Our school at a glance

Students
Harrington Public School is a relatively small school located in a coastal village approximately 32 kilometres north of Taree (pop. 2,344). Our aim is for students to leave Harrington Public School with the skills, values and fundamental knowledge considered necessary to participate successfully in a modern world. The school caters for 106 students in total with six Indigenous students.

Staff
Student numbers increased this year to 106 students with six Aboriginal students. As a result the school formed an additional fifth class. A permanent teacher was appointed through merit selection and commenced in Term 2, 2011. A one day per week School Administrative Officer was appointed in Term 2. The permanent School Administrative Manager was successful at interview for a position at another school. A new School Administrative Manager was appointed to the position. Four School Learning Support Officers have supported students requiring additional support and also support literacy and numeracy in classrooms and two SLSOs deliver the Quicksmart Program. The school principal was away on leave for the first three terms of the year and the relieving principal was Mrs Debra Puckeridge.

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

Significant programs and initiatives
• Our school received significant funding under the National Partnerships for Low Socio Economic School Communities. This is above any of the budget areas provided this year. A Situational Analysis was undertaken and the School Plan targets developed and implemented.
• Increased enrolments meant that a new class was formed and a new demountable classroom delivered to the school.
• A parent and community tutor program to assist students in need of greater support was enhanced through 2011. The program was enlarged and supported by tutors who undertook regular training and met to discuss ways to improve the delivery of each Individual Learning Program.
• A Community Sports Program was conducted where students utilized local community members and community facilities for an intensive sports program where every student from Years 3-6
  – played golf
  – went fishing
  – participated in Zumba Fitness lessons and
  – played tennis and
  – K-2 participated in Zumba Fitness lessons.
• The K-2 classes competed with aplomb in the Taree and District Eisteddfod.
• The P&C and school ran a talent competition, Harrington’s Got Talent involving students from all years and with significant parental and community support. The highlight of this competition was the grand final concert held at the Harrington Bowling Club.
• Years 4-6 students were involved in Hands Across Australia.
• Years 5 and 6 participated in the Maths Olympiad and the Picasso Cow Competitions.
• Students worked closely with their local community by participating in the ANZAC Day March, Clean Up Australia and Carols by Candlelight.

Student achievement in 2011
Student performance in 2011 NAPLAN

Year 5 (All-19 students) are 16 scale scores above the state average growth in the test aspect of reading.

Year 5 (Boys-10 students) are 25 scale scores below the state average growth in the test aspect of numeracy.

Year 5 (All-19 students) have shown a decrease of 99 points from the 2010 data in the test aspect of grammar & punctuation.
Principal’s message

Harrington Public School is a very happy learning environment. We always have attendance rates well above state level, sometimes approaching the best attendance in the state. Our local community is an integral component of our award winning tutor programs, successfully helping all students needing extra support as well as providing enrichment programs for our more talented students. We offer a well rounded education at Harrington Public School with students enthusiastically participating in dance and choir groups in local eisteddfods. We also provide opportunities for guitar, ukulele and violin lessons. Every year we hold Harrington’s Got Talent, allowing every student an opportunity to express their natural talents. At Harrington Public School our focus is on fun physical activity but we also strongly encourage and coach students to participate in soccer, touch football, netball and hockey gala days, district and regional cricket competitions, cross-country events, PSSA and zone level athletics and swimming. We also run a very successful Community Sports Program with students enjoying tennis, golf, fishing and dancing, all within our local community and with the help of parent and community volunteers.

Find out more by visiting our school website, www.harrington-p.schools.nsw.edu.au. 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.

Mike Roze

P&C message

The Harrington Public School P&C have been very active in the school community this year. We have raised funds and assisted in involving the wider community in our school activities. Some of our activities in 2011 included, Fund-raising events including:

- Dinner Dance - incorporating major raffle and auction items
- Grandparents Day morning tea and BBQ lunch
- athletics carnival BBQ lunch and canteen.

These fund-raising events allowed us to:

- subsidise the annual swim school program
- subsidise school excursions
- provide a Year 6 Farewell Dinner
- purchase a new flag pole
- provide book vouchers for end of year presentation.

Ongoing activities include:

- weekly canteen rosters for volunteers and management of canteen
- management of uniform shop
- clean up of external school grounds
- Scholastic Book Club.

Although we are sometimes small in number, we realise that our efforts are very important in assisting the school to give all our children the best educational experience possible. We sincerely thank the local community for their generous and continued support as well as staff and students.

Teresa Atkins, P&C President

Student representative’s message

The Student Representative Council (SRC) has worked hard throughout the year raising money for community events as well as for our school. Fund-raising events for our school were:

- Crazy Hair Day
- Pie Drive
- Cupcake Day.

Fund-raising for community events were:

- Jeans for Genes Day
- Daffodil Day
- Maroon Day for Queensland Floods
- Loud Shirt Day.

The Kindergarten boys sewing their Father’s Day gifts
Achievements for 2011:
- purchased a new school microphone
- moved the school bell to a more central location
- purchased electric pencil sharpeners
- sports equipment, organize sports shed and create a borrowing system
- gift cards for Individual Learning Program tutors
- plants for school vegetable garden
- Gardening tools
- utensils for class cooking.

Abbey Henry and Brady Griffiths, School Captains.

School context

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

Student enrolment profile

<table>
<thead>
<tr>
<th>Gender</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>31</td>
<td>31</td>
<td>38</td>
<td>35</td>
<td>52</td>
</tr>
<tr>
<td>Female</td>
<td>53</td>
<td>53</td>
<td>59</td>
<td>47</td>
<td>50</td>
</tr>
</tbody>
</table>

For the last eight years attendance at Harrington has been equal to or well above state averages.

Management of non-attendance
Absences must be explained within 7 days of the occurrence and that these notes are retained for twelve months. We maintain a record of enrolments and a record of daily
attendance which are retained for three years. An “Absentee Notice: Compulsory School Attendance” proforma is sent to parents or carers within 2 days of an unexplained absence and to investigate where a student has been absent without satisfactory explanation for more than three days in a school term. If the school can’t resolve individual cases of unjustifiable or unexplained absences then the Home School Liaison Officer is contacted.

Class sizes

Primary class sizes are included in the annual school report in order to provide parents with as much local information as possible. The following table shows our class sizes as reported at the 2011 Class Size Audit conducted on Monday 21 March 2011.

<table>
<thead>
<tr>
<th>Class Sizes</th>
<th></th>
<th></th>
<th></th>
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</thead>
<tbody>
<tr>
<td>Roll class</td>
<td>Year</td>
<td>Total per year</td>
<td>Total in class</td>
</tr>
<tr>
<td>K</td>
<td>K</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>1/2</td>
<td>1</td>
<td>11</td>
<td>26</td>
</tr>
<tr>
<td>1/2</td>
<td>2</td>
<td>15</td>
<td>26</td>
</tr>
<tr>
<td>3/4</td>
<td>3</td>
<td>14</td>
<td>26</td>
</tr>
<tr>
<td>3/4</td>
<td>4</td>
<td>12</td>
<td>26</td>
</tr>
<tr>
<td>5/6</td>
<td>5</td>
<td>20</td>
<td>30</td>
</tr>
<tr>
<td>5/6</td>
<td>6</td>
<td>10</td>
<td>30</td>
</tr>
</tbody>
</table>

Structure of classes

During the year enrolments rose to 106 students which allowed for the establishment of a new class, making a total of five classes.

Staff information

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

Staff establishment

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Deputy Principal(s)</td>
<td>0</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>0</td>
</tr>
<tr>
<td>Head Teachers</td>
<td>0</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>4.41</td>
</tr>
<tr>
<td>Teacher of Emotional Disabilities</td>
<td>0</td>
</tr>
<tr>
<td>Teacher of Mild Intellectual Disabilities</td>
<td>0</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>0</td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
<td>.2</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>.2</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td>0</td>
</tr>
<tr>
<td>Counsellor</td>
<td>0</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>1.706</td>
</tr>
</tbody>
</table>

Total 7.516

The National Education Agreement requires schools to report on Indigenous composition of their workforce.

The Indigenous composition of our school workforce is 13.3%.

Staff retention

The establishment of a new class during 2011 meant that a temporary teacher was appointed until the end of the year. Application has been made for the appointment of a permanent teacher early in 2012.

Teacher qualifications

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

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>60%</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>40%</td>
</tr>
</tbody>
</table>

The Community Sports Program, catch of the day
Financial summary

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

The school participated in the Coles for Sport Program with overwhelming support from the community and attained over $1000 worth of sporting goods.

$5413.66 was spent on training and development of staff with $5098.67 coming from Tied Funds.

A full copy of the school’s 2011 financial statement is tabled at the annual general meetings of the Harrington Parents and Citizens Association. Further details concerning the statement can be obtained by contacting the school.

School performance 2011

Achievements

Arts

- Students participated in the District Inter-school Public Speaking Competition.
- All classes took it in turn to present items at the fortnightly school assemblies.
- Years K-2 participated in the Taree and District Eisteddfod.
- Years 4-6 participated in Hands Across Australia which involved music performance, singing and composition.
- All students had an opportunity to display their talents in Harrington’s Got Talent.

Sport

Sport is a high priority at Harrington Public School as the relative isolation from major towns and the school’s limited population means that it is quite difficult to provide adequately for team structures. 2011 was a most successful year for in-school and competitive team sport.

Major sporting events and achievements for 2011 were:

- Years K-6 participating in
  - and winning the Small Schools Soccer Gala Day
  - the Soccer Association coaching clinic
  - Rugby League Development coaching clinic
  - a ten day intensive learn to swim and style improvement school
  - district soccer and touch football gala days
  - the Milo Cricket Day.

- Competing very successfully in school, district and zone swimming, athletics and cross country with a student reaching regional level in athletics and cross country.

- Intensive netball training resulting in participation in an inaugural local district Netball Gala Day organized by Mrs. Armour.

- A Community Sports Program where students utilized local community members and
community facilities for an intensive sports program where every student from Years 3-6
  - played golf
  - went fishing
  - participated in Zumba Fitness lessons
  - played tennis and
  - Years K-2 students participated in Zumba Fitness lessons.

School sport and PE lessons continue to provided all students with opportunities to hone their skills in a range of areas including; running, jumping, climbing, throwing, kicking and catching.

Other
In 2011 the school participated in a variety of other extra-curricular activities including:
  - Harrington ANZAC Day March and Remembrance Ceremony;
  - Easter hat parade;
  - Education Week Open Day;
  - Book Week character parade and competition;
  - Waste Watchers (recycling and waste disposal);
  - District Interschool Public Speaking Competition for students Years 3-6;
  - a knitting club;
  - plug casting lessons
  - grandparents and community days;
  - volunteers morning teas;
  - visit by the local police;
  - CWA Country of Study;
  - performances by
    - Indigenous Story Teller
    - Brainstorm Productions;
  - guitar and violin lessons;
  - various local excursion as well as the Year 3-6 Camp;
  - Global Children’s Challenge (5/6);
  - SRC organised fund-raising days; and
  - end of year concert and award presentation evening.

Academic
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.

Yr 3: from Band 1 (lowest) to Band 6 (highest for Year 3).

Yr 5: from Band 3 (lowest) to Band 8 (highest for Year 5).

Literacy – NAPLAN Year 3

![Percentage in bands: Year 3 Reading](image)

<table>
<thead>
<tr>
<th>Bands</th>
<th>Percentage in Band</th>
<th>School Average 2008-2011</th>
<th>SSQ % in Band 2011</th>
<th>State DEC % in Band 2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>5</td>
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<td>15</td>
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<td>3</td>
<td>30</td>
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<tr>
<td>6</td>
<td>15</td>
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</tr>
</tbody>
</table>

Our Sports Captains, with some of our Coles for Sport equipment
Two of The Book Week Parade winners
Students make the most of the SRC, Daffodil Day fund-raiser
Numeracy – NAPLAN Year 5

Progress in literacy

Average progress in Reading between Year 3 and 5

Average progress in Spelling between Year 3 and 5

Average progress in Grammar & Punctuation between Year 3 and 5

Note: Average progress for Writing 2009-2011 is not displayed due to the change in the Writing scale from Narrative to Persuasive.

Progress in numeracy

Fun in the pool at our ten day intensive learn to swim program
Minimum standards
The Commonwealth Government sets minimum standards for reading, writing, grammar and punctuation, spelling and numeracy for Years 3, 5, 7 and 9.

The performance of the students in our school in the National Assessment Program – Literacy and Numeracy is compared to these minimum standards. The percentages of our students achieving at or above these standards are reported below.

<table>
<thead>
<tr>
<th>Percentage of Year 3 students achieving at or above minimum standard (exempt students included)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
</tr>
<tr>
<td>Writing</td>
</tr>
<tr>
<td>Spelling</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
</tr>
<tr>
<td>Numeracy</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Percentage of Year 5 students achieving at or above minimum standard (exempt students included)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
</tr>
<tr>
<td>Writing</td>
</tr>
<tr>
<td>Spelling</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
</tr>
<tr>
<td>Numeracy</td>
</tr>
</tbody>
</table>

The no. of students exempt for Year 3 NAPLAN are: 0
The no. of students exempt for Year 5 NAPLAN are: 0

Significant programs and initiatives
Aboriginal education
In 2010 we promoted and supported Aboriginal Education through:
- using members of our Indigenous community to actively teach students about their cultural and heritage; and
- the use of Personalized Learning Plans (PLPs) to develop relationships and optimize learning opportunities.

Multicultural education
All students studied aspects of multiculturalism as part of the Human Society and Its Environment (HSIE) Key Learning Area. Students also prepared for the CWA poster competition and cultural day highlighting some cultural elements of the country Mexico. Connected Outcomes Grouping (COGS) containing a variety of multicultural based outcomes were also completed by students.

Anti-racism was actively taught.

National partnership programs
This year Harrington Public School received significant funding under the Low SES School Communities National Partnership program.

Progress on 2011 targets
Target 1
Increase the percentage of students in the school achieving in the top three bands for the literacy NAPLAN to meet or exceed the State average by 2013.

Our achievements include:
- The % of Year 3 students achieving top 3 bands in reading in NAPLAN 2011 has increased by an average of 18% since 2009.
- There was a decline this year, but if the 18% average is maintained then the target would have been achieved by 2013.
- The % of Year 5 students achieving top 3 bands in writing in NAPLAN 2011 is 43% compared to the state % of 82%. There is no comparative data from 2010.
- The % of Year 3 students achieving top 3 bands in writing in NAPLAN 2011 has increased by an average of 2.5% since 2009. If the target is to be achieved then average increase must be 3.3 %.
- The % of Year 5 students achieving top 3 bands in writing in NAPLAN 2011 is 43%
compared to the state percentage of 57%. There is no comparative data from 2010.

Target 2
Growth of boys in Years 3 and Year 5 in 2010 NAPLAN Literacy and Numeracy meets or exceeds state average when they are in Years 5 and 7 respectively.

Our achievements include:

- Results for boys who sat this year’s NAPLAN indicate that the average growth of boys in Year 5 2011 in reading is 87.2 compared to the state average growth for boys of 74.26.
- The average growth of boys in Year 7 2011 in reading is 45.7 compared to the state average growth for boys of 43.92.
- 37% of Year 7 boys in 2011 achieved expected growth.
- Although different cohorts, the average growth of boys in Year 5, 2011 in NAPLAN numeracy is 71.3 compared to the state average growth for boys of 96.39.
- The average growth of boys in Year 7, 2011 in NAPLAN numeracy is 34.6 compared to the state average growth for boys of 45.9.
- Data is not yet available for measuring NAPLAN growth for boys who sat NAPLAN in 2010. Results in School Data Base indicate significant growth in literacy and numeracy for the boys who sat for Year 3 NAPLAN in 2010.

Target 3
Increase the percentage of students in the school achieving in the top three bands for the numeracy NAPLAN to meet/exceed the state average by 2013.

Our achievements include:

- The % of Year 5 students achieving top 3 bands in numeracy in NAPLAN 2011 has increased by an average of 9.5% since 2009. Target would have expected to have been achieved by 2013.
- The % of Year 3 students achieving top 3 bands in numeracy in NAPLAN 2011 has declined by 0.5% since 2009, however small cohort sizes should be taken into consideration. An average increase of 10% per year would need to be established if the target is to be achieved by 2013.
- 94.4% of Year 5 students have attained or exceeded the minimum standard in numeracy.

Key evaluations
It is a requirement for all NSW public schools to conduct at least two annual evaluations – one related to educational and management practice and the other related to curriculum.

The following methodology was used by the school evaluation team to support the annual evaluation:

- analysis of student achievement data against targets and indicators, including NAPLAN, Best Start and in school data using numeracy and literacy continuums;
- analysis of school policies and programs including Quicksmart, Fast Maths and Accelerated Literacy;
- focus groups;
- surveys; and
- interviews of members of the school community.
Educational and management practice

In 2011 our school carried out evaluations of the changes in school's systems and practices as a result of participation in the Low SES School Communities National Partnership.

Background

The school has engaged in professional learning accessed through our Community of Schools. All staff have worked with paraprofessional from the local high school and engaged in professional learning in technology-notebook training, Glogs and websites to support the classroom use of interactive whiteboard. Staff also engaged in Pirrozo training and developing a common language using higher order thinking skills K-12. The relieving principal was funded to act as a school based training facilitator giving strategic and targeted professional development to K-2 staff in literacy.

Findings and conclusions

School based leader has provided professional learning in Accelerated Literacy pedagogy. This has resulted in:

- Teacher’s knowledge of the Accelerated Literacy pedagogy has increased resulting in improved lesson planning and teaching.
- Staff have had the opportunity to observe quality lessons and reflect on their own practice.
- Teachers engage in planning and programming workshops leading to improved programming and lesson documentation.
- Teachers use assessment data to inform teaching and to make adjustments to the curriculum for individual students.

Increasing staff expertise in the use of interactive technologies has enabled them to provide innovative and tailored learning opportunities resulting in teachers:

- having used and developing resources based on Pirrozo training; and
- using higher order thinking activities to engage students.

Students are learning how to develop their own Glogs and Blogs in senior classes as a result student’s confidence and understanding of technology has improved. Senior classes used this knowledge for activities such as Murder under the Microscope and the Maths Olympiad.

Future directions

- Revise and enhance Reading Assessment Schedule linked to the Literacy Continuum for all stages/grades.
- School tracking and monitoring of students to include 10 weekly reviews of student progress and to develop individual learning plans for at risk students and students in the top 25% of each class.
- Plans to include explicit strategies to cater for individual needs within the Accelerated Literacy lesson.

Curriculum

Background

As a result of participation in the Low SES School Communities National Partnership a situational analysis conducted in 2010 determined that the school should deliver quality learning programs in numeracy. As a result QUICKSMART and the Targeted Early Learning Numeracy Program (TEN) were implemented.

Findings and conclusions

The TEN Program has enabled teachers to:

- receive professional learning from trained TEN facilitator in strategies to use to support students at risk, the numeracy continuum, count me in to and early learning plans;
- implemented a research based approach to supporting students not yet achieving stage appropriate outcomes; and
- use early learning plans to explicitly teach number strategies. As a result at risk student needs are being cater for.
Teachers plot student progress on the numeracy continuum K-6. As a result a whole school data base has been established to track and monitor all students K-6.

Future directions

- Implement and fully resource QuickSmart to target individual needs of students at risk of not meeting stage appropriate outcomes.
- Develop individual learning plans for at risk students and students in the top 25% of each class.

Parent, student, and teacher satisfaction

In 2011 the school sought the opinions of parents, students and teachers about the school.

All parents were surveyed about school culture. Over 50% of parents responded with an overwhelming acknowledgement that Harrington has a very strong and positive school culture. There was not a single negative response, with 77% high satisfaction being the lowest result.

Results:

- 100% agree that this is a school where
  - students are the main concern
  - the school encourages students to do their best;
- 87 - 97% asserted that
  - they are happy with the programs and procedures at the school
  - the school often praises and rewards individuals who are successful
  - they are proud of their child’s school
  - the school encourages new students and their families to be involved in school activities
  - the school appreciates having their child as a student
  - the school encourages everyone to learn
  - the school caters for the learning needs of all students
  - the school is continually finding ways to improve what it does
  - when necessary, the school makes important changes to what it does;
- 77% feel that parents support what is happening at the school.

Professional learning

Major targets:

- to build teachers capacity to identify and address all students literacy needs through
  - Best Start (50 % trained)
  - Accelerated Literacy (100% trained)
  - team leadership for School Improvement Program (100% trained)
  - assessing NAPLAN and school-based data and identify specific needs and support materials to address these needs (100%); and
- use of interactive technologies and ICT based curriculum resources in teaching and learning e.g.
  - Connected Classrooms training (100%)
  - Glogs (100%)
  - use of Interactive Whiteboards (100%).
- School based mentor has
  - used lesson study, modeling, mentoring and coaching in supporting teachers to embed the elements and dimensions of the QT framework in classroom practice; and
  - provided professional learning in Accelerated Literacy pedagogy.
School planning 2012—2014

The school planning policy provides direction for the preparation and implementation of school plans including the identification of priority areas, intended outcomes and targets that are consistent with the NSW State Plan and the Department’s planning documents.

School priority 1

Outcome for 2012–2014

Enhanced quality teaching practices to improve levels of literacy achievement for all students in line with Region and school targets.

Expanded use by teachers of ICT learning tools, interactive technologies and ICT resources in teaching literacy and numeracy.

2012 Targets to achieve this outcome include:

To increase by the end of Term 3, 2012 the percentage of students in:

- Years K-2 achieving at stage appropriate clusters in the aspect of reading texts, on the Literacy Continuum, from 68% in 2011 to 80% in 2012;

- Stage 3 achieving at stage appropriate clusters in the aspect of writing, on the Literacy Continuum, from 21% of Year 4/5 in 2011 to 65% of Year 5/6 in 2012;

- Stage 3 achieving at stage appropriate clusters in the aspect of comprehension, on the Literacy Continuum, from 45% of Year 4/5 in 2011 to 65% of Year 5/6 in 2012; and

- Year 5 achieving expected growth in NAPLAN reading from 66.7% in 2011 to 80% in 2012.

Strategies to achieve these targets include:

- purchase and introduce explicit K-6 comprehension program
- train all staff in the use of Smart 2 data analysis and its application to class programming
- develop individual learning plans for at risk students and students in the top 25% of each class
- providing professional learning for teachers in literacy, particularly in writing
- appoint School Learning Support Officers (SLSO) to assist with early language programs Years K-2 and literacy groups Years 3-6.
- provide opportunity for STLA teacher to liaise with preschool to improve readiness for ES1 and begin profiling these students prior to entering Kindergarten.
- relevant staff completes professional learning and community development activities to develop and enhance school learning communities, with a focus on improving student’s literacy and numeracy achievement, engagement and retention through the use of Interactive Technologies.

School priority 2

Outcome for 2012–2014

Enhanced quality teaching practices to improve levels of numeracy achievement for all students in line with Region and school targets.

2012 Targets to achieve this outcome include:

To increase by the end of Term 3, 2012 the percentage of students in:

- Kindergarten achieving Early Arithmetic Stage (EAS) Figurative(Level 2) from 59% in 2011 to 65% in 2012;

- Year 2 achieving EAS Counting On and Back (Level 3) from 18% in 2011 to 40% in 2012;

- Years 3-6, achieving stage appropriate levels in the Place Value aspect of the Numeracy Continuum, from 27% in 2011 to 50% in 2012;

- Years 3-6, achieving stage appropriate levels in the multiplication & division; aspect of the Numeracy Continuum, from 56% in 2011 to 70% in 2012; and

- Year 5 achieving expected growth in NAPLAN numeracy from 44.4% in 2011 to 70% in 2012.

Strategies to achieve these targets include:

- train all staff in the use of Smart 2 data analysis and its application to class programming;
• improved learning outcomes and student engagement through a focus on Quality Teaching;
• tracking and monitoring of all students using school based data;
• continue implementation and resourcing of Quicksmart;
• provide afterschool NAPLAN tutoring; and
• Year 2 and Year 4 teachers will include sample NAPLAN questions to ensure students are familiar with the strategies needed to successfully answer NAPLAN type questions.

School priority 3
Outcome for 2012–2014
Increased parental engagement in supporting their child’s learning.

2012 Targets to achieve this outcome include:
By the end of 2012 Harrington Public School will have:
• a school culture and practice that respects Indigenous cultures and improves educational outcomes for Aboriginal students;
• increased parental engagement in supporting their child’s learning; and
• high levels of social and emotional well being for all students and a fostering of self responsibility.

Strategies to achieve these targets include:
• fully implement the Aboriginal Education and Training Policy by the end of 2012;
• Community Liaison Officer to explore ways of promoting a positive school image to the community; and
• provide school operational arrangements that encourage innovation and flexibility.

About this report
In preparing this report, the self-evaluation committee has gathered information from evaluations conducted during the year and analyzed other information about the school’s practices and student learning outcomes. The self-evaluation committee and school planning committee have determined targets for the school’s future development.

Mike Roze - Principal
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