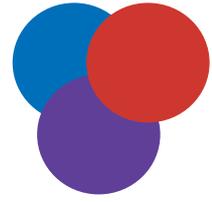




Education

Haberfield Public School
Annual Report



2015



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Introduction

The Annual Report for 2015 is provided to the community of Haberfield Public School (HPS) 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.

Karlynnne Jacobsen
Principal

School contact details:

Haberfield Public School

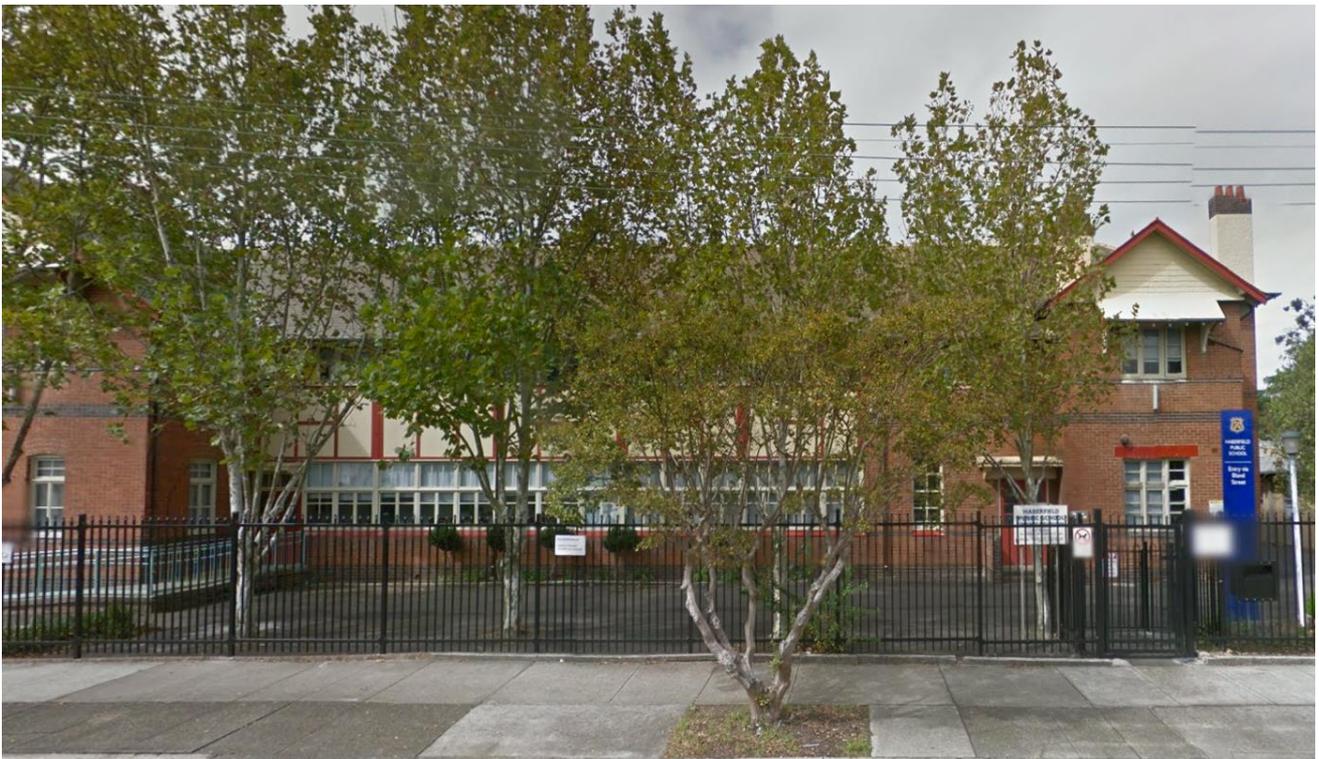
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Message from the Principal

The Annual Report highlights the school's achievements, academic record and significant events for the 2015 school year.

Our School Plan for 2015-2017 focuses on three strategic areas: Quality Teaching and Learning, School and Community and; School Culture and Values. This report provides data on the first year of our three year plan.

The school continues to offer a variety of programs to meet the varied needs and interests of our students. Specific programs for students with special needs ranging from gifted and talented students to those with learning difficulties have resulted in improved student outcomes. School results reflect a high level of achievement in the Key Learning Areas of Literacy and Numeracy. Achievements in the Creative and Performing Arts (CAPA) have been outstanding and the comprehensive physical education and school sport programs have resulted in significant sporting achievement and improved fitness levels for our students.

Student Welfare and Personal Development Programs, including the School Discipline and Awards System, continue to play an important role in the social education of our students fostering a harmonious and positive school environment.

The School has expanded the extra-curricular programs in 2015 offering a variety of stimulating and challenging programs. Informal partnerships with Universities and Community Groups have been fostered to promote community engagement.

The School continues to recognise and celebrate special events and provide opportunities for students to showcase their talents and value their heritage at special school assemblies.

In presenting this report, I would like to acknowledge the talents and dedication of the School Executive and the Haberfield School Staff in providing quality educational programs for our students. I would also like to acknowledge the valued support of our hardworking ancillary staff, our school parents and caregivers and our very supportive Parents and Citizens' Association (P&C).

The school, the P&C and the school community has developed a strong and supportive partnership which is embedded in our school culture. We are proud to present the 2015 Annual Report. We look forward to continuing the fine tradition of Haberfield School in 2016 by providing quality and innovative programs for the students.

I certify that the information in this report is the result of a rigorous school self-evaluation process and is a balanced and genuine account of the school's achievements and areas for development.

Karlynne Jacobsen
Principal

Message from the P&C

It has been a year in which, yet again, the dedication, organisation and imagination of our school community has amazed us all. So many in our school community have contributed so much through their ideas, energy and commitment towards building a better and brighter school experience for our students and fostering a sense of community.

The year ended with the mammoth and fabulous Halloween “Disco”, with its disco, rides, great food, raffles and stalls. The other great social event of the year was the Trivia Night, which raised valuable funds for the school.

Other fundraising events over the year were the cake stalls; the tea towels decorated by the students, the Mother’s Day and Father’s Day stalls and various BBQs. These events not only raised thousands of dollars for the school; but more importantly, they provided the opportunity for us to get together as a community.

Thank you to the fundraising committee and volunteers that continued to generate wonderful ideas for events and activities.

Thank you to Uniform Shop committee and its band of helpers. The shop continued to provide an invaluable service to the school community, while raising significant funds for school projects.

While we didn’t settle on a major project this year, the P&C made some significant contributions towards improved facilities and resources including new readers for K-4 students and cricket net repairs.

In other areas of activity, the P&C participated in the assessment of out of area applications, teacher interview panels and the school finance committee.

The P&C established a sub-committee to liaise with WestConnex during the implementation of the project.

I sincerely thank Ms Jacobsen and all the staff - teachers and support staff – for all they have done to provide an excellent educational experience for our students. We appreciate the ongoing support of the P&C.

Finally, I wish to thank the P&C Executive for their dedication, professionalism and time throughout the year in representing the interests of the parents and citizens of this community.

Nicholas Davison
Vice-President

Message from the Students

Our years here at Haberfield Public School have provided us with many vivid memories. Throughout our schooling journey our teachers have been extremely supportive and we thank them for the years of support and guidance.

Our journey this year has been different to all other years as we all had increased roles and responsibilities. These unique opportunities have taught us the skills to manage change and be flexible. The Year 6 Canberra Excursion taught us crucial skills in managing ourselves away from home.

The Year 6 fundraising event of Market Day taught us the importance of giving back to the community, like so many Year 6 before us have done. This year, Year 6 raised over \$2,900. We leave the school happy knowing that the money will be used to support the school in the learning of current and future generations of students.

The Peer Support Program taught us how to help younger students. This will help us in the future to communicate effectively with both the young and old. It taught us tolerance, acceptance of differences, and time management, which will help us during our transition into high school.

This year we had an additional component to our Biennial Art Show through, Son et Lumiere. The beautifully created class animations illuminated the top courtyard and weather shed. The whole school helped Son et Lumiere come alive as every grade made contributions to the event. This event taught us the value of coming together as a community to celebrate achievements.

On behalf of Year 6, we would like to thank Ms Jacobsen and all staff members at Haberfield Public School for their leadership and guidance. All of our teachers at Haberfield Public School have shown us the value of commitment and organisation. We wish to thank them for their tireless efforts throughout our seven years.

Over the years, many Year 6 students have had the privilege of being involved in extra-curricular programs outside of class times. The opportunities offered at Haberfield Public School are excellent. For this, we would like to thank all the teachers for their commitment to extra-curricular programs.

Only recently, final goodbyes were said at the Annual Year 6 Dinner Dance. This is arranged by the Year 6 staff every year as a last act of kindness towards us. We thank the P&C for their \$1,600 donation to help us organise the dinner dance. As the cake was cut and memories made, the 2015 Year 6 was released into high school.

Thank you for all your guidance and support over the years and we leave you now in the capable hands of Haberfield's 2016 Captains and Prefects.

Meg Raven and Michael Qui - Captains
Marie-Antoinette Montuoro and Ben Davison - Vice Captains

School Background

School Vision Statement

'Building on Success'

Haberfield Public School is a highly successful school as is reflected in all student outcome data. As a result, this plan has been developed on the philosophy of *"Building on Success"*. We are committed to continuing the school's long-held traditions of excellence in education.

We believe that our school community is vibrant, creative and supportive. Every student has the opportunity to achieve their personal best in a safe and caring environment. The school builds respectful, responsible and resilient learners and citizens.

Haberfield Public School will build on this success and enhance the opportunities to ensure all our students are life-long learners.

We will continue to develop a school culture that enables each student to reach their full potential academically and become confident and creative individuals.

School Context

Haberfield Public School is located in the inner west of Sydney. It has a school culture that reflects the strong partnerships which exist between students, staff and parents. The school currently has a population of 631 students, 60.4% of which are from Non-English Speaking Backgrounds.

The school has a long history of academic excellence (current NAPLAN results in Literacy and Numeracy show 70% of students in the top 2 bands). A wide range of school programs are offered that cater for the individual needs of students. This includes a Gifted and Talented program, which operates from Years 1-6, as well as comprehensive creative and performing arts, technology and sport programs.

The staff is a highly skilled team of professionals who collaboratively plan effective teaching and learning programs.

Self-assessment and school achievements

Self-assessment using the School Excellence Framework

This section of the Annual Report outlines the findings from self-assessment using the School Excellence Framework, our school achievements and the next steps to be pursued. 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. This year, our school undertook self-assessment using the elements of the School Excellence Framework.

Learning

Learning culture continued to be a major focus at HPS in 2015. Staff demonstrated commitment to delivering on school learning priorities. There was a continued emphasis on professional learning to effectively implement English and Mathematics requirements into teaching and learning programs K-6. Units of work continued to be trialled, modified and evaluated. Assessment of learning was aligned to the new content requirements. Assessment for learning will be a focus area for 2016.

Team representatives formed a committee to initiate a K-6 scope and sequence for the new History and Geography syllabus documents.

Positive, respectful relationships are evident amongst student and staff, promoting student wellbeing and ensuring good conditions for student learning. To encourage positive behaviour, systems are in place in the classroom and playground, fostering student relationships and wellbeing. In 2016, following a review of current practice, the school will implement further strategies to support student wellbeing.

Well developed current policies, programs and processes identify, address and monitor student learning needs. HPS has an effective Learning Support Team. The team ensures that all student needs are continually monitored and adjusted if required. The Reading Recovery Program supports students who have completed one year of schooling and are not meeting grade outcomes in Literacy. Significant gains can be attributed to the intervention of this program.

The GAT program at HPS has been further enriched with extension programs in Print and TV Journalism, Aeronautical Engineering and Tournament of the Minds.

Teaching

The major focus in the domain of Teaching has been effective and collaborative classroom practice and data skills and use. Teachers used student performance data and PLAN to evaluate the effectiveness of their own teaching practices and their own learning programs. From this data, teachers provided explicit, specific and timely feedback to students on how to improve in Literacy and Numeracy.

We have selected internal and external data collection tools such as standardised assessments including PLAN and NAPLAN to determine goals for achievement and further refine consistent teacher judgement of expectations.

Teachers incorporated data analysis in their planning for the GAT Extension Satellite Program. Students were identified for the program through teacher and parent nominations and analysis of school based and external data.

The school leadership team monitor and evaluate individual teacher's professional development requirements to determine where support and training is required. In line with the school's priorities and as a result of our evaluation, the school executive has initiated professional development for staff including Australian Professional Standards for Teachers, a support program for beginning Teachers based on utilising the framework from Strong Start, Great Teachers, maintenance and accreditation meetings based on BOSTES guidelines.

Leading

Our school has focused on continuing to strengthen partnerships with external agencies, parents and the community to improve educational opportunities and outcomes for students. Parents were surveyed to ascertain areas of expertise that established the Parent Mentor Program.

Three major programs were initiated at our school last year. Weekend workshops were held by parents and teachers to create stop-motion animations. Skills learnt were shared back in classroom to create class stop-motion animations. These animations were showcased at the Son et Lumiere evening in conjunction with the Biennial Art Show. The second major program was a joint project between the school and community. It was facilitated by a Parent-Education Officer at Taronga Zoo. Students from the satellite journalism groups interviewed zookeepers about endangered species. Whole school awareness of the plight of endangered Tasmanian Devils was learnt and money was raised to support Devil Ark. The third major program was guided by three parent architects and a parent engineer. After researching and visiting Central Park, Sydney and a fully sustainable terrace house, students designed and created their own sustainable city. As a result of GAT Extension and Enrichment Programs, significant relationships have been built with the University of Sydney Faculty of Engineering and Faculty of Classics and Ancient History.

Effective communication channels have been strengthened with parents/caregivers and the wider community through the use of the school website, SMS system, newsletters and e-news.

Strategic Direction 1

Quality Teaching / Quality Learning

Purpose

Each child to be known and understood, and their individual potential developed.

Our school will develop and implement classroom programs that result in all students being literate, numerate, creative and productive citizens. Our programs will ensure all students will learn to think deeply and logically and become increasingly self-motivated learners.

Overall summary of progress

Continued focus on literacy and numeracy has enabled us to achieve significant progress in this strategic direction. The use of PLAN software along with the Literacy and Numeracy continuum has ensured a consistent approach to teaching, learning and assessment in these areas. In addition, teaching programs are appropriately differentiated to meet individual student needs.

The implementation of the new Performance Development Framework has led to staff engaging in a much deeper reflective process that is guiding the ongoing development of all staff at an individual and collective level. Regular and effective monitoring and feedback processes are in place to discuss progress, support and to plan for growth.

Staff members continued to deepen their understanding of the English and Mathematics syllabus documents. This included the ongoing review and evaluation of assessment to align with these documents. Staff members are leading and supporting others through collaborative planning of assessments. This process is ensuring a strong, positive and strategic approach to consistent teacher judgement.

Progress towards achieving improvement measures		Resources (annual)
Improvement measure	Progress achieved this year	<\$>
All teachers to be using PLAN software to inform teaching and learning programs.	<ul style="list-style-type: none">Year 3 & 4 teachers trained in PLAN softwareK-4 progress tracked using PLAN softwareUtilised PLAN results to inform the teaching of Mathematics in ES1. A revised Mathematics program was developed and implemented.	Nil
Indication through assessment tasks and external data, of improved student performance in Literacy and Numeracy.	<ul style="list-style-type: none">Staff participated in a variety of professional learning courses related to the English and Mathematics syllabus documents. A committee was formed to lead staff in the effective implementation of the new History and Geography syllabus documents. The Science committee continued to trial units in line with new syllabus content.Reviewed existing assessment tasks in English and Mathematics to align with syllabus content.Developed assessment criteria and rubrics for English and Mathematics to ensure consistent teacher judgement.66% of Year 3 students received results in the top 2 bands for NAPLAN Reading and Numeracy. 99% of Year 3 students were at or	\$18,003.00

Strategic Direction 1		
	<p>above National Minimum Standards.</p> <ul style="list-style-type: none"> • 54% of Year 5 students received results in the top 2 bands for NAPLAN Reading and Numeracy. 98% of students were at or above National Minimum Standards. • 82% of Kindergarten students reached expected or above exit reading benchmarks. 	
100% of staff members will have high level professional growth plans in place by the end of 2017 focusing on attainment of professional goals that reflect the Australian Professional Teaching Standards.	<ul style="list-style-type: none"> • All staff have a Performance Development Plan based on the new Department of Education policy. Staff members are developing an understanding of how to best drive their own plans and to actively seek feedback and mentoring as an important part of their ongoing growth. 	\$6,000.00

- Next steps**
- Continue to implement and use PLAN in Stage 3. Further dialogue and collaboration in the use of PLAN data to inform teaching and learning programs will occur. All teachers will be required to use this recording system, which plots students' progress on the Literacy and Numeracy continuum.
 - Continued professional development in Accreditation procedures. Mentoring partnerships will be formalised to further foster a climate of sharing of professional knowledge. Targeted teams will be established to support teachers at particular career stages including Beginning teachers, teachers seeking accreditation at Proficient, teachers maintaining Proficiency and teachers seeking accreditation at Highly Accomplished level.
 - Review of Programming Policy to develop consistency across school.
 - Stage 2 and 3 endeavour to implement the Mathematics Building Blocks for Numeracy project to support students who are underachieving in Mathematics.
 - The Quality Literacy Teaching K-2 project will be implemented by Early Stage 1 to improve student outcomes in literacy.

Strategic Direction 2

School and Community Learning

Purpose

Each teacher to be part of a teaching culture which is committed to a high level of professional growth.

Our school will provide opportunities for all teachers to grow professionally through targeted development programs. Teachers will engage in individualised, team and shared professional learning. As a result, teachers will have an enhanced capacity to provide curriculum that is flexible and engaging to meet the diverse needs of our students.

Overall summary of progress

In 2015, staff were familiarised with the Australian Professional Standards and increased their awareness of Accreditation requirements. All staff completed the first cycle of the Performance Development Framework. Through this process of critical reflection, goal setting and professional learning, teacher areas of strength and areas of professional growth were identified. Formal support mechanisms were put in place for graduate teachers and teachers maintaining at the proficient level of accreditation. Further formalised support mechanisms will be implemented in 2016.

The Gifted Extension Satellite Program commenced in 2015. This pilot program was designed to meet the growing needs of Haberfield's highly gifted students through several cross-stage ability groups in the disciplines of Journalism, Engineering and Tournament of Minds (TOM).

Three major projects were undertaken through the Parent Mentor Program. These included Son et Lumiere, connections with Taronga Zoo and Sustainability. All three projects used the expertise of parents and strengthened existing strong relationships between school and community.

Strategic Direction 2

Progress towards achieving improvement measures		Resources (annual)
Improvement measure (to be achieved over 3 years)	Progress achieved this year	<\$>
All teachers achieving professional accreditation by 2017.	<ul style="list-style-type: none">All staff completed a Professional Learning Plan in 2015.Staff awareness was increased of Accreditation procedures, policies and requirements.	\$2,000.00
Establish formalised mentoring partnerships across the school.	<ul style="list-style-type: none">Through the Professional Development Plan process, areas of strength and areas for professional growth for staff have been identified.Support, observation and professional development opportunities were provided for the beginning teacher appointed in Term 2.	\$3,754.00
Increased percentage of community participation in educational forums eg. workshops, blogs, surveys etc.	<ul style="list-style-type: none">Workshops were held for Kindergarten parents on the Home Reading ProgramPartnership formed with the local preschool to support transition to school.Gifted Extension Program commenced to further meet needs of students.	\$5,000.00

Strategic Direction 2

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| | <ul style="list-style-type: none">• Parent Mentor Program implemented. 3 major projects- Taronga Zoo, Son et Lumiere, Sustainability. | |
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Next steps

- Formalise mentoring partnerships across school. Beginning teachers will have a mentor and engage in a series of observations. Staff at Proficient level will engage in 2 formal observations in 2016.
- Continued support for all staff in accreditation procedures, policies and requirements. This will be specifically targeted at the different accreditation levels.
- Continued professional learning on Australian Standards for Teachers. Increased evidence of standards being linked and embedded into teaching and learning programs.
- Deliver community forums and workshops targeted around the school plan.
- GAT Extension Satellite Program to continue in 2016 for TV and Print Journalism, Aeronautical Engineering and TOM. The program will diversify to also include extension groups in Mathematics and English, a Journalism Club held at lunchtime and additional programs in Engineering.

Strategic Direction 3

School Values and Culture

Purpose

A school culture which builds on the strong partnerships which already exists between school, staff and parents.

Our school will promote proactive engagement with our students, parents and the broader community. Through sharing our values, talents and skills, we will work together as a connected community to ensure our students will be respectful, responsible and resilient learners and citizens.

Overall summary of progress

During 2015, student wellbeing policies were reviewed and staff participated in professional learning on the Student Wellbeing Framework. The school also participated in the Tell Them From Me (TTFM) student, staff and parent surveys. Two survey periods for students were compared from March 2015 and November 2015. Students in Year 4, 5, and 6 completed the survey.

Staff and parents completed the survey in October 2015. The survey was offered to all parents. 57 parents at HPS completed the TTFM survey in 2015.

Results of these surveys were communicated to staff and parents. The data from these surveys also informed directions for student wellbeing in 2016.

Strategic Direction 3

Progress towards achieving improvement measures		Resources (annual)
Improvement measure (to be achieved over 3 years)	Progress achieved this year	<\$>
A well-managed Welfare program that caters for the needs of students K-6	<ul style="list-style-type: none"> Reviewed Stage 2 discipline system and implemented appropriate changes to become more consistent with the existing Stage 3 Good Behaviour Program. Awards policy was reviewed and appropriate changes were made to ensure higher award levels (Medallion) were achievable. 23 medallions were awarded in 2015. Updated Peer Support Program was implemented which focused on fostering resilience. 	\$1,280.00
Data from surveys (students, staff and community) and positive feedback from parents indicates the effectiveness of Welfare program.	<ul style="list-style-type: none"> TTFM survey completed by students, staff and parents. <p>Results indicate: 94% of students had positive behaviour at school 96% of staff establish clear expectations for student behaviour. 85% of parents indicated that their child is clear about the rules for school behaviour. 78% of parents indicated that their child feels safe at school.</p>	Nil
• Data from surveys	TTFM survey completed by students, staff and	Nil

<p>(students, staff and community) and positive feedback from community reflects shared values and an inclusive culture.</p>	<p>parents. Results indicate: 93% of students valued School Outcomes. 88% of staff set high expectations for individual student progress 80% of parents feel welcome when they visit the school. 76% of parents feel they are well informed about school activities.</p>	
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Next steps

- Professional development will be held for staff on the Student Wellbeing Framework.
- Preview the Positive Behaviour for Learning (PBL) program to ascertain relevance for implementation at Haberfield Public School. This program aims to improve learning outcomes for all students through evidence-based whole school processes.
- Update school website and school newsletter. Introduce a student newspaper to enhance communication mediums to the school community.
- Workshops to engage the school community in areas related to the School Plan.
- Increase community participation in data collection.

Key initiatives and other school focus areas

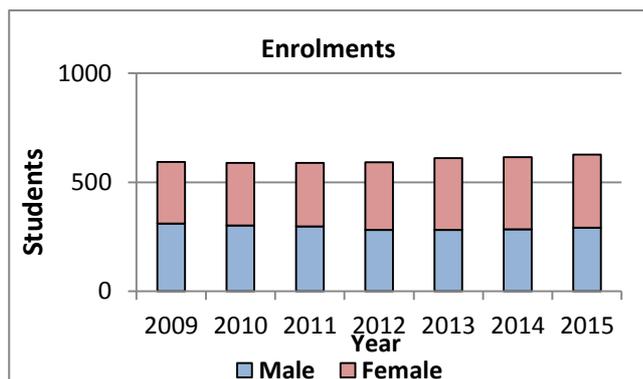
Key initiatives (annual)	Impact achieved this year	Resources (annual)
Aboriginal background funding	<p><i>Strategic Direction 1</i></p> <p>All students have an Individual Learning Plan (ILP) and are making progress across the literacy and numeracy continuums.</p> <p>Liaised with support personnel from DoE</p> <p>Resources were purchased for the school library that support Aboriginal Education K-6.</p>	\$600.00
English language proficiency funding	<p><i>Strategic Direction 1</i></p> <p>These funds were used to support the EAL/D program K-6. Resources were purchased to supplement the teaching and learning programs for NAP and EAL/D students.</p>	\$443.00
Targeted students support for refugees and new arrivals	No funding was received in 2015	NA
Socio-economic funding	<p><i>Strategic Direction 3</i></p> <p>These funds are used to support families who are in financial difficulty. The school provides uniforms, fee relief, books, excursion and camp assistance. Funds were also used to subsidise excursion costs.</p>	\$2,763.00
Low level adjustment for disability funding	<p><i>Strategic Direction 1</i></p> <p>Funds are used to support students who are in need of extra support but do not qualify for extra funding. These funds are expended primarily to employ support staff to deliver class support.</p>	\$12,634.00
Support for beginning teachers	<p><i>Strategic Direction 2</i></p> <p>Funds were received to specifically support beginning teachers. The funds have been used to support professional learning, programming, mentoring and class management.</p>	\$3,754.00

Student information

It is a requirement that the reporting of information for all students be consistent with privacy and personal information policies.

Student enrolment profile

Gender	2009	2010	2011	2012	2013	2014	2015
Male	311	302	297	281	281	284	282
Female	282	286	292	311	329	331	335



Student attendance profile

	Year	2010	2011	2012	2013	2014	2015
School	K	97.5	97.3	95.5	96.9	97.7	96.4
	1	96.2	97.4	96.8	97.1	96.7	95.9
	2	96.5	96.2	96.6	96.4	97.9	96.5
	3	95.9	97.4	97.3	97.8	96.4	95.9
	4	95.3	96.5	97.4	97.6	97.6	96.3
	5	97.5	96.5	96.3	97.4	96.7	95.9
	6	94.6	96.2	94.4	95.3	97.0	96.5
	Total	96.3	96.8	96.4	97.0	97.2	96.2
State DoE	K	94.7	94.7	94.3	95.0	95.2	94.4
	1	94.2	94.2	93.9	94.5	94.7	93.8
	2	94.4	94.2	94.2	94.7	94.9	94.0
	3	94.5	94.4	94.4	94.8	95.0	94.1
	4	94.5	94.3	94.3	94.7	94.9	94.0
	5	94.4	94.2	94.2	94.5	94.8	94.0
	6	94	93.8	93.8	94.1	94.2	93.5
	Total	94.4	94.3	94.2	94.7	94.8	94.0

Class sizes

Roll class	Year	Total in class	Total per year
KA	K	19	19
KB	K	21	21
KF	K	20	20
KG	K	20	20
KW	K	20	20
1K	1	24	24
1M	1	24	24
1S	1	22	22
1W	1	24	24
2D	2	25	25
2E	2	25	25
2R	2	25	25
2T	2	25	25
3C	3	30	30
3M	3	30	30
3W	3	31	31
4G	4	31	31
4M	4	31	31
4N	4	31	31
5H	5	24	24
5K	5	24	24
5M	5	24	24
6B	6	24	24
6D	6	29	29
3/2B	2	8	28
	3	20	28

Workforce information

Reporting of information for all staff must be consistent with privacy and personal information policies.

Workforce composition

Position	Numbe
Principal	1.0
Deputy Principal	1.0
Assistant Principal(s)	4.0
Classroom Teacher(s)	20.0
Teacher of Reading Recovery	0.0525
Learning and Support Teacher(s)	0.6
Teacher Librarian	1.2
Teacher of EAL/D	2.4
School Counsellor	1
School Administrative & Support	3.062
General Assistant	1.0

The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce. One member of staff is of Aboriginal heritage.

Teacher qualifications

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

Qualifications	% of staff
Undergraduate degree or diploma	100%
Postgraduate degree	23%

Professional learning and teacher accreditation

The teaching staff at Haberfield Public School participated in professional development to support the teaching and learning priorities in the School Plan and to enhance their own professional growth. Staff has been involved in professional learning that has built the capacity from Beginning Teachers to aspiring school leaders.

Haberfield Public School has one new scheme teacher working towards Board of Studies and Teaching Education Standards (BOSTES) accreditation. Seven teachers are maintaining accreditation at Proficient level.

Financial information

Financial summary

This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.

A full copy of the school's 2015 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.

Date of financial summary	30/11/2015
Income	\$
Balance brought forward	513,456.67
Global funds	354,781.05
Tied funds	196,806.56
School & community sources	302,112.11
Interest	13,237.73
Trust receipts	56,463.67
Canteen	0.00
Total income	1,436,857.79
Expenditure	
Teaching & learning	
Key learning areas	25,445.01
Excursions	94,694.95
Extracurricular dissections	132,586.38
Library	347.43
Training & development	0.00
Tied funds	147,228.98
Casual relief teachers	105,894.94
Administration & office	99,436.18
School-operated canteen	0.00
Utilities	71,716.45
Maintenance	83,633.30
Trust accounts	91,171.28
Capital programs	68,084.72
Total expenditure	920,239.62
Balance carried forward	516,618.17

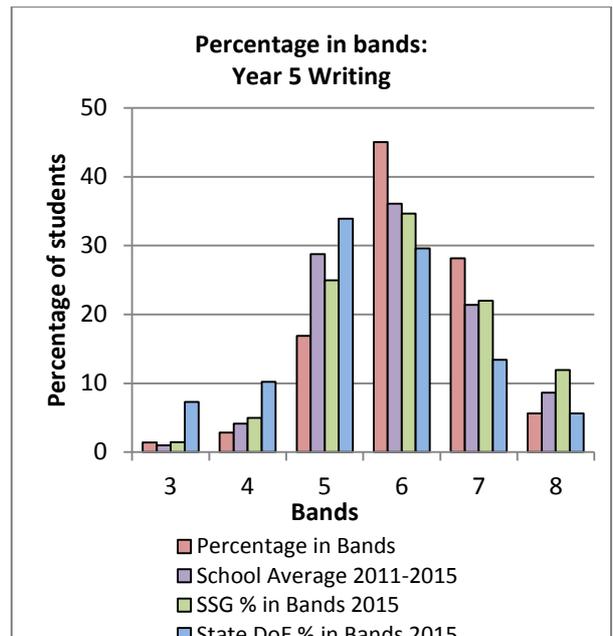
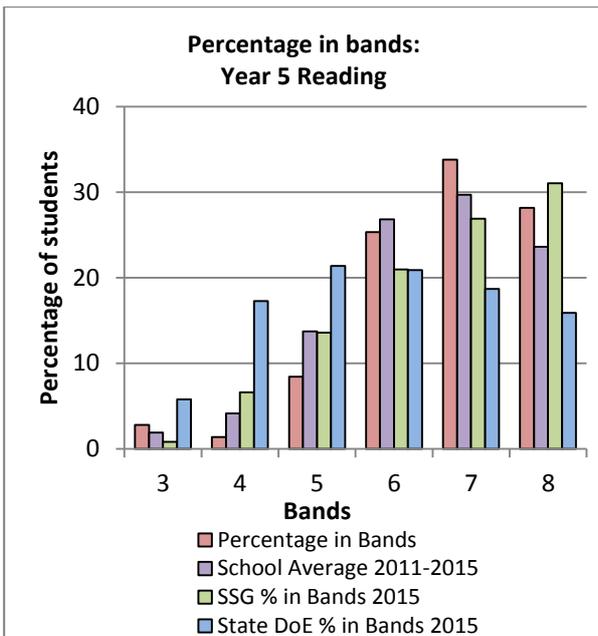
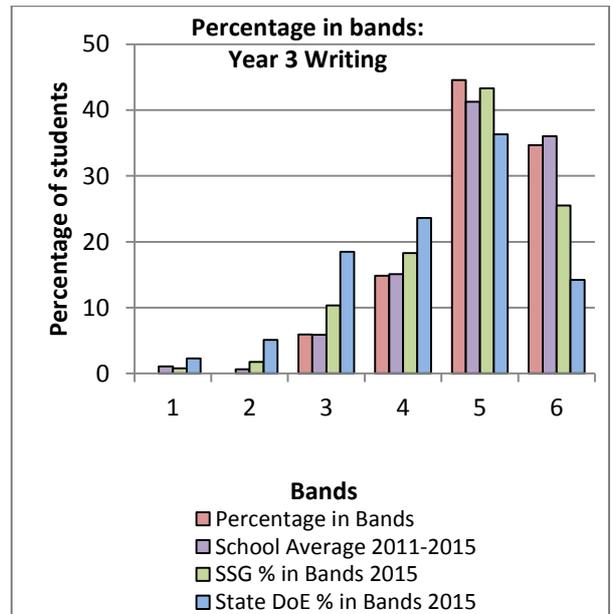
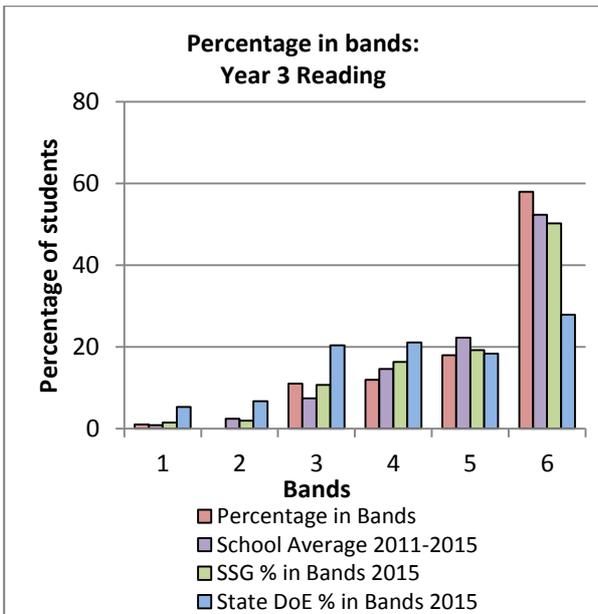
School performance

School-based assessment

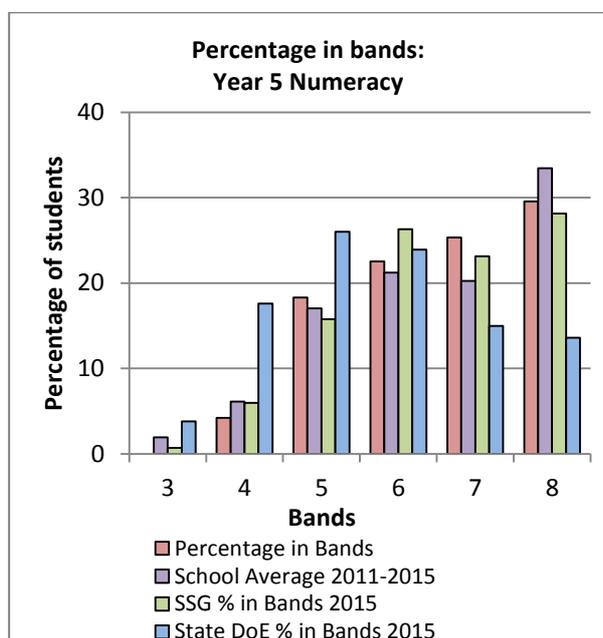
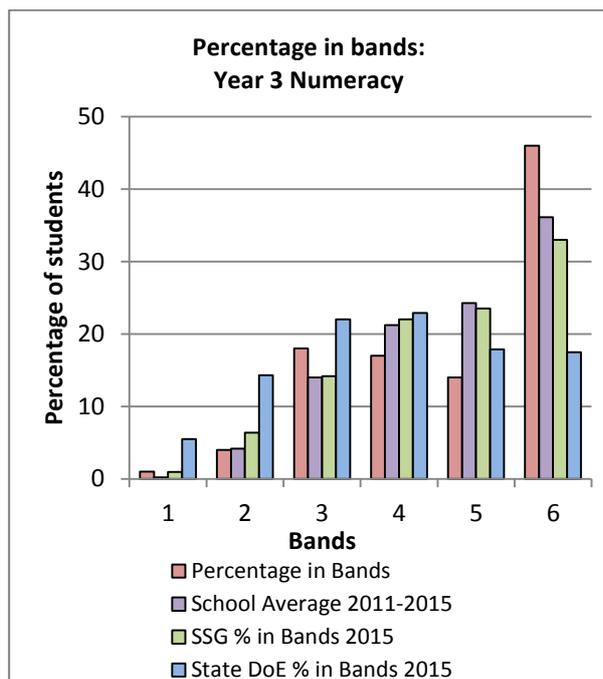
NAPLAN

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. Click on the link [My School](#) and insert the school name in the *Find a school* and select *GO* to access the school data.



NAPLAN - Numeracy



15 students from the Year 4 cohort accepted places in Opportunity Classes for Year 5.

Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school.

The Tell Them From Me (TTFM) survey was conducted at HPS to seek the opinions of students, teachers, parents/ caregivers.

The key findings are presented below.

Students	<ul style="list-style-type: none"> 87% had a positive relationship with peers. 77% were valued and had a high sense of belonging.
Parents/ Caregivers	<ul style="list-style-type: none"> 85% felt their child was clear about school rules 78% believe that their child is encouraged to do his/her best work at HPS.
Teachers	<ul style="list-style-type: none"> 88% indicated that high expectations are set for student achievement. 96% stated that clear expectations are established for classroom behaviour.

Policy requirements

Aboriginal Education

Haberfield Public School is committed to improving the educational outcomes and wellbeing of Aboriginal and Torres Strait Islander students.

In 2015, two students were identified as Aboriginal and Torres Strait Islander descent. These students had Individual Learning Plans and received additional support.

Haberfield Public School promotes respect for the unique and ancient culture of the Aboriginal people. Aboriginal perspectives were embedded into teaching and learning programs.

We celebrate Aboriginal culture and history by recognising important annual events such as Harmony Day and NAIDOC Week at whole school assemblies.

Multicultural Education and Anti-racism

HPS promotes and celebrates its diverse multicultural community within the school curriculum and culture. Diversity is highly valued and celebrated. A cohesive multicultural environment is strengthened through the various events and programs implemented throughout the year. The whole school celebrated Carnevale, Chinese New Year and Harmony Day.

2 teachers at HPS are the Anti-Racism Contact Officers. All teaching and non-teaching staff work collaboratively to promote acceptance of Australia's cultural, linguistic and religious diversity.

Academic Programs

Gifted and Talented Programs

Gifted and Talented (GAT) education is an important part of Haberfield Public School's ethos. Self-contained GAT classes from Years 1 - 6 have been successfully operating since 1996.

Opportunities are provided for gifted students, in academic areas as well as sport, creative arts and languages.

The staff is encouraged to attend professional development courses and undertake further training to enable them to understand the needs of the GAT student. This includes completion of the Postgraduate Certificate of Gifted Education (COGE) at the University of NSW. HPS has 4 trained teachers who have completed COGE. This year, an additional teacher completed the Mini-COGE at the University of NSW. Professional development was also conducted for all staff on identifying characteristics of gifted students.

This year, over 150 students were assessed as part of the school's identification process. These students nominated, by either a parent or teacher, were assessed by the GAT coordinator, using a range of tools from checklists to individual and group tests. These results were used to aid in the formation of the Year 1 GAT class and for students moving into established GAT classes Years 2 - 6.

GAT funds were used to purchase a variety of resources. Sixteen iPads were purchased for access throughout classrooms. Online and hands-on Mathematics Task Centre resources were purchased to supplement existing kits and to provide challenging mathematical problem-solving experiences.

Throughout the year, GAT students have been involved in additional programs, competitions and excursions. Stage 2 and 3 students were involved in the NSW Write On Competition and the Australian Mathematical Olympiad.

Seventeen dedicated students from Years 3-6 were involved in the Australasian Problem Solving Mathematical Olympiad during 2015. They were exposed to the application of various problem solving strategies and techniques. Two students were placed in the overall top 25% and eleven students were ranked in the top 50%. The competition involves students aged 8-14 years.

HPS entered a team in the Tournament of the Minds Competition (TOM). The team of seven students from Years 4 to Years 6 tackled the "Social Sciences" challenge for their six week, long-term challenge. On finals day, the TOM Team won Honours in the Social Sciences Division, placing within the top three.

Year 4 GATS students were involved in a class project designing and creating their own sustainable city. Students visited Central Park and a fully sustainable house as part of the research process. Architects and engineers mentored and guided students in the design process.

Stage 1 students visited the Nicholson Museum, a research and archive centre for ancient civilisations.

HPS commenced the Gifted Extension Satellite Program this year. This was designed to meet the growing needs of Haberfield's highly gifted students through several cross-stage ability groups in the disciplines of Journalism, Engineering and Academic Competitions.

Each program ran for one semester, with nominations open to students from Years

1 to 6. The students worked with like-minded peers twice a week.

The Journalism program consisted of two sub strands, Print and TV Journalism. The program culminated in the creation of a story addressing current sustainability issues. All students had the opportunity to conduct face-to-face interviews with Taronga Zoo Keepers.

Students studying Tasmanian Devils raised \$2,500 for the organisation, Devil Ark. As a result, Devil Ark brought out Tasmanian Devil cubs to the school.

In Semester 2, the students conducted phone interviews with a variety of environmental organisations.

The TV Journalism students took part in an all-day film workshop with "Star Time" and used their new skills to conduct night interviews during Son et Lumiere.

In Semester 1, the Engineering students worked together as a team to experiment, design and construct a pushcart. They worked in collaboration with engineers from the local community to complete the task.

In Semester 2, they completed a project on aeronautical engineering. Students learnt about the aeronautical requirements of paper planes and gliders. All students applied for the 2015 Young Scientist Paper Plane Challenge at Sydney University with the majority of students successfully meeting the qualifying requirements. Students worked in collaboration with the Aerospace Engineering Department at Sydney University.

Learning and Support Programs

The Learning and Support Teacher (L.a.S.T.) has worked collaboratively with classroom teachers to assess their students with additional educational requirements. This year the Learning and Support Teacher supported students from Years 1 – 6 in literacy and language. The L.a.S.T provided direct instruction, monitored and assessed student progress and adjusted learning programs.

The L.a.S.T is also part of the Learning Support Team. This team meets throughout the year to ensure that the needs of all students requiring additional assistance in the school are being met.

Reading Recovery

The Reading Recovery Program has been operating at HPS for the past 24 years. In 2015, ten students graduated from the program. The Reading Recovery teacher closely monitored former students in Years 2 and 3 at the end of each semester. The Reading Buddy Program assisted students to consolidate strategies acquired during the program. Year 5 students tutored younger students who required reading support.

Latin

Following the success of the pilot program in 2014, students in Years 2 - 6 were again offered the opportunity to participate in a Latin enrichment program in 2015. The aim of the program was to introduce students to the Latin language, provide insight into the structure and grammar of English, enhance and extend English vocabulary and to learn about the Romans and their place in history. One Junior and one Senior class was formed. The students worked with a tutor from the University of Sydney's Department of Classics and Ancient History.

Public Speaking

During Semester 1, HPS continued to participate in the Multicultural Perspectives Public Speaking Competition and Marrickville/Strathfield Networks Public Speaking Competition in Semester 2.

In the Multicultural Perspectives Public Speaking Competition, HPS had two representatives in both the junior and senior divisions. One student from each division progressed to the Regional Final. The junior representative received a Highly Commended certificate.

There were two students who represented HPS at the Marrickville/Strathfield Networks Public Speaking, with the Year 6 student winning the Stage 3 Division. She then went

on to represent the Marrickville/Strathfield Stage 3 Division at the Greater Southern Sydney Primary Schools Public Speaking Competition.

Chinese

Chinese New Year was celebrated at a whole school assembly with a dragon dance and other performances. During Harmony Day, students sang a Chinese song 'When We Are Together'.

17 students participated in the 2015 National Chinese Eisteddfod and all were awarded Merit certificates.

Technology continued to be integrated into the Chinese program, with students using more iPad apps and computers. The Australian Government Department of Education, Language Learning Space (LLS) funded Chinese resources to support teaching and learning of Chinese. Stage Two students were assigned game-based student challenges in LLS.

Chinese calligraphy corner was set up in the classroom with brush set and reusable calligraphy sheets available for students to use.

Chinese Club was held on Tuesdays during lunchtime providing students Chinese cultural activities which include Chinese painting, calligraphy, paper-folding, paper-cutting, dances and games.

The Cultural Exchange Program between Haberfield Public School and our sister school Chengdu Tianyashi Primary School is now in its second year. Students communicate online in both Chinese and English under the supervision of teachers. New methods of communications continue to be sourced to promote inter-cultural understanding in schools.

Italian

In the Italian program, K-4 students explore the language through songs, activities and online language programs. The students continue to learn about the role of language in communicating with others and the appreciation of cultural heritage.

Italian 'Carnevale' was celebrated during class time with students making masks and learning about the traditions and origins of this Italian festival.

Italian National Day was acknowledged during assembly. A group of Italian background students sang the Italian National Anthem with Waltzing Matilda.

Italian Club was held every Wednesday at lunch time. Students had the opportunity to do Italian cultural activities as well as working with new iPad apps.

During the Carols evening, an Italian food stand was set up by the Year 5 and 6 students. These students had the opportunity to serve and converse in Italian with customers.

Twelve senior students entered the Annual CO.AS.IT Writing Competition. The theme was, 'Your favourite cartoon character'. Ten students received Participation awards, one a Merit award and one student was the overall winner. The winner was invited to an Italian awards evening held by the Department of Education.

Other school programs

Creative and Performing Arts Programs

Music

K-5 students received half an hour of music education each week, supported by class teachers. Four Stage 3 classes and one Stage 2 class received one hour each week as release from face to face teaching. All teachers were taught by a music specialist. In class music, students developed music reading, rhythmic, compositional and intonation skills. Stage 3 students used BlogEd to post and reflect on their collaborative compositions.

Students prepared and presented choral works regularly at school assembly. There were special performance opportunities throughout the year. Some highlights included whole school performances for Harmony Day with a new song written by the

music specialist teacher. Another highlight was the 2015 Music Count Us in song 'Gold' accompanied by the HPS Rock Symphony Orchestra with over 100 students playing. All students in Years 1 to 6 are learning recorder and reading musical notation.

Students attended performances given by Musica Viva group *Tigramuna and The Chamber Maids*, Oz Opera's performance of *Cinderella*.

Dance

K-6 students explored movement and creative dances through Latin American and new Australian music of the Musica Viva groups, *Tigramuna and Chamber Maids*.

Drama

Two classes, KF and 4Mc participated in the *School Drama* project. HPS has participated and promoted this program for the last four years. Teachers received quality professional development, learning strategies to embed drama into literacy programs and worked in partnership with professional actors from the Sydney Theatre Company to implement the seven week program with their classes. Students were highly motivated and benchmarking evidence showed significant improvement in outcomes. Teachers provided results to the Sydney University Researcher and ongoing professional development to their colleagues.

Co-Curricular Programs

Participation in co-curricular music and dance programs increased, with over 350 students involved in programs such as Dancesport Challenge, choirs, bands, guitar, recorder and string programs.

Music groups performed in over 20 concerts in 2015 including concerts at the Sydney Opera House, Sydney Town Hall and in the local community.

The school has 12 visiting music tutors who offer Violin, Viola, Cello, Guitar, Piano, Drums/Percussion, Flute, Clarinet, Saxophone, Trumpet and Trombone lessons.

National Music Teacher Mentoring Program NSW Pilot 2015 (NMTMP)

HPS was the lead school in NMTMP with the Music Educator Richard Gill as its ambassador. Mr. Collins-White mentored teachers at Arncliffe West PS and Croydon PS. The research data collected showed positive improvements in 99% of students. In 2016 NSW, VIC and WA will continue with the program with SA and NT joining.

Visual Arts Program

Students participated in a number of competitions including Operation Art, the Harmony Day Poster competition and the Bicycle NSW Helmet Design competition.

'Operation Art' is a partnership between the NSW Department of Education, the Children's Hospital at Westmead, the Penrith Regional Art Gallery and the Art Gallery of NSW. Two students had their art work selected for the 2015 Operation Art Touring Exhibition. Their art work was exhibited at the Art Gallery of New South Wales and then became part of the permanent collection at The Children's Hospital at Westmead.

In 2015, our Biennial Art Show was held. Each student from K - 6 contributed a 2D and 3D artwork. All classes participated in the animation work required for a spectacular light show *Son et Lumiere*.

This year *Son et Lumiere* was included in the Haberfield Public School Art and Craft show. The school held weekend workshops which enabled more than 70 students to experience how to create an animation together. These students were able to act as mentors back in their own classrooms. Through this initiative staff and students have been able to up skill their abilities in animation. Opening night was spectacular and a wonderful community event. The school produced more than 20 fabulous animations on two building sized open air screens. The computer room showcased the animations completed in the workshops. All the animations were screened in the hall over the following days for anyone who missed opening night.

Physical Education Programs

All students K-6 participated in a range of physical activities to maintain a fit and healthy lifestyle. For the sixth consecutive year, all students took part in the Premier's Sporting Challenge receiving either a Gold or Diamond certificate for their participation.

HPS has offered a wide variety of sports to students in the primary years, developing valuable skills in teamwork, cooperation and fair play. Some of the sports offered included swimming, tennis and modified games and sports which enhanced students' fundamental movement skills. External coaches provided guidance and skill development in swimming, gymnastics, athletics, Australian Football League (AFL) and dance.

The school also participated in the Inter-School Primary Schools Sports Association (PSSA) Winter and Summer competitions. Softball, cricket, soccer and AFL was offered to girls and boys. Girls' teams took part in the PSSA netball competition. Our junior boys' AFL team and junior girls' netball team won their respective Grand-Finals.

Ten students represented the Zone at Regional level in swimming, athletics, cross-country, tennis and basketball. At the Zone Swimming Carnival, the school team came fourth overall. One student was awarded the 11yr Girl's Zone Swimming Champion. Four students represented the Sydney East Region at State Carnivals in athletics, water polo, hockey and diving. Another student was in the NSW Swimming Team and participated at the Pacific School Games. The team came second overall.

The GOT Game Athletics Program was delivered to students in Years 3. This program helped to develop their skills in running, long jump, shot put and high jump. In Term 3, students K-2 and Year 4 participated in an extensive eight week gymnastics program run by qualified staff. During Terms 1 and 4, Year 3 students were provided the opportunity to participate in an intensive swimming program to develop their confidence and swimming ability.

Students K-2 engaged in weekly physical education lessons. Some Year 1 and 2 students participated in a Yoga program. All Year 2 students took part in a two-week intensive swimming program at Ashfield Aquatic Centre, catering for all levels of swimmers.

Dancesport Challenge

In 2015, HPS participated in the Dancesport Challenge for the eighth time. Thirty Year 5 students were involved in a fifteen week program of professional Ballroom and Latin dance tuition. All thirty students competed in the 'Grand Finale' at the State Sports Centre, Homebush. Four couples danced in the final competition rounds. Three couples danced in the semi-final rounds. One couple danced in the final round and were placed 7th overall in the Jive.

UNSW Competitions

English

232 students participated in the UNSW English competition

- 9 students were awarded High Distinctions
- 57 students were awarded Distinctions
- 49 students were awarded Credits
- 27 students were awarded Merits
- 90 students were awarded Participation Certificates

Writing

160 students participated in the UNSW Writing competition

- 6 students were awarded a High Distinction
- 36 students were awarded Distinctions
- 36 students were awarded Credits
- 18 students were awarded Merits
- 64 students were awarded Participation Certificates

Mathematics

231 students participated in the UNSW Mathematics competition

- 9 students were awarded High Distinctions
- 40 students were awarded Distinctions
- 81 students were awarded Credits
- 30 students were awarded Merits
- 71 students were awarded Participation Certificates

Science

159 students participated in the UNSW Science competition

- 8 students were awarded High Distinctions
- 30 students were awarded Distinctions
- 47 students were awarded Credits
- 13 students were awarded Merits
- 61 students were awarded Participation Certificates

The School Magazine

Monday 16 February was a day of great excitement for the teachers and students of HPS and for the School Magazine team. At a special school assembly, Dr Michele Bruniges, Secretary of the NSW Department of Education and Communities, gave an address to mark the occasion of the publication of Volume 100 of The School Magazine.

The Secretary presented student representatives from Years 3, 4, 5 and 6 with a copy of Volume 100 issue 1, of Countdown, Blast Off, Orbit and Touchdown, respectively. Along with these, students also received a reproduction of Volume 1 of the magazine from 1916. The Secretary also presented our Principal, Karlyne Jacobsen, with a 2013 bound volume of The School Magazine for the school's library.

This significant event, which included performances by the school's musical groups, was a wonderful way to acknowledge this fantastic achievement as we move towards The School Magazine's centenary celebrations in 2016. The Sydney Morning Herald was present to record the event. The official visitors and members of the school community enjoyed the display of memorabilia, including issues of The School Magazine and a binder from the 1930s, owned by a current teacher's father.