

Haberfield Public School

Annual Report



2017



HABERFIELD
Public School

2117

Introduction

The Annual Report for **2017** is provided to the community of **Haberfield 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.

Karlynne Jacobsen

Principal

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Message from the Principal

The Annual Report highlights the school's achievements, academic record and significant events for the 2017 school year.

Our school Plan for 2015–2017 focused on three strategic areas: Quality Teaching and Quality Learning, School and Community, and School Values and Culture. This report provides data on the final year of our three year plan.

The school continued 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 resulted in improved student outcomes. School results reflected a high level of achievement in the Learning Areas of Literacy and Numeracy. Achievements in the Creative Arts were outstanding and the comprehensive physical education and school sport programs resulted in significant sporting achievement and improved fitness levels for our students.

In 2017, Haberfield Public School participated in the Department of Education external validation process. The school evaluated identified school programs in line with the School Excellence Framework which was validated by the External Validation Panel. Participation in this process set the direction for the 2018–2020 School Plan.

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

The Positive Behaviour for Learning Program (PBL) continued the planning strategies in preparation for full implementation in 2018.

The School expanded on the extra-curricular programs offered in 2016 to include a greater variety of stimulating and challenging programs.

Informal partnerships with Secondary Schools, Universities and Community Groups continued to promote and foster student learning and community engagement.

The School continued to recognise and celebrate special events and provided 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 the hard working administrative staff, school parents/carers and our very supportive Parents and Citizen's Association (P&C).

The School, P&C and school community has developed a strong and supportive partnership which is embedded in our school culture.

Karlynn Jacobsen

Principal

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 635 students, 57% of which are from Non-English Speaking Backgrounds.

The school has a long history of academic excellence. 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 achievement

Self-assessment using the School Excellence Framework

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

This year, our school participated in self-assessment using the School Excellence Framework. The school was randomly selected for external validation. 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. During the external validation process, an independent panel of peer principals considered our evidence and assessment of the school's progress, aligned with the standards articulated in the School Excellence Framework.

During the period of the 2015–2017 School Plan, programs in Gifted and Talented Education (GAT) have been expanded and learning and support procedures reviewed and strengthened to cater for the needs of students. Community partnerships have engaged students in enriched learning experiences.

As part of our school culture, HPS values community involvement as stated in Strategic Direction 3 of the School Plan. Partnerships with community organisations not only enhance learning but enrich the school's standing within the local community. HPS is recognised as excellent by the school and wider community.

Further improvements in the Elements of *Data Skills and Use* and *Learning and Development* in the Teaching Domain have been identified. These include implementing a consistent, school wide system for data analysis and use, to inform teaching and learning programs. The school will continue to engage the school community in reflecting on school performance data. In addition, the school will implement school wide evaluation of professional learning to promote quality teaching practice.

Our self-assessment process will assist the school to refine the strategic priorities in 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->

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 allowed us to achieve progress in this Strategic Direction. The use of PLAN along with the Literacy and Numeracy continuums has ensured a consistent approach to teaching, learning and assessment in these areas. In addition, teaching programs were appropriately differentiated to meet individual student needs.

HPS used data to identify students with additional learning needs and provide them with targeted programs to support their needs in Literacy and Numeracy. Teachers in K-2 continued to use PLAN software to monitor student progress and differentiate their teaching appropriately.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none">All teachers to be using PLAN software to inform teaching and learning programs.	nil	K-2 teachers continue to use PLAN to inform teaching and learning. Stage 2 and Stage 3 APs attended professional learning on PLAN.
<ul style="list-style-type: none">Indication through assessment tasks and external data of improved student performance.	School resources for professional learning	All staff participated in team meetings to collaboratively discuss, plan and evaluate student performance.
<ul style="list-style-type: none">100% of staff members have high level Professional Development Plans (PDPs) in place by the end of 2017 focusing on attainment of professional goals that reflect the Australian Professional Standards for Teachers.	nil	Beginning teachers identified accreditation as a professional goal, leading to accreditation at Proficient Teacher.

Next Steps

Haberfield Public School's 2018-2020 School Plan will include an emphasis on targeted strategies for Literacy and Numeracy teaching and learning. HPS will focus on using data to inform our programming and improve student learning outcomes. This will involve the staff developing their understanding of the new Learning Progressions for Literacy and Numeracy.

HPS will implement a school-wide approach to the use of formative assessment in order to engage students and meet their individual learning needs.

HPS will expand and consolidate the use of personalised student learning goals.

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

A formal mentoring system was in place for beginning teachers. The Teaching Observation Cycle was implemented to maintain the high standard of professional growth.

Five teachers achieved accreditation at Proficient Teacher level.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none">All teachers achieving professional accreditation by 2017.	nil	The Beginning Teacher Program was expanded in scope to meet the professional needs identified by early career teachers.
<ul style="list-style-type: none">Establish formalised mentoring partnerships across the school.	\$6,435	Five teachers achieved accreditation at Proficient Teacher, including two casual teachers.
<ul style="list-style-type: none">Increased percentage of community participation in educational forums eg. workshops, blogs, surveys etc	nil	HPS continues to consult and engage with the school community.

Next Steps

Haberfield Public School will develop authentic learning partnerships between the school and the community. This will be achieved by engaging and informing parents/carers to support student outcomes through emerging technologies.

HPS will develop a professional learning community with other local schools and the wider educational community.

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

Students in Years 4–6 completed the Tell Them From Me survey, with positive results.

HPS continues to acknowledge and utilise expertise within the parent community to build a school culture of strong parent partnerships.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
• A well-managed Welfare program that caters for the needs of students K–6.	\$ 3,465	85% of teachers indicated that they discuss learning problems of particular students with other teachers to establish individual strategies for student engagement in all areas at school.
• Data from surveys (students, staff and community) and positive feedback from parents indicates the effectiveness of Welfare program.	nil	67% of parents and carers indicated that teachers help students who need extra support, take an active role in making sure all students are included in school activities and help students develop positive friendships.
• Data from surveys (students, staff and community) and positive feedback from community reflects shared values and an inclusive culture.	nil	HPS continues to actively increase participation and engagement with the school community.
• Increased numbers of students receiving “medallion” level of School Merit System.	\$155	20 medallions given out to students.

Next Steps

Haberfield Public School will continue the implementation of the Positive Behaviour for Learning program across the school. This will include focusing on playground and classroom behaviour and transitions between activities.

HPS will also develop a school wide system of supporting the social and emotional needs of our students. This will include using external professionals to support students, teachers and parents in ensuring our students are cared for and known.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$1, 915	<ul style="list-style-type: none"> • All Aboriginal and Torres Strait Islander students have an Individual Learning Plan (ILP) and are making progress across the Literacy and Numeracy continuums. • Liaised with support personnel from DoE. • Resources were purchased for the school library that support Aboriginal Education K–6.
English language proficiency	\$22, 918	<ul style="list-style-type: none"> • These funds were used to support the EAL/D program K–6. • Additional staff was employed to support EAL/D students. • Classroom resources were purchased to supplement teaching and learning.
Low level adjustment for disability	\$6, 017	Funds were used to support students who were in need of additional support but did not qualify for extra funding. These funds were expended primarily to employ support staff to deliver class support.
Quality Teaching, Successful Students (QTSS)	\$39, 348	Funds were used to employ staff to support the Teacher Observation Cycle and for mentoring programs in the school.
Socio–economic background	\$9,458	These funds were used to support families who were experiencing financial difficulties. The school provided uniforms, fee relief, books, excursion and camp assistance.
Support for beginning teachers	\$107, 000	Funds were received specifically to support Beginning Teachers. The funds have been used to support professional learning, programming, mentoring and class management.
Targeted student support for refugees and new arrivals	The EALD teacher continued to support the new arrivals at HPS.	No funding was received in 2017.

Student information

Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	284	292	312	312
Girls	331	335	337	311

Haberfield Public School's enrolment level remains consistent. This year, 20 students were selected for Opportunity Class placements in other schools.

Student attendance profile

School				
Year	2014	2015	2016	2017
K	97.7	96.4	96.5	96.2
1	96.7	95.9	96	95.5
2	97.9	96.5	96.4	96
3	96.4	95.9	95.8	96.9
4	97.6	96.3	96.7	96.8
5	96.7	95.9	96	96.2
6	97	96.5	95.9	94.8
All Years	97.2	96.2	96.2	96.1
State DoE				
Year	2014	2015	2016	2017
K	95.2	94.4	94.4	94.4
1	94.7	93.8	93.9	93.8
2	94.9	94	94.1	94
3	95	94.1	94.2	94.1
4	94.9	94	93.9	93.9
5	94.8	94	93.9	93.8
6	94.2	93.5	93.4	93.3
All Years	94.8	94	94	93.9

Management of non-attendance

The school works closely with the Home School Liaison Officer (HSLO) monitoring school attendance. Families are aware of the school attendance procedures.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	1
Assistant Principal(s)	4
Head Teacher(s)	0
Classroom Teacher(s)	23.72
Teacher of Reading Recovery	0.42
Learning & Support Teacher(s)	0.6
Teacher Librarian	1.2
Teacher of ESL	1.8
School Counsellor	1
School Administration & Support Staff	4.06
Other Positions	2

*Full Time Equivalent

One staff member is of Aboriginal or Torres Strait Islander background.

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	16

Professional learning and teacher accreditation

All teaching staff meet the professional requirements for teaching in New South Wales public schools. Five teachers achieved accreditation at Proficient Teacher level, including two casual teachers.

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

Financial summary

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

	2017 Actual (\$)
Opening Balance	434,097
Revenue	5,573,366
Appropriation	5,101,395
Sale of Goods and Services	16,587
Grants and Contributions	448,556
Gain and Loss	0
Other Revenue	0
Investment Income	6,828
Expenses	-5,316,677
Recurrent Expenses	-5,316,677
Employee Related	-4,668,366
Operating Expenses	-648,311
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	256,689
Balance Carried Forward	690,786

The Annual Financial Statement 2017 exhibits an accurate and fair view of the revenue and expenses of the school.

The school is not aware of any circumstances that would render any particulars in the Statement to be misleading or inaccurate.

Included in the balance carried forward is:

\$35,000 from the P&C for whiteboards \$15,000 having been incurred from 2017 but will be paid in 2018.

\$51,412 in funds held on behalf of the Cantabile Music Festival.

\$11,822 in the Tax Deductible Library Fund.

\$4,694 for the Digital Literacy Grant.

\$49,207 in commitments relating to the 2017 year.

\$200,000 committed to the playground refurbishment.

A full copy of the School's Financial Statement will be tabled at a P&C Meeting as they hold their Annual General Meeting in November and the School's Financial Statement has a year end of the 31 December 2017. The Statement is not required to be completed until 23 February 2018. Further details concerning the statement can be obtained by contacting the school.

Financial summary equity funding

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

	2017 Actual (\$)
Base Total	4,081,344
Base Per Capita	99,184
Base Location	0
Other Base	3,982,159
Equity Total	319,230
Equity Aboriginal	1,915
Equity Socio economic	10,611
Equity Language	205,751
Equity Disability	100,955
Targeted Total	104,375
Other Total	403,495
Grand Total	4,908,444

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

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

School performance

NAPLAN

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

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

Parent/caregiver, student, teacher satisfaction

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

The key findings are presented below:

Students:

84% of students indicated that they had a positive relationship with peers.

75% of students indicated that they were valued and had a high sense of belonging.

Parents/Caregivers:

86% of parents carers indicated that their child was clear about school rules.

71% of parents carers indicated that their child is encouraged to do his/her best work at HPS.

Teachers:

86% of teachers indicated that high expectations are set for student achievement.

89% of teachers indicated 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 2017, two students were identified as of Aboriginal and Torres Strait Islander descent. These students had Individual Learning Plans and received additional support to increase their engagement in learning.

Haberfield Public School promotes respect for the unique and ancient culture of 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 school assemblies.

Multicultural and anti-racism education

HPS continues to promote and celebrate its diverse multicultural community within the school curriculum

and culture. Diversity is highly valued and celebrated. Teaching and learning programs support the particular learning needs of targeted students from culturally and linguistically diverse backgrounds. 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.

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