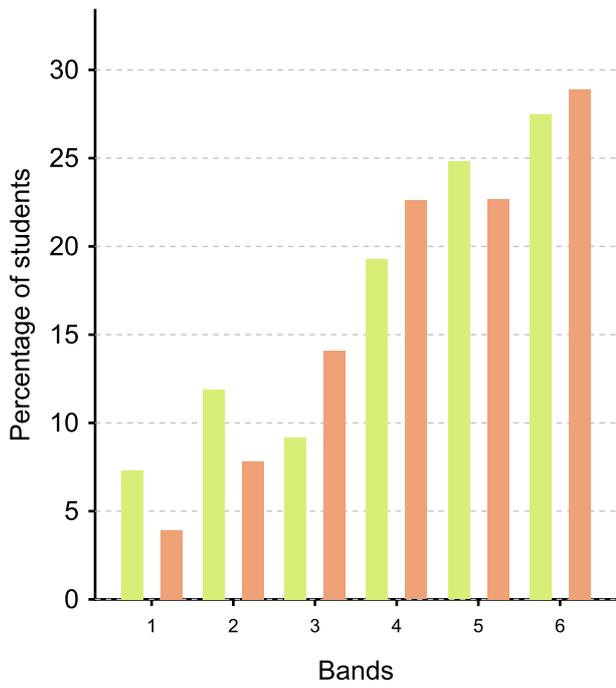
A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

School performance

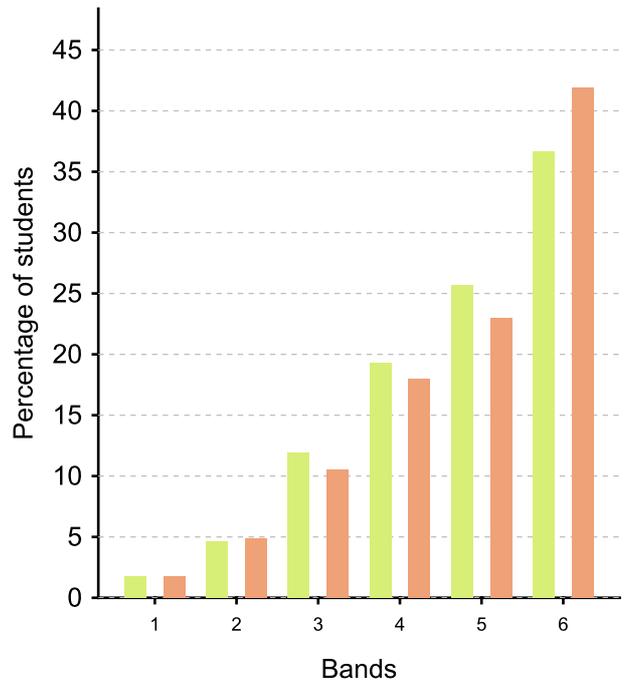
NAPLAN

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

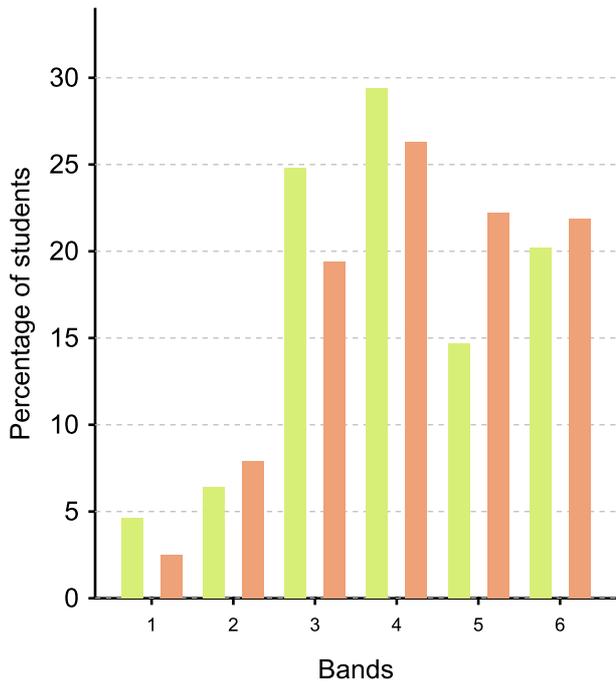
Percentage in bands:
Year 3 Grammar & Punctuation



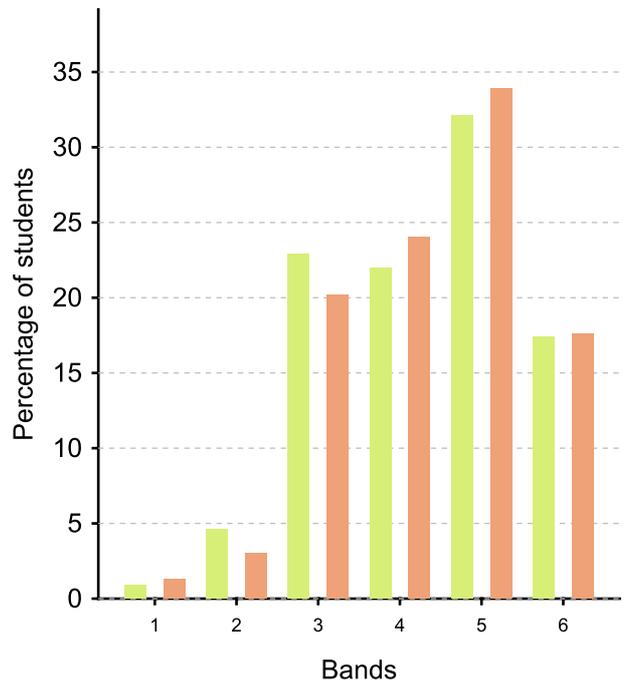
Percentage in bands:
Year 3 Spelling



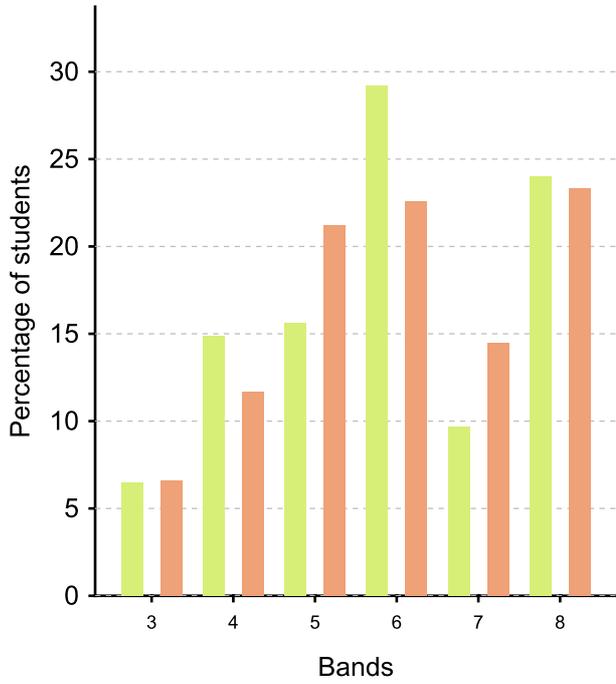
Percentage in bands:
Year 3 Reading



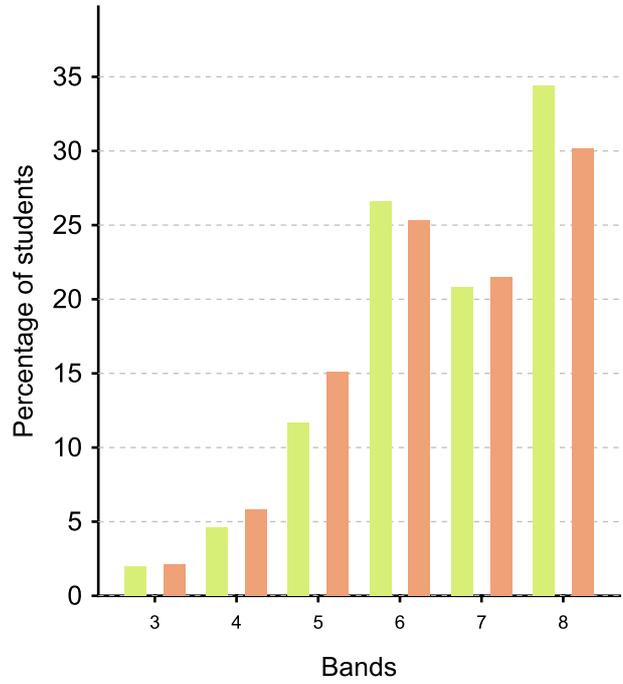
Percentage in bands:
Year 3 Writing



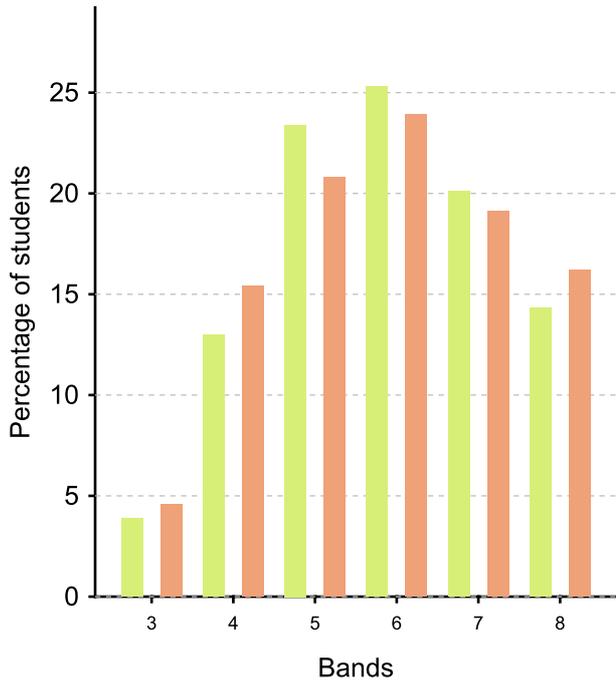
Percentage in bands:
Year 5 Grammar & Punctuation



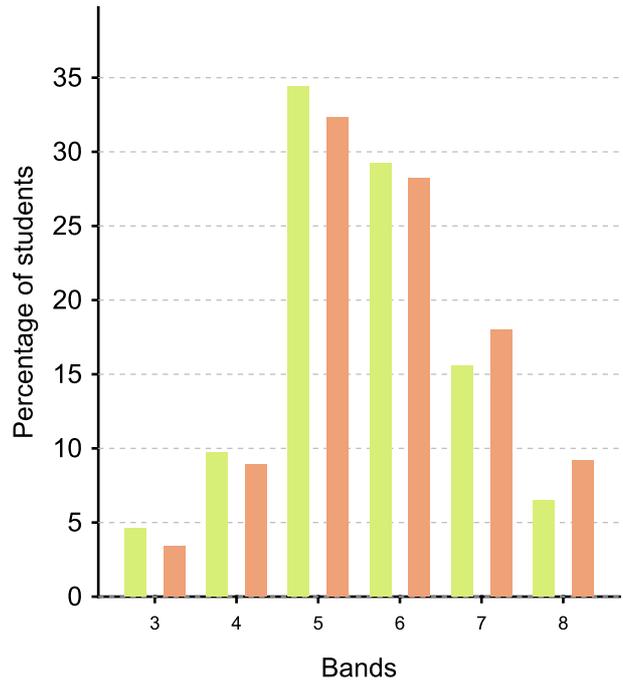
Percentage in bands:
Year 5 Spelling



Percentage in bands:
Year 5 Reading



Percentage in bands:
Year 5 Writing



Parent/caregiver, student, teacher satisfaction

Students, teachers and parents were invited to participate in the Tell Them From Me survey during 2017. The survey was completed by 388 students in Years 4, 5 and 6. The survey showed students at Harrington Street Public School, when compared to NSW norms, believe that schooling is useful in their everyday life and will have a strong bearing on their future. They also generally feel that classroom instruction is well organised, with a clear purpose and with immediate feedback that helps them learn. Key findings from the survey include:

Students

- 83% of students are interested and motivated in their learning
- 93% of students try hard to succeed in their learning
- 74% of students participate in sports other than in a physical education class

Parents

- feel welcome when they visit the school (8.0/10)
- are well informed about school activities (8.3/10)
- believe school's administrative staff are helpful when they have a question (8.0/10)

Teachers

- work collaboratively in developing learning opportunities for students (7.8/10)
- set high expectations for students (8.0/10)
- use multiple teaching strategies and provide students with effective feedback (7.9/10)

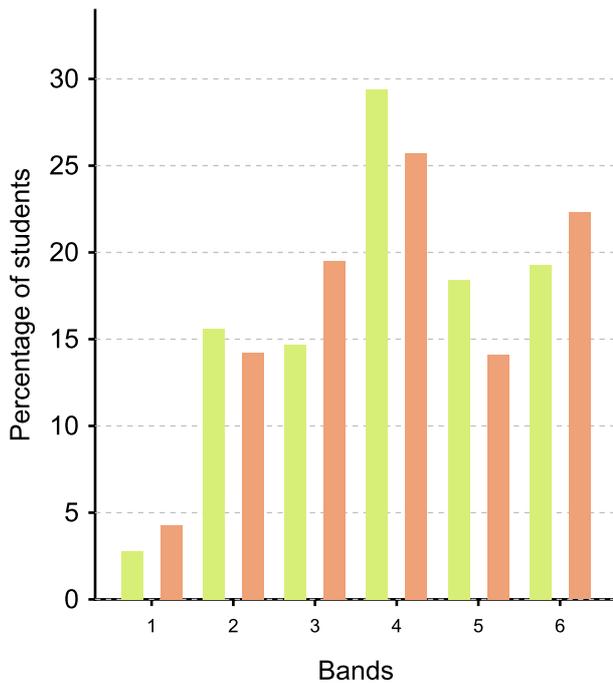
Policy requirements

Aboriginal education

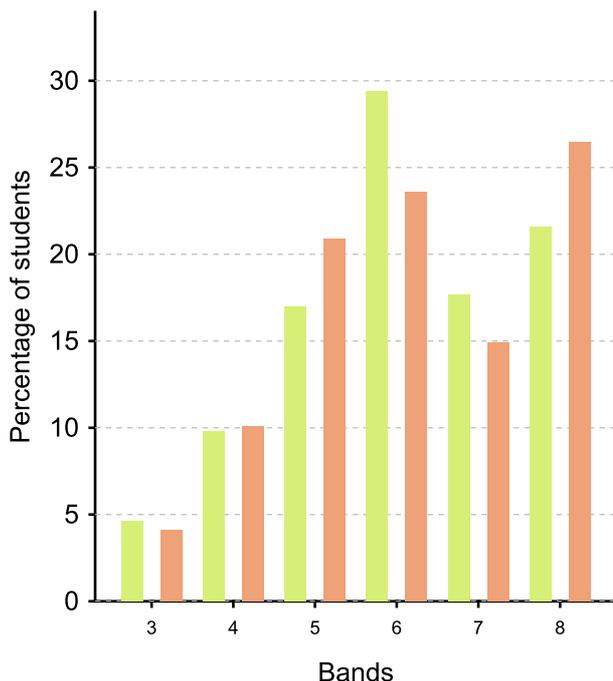
In 2017, our K–6 population of students from Aboriginal and Torres Strait Islander background was 14. Individualised Learning Plans (ILPs) were developed for all students who identified as being Aboriginal and Torres Strait Islander. This was done in consultation with the classroom teachers and students to ensure learning in the classroom was planned effectively to build strengths and abilities to promote success. As part of curriculum and support of students developing their knowledge and understanding of Aboriginal culture, students met weekly to participate in a range of cultural activities.

NAIDOC is a celebration of Aboriginal and Torres Strait Islander cultures and provides an opportunity to recognise contributions of Indigenous Australians. A major achievement this year was the formation of three

Percentage in bands:
Year 3 Numeracy



Percentage in bands:
Year 5 Numeracy



The My School website provides detailed information and data for national literacy and numeracy testing. Go to <http://www.myschool.edu.au>, insert the school name in the Find a school and select GO to access the school data.

Aboriginal dance groups as part of our NAIDOC celebrations. All Aboriginal and Torres Strait Islander students, as well as a number of students of other backgrounds, were involved in the contemporary and traditional dance groups. Two Aboriginal students from Bonnyrigg High School choreographed the dances for our students and they regularly practised leading up NAIDOC celebrations. Students from Preschool to Year 6 also participated in a variety of cultural experiences. The activities planned for the students included a smoking ceremony, viewing Dreamtime stories, participation in traditional Aboriginal and Torres Strait Islander games and an assortment of art and craft activities. The NAIDOC event gave the opportunity for Aboriginal students from Bonnyrigg High School and Bonnyrigg Public School to perform and showcase their talents.

Multicultural and anti-racism education

Harrington Street Public School is a multicultural school with 92% of students from non-English speaking backgrounds. The school ensures all teaching and learning programs are culturally inclusive and embedded in school practices for all students. Further to this our programs foster students' understanding of culture, cultural diversity and active citizenship within our multicultural society. A range of strategies have also been incorporated in the school's communication with parents/carers and community members from culturally diverse backgrounds. These included; employment of a Community Liaison Officer (CLO), increased use of interpreters and an LED screen to display weekly highlights at the front of the school. As a result, these strategies are strengthening parent and community engagement in school activities.

The school has 1 trained Anti-Racism Contact Officer (ARCO). The role of Anti-Racism Contact officer in schools is to be a contact between staff, students, parents and community members who wish to make a complaint regarding racism. The ARCO role also involves promoting the value of respect for all races and cultures and our school rules of being respectful, being safe, being a learner and help support these values. Students, teachers, parents and the community are doing a very good job of living together in harmony. There were no reported incidents of racism in 2017.

Other school programs

Sports Report

In 2017, 25 students represented the school at the Horsley Zone swimming carnival. Congratulations to the team on coming seventh in the zone. 15 students went on to represent the zone team.

The school had strong representation at the zone athletics carnival as well with 53 students attending. 11 students went on to represent the zone at the regionals. The highlights of the year were Haneefah Lawal and Kaloni Moala who represented the region at the state carnival. Kaloni then went on to represent the state at

the nationals for shot put and the girls' relay team, placing first in the shot put and winning the gold medal. What a fantastic achievement!

In cross-country, 48 students represented the school at the zone and 3 students went on to represent the zone at the regional carnival.

In the winter PSSA, HSPS had two teams make the finals, the junior rugby league and the year 5 netball team with the year 5 netball team winning their final.

In the summer PSSA, the junior cricket team and senior girls' newcombball teams were the premiers and the junior newcombball team were the joint premiers.

This year, Angela Tintor was selected in the zone representative basketball team. Aidyn Fang, Milos Jankovic and Marco Jankovic were selected for the zone representative soccer team. Bryce Bouton, Joshua Smith, Martin Tran, David Cisneros, Jayke Saengdara, Natalie Duong and Tianna Luangrath were selected to play in the zone representative softball team. Blake Williams, Cyrus Toleafoa, David Toleafoa also were selected for the zone rugby league team.

Congratulations to all of these athletes and to all the students who performed well in the various PSSA teams.

This year students also participated in the Premiers Sporting Challenge, an NRL Backyard League Football Clinic and a dance program.

Garden Club

Our Garden Club team worked on the school garden each week. 6M and the Support Unit cared for the garden on a weekly basis. The students involved worked well together and researched about suitable crops and growing conditions. They learnt about cultivating seeds into seedlings, planting, caring for their vegetable crops, harvesting, natural remedies to minimise garden pests and healthy eating. The Garden Club team had opportunities to taste their produce and share with their families. They particularly enjoyed making salad using their produce and sharing with school executive team. They have also explored sustainable living practices through seed saving endeavours.

2017 Production – The Harry Awards

Our students out did themselves as they sang, danced and acted in our 'Harry Awards' production. This year the theme was based on Musical theatre and everyone embraced the concept to produce three fabulous performances over two days. Every child from the tiniest preschoolers to our biggest year 6 students completed their part with confidence and happy smiling faces. Our audiences embraced the theme, which added to everyone's experience. The 'Harry Awards' were a great success, which was a reflection of the whole school communities' hard work.

ArtClub

This year, students from Stages 1–3 have actively participated in Art Club on a weekly basis. During the year, students explored a range of artists and art movements. Students were able to complete their own pop art creation inspired by the artist, Andy Warhol. They also created a variety of artworks for Family Fun Day that was auctioned off to our community. To conclude the year, students have explored the art movement known as pointillism and have experimented with various painting techniques. Finally, students had the opportunity to enter a design competition to showcase their creative skills. The teachers who were involved in Art club were very proud of what the students have achieved.

In the Loop

In 2017, a group of fourteen Stage 3 students have been active members of HSPS 'In The Loop' news crew. The students wrote articles for our fortnightly newsletter based on education programs and extra curricular activities and are still working towards creating videos that demonstrate some of the fantastic learning opportunities at Harrington Street Public School. Students have also created a yearly overview to celebrate the year's achievements. Students in this group have developed their communication, collaboration, critical thinking and technological skills as well as creativity to publish and create articles throughout the year.

ICT

This year saw the continuation of our school Technology Committee with members representing each stage.

HSPS have continued to employ the services of Xenontech to provide technical support one day a week for the second year. This will continue to be integral in providing technical support within the school and includes the ongoing management of school-owned devices in Windows and Mac desktops and laptops, interactive projectors and iPads for Preschool, the Support Unit and a class set of iPad minis available for borrowing. A number of new devices have been purchased including 30 new Infinity: One tablets for Year 2 (5 per class) to replace our aging and failing XO's, 2 new classroom interactive projectors to replace failed units and new printers for the Computer Room and Administration Office. An Apple Cache server was also purchased to manage iPad updates and improve network performance. The DoE's T4L allocation enabled us to acquire 13 iPads, 12 Windows 10 laptops and 13 Chromebooks.

At the beginning of the year a new BYOD initiative was established to provide parents access to purchasing devices for students as part of our school commitment to Future-Focused Learning and integrating technology within the classroom. Parents of Year 3–6 students are now able to purchase discounted BYOD devices through The School Locker or One Education.

Whole school software licenses were renewed for Reading Eggs, Mathletics and Storybox Library, as well as a 2-year license for Typing Tournament. Programs

were available for students at a subsidised rate.

The early stages of planning a complete redesign of the Computer Room to become a technology hub is underway. This will allow for a more flexible, collaborative and future-focused learning environment for the use of STEM-based learning and digital components within the curriculum.

In September approximately 280 students participated in the week-long NAPLAN Online Readiness Tests. Overall, the network and student devices performed well and handled the test conditions without any major problems or school network performance degradation.

Teacher and parent workshops were also offered in 2017. HSPS hosted a TinkerMeet one afternoon with presenters and participants from HSPS and neighbouring schools. The workshop provided teachers with the opportunity to experience hands-on learning with robotics in the classroom. A Parent Workshop on future focused learning was also held and included two teachers presenting on the topics of online research, coding and robotics within the classroom.

Band

The School Band is made up of 70 students from Years 3 – 6. The band program consists of three groups including a beginner's class, an advanced class and the performance group. The students rehearsed before school and weekly under the guidance of the school's music tutor. A number of students showcased their talents to parents, community members, staff and students at assembly, presentation day and the annual Community of Schools performing arts concert that was held at Club Marconi. The band collaborated and accompanied the combined choir in the finale. The opportunities and skills that each student has gained from being a band member are invaluable. Being a part of a band helps them to develop an appreciation for music and its technical elements and also to gain confidence when performing in front of a large audience.

Dance

In 2017, HSPS had a junior and senior dance group. Stage 1 students had the opportunity to try out for the junior dance group, while Stage 2 and 3 students were able to try out for the senior dance group. After tryouts Junior dance group was made up of 20 students from Years 1 and 2. Senior dance group was made up of 14 students from years 3, 4, 5 and 6. It was nice to have a couple of male representatives in each dance group. All students dedicated at least 1 lunch time every week to develop their creative skills in dance and performance. Both dance groups worked hard throughout the year to perform at the Community of Schools Concert and Presentation Day. Students also performed at the whole school assemblies. The Junior and Senior Dance groups displayed collaboration and excellence, when representing Harrington Street at all special events.

Buddies

This year the Buddies program implemented changes

based on research. Our whole school participated in Buddies activities during a set time on a fortnightly basis. The Buddies program focused on developing school culture through recognising, understanding and appreciating diversity and our school values. Students engaged in activities to build resilience through the Bounce Back program. This program assisted with the transition of preschool students to Kindergarten and fostered leadership skills in our older students.

Values Education Program

This year Harrington Street Public school began the HSPS Values Education Program which encompassed the NSW nine core values. The nine week program addressed a 'Value of the Week' and included the values of Respect, Participation, Cooperation, Excellence, Democracy, Fairness, Care, Integrity and Responsibility. Each week's value was reinforced at morning assemblies with students themselves explaining the focus value and in our classrooms through discussions on what the focus value means, looks like and sounds like. A range of engaging resources were created to support student learning. To help make meaningful connections and develop a sense of belonging, the students themselves created a 'Value of the Week' videos which included students from Preschool to Year 6 demonstrating their understanding of what each value looks like as a Harrington Hero. Students' directed videos were shared across the school and viewed each week by classes further embedding the core values across the school. The program was a great success in developing an understanding of what the NSW core values mean in our school and in the wider community.