

2020 Annual Report

Harrington Street Public School



4314

Introduction

The Annual Report for 2020 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.

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Message from the principal

2020 was a year of significant change within our community and for education as we were impacted by the COVID-19 pandemic which was challenging for many on a professional and personal level. We had to change the way we worked, the way we connected with our students and families and the way we worked with each other. We moved to a period of learning from home where we used Google Classroom across K-6 as an online platform to plan lessons and provide resources for students to continue their learning. Staff moved swiftly to develop material for each grade and provided physical development material in the attempt to meet the various needs of students working in a less social environment. Our collaborative planning and learning culture shone as did our strong partnership with the community who supported, acknowledged and praised the work done throughout the year by our dedicated staff. The embrace of new technology, with supporting curriculum and assessment tools was a feature of the commitment shown by all our staff at Harrington Street Public School and I was very grateful for the help of the community and the P&C. Despite the challenges of 2020, we managed to stay connected through virtual meetings, phone calls and emails.

Whilst the year was disrupted by a number of challenges, we all moved forward and became creative, innovative and engaged in different teaching styles to continue to provide a high quality of educational opportunities for our students. A highlight was watching the faces of our students who were excited to return to school with a spring in their step and the brightness in their manner when catching up with their friends and teachers. A big part of our success has been our ability to learn together across our wonderful school community.

The 2020 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, teaching, leading and student wellbeing. The report outlines the findings from the school's self-assessment and reflects the impact of key school strategies for improved learning and the benefit to all students from the expenditures of resources, including equity funding.

I applaud the staff at Harrington Street Public School on their constant desire to provide a high standard of education to our students. I thank the community for its support thus far, and look forward to continuing a productive relationship. As always, all we do is for the benefit of our students. I am proud of what we achieved in 2020 and I am very excited for what 2021 and beyond holds for our school.

Kind regards,

Nahla Dennaoui

Relieving Principal

Message from the school community

2020 was a very challenging year for the HSPS community. The pandemic required us to think outside the square with regards to learning and community engagement, whilst keeping everyone safe in line with public health orders. With home learning being a prerequisite for most students in Semester 1, we communicated with families through phone calls, Google Classroom, Zoom and social media platforms. We were able to offer a parenting program, Circle of Security, through Zoom in partnership with Woodville Alliance.

The pandemic brought us closer as a school community in different ways. It facilitated innovative ways for us to provide services to students and the community during a difficult time in history. For the Mother's Day and Father's Day stalls, the P&C team offered online orders with bank transfer payments in addition to the regular stall held for children at school. Homemade succulent plants by the P&C team added a special HSPS touch and were a sell-out.

While most P&C fundraising events discontinued for the year, the P&C were still able to fund the Teacher's Appreciation Luncheon, Year 6 Day Out BBQ, and the Year 6 Farewell Cake. Finally, a highlight of the year was our P&C Treasurer being a winner of the 2020 Public School Parent of the Year Award, a well deserved recognition for a much loved member of our school community!

Misa Tran

Community Liaison Officer

School vision

Harrington Street Public School strives to provide a safe, respectful, inclusive learning environment that challenges all members of the community to be resilient, lifelong learners. We believe that all people have the right to learn and that high expectations, quality teaching and strong home-school partnerships are central to student learning. We engage in critical reflection to promote continuous improvement and excellence across all areas of school life.

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, global citizenship and democracy. In addition to the six Key Learning Areas, students have access to a range of programs including Early Action for Success, English as a Second Language; Community Language (Chinese, Vietnamese and Khmer), Languages Other Than English (Japanese) 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 enrolment processes.

As a future focussed school Harrington Street Public School uses Creativity, Critical Thinking, Communicating, Collaboration and inquiry based learning as a foundation for student learning while embracing the philosophy of "Enriching Lives 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

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

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

Each year, we assess our practice against the Framework to inform our school plan and annual report.

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>

Self-assessment using the School Excellence Framework

| Elements | 2020 School Assessment |
|--|------------------------|
| LEARNING: Learning Culture | Excelling |
| LEARNING: Wellbeing | Sustaining and Growing |
| LEARNING: Curriculum | Sustaining and Growing |
| LEARNING: Assessment | Sustaining and Growing |
| LEARNING: Reporting | Sustaining and Growing |
| LEARNING: Student performance measures | Sustaining and Growing |
| TEACHING: Effective classroom practice | 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 | Excelling |
| LEADING: School resources | Sustaining and Growing |
| LEADING: Management practices and processes | Excelling |

Upon completing our self-assessment against SEF reflection, we can be confident that the focus themes identified are reflective of our school needs and therefore should be addressed in our Strategic Improvement Plan. We strongly believe that the main themes chosen will have a flow-on effect on the subsequent areas listed.

The 5 key areas include:

1. Wellbeing - Individual learning needs
2. Reporting - Student reports
3. Effective classroom practice - Explicit teaching
4. Effective classroom practice - Feedback
5. Data skills and usage - Data use in teaching

We have been working on the areas of Effective Classroom Practice and Data Skills and Use. The impact of our Instructional Leaders and Curriculum Mentors to support these two areas have been evident through PAT results and teacher feedback. The evidence gathered demonstrates a shift from Delivering to Sustaining and Growing and there is a visible improvement in student performance in the area of reading through progressions and PAT analysis. Data use in teaching, explicit teaching and feedback have been highlighted as areas for further development to increase the capacity

and strengthen pedagogical practice of staff.

The area of Individual Learning Needs requires strong development with a greater understanding of curriculum differentiation and supporting individual learning growth. This will subsequently have a direct impact on individualised student reports.

The school will undertake external validation in October, 2021.

Strategic Direction 1

Learning and Improving

Purpose

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

Improvement Measures

- Increase in differentiated practices in literacy and numeracy that are informed by data.
- Students are developing and monitoring achievement of their own learning goals.
- Increase in parents engaging in 3-way conversations about students learning and understanding their child's learning growth.

Overall summary of progress

Harrington Street Public School has continued its school-wide focus on improved student outcomes in literacy and numeracy. Staff are committed to embedding quality literacy and numeracy practices, achieved through extensive professional learning, collegial planning and data analysis and a clear understanding of evidence-based pedagogy. All staff are engaged in professional learning to improve their understanding and capacity to differentiate and provide quality teaching programs for students. The school has continued to develop its practices and processes to ensure monitoring and planning for effective student progress in literacy and numeracy through the implementation of regular Consistent Teacher Judgement sessions. Staff participated in professional learning on Cognitive Load Theory and its implications in the classroom and collaborated in stage teams to ensure effective implementation of the principles.

Progress towards achieving improvement measures

Process 1: All teachers will analyse and reflect on data to inform teaching practice in English and mathematics.

| Evaluation | Funds Expended (Resources) |
|---|---|
| <p>HSPS staff are working towards embedding a range of skills in using student progress and achievement data and a range of other contextual information to better respond to trends in student achievement, at the individual, group and whole school levels. Staff are better equipped to use systematic and reliable assessment data to inform teaching and learning over time and implement changes in teaching that lead to measurable improvement.</p> <p>Teachers met regularly to analyse data from PLAN 2, benchmarking, BEST Start, NAPLAN, PAT tests, ongoing formative assessments and diagnostic assessments. Findings of this analysis guided planning, programming and resources allocation to best meet the needs of all students.</p> <p>Five weekly, structured data conversations were implemented as a regular part of the school's PL timetable. They have driven future learning and planning to address learning needs as determined through the school's scope and sequences.</p> | <p>2 x Instructional Leaders</p> <p>Numeracy Resources \$5000</p> <p>Reading Resources \$12000</p> <p>Speech Therapist \$70000</p> <p>Funding Sources:</p> <ul style="list-style-type: none">• Early action for success (\$2231005.33) |

Process 2: Students articulate learning goals and know what they need to do to be successful.

| Evaluation | Funds Expended (Resources) |
|--|------------------------------------|
| <p>Students set SMART goals aligned to learning intentions and success criteria based on syllabus outcomes. The success criteria gave students clear expectations, promoted good learning discussions and gave students more responsibility for their own learning. Student reflections and teacher feedback</p> | <p>Staff professional learning</p> |

Progress towards achieving improvement measures

encouraged a growth mindset giving future direction to student learning and teacher planning. Students are able to articulate their goals and explain what they need to do to be successful.

Process 3: All parents are aware of individual student's progress, celebrate success and understand their learning growth.

| Evaluation | Funds Expended (Resources) |
|---|----------------------------|
| Parents are informed about their children's progress through various forms of communication including semester reports, work samples, P&C forums and coffee and a chat. | Employment of CLO |

Next Steps

Future Focus:

When analysis was conducted against the student outcome measures it was evident that expected growth in both Reading and Numeracy would be an area for explicit focus in the new school plan. Target areas in Reading and Numeracy have been identified using the NAPLAN gap analysis and will be a focus for professional learning in the Strategic Improvement Plan. Future areas of focus in SD1 will include:

- Teachers using assessment data and processes to ensure strong progress for all students
- Teaching practice is informed by integration of formative assessment, learning intentions/success criteria and feedback from students.

Strategic Direction 2

Moving Forward

Purpose

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

Improvement Measures

- All staff actively engaged in PDP process.
- An increase in effective staff collaboration in educational practices.
- An increase in parent involvement in their own learning.

Overall summary of progress

Harrington Street PS commitment to the achievement of whole school, stage and personalised staff goals has led to staff developing greater understanding of the collection of evidence to support the acquisition of goals. Staff enthusiastically engaged in collaborative, collegial planning through planning days, Action Team Meetings, stage and executive meetings as well as CTJ sessions to embed consistency and a culture of high expectations across the school. Staff met regularly at grade and stage levels to engage in practices focused on teachers' co-moderation of assessments utilising internal and external expertise of staff and educational professionals.

Progress towards achieving improvement measures

Process 1: PDPs form the core of professional learning at HSPS.

| Evaluation | Funds Expended (Resources) |
|---|--|
| 100% of staff developed Performance and Development Plans (PDPs) aligned to the school's strategic directions, the Australian Professional Teaching Standards and the School Excellence Framework. Targeted staff and external expertise were utilised to support goal achievement. Teachers will continue to formulate and reflect upon personal and professional teaching goals explicitly linked to quality teaching and student improvement and collect evidence to demonstrate the achievement of these goals. | Staff allocated time to meet with supervisors for PDPs. Casual release days \$4000. Stage based professional learning |

Process 2: All staff support collaborative practice to improve student outcomes.

| Evaluation | Funds Expended (Resources) |
|--|--|
| <p>Opportunities were provided to support teachers to work together within and beyond the school for their benefit, the benefit of the students and the school as a whole.</p> <p>All staff participated in 5 professional learning days to collaboratively work with stage and grade groups to plan for high-quality teaching, learning, assessment and well-being programs. Mentoring structures to support early career teachers were successfully implemented.</p> <p>Differentiated Professional Learning sessions were also offered to align with the school plan and vision and were guided by the PDP goals set by teachers. Teachers also participated in external professional learning sessions and shared their knowledge with their peers back at school.</p> <p>Teachers collaborated and used stage meetings, professional learning and action team meetings to discuss programming, current research, student progress, assessment results to drive future planning.</p> | <p>4 x Curriculum Mentors</p> <p>Engagement of School Learning Support Officer \$68000</p> <p>Funding Sources:</p> <ul style="list-style-type: none">• Quality Teaching, Successful Students (QTSS) (\$188280.00)• Literacy and numeracy (\$103368.00) |

Progress towards achieving improvement measures

Process 3: CLOs strengthen the connection between home and school.

| Evaluation | Funds Expended (Resources) |
|---|---|
| Parent and community involvement has continued successfully throughout 2020 despite many challenges. The school continues to work alongside the CLO as well as external service providers to support families. A number of workshops, on topics identified from the community survey, have been planned by the school staff for 2021. | Employment of 5 day Community Liaison Officer Funding Sources: <ul style="list-style-type: none">• Socio-economic background (\$87949.00) |

Next Steps

Future Focus:

Feedback from internal and external sources including TTFM, surveys, feedback on PL and the PDP process indicated a focus on effective classroom and collaborative practices is necessary. Future areas of focus in SD2 will include:

- Enhanced collaboration and feedback driving quality teaching practices to improve student outcomes
- Evidence based teaching methods implemented in all learning

Strategic Direction 3

Living Life Well

Purpose

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

Improvement Measures

- An increase in positive respectful relationships.
- 100% of staff implementing the HSPS Wellbeing Guidelines.
- 100% of student leaders trained.
- An increase in parent understanding of HSPS wellbeing.

Overall summary of progress

The continued development, review and evaluation of the school's wellbeing processes has been a priority in 2020. Harrington Street PS wellbeing procedures were updated to align with current department policies and procedures and to ensure our processes reflected the needs of our student body. The school's behaviour management flow chart was also updated in consultation with key stakeholders and implemented in order to provide staff with clear and consistent procedures to follow regarding student behaviour expectations. The Learning and Support Team overseen by Curriculum Mentors continued to monitor all students across the school through our leadership and school counsellor team targeting individual student needs.

Progress towards achieving improvement measures

Process 1: Students and staff utilise strategies to develop an understanding of positive relationships.

| Evaluation | Funds Expended (Resources) |
|---|--|
| <p>Harrington Street Public School has a culture of engagement where student voice and choice are enabled and valued. We actively nurture and develop the emotional and social well-being of our learners and staff. We facilitate meaningful partnerships and connections with the wider community.</p> <p>Teachers have also responded positively to the changes, reporting that collective teacher efficacy has improved. Working closely together with colleagues in a flexible learning space through collaborative action provides a greater opportunity to differentiate teaching and allows for sharing of expertise. as well as developing positive relationships.</p> | <p>Professional Learning with staff.</p> <p>Resources \$4100</p> |

Process 2: Students, staff and parents develop a deep understanding of school wellbeing processes.

| Evaluation | Funds Expended (Resources) |
|---|--|
| <p>Harrington Street Public School is continually refining its whole-school approach to wellbeing and engagement to improve learning. Evidence-based programs and assessment processes are used to identify, regularly monitor and review individual student needs.</p> <p>Student wellbeing data is recorded on Sentral Wellbeing, with follow up ensured when entries are made. 100% of students identified as either at risk or requiring additional support have been referred, through Learning Support Team meetings to intervention programs to address their needs.</p> | <p>Cooperative planning of values program</p> <p>Releasing wellbeing team group members</p> <p>Values Posters for classrooms</p> |

Process 3: Students build capacity as leaders to make positive connections with others.

Progress towards achieving improvement measures

| Evaluation | Funds Expended (Resources) |
|--|---|
| <p>Structures were put in place to support students to become more actively engaged in all aspects of their schooling through a variety of strategies, providing more opportunities for student choice based on their interests and abilities.</p> <p>Student voice and leadership continue to be valued at Harrington Street Public School through school leaders' participation in executive meetings, Year 6 farewell and school planning committees.</p> | <p>Resources \$5000</p> <p>Anti-Bullying Program \$2000</p> |

Next Steps

Future Focus:

Collective responsibility for student learning and success will be a driver in establishing a culture of high expectations by embedding a whole-school approach to student wellbeing and engagement through differentiation.

Future areas of focus in SD3 will include:

- Adjustments and differentiation driven by ongoing data to challenge all students
- Teachers being responsive to the learning needs of every student and having better informed parents
- Focus on improved student attendance as a part of whole-school approach to wellbeing initiatives

| Key Initiatives | Resources (annual) | Impact achieved this year |
|---|--------------------|--|
| Aboriginal background loading | \$5576 | Harrington Street PS has 7 students who identify as Aboriginal. Personalised learning plans were developed, implemented and evaluated. |
| English language proficiency | \$656304 | <p>The school continues to support students across K-6 through a variety of different strategies, which includes employing curriculum mentors and additional SLSOs. English language proficiency funding was used to support students, identified through the Learning Support Team and through stage based analysis of data, in both the classroom and the playground. Additional staff work in small withdrawal groups and in the classroom to support students with speaking and listening, reading and writing skill acquisition.</p> <p>All staff have continued to be involved in Data Conversations with a particular focus on developing quality Literacy and Numeracy program that support the development of English language proficiency.</p> |
| Low level adjustment for disability | \$278355 | <p>The school has continued to support identified students through a variety of different strategies to include adjustments and accommodations to classroom programs.</p> <p>All students requiring adjustments, accommodations and Personalised Learning and Support Plans continued to be tracked by the Learning Support Team.</p> <p>Student Learning Support Officers were employed to provide support in classrooms and on the playground to targeted students. Additional Learning and Support Teacher time funded in response to student needs.</p> <p>Teachers continued to be trained and supported in the implementation of targeted intervention strategies to support students across the range of abilities.</p> |
| Quality Teaching, Successful Students (QTSS) | \$188250 | <p>Funding allocation used to support a K-6 Instructional Leadership model in which School Executive were released to support quality teaching initiatives (Phonemic Awareness, modelled lessons) as well as developing classroom teacher capacity.</p> <p>Staff mentoring & coaching, collaboration and data responsive programming were focus areas to ensure greater consistency and ensure staff were supported to successfully embed evidence-based pedagogy in their practice, as well as achieving school priorities linked to School Plan and staff professional goals.</p> |
| Socio-economic background | \$744983 | As an identified EAfS (Early action for Success) school, we have used funding to support quality classroom practices and the development of resources across Literacy |

| | | |
|---|----------|---|
| Socio-economic background | \$744983 | <p>and Numeracy programs and initiatives.</p> <p>Harrington Street PS has a Vietnamese speaking Community Liaison Officer that works closely with the staff and the community on identified projects to support student outcomes.</p> |
| Support for beginning teachers | \$18962 | <p>Beginning teachers and their mentors were allocated time off class as well as given the opportunity to attend additional PD linked to their PDPs.</p> <p>Reflections from beginning teachers showed continued growth and development around their teaching and learning.</p> |
| Targeted student support for refugees and new arrivals | \$10297 | <p>The school continues to support refugee students, newly arrived students and families transitioning into school and the community through a range of classroom and community based programs.</p> <p>Students are also provided with additional support including excursions, in-school visits and assistance with purchasing uniforms as needed.</p> |

Student information

Student enrolment profile

| Students | Enrolments | | | |
|----------|------------|------|------|------|
| | 2017 | 2018 | 2019 | 2020 |
| Boys | 553 | 562 | 568 | 551 |
| Girls | 445 | 432 | 417 | 432 |

Student attendance profile

| School | | | | |
|-----------|------|------|------|------|
| Year | 2017 | 2018 | 2019 | 2020 |
| K | 94.2 | 93.3 | 94.5 | 94.4 |
| 1 | 94 | 94.4 | 93.5 | 94.2 |
| 2 | 94.6 | 95 | 94.7 | 92.9 |
| 3 | 95.5 | 94.8 | 93.7 | 94.8 |
| 4 | 95 | 94.8 | 94.5 | 93.5 |
| 5 | 95.4 | 96.3 | 96.3 | 94.9 |
| 6 | 95.3 | 95.9 | 95.2 | 95.4 |
| All Years | 94.9 | 94.9 | 94.6 | 94.2 |
| State DoE | | | | |
| Year | 2017 | 2018 | 2019 | 2020 |
| K | 94.4 | 93.8 | 93.1 | 92.4 |
| 1 | 93.8 | 93.4 | 92.7 | 91.7 |
| 2 | 94 | 93.5 | 93 | 92 |
| 3 | 94.1 | 93.6 | 93 | 92.1 |
| 4 | 93.9 | 93.4 | 92.9 | 92 |
| 5 | 93.8 | 93.2 | 92.8 | 92 |
| 6 | 93.3 | 92.5 | 92.1 | 91.8 |
| All Years | 93.9 | 93.4 | 92.8 | 92 |

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May. 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.

Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

Workforce information

Workforce composition

| Position | FTE* |
|---|-------|
| Principal(s) | 1 |
| Deputy Principal(s) | 2 |
| Assistant Principal(s) | 6 |
| Classroom Teacher(s) | 39.38 |
| Literacy and Numeracy Intervention | 0.95 |
| Learning and Support Teacher(s) | 1.6 |
| Teacher Librarian | 1.4 |
| Teacher ESL | 5.6 |
| School Administration and Support Staff | 11.07 |
| Other Positions | 5.4 |

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2020, 3.7% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

| Staff type | Benchmark ¹ | 2020 Aboriginal and/or Torres Strait Islander representation ² |
|----------------|------------------------|---|
| School Support | 3.30% | 6.30% |
| Teachers | 3.30% | 2.80% |

Note 1 - The NSW Public Sector Aboriginal Employment Strategy 2014-17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

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.

In 2020, an additional School Development Day was included at the start of Term 2 to assist school leaders, teachers

and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2020 to 31 December 2020. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

| | 2020 Actual (\$) |
|---------------------------------------|------------------|
| Opening Balance | 1,533,404 |
| Revenue | 10,757,351 |
| Appropriation | 10,606,671 |
| Sale of Goods and Services | -873 |
| Grants and contributions | 118,207 |
| Investment income | 3,046 |
| Other revenue | 30,300 |
| Expenses | -10,578,518 |
| Employee related | -9,407,193 |
| Operating expenses | -1,171,325 |
| Surplus / deficit for the year | 178,834 |
| Closing Balance | 1,712,238 |

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.

Harrington Street Public School closing balance includes committed funding for:

- a new digital school display sign
- upgrade of windows on 2 building blocks
- upgrade of learning spaces for Early Stage 1 and Stage 3 classrooms.

Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

| | 2020 Approved SBA (\$) |
|-------------------------|-------------------------------|
| Targeted Total | 36,708 |
| Equity Total | 1,707,095 |
| Equity - Aboriginal | 5,576 |
| Equity - Socio-economic | 744,983 |
| Equity - Language | 678,181 |
| Equity - Disability | 278,355 |
| Base Total | 6,831,269 |
| Base - Per Capita | 247,912 |
| Base - Location | 0 |
| Base - Other | 6,583,357 |
| Other Total | 1,868,358 |
| Grand Total | 10,443,430 |

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

School performance - NAPLAN

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

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

2020 NAPLAN

As agreed by the Education Council, the National Assessment Program (or NAPLAN) did not proceed in 2020 due to the COVID-19 pandemic. This was to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

The Education Council also agreed to defer the full transition to NAPLAN Online from 2021 to 2022 and the continuation of current NAPLAN governance arrangements through 2021.

Parent/caregiver, student, teacher satisfaction

Positive feedback collated through surveys, focus groups and stage meetings indicated that the majority of staff were satisfied with the quality and variety of the professional learning offered through various forums. The majority of teachers indicated that the differentiated professional learning targeted their specific needs and would like this to continue as part of our future directions. Results also showed that staff wanted to keep the supportive structures including collaborative planning of lessons, Instructional Leadership (ILs) across K-6, Curriculum Mentor (CM) support K-6, the use of the ILs/CMs for modelled reading demonstrations and team-teaching lessons and utilising Action Team Meetings (ATMs) to drive the analysis of data directing future planning and teaching.

TTFM student data indicates strengths in the following areas; 96% valued schooling outcomes and 93% receives quality instruction with an area of focus being sense of belonging (drop by 2%) and student effort (drop by 4%). Feedback from student leaders and focus groups across K-6, Year 6 exit survey and class forums led by SRC has increased student voice across the school driving future directions and decision-making processes.

TTFM Parent data indicates high satisfaction in the following areas; 'parents feel welcome' and 'school supports positive behaviour'. Focus would be in the area of 'parents are informed'.

Feedback from parents through focus groups, google forms and Zoom sessions indicated that parent satisfaction regarding student wellbeing, teaching and learning programs and community involvement was above average across the school.





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 supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. Principals are responsible for examining school practices and procedures to ensure they are consistent with the policy. All schools have an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

The ARCO role involves promoting the values of respect for all races and cultures and our school rules of showing respect, being a problem solver, being safe and being a learner help support these values. HSPS promotes our expectation of acceptance, understanding and respect through our LST program, Behaviour Management Procedures and in whole school events including Harmony Day. There were no reported incidents of racism in 2020.

Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are 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.

Other School Programs (optional)

Band

2020 celebrates the 10th year of the Harrington Street School Band. The HSPS Band is made up of 75 students from Years 3 to 6. The band program consists of two groups including a beginner class and an advance class. The students rehearse before school and weekly under the guidance of the school's music teacher. This year, all band students performed and showcased their talents to parents, family, community members, staff and students at each Presentation Day assembly. The opportunities and skills that each student has gained from being a band member are invaluable. It 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. Guitar and keyboard tuition is available for students.

Debating

In 2020, we had 1 debating group composed by 6 students from years 5 & 6. The team became Zone Champions and made it to the top 10% of 666 schools involved in the Premier's Sporting Challenge this year across NSW. The team's achievement was acknowledged by the Premier's Debating Challenge organisers and also celebrated by their peers and teachers at school.

ICT

A new Technology committee was established at the beginning of the year with some new and a few existing members

representing each grade. We have continued using Xenontech for our contracted technical support role for four hours a week providing technical support and maintenance for our computers, printers, IWBs and WIFI etc. During the year we replaced 6 classroom interactive projectors with another two ordered and awaiting delivery, as part of our ongoing plan to replace our aging Dell interactive projectors. A colour printer were purchased and installed in the newly established IL/CM P-2 room at the beginning of the year. The Support Unit also had a new colour printer purchased, and after a significant delay in delivery, was finally installed early Term 4. As part of our Technology Plan to ensure all students have access to reliable technology, Stage 1 have acquired an additional 10 iPads as part of phasing out the increasing unreliable Infinity-One tablets purchased over 3 years ago. Another 10 more iPads and a charging station have been ordered which will bring the total to 30 iPads shared between 10 Stage 1 classes. An additional 10 student notebooks have also been ordered for the extra Year 3 class in 2021. Unfortunately, due to COVID-19 and a worldwide shortage of computer devices, the annual DoE T4L Rollout of computer equipment has been postponed until sometime in Term 1 2021.

When COVID-19 forced all schools into distance learning from home in late March this year, teachers and students from K-6 used Google Classroom as the online learning platform to deliver lesson content, submit work, and access our online curriculum-based programs, including Mathletics and Reading Eggs. During this time HSPS provided school-owned devices to 29 students with either no devices or multiple siblings having to share one device. This enable these students to participate in the school's online learning program. These laptops were returned to school once students returned to face-to-face learning.

As part of supporting teachers with the Digital Technologies curriculum, all also teachers participated in a one hour workshop using our school's new Dash robots. As a result, there has been a significant uptake in classroom use integrating the robots into the curriculum across the stages. Further TPL for our Lego WeDo2 robots was planned for during the year but has had to be postponed due to the COVID-19 social distancing restrictions on group face-to-face TPL sessions. This has now be rescheduled for Term 1 2021.

Stage 2 Coding Club

Due to COVID-19 school closures and restricted social-distancing guidelines, the Stage 2 lunchtime Coding Club only started at the beginning of Term 3. The number of students attending ranged from 12-30 every Tuesday lunchtime. Students continued on from last year's Stage 2 Coding club to further develop their digital technology skills using Minecraft for Education to design and build a shared world based on HSPS. Students were divided into smaller groups with each group having responsibility for building the various areas of HSPS. The students needed to use their creativity, critical thinking and problem-solving skills to collaboratively work to build the HSPS world.