Harbord Public School
Annual School report

2011
Our school at a glance
Harbord Public School is located in the suburb of Freshwater. The school has a current enrolment of 954 students. Our highly skilled teachers strive to provide quality education through best practice and to provide a stimulating learning environment. The school enjoys a strong partnership with the Northern Beaches Learning Alliance group of schools.

The Harbord Public School learning community believes in:
• providing a happy, safe and secure learning environment;
• a shared responsibility for student learning;
• a positive, diverse, inclusive and equitable school culture;
• reflective and collaborative practices to promote continuous school improvement;
• actively engaging all students in their learning.

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

Students
Students have the benefit of large grounds and excellent facilities, further improved by the building program and building refurbishments. The multi-purpose court was finished in term 1 while the BER six classroom block was opened in July 2011. Students are encouraged to take advantage of the academic, creative and sporting opportunities offered. They are also encouraged to take responsibility for all their actions.

Student enrolment profile
Student enrolment grew from 934 in 2010 to 954 in 2011. There is a continuing growth within the school population.

<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>399</td>
<td>412</td>
<td>447</td>
<td>486</td>
<td>490</td>
</tr>
<tr>
<td>Female</td>
<td>403</td>
<td>427</td>
<td>445</td>
<td>448</td>
<td>464</td>
</tr>
</tbody>
</table>

Student Attendance
Student attendance fell below the regional average again in 2011. A significant number of families take holidays during the school terms. A small number of students had absences in excess of 15 days due to illness or absenteeism. Management of non attendance is in line with the DET Guidelines.
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>Roll class</th>
<th>Total per class</th>
<th>Roll class</th>
<th>Total per class</th>
</tr>
</thead>
<tbody>
<tr>
<td>KA</td>
<td>21</td>
<td>3C</td>
<td>27</td>
</tr>
<tr>
<td>KH</td>
<td>21</td>
<td>3M</td>
<td>27</td>
</tr>
<tr>
<td>KJ</td>
<td>20</td>
<td>3S</td>
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</tr>
<tr>
<td>KM</td>
<td>20</td>
<td>3T</td>
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</tr>
<tr>
<td>KN</td>
<td>20</td>
<td>3W</td>
<td>27</td>
</tr>
<tr>
<td>KS</td>
<td>21</td>
<td>4/5M</td>
<td>12</td>
</tr>
<tr>
<td>KW</td>
<td>20</td>
<td>4G</td>
<td>28</td>
</tr>
<tr>
<td>1D</td>
<td>21</td>
<td>4N</td>
<td>28</td>
</tr>
<tr>
<td>1FG</td>
<td>20</td>
<td>4P</td>
<td>28</td>
</tr>
<tr>
<td>1G</td>
<td>21</td>
<td>4T</td>
<td>29</td>
</tr>
<tr>
<td>1L</td>
<td>22</td>
<td>4/5M</td>
<td>15</td>
</tr>
<tr>
<td>1LJ</td>
<td>21</td>
<td>5A</td>
<td>29</td>
</tr>
<tr>
<td>1P</td>
<td>21</td>
<td>5C</td>
<td>28</td>
</tr>
<tr>
<td>1S</td>
<td>21</td>
<td>5H</td>
<td>30</td>
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<tr>
<td>2/3D</td>
<td>12</td>
<td>5W</td>
<td>28</td>
</tr>
<tr>
<td>2A</td>
<td>25</td>
<td>6K</td>
<td>27</td>
</tr>
<tr>
<td>2B</td>
<td>24</td>
<td>6L</td>
<td>28</td>
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<tr>
<td>2FS</td>
<td>24</td>
<td>6S</td>
<td>27</td>
</tr>
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<td></td>
<td></td>
</tr>
<tr>
<td>2R</td>
<td>24</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2/3D</td>
<td>14</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Structure of classes

Students are allocated to classes with a mix of gender, ability and behaviours. Some students have been placed in a cluster group of gifted and Talented (GATs) in grades. Some students have been placed in a cluster group enabling the learning assistance support teacher to work with them in the classroom.

Significant programs and initiatives

Harbord PS continued to provide a variety of programs and initiatives for students. Harbord PS is a member of the NBLA - Northern Beaches Learning Alliance - a group of 13 Primary Schools and 5 Northern Beaches Secondary College Campus Schools. As part of the alliance our Year 6 students participated in ‘Design Make Innovate’. Secondary students from Mackellar Girls and Balgowlah Boys campus worked in small groups with Year 6 to design, create and market a toy or game to specific target audiences and age groups of their choice.

Year 5 students participated in Project Penguin. Harbord had 130 students from Year 5 working with Year 9 mentors from Balgowlah Boy campus to produce 25 projects. The scope and variety of projects produced by our students was extensive. The Harbord Short Film Festival is in its fourth year as a part of our Quality Teaching focus on student engagement. All of the Year 6 classes used DigiEd to make short animated films. The Garden Gurus, a group of gardening-conscious students from Years 1 to 6, was established at the beginning of 2009 in conjunction with representatives from the P & C Grounds Committee and teaching staff. The enthusiasm of the students and coordination and guidance from the parent coordinator Mrs Leanne Smith ensured the Garden Gurus club is well established.

The school employs specialist PE and dance teachers with all students K-6 participating. The school also employs a specialist music teacher with all students Years 3-6 participating. Our SRC was active in leadership and welfare initiatives across the school.
Staff information

There were 65 members of staff in 2011. This included permanent, temporary and part time teachers and school administration staff. We had seven executive staff consisting of the Principal, two non teaching Deputy Principals, four Assistant Principals and 39 classroom teachers. We had a teacher librarian, specialist teachers in computer, music, sport skills, dance and learning support staff. No staff identified as indigenous.

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>2</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>4</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>35</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>.630</td>
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<tr>
<td>Support Teacher Learning Assistance</td>
<td>.8</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>1.6</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td>.6</td>
</tr>
<tr>
<td>Counsellor</td>
<td>1</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>5.872</td>
</tr>
</tbody>
</table>

Teacher qualifications

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

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>100% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>100%</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>12%</td>
</tr>
</tbody>
</table>

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 2011 financial statement is tabled at the annual general meeting of the P&C. Further details concerning the statement can be obtained by contacting the school.
School performance 2011

Achievements Arts
Dance Reports
Junior Dance
The Junior Dance group consists of 24 stage two students, 22 girls and 2 boys. The dance group practised twice a week during lunch in semester one. The group learnt a dance routine to the song, "Do the Funky Chicken" by Rufus Thomas. The group performed several times at the Glen St Theatre for the Sydney North Dance Festival during June. The group also performed at our school’s Cultural concert in August. The students were enthusiastic and dedicated. They performed well and enjoyed themselves.

Boys’ Dance
This year boys from Years 4-6 auditioned for the dance group. After a number of lunchtime auditions, 24 boys were chosen for the group. Belonging to the dance group “Just the Facts Ma’m” required both dedication and commitment from the boys as they had to practise twice a week during their lunchtime. Miss Meredith Ripley was responsible for the engaging choreography. This year they participated in The Extreme Eisteddfod at Kuring-gai in June. Then on 22nd, 27th and 30th June they performed at The Sydney North Dance Festival where they were highly entertaining. Their last performance for the year was at our school Cultural Concert in August. The boys have had a very enjoyable, rewarding 2011.

Senior Dance
Senior Girls Dance in 2011 was an outstanding success. Titled “Watch The Girls Go By”, 24 dancers graced us with a classic rendition of Andy Williams – Music To Watch Girls Go By, coupled with a slower version of the same song by Matt Monroe. The result was a routine inspired by the choreography of Bob Fosse. Dance teacher, Meredith Ripley, conducted the one hour class on a Thursday afternoon after school. Meredith choreographed the piece from her memory of steps and style from her own childhood and delivered a routine that was both a classic from the 60s and a modern contemporary look of today. The Senior Girls performed their routine at the Extreme Eisteddfod Competition; the Sydney North Dance Festival; the Cultural Concert.

Drama Reports
Stage 1 Drama
A very enthusiastic group of 32 Stage 1 children met weekly in term 2 and 3 to engage in drama activities. Our culminating activity was a performance at the Cultural Concert in term 3. This was an adaptation of "The Very Hungry Caterpillar". The children enjoyed themselves immensely.

Stage 2 Drama
The Stage 2 drama group consisted of 25 students from years 3 and 4. These students rehearsed each Thursday, completing small role-play challenges that explored improvisation, movement and mime skills. The culminating activity this year was their performance of a modern, hilarious adaptation of Cinderella at the Cultural Concert.

Stage 3 Drama
The stage 3 drama group consisted of 40 students from Years 5 and 6. The group rehearsed regularly and undertook a number of drama activities in different drama genres. At the Cultural Concert they performed two self-developed skits - one with Year 5 students, one with Year 6 students – loosely based on the movie, “The Pirates of The Caribbean.” The students performed very well and were proud of their efforts.
Concert Band Program

A highly successful band program involves 213 students from Years 3-6 in four concert bands and a jazz band. The program is well supported by three paid band directors and an active and committed band committee consisting of staff and parents.

The senior and junior bands were awarded gold certificates and the concert and intermediate bands received silver certificates at the Yamaha Band Festival in recognition of their outstanding performances.

The bands participated in a number of events this year including performances at the cultural concert, local preschools and at St Marks Freshwater Centenary celebrations.

Other events of interest included performances by our senior, concert and jazz bands at the Curly Sound Waves promotion at South Curl Curl Beach. The senior, concert and jazz bands performed at Freshwater Fair. Our jazz band also performed at our Kindergarten Orientation Day and at the opening of our new school building.

Our senior band placed second in the annual Battle of the Bands competition held at Balgowlah North PS.

All bands regularly perform at school assemblies and a band concert evening is held at the end of the year with a Christmas theme.

Cultural Concert

The Annual Harbord Public School Cultural Concert in Term 3 displays a wealth of talent from our creative arts students. There is an abundance of opportunity provided to all students in the creative arts area including the junior and senior choir; the junior, senior and boys dance; stage 1, 2 and 3 drama; and the junior, middle, senior, concert and jazz band.

Winning grade speakers from the Young Speaker’s Program also entertain the audience with their well prepared speeches. Many of these groups are busy during the year participating in out of school eisteddfods and festivals. However, on this night, these students all come together to showcase their talents for their families, friends and the wider Harbord community. This is a night where students, parents and teachers are incredibly proud of the energetic cultural life of Harbord Public School.

Production-What’s On The Box

September 2011 saw a cast of 120 Year 6 students and dance groups from Years 3 to 6 take the stage for our annual school production. 'What's on the Box' enabled parents, teachers, children and families to laugh and sing along to some of their favourite television moments, memories and tunes.

The Year 6 classroom teachers, drama coach Natasha Frize, dance teacher Meredith Ripley, band teacher Sandy Rose Castle and music teacher Therese Doyle, pooled their expertise to produce a show that entertained audiences over 3 day and 3 night performances. Students were given opportunities to learn dances, play lead singing and acting roles, perform in a band ensemble, participate in both live and filmed group skits, learn sound and lighting, make props and develop skills in general stage craft.

When the lights dimmed, the curtains opened and young faces lit the stage a term of hard work was rewarded.
Sport

Sport Program

Harbord PS has a long and proud sporting tradition. Participation, skill development, excellence, sportsmanship, competition and enjoyment are the goals of the sport program.

Harbord PS participates in a wide range of events and competitions to maximise sporting opportunities for students. These include Primary School Sports Association competitions (PSSA), Gala Days, PSSA Zone and Regional Carnivals, State PSSA knockouts and school based programs.

Two specialist physical education teachers are employed to teach the physical education curriculum to students from Kindergarten to Year 6.

Whole school programs in gymnastics, swimming, sport skills, gross motor and fitness provide the essential basics for achievement at all levels of participation and competition.

Year 3 – 6 students not involved in PSSA competition participate in a school based program each Friday afternoon. This program includes a special component called Sport in Schools for our year 3, year 4 pupils. This program is run by specialist teachers and is based on the requirements of the stage 2 PDHPE Syllabus and has high interest sessions using specialised equipment. Our year 5, year 6 students participate in games based tabloid activities to develop their team skills. These programs provide activities that promote skills, fun and fitness. For the first time our non PSSA year 5 and year 6 students also participated in the Sport in Schools Program in term 2. This proved to be very successful and we will offer this opportunity to our year 5 and year 6 students in 2012.

Harbord competes successfully in State PSSA Knockout Competitions. The senior boys’ league team won the Manly Zone and progressed to the final 16 of the Westmont Shield Competition. The senior boys rugby union team progressed to the quarter finals of the state competition losing to Dubbo South PS. The girls’ cricket team placed 1st and the boys’ cricket team placed 2nd at the annual Milo Cup Cricket Gala Day for Northern Beaches’ schools. The girls’ team went on to win the Regional final and placed third at the State finals of the Milo Cup competitions for 2011. Our Junior girls’ eagle tag team placed 2nd at Manly Zone Gala Day and qualified for regional finals. Our 9 years and 11 years rugby league teams were runners-up in the Manly Warringah All Schools Gala Day.

Harbord supports and assists in organising Manly Zone PSSA competitions. We believe these competitions provide opportunities for the development of skills, self esteem, confidence and leadership in our students. Parents strongly support school sport programs by assisting with transport, coaching, refereeing and as spectators. Notable results in PSSA competitions in 2011 are as follows:

Manly Zone Champions:

Manly Zone Runners –up:
Junior Cricket, Softball, Senior A Boys Eagle Tag, Junior A Rugby League, Senior A Rugby League, Senior B Rugby League, Junior B Girls’ Soccer.
Harbord fared well at our Zone Carnivals placing 1st in Cross Country and 5th in Athletics and Swimming. Sophie Harding was the 12 years champion at the District Athletics Carnival. 6 students represented Manly Zone at Regional Cross Country and 7 students from Harbord attended the Regional Swimming Carnival. 5 students represented Manly Zone at the Regional Athletics Carnival. Ben Dawtrey competed at both State Swimming and Cross Country Carnivals. Ben and Zac Dawtrey, Kai Spriggs and Josh Smith placed 4th in final of 4X50M relay at State Swimming Carnival. Ben Dawtrey also placed 5th in junior breaststroke final at state carnival.

These students represented **Manly Zone** in the following sports:
- **Cricket**: Max Jolley
- **Touch Football**: Ben Jenkins, Sophie Harding
- **Soccer**: Jenna Trim, Ella Alcock, Sophie Harding, Reece Kilpin, Luca Cavalieri, Finn Ashton
- **Softball**: Jenna Trim
- **Rugby League**: James Roach, Jerome Van Der Heide, Mitchell Lockie
- **Netball**: Kristie Leonard
- **Rugby Union**: Max Jolley, James Roach, Ben Jenkins
- **Swimming**: Zac Dawtrey, Ben Dawtrey, Claudia Wolff, Joshua Smith, Jaimie Ribeiro, Monique Kleiner, Kai Spriggs
- **Cross Country**: Ben Dawtrey, Jack Coates, Ben Allen, Reece Kilpin, Sienna Hearn, Campbell Reimer, Kenna Lindegger
- **Athletics**: Sophie Harding, Kenna Lindegger, Amil Shalla, Peter Hapeta, Nicole Finlay

**Regional Representatives** were as follows:
- **Athletics**: Sophie Harding
- **Swimming**: Ben Dawtrey, Zac Dawtrey, Kai Spriggs, Josh Smith
- **Cross Country**: Ben Dawtrey
- **Water Polo**: Monique Kleiner
- **Softball**: Jenna Trim
- **Soccer**: Sophie Harding
- **Cross Country**: Ben Dawtrey
- **Touch Football**: Sophie Harding

**State PSSA Representatives**
- **Girls Soccer**: Sophie Harding

Sophie was selected in the NSW Girls Soccer Team. The team won the National Championships. Sophie scored 10 of the 18 goals scored by NSW to be the top goal scorer for the tournament.

**Chess Club**
The School Chess Club operates every Tuesday morning of each term. The Chess Club is open to all students from Year 1 to 6. Students play social games and may enter the School Senior and Junior Championships. One-Day tournaments that are held in the District are also entered as these are advertised. This year we had over 70 children as members of the School Club.

**Garden Gurus**
Children from Years 1 to 6 are able to join our gardening club, Garden Gurus. This program is run twice weekly by a team of teachers and parent helpers and involves the children in planting, garden care, harvesting of the school gardens and cooking and eating their produce. A number of garden beds operate including a vegetable garden, a sensory garden for the Kindergarten grades, native plantings around the frog pond and a number of fruit trees. Last year the Kindergarten teachers, students and a team of dedicated parents helped establish a sensory garden in the Kindergarten playground. The gardens are also used by various teachers for science, HSIE and art lessons.
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

85.7% of students scored in the top three bands. In 2011 we had a significant improvement in the number of students (46.6%) placed in the top band (40% in 2010, 28% in 2009, 20% in 2008).

83.6% of students were placed in the top three bands with a greater number of students achieving results in the top two bands in comparison to recent years.

An excellent result with 72.6% of students placed in the top two bands and 89% (130 students) placed in the top three. These results were well above the state average.
64.4% of students achieved results in the top two bands and 86.3% in the top three. Our results were well above the state average for band 6 (25.5%) and band 5 (20.7%).

**Numeracy – NAPLAN Year 3**

72% of students achieved results in the top three bands. Again these results were well above the state average (54.8%). Our results in the top band (29.6%) are above our region (29.3%) and well above our average for 2008-2011 (20.1%).

75.5% of students scored in the top three bands, significantly above the state average (51.7%). There was a significant improvement in the number of students scoring in the top three bands in comparison to past years 2008-2011 (68%).

85.8% of students achieved results in the top three bands. This was above the state average (53.3%).
69.3% of students achieved in the top three bands, above the state average of 59%, however, below the region 76.9%.

78.8% of students achieved in the top three bands. This is above the region (77.6%) and the state (59.8%). 46.5% of students achieved in the top two bands which is below the region (54.6%) and above the state (37.4%).

72% of students scored in the top three bands, well above the state average of 54.8%. 29.6% scored in the top band above the region score 29.3%.
Progress in Literacy

Average student growth was 83.4 points, 9.4 above the state average and 10.8 above similar school groups.

The average growth of 88.1 points was 5.4 above state and 4.1 for similar school groups.

The school had limited improvement in this area.

Progress In Numeracy

The growth in this area was the school’s strongest. The average growth of 116.1 was 20.3 above the state and 14.9 points above the region’s SSG results.

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.

| Percentage of Year 3 students achieving at or above minimum standard (exempt students included) |
|----------------------------------|--------|
| Reading                          | 98.0   |
| Writing                          | 98.6   |
| Spelling                         | 97.3   |
| Grammar & Punctuation            | 98.0   |
| Numeracy                         | 99.3   |

| Percentage of Year 5 students achieving at or above minimum standard (exempt students included) |
|----------------------------------|--------|
| Reading                          | 94.5   |
| Writing                          | 97.7   |
| Spelling                         | 95.3   |
| Grammar & Punctuation            | 96.1   |
| Numeracy                         | 99.2   |
Significant programs and initiatives
Project Penguin
The 2011 Project Penguin Challenge was completed by our Year 5 children, who were mentored by representatives from Balgowlah Boys. While completing the program, students had opportunities to gain expert knowledge about the Little Penguins of Manly. There were excursions to Taronga Zoo to meet the keepers, observing the Little Penguin habitat at Manly Wharf and surrounding beaches, meeting volunteers who watched over the colonies each evening, and a further opportunity to get involved by weed clearing at a Little Penguin breeding site. In small groups, with their mentors, the children then had the opportunity to create a display to inform the general public about the plight of the Little Penguins. Throughout the project, all students were extended in areas of problem solving, creativity, cooperative groupwork and teamwork as each group created a relevant and educational real life display to be viewed in a public area of Manly. Taronga Zoo staff, program co-ordinator, Julie Hemming, Lisa McKenzie and Harbord Year 5 teachers worked tirelessly to ensure the program was fully supported and embraced by the Harbord Year 5 children and our wider community.

Design Make Innovate
Students from Year 6 again teamed up with Year 9 mentors from the Northern Beaches Secondary College in Term 1 on the successful design and technology project, Design. Make. Innovate. Secondary students from Mackellar Girls and Balgowlah Boys campus worked in small groups across Year 6 to design, create and market a toy or game to specific target audiences and age groups of their choice. Project guidelines covered curriculum links to Stage 3 English, science and technology, mathematics, HSIE and creative and practical arts. Teams worked over two sessions in Term 1 to create a design brief, create the object from recycled materials and to prepare a marketing portfolio for their target audience. A selection of teams across Year 6 represented Harbord at the third Design Make Innovate expo at the Balgowlah Boys Campus in April 2011. Criteria for team selection included the innovative use of technology and design, functionality, safety aspects, teamwork, quality design and construction and a creative portfolio. Each team worked to a budget of $20.00 to create their toy or game. Students addressed specific science and technology outcomes to apply design principles in creation and innovation, identifying needs and wants in developing their folio and using appropriate environmentally-friendly resources to minimise waste. Now in its third year Design Make Innovate has become a valuable collaborative bridging project between Harbord and the Northern Beaches Secondary College.

Film Making
Harbord students have been involved in a number of film projects that foster digital literacy and collaborative skills. Year 6 students worked on Digi Ed, a ‘claymation’ film workshop held over a full day in Term 2. Groups of four students used modelling clay, digital video cameras and Apple computers to produce a series of short animation films ranging from 30 – 60 seconds. Students selected their favourite film from each class for selection into the 4th Annual Harbord Short Film Fest. In four short years, this annual event continues to showcase Harbord students’ rapidly developing film making skills. The 2011 Film Fest involved over 100 students from Years 1 to 6 applying English narrative skills in a digital literacy format. Harbord students selected the year’s theme, Number 11, which featured in all of the 14 films. Over a two month period, film makers worked in their own time in groups to submit their short film to a committee of seven teachers. A total of 21 short films were submitted and the high standards set by previous Film Fests resulted in the rejection of 7 films. These students demonstrated resilience and a desire to try even harder in 2012. Successful entries were
shown in November to an audience of over 250 film makers and their families, with all films receiving an award and lasting honour for their creators.

Improving the educational outcomes of Aboriginal and Torres Strait Islander Students.

In 2011 nine students from our school identified as being Aboriginal or Torres Strait Islanders. In consultation with the class teacher and Aboriginal Education consultant, personalised learning plans were devised and implemented for these students. These plans reflect our commitment to ensuring that these students will match or better the outcomes of the broader school population. During term students were nominated to receive awards at the North Sydney Region Aboriginal Education acknowledgement ceremony.

Building increased knowledge and understanding of Aboriginal Australia for all staff and students.

The Aboriginal Education policy was reviewed by staff during term 2 and our term 3 staff development day incorporated a session on Aboriginal Australia.

Multicultural education

The school has an English as a Second Language (ESL) teacher for three days per week. The teacher is responsible, in collaboration with the class teacher, for newly arrived students who did not speak English, as well as assisting other students. Multicultural perspectives are integrated into the teaching program throughout the key learning areas.

Respect and responsibility

The core values of NSW public schools are aligned with the Harbord Public School Code of Behaviour. Each year our school captains attend a leadership camp. Our school captains and seniors, house captains and vice captains and SRC representatives are inducted at the school assemblies and meet with the deputy principals and SRC coordinator throughout the year. Values are taught explicitly in the classroom through the PDHPE program and in the Bounce Back program. Values are addressed regularly at school assemblies.

Progress on 2011 targets

Target 1:

To improve student performance in Literacy

- The school literacy team was formed with representatives from all grades K-6 fulfilling the role of leading learner.
- Sharing sessions at grade meetings focussed on best practice teaching methods; sharing of programs, lessons and resources, including IWB; and needs analysis to ensure high quality class and home reading resources were purchased.
- K-6 staff participated in professional learning focusing on literacy teaching throughout the year: NBLA staff development day, persuasive writing for NAPLAN, boys’ literacy network meetings, Best Start guided reading, Drama, Comprehension Strategies for STLA, Debating.
- Teachers completed 18 months of professional learning on Focus on Reading to improve students’ comprehension and reading skills.
- Demonstration lessons were provided to enhance teaching practices for exposition writing in Year 2-5 classes and reciprocal reading was implemented across Years 1-6.
- Quality teaching framework utilised in development of assessment tasks which were critiqued using CTJ and rubrics.
- Top 10% of students in literacy were identified by classroom teachers and clustered or grouped accordingly. Differentiation to cater for their needs has taken place.
- Students K-6 participated in the Young Writers and Public Speaking Competition.
- Students have received support, from Stages 1 to 3, through STLA programs (Reading Recovery, Multilit, Reciprocal Reading).
- Improved diagnostic assessment of reading through benchmarking in years K-3.
- Increased participation in external competitions including community writing events such as May Gibbs Writing, Poetry, Warringah Library Young Writers, and ICAS.
• Intra and interschool debating program for all Stage 3 classes.
• Best Start continued to be implemented across the seven Kindergarten classes. Following individual assessments, data was collated and reports generated. Parents were provided with information to assist them in supporting their child’s literacy development.

Our achievements include:

Teachers:
• Through participation in teacher professional learning and lesson observations, K-6 teachers reported increased confidence in incorporating text type writing activities across KLAs.
• Teachers attended “Boys Literacy Network” focussing on persuasive text and addressing boys’ reluctance to write.
• Year 6 teachers attended 7 Steps of Writing Workshop.
• K-2 teachers trained in Best Start and staff presented at a Best Start Conference.
• Teachers have implemented Focus On Reading strategies to improve student outcomes in comprehension, reading and vocabulary development.
• Increased use of IWB resources for writing stimulus and to scaffold text types.
• Increased sharing of notebook and site links across grades. IWB lessons are evident in programs.

Students:
• There was an increase in the number of students participating in the ICAS English competition (20 more students than 2010) and higher results were achieved. 3 high distinctions, 28 distinctions, 62 credits were awarded in the competition.
• Selected Year 5 students attended a two day district debating and public speaking enrichment camp.
• Teams from each Year 5 and 6 class were involved in the Northern Beaches ‘friendly’ debating competition which involved schools from the Peninsula and Middle Harbour networks. Training for these teams was lead by the District Debating Coordinator. Debating teams from Manly Selective Campus conducted workshops with year 5.
• There was quality progress in student learning outcomes. 73% of Year 3 students scored in the top 2 bands for writing and 86% scored in the top 3 bands for reading. 86% of Year 5 students scored in the top 3 bands for writing and 76% for reading.
• There was above average growth compared to state from Years 3 to 5. Growth of all students in reading is 83.5 that is 11 points higher than the state average. In writing it was 7.3 points above the state average.
• Year 3 boys are 53 scale points above the state average in NAPLAN reading test.

Parents:
• Literacy expectations and strategies were outlined at parent teacher talks.
• Parents observed a differentiated literacy lesson during Education Week open day.
• 22 parents attended a parent workshop on text types run by a staff member.
• Each grade provides a term newsletter outlining literacy programs and the school newsletter gives regular suggestions and guidelines for literacy.
Progress on 2011 targets:

Target 2

To improve student performance in Numeracy

- A school Mathematics team with across stage representation was formed and coordinated by leading learners.

- Maths lessons involving task differentiation have been incorporated into the fortnightly maths program, benefiting all students including the targeted clustered top 10% students and those students who have not yet mastered appropriate stage outcomes.

- Diagnostic assessment of K-3 students using Sena 1 or Sena 2 has continued. New K-3 staff was upskilled in SENA 1 (Stage 1) and SENA 2 testing (K-3).

- Timetabling and continued implementation of best practice programming model for numeracy across Years 1 to 6, and continuation of the Best Start program for Kindergarten.

- Classroom resources have been upgraded and quality IWB resources have been incorporated into grade programs: Mathletics and other online maths websites, DET resources, Notebook 10 lessons. These are inserted into grade Maths folders on the school server and links are inserted into digital programs to improve accessibility.

- The school has actively encouraged excellence in mathematics. Teachers are utilizing QT to ensure lesson matches students’ interests and needs, developing deep understanding and higher order thinking skills.

Our achievements include:

Teachers:

- Teacher engagement in professional learning for improved student performance has been achieved through opportunities offered by NBLA or district: using ICT in primary maths, Counting On Network, Working Mathematically and SMART data analysis.

- Kindergarten teachers have worked with the Best Start consultant to examine strategies and resources for the teaching of numeracy.

- Year 4 teachers participated in the Leading Mathematical Learning project with problem solving as the focus.

- Increased use of IWB resources being utilised in Maths lessons as evident in teaching learning programs.

Students:

- Students from Years 3 – 6 participated in the ICAS (UNSW) Mathematics competition where 2 high distinctions and 17 distinctions were achieved. Selected Year 6 students have participated in the Maths Olympiad. Three Year 5 students attended the external Maths Challenge Camp.

- 2011 examination of NAPLAN data has shown consistent growth trend across the school. Increased proportions of students are achieving in the higher bands in numeracy and number, patterns and algebra.
• 80.5% of Year 5 students made improvement, or were equal to expected growth in NAPLAN assessment of 94.3 scale points in numeracy. This is well above the region’s target of 60%. Year 5 numeracy growth was an average of 114.7 points which was 20.3 points above the state. This is an increased proportion of students meeting or exceeding expected growth in NAPLAN.

• Quality progress in student learning outcomes with 81.5% of Year 3 and 72% of Year 5 students in the top 3 numeracy bands in NAPLAN.

• 69% of Year 5 students made improvements in NAPLAN assessment of more than 80 scale points in numeracy. Year 5 numeracy growth was an average 108.4 points which was 19.3 points above the state and 12.7 points above the region. Year 5 girls with an average of 114.4 points growth in numeracy were 22.26 points above the state average. Year 5 boys with an average growth of 114.9 points were 18.51 points above.

Parents:

• Resources from previous parent workshops as well as DEC initiatives (School A-Z) were published on the school website for parents to access.

• Education Week 2011 showcased lesson differentiation in KLAs, including Maths.

• Parent helpers are involved in regular opportunities for student learning and developing awareness of current supportive teaching strategies.

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. In 2011 our school carried out evaluations of Quality of School Life-QSL and School Environment Management Plan- SEMP.

Educational and management practice
School Culture-Quality School Life

Background
There is widespread agreement in the education community that a consideration of student outcomes should include a broad range of educational experiences. Students, parents and practitioners want more than a good set of test results as outcomes from schooling. The prominence of social and affective outcomes in almost every policy statement, curriculum document and teaching program is justification for schools seeking ways to capture the extent of their success in these domains. Debate about which social and affective outcomes are of greatest consequence to success in schooling and which can best guide schools in their efforts to improve, is complex. Adding to the challenge is the way in which these outcomes can be adequately represented. Measuring the full range of educational achievements expected of schools is not easy. In the first place, not every outcome sought for students lends itself to quantification. Even where there is potential for quantification, there are still issues to resolve to ensure these measures are valid and reliable and standards are established for comparison. Some of the outcomes of interest can be captured by well-formulated tests of knowledge and skills.

The Quality of School Life survey consists of 40 statements about school to which students are asked to indicate their level of agreement on a four-point Likert scale. The 40 items may be aggregated to provide an overall view of the quality of school life for each student (Mok, 1999). The items also encompass a number of different aspects of school life and can be separated to form seven dimensions which are:

- General satisfaction
- Negative affect
- Sense of achievement
- Opportunity (the relevance of school)
- Teacher-student relations
- Status and Identity (social integration)
- Adventure (a sense of motivation in learning and that learning is enjoyable for its own sake.)

The survey is for students Year Two to Year Six and was administered to every third student on class lists. Students were told ‘This is not a test, there are no right or wrong answers, what we want is your opinion’.
Findings and conclusions

Harbour PS(2153)

My school is a place where...
1. I really like to go each day
2. I like to be
3. I feel happy
4. I feel proud to be a student
5. I get enjoyment from being there

Harbour PS(2133)

My school is a place where...
1. I learn to get along with other people
2. Others students accept me as I am
3. People treat me
4. I am popular with other students
5. I know people think a lot of me
6. I get on well with the other students
7. People can depend on me
8. Other students are very friendly

Harbour PS(2133)

My school is a place where...
1. I feel unhappy
2. I feel tired
3. I get upset
4. I get excited

Harbour PS(2133)

My school is a place where...
1. I like to do extra work
2. Learning is fun
3. I enjoy what I do in class
4. I get excited about the work we do
5. The work we do is interesting

Harbour PS(2153)

My school is a place where...
1. My teacher is nice to me
2. My teacher takes an interest in helping me
3. My teacher listens to what I say
4. My teacher helps me to do my best
5. My teacher treats me fairly in class

Harbour PS(2133)

The work is good preparation for the future
1. I can learn what I need to know
2. The things I learn are important
3. Learning will be useful when I leave school

Harbour PS(2133)

I am a success as a student...
1. I have a lot of fun
2. I know how to cope with the work
3. I am good at school work
4. I know I can keep up with the work
5. I achieve a satisfactory standard

Harbour PS(2133)

This scale includes 40 QSL items
The negative affect response scores revealed to be consistent with the other scales.
Future directions
The school scored extremely highly across the seven dimensions. The Educational Management and School Accountability Directorate (EMSAD) which collates the surveys commented the results were one of the highest positives results achieved by a school.

Students are developing self-confidence, self-esteem and commitment. The variety of school programs and initiatives which enable this growth will continue.

Students are proud and happy to attend school. Students feel they are learning to get along with other people. They accept other students for who they are while recognising differences. The school will continue to act according to the school’s welfare policy, while at the same time, monitoring elements for continued success.

The school is fostering interest in learning and respect for life-long learning. The school will continue with an emphasis on implementing the Quality Teaching Framework emphasising inclusivity, significance, relevance, background knowledge, deep understanding, high expectations and student self regulation to continue to make learning relevant and engaging. Students experience success as learners. We will continue to differentiate the curriculum.

Curriculum
SEMP

Background
Harbord Public School is now registered as a Sustainable School and has in place a dynamic, School Environment Management Plan (SEMP) which outlines curriculum and initiatives the school implements to encourage environmental sustainability. Our vision/mission statement is to educate our students and staff on sustainability through meaningful quality teaching and learning experiences and to ensure they have adequate knowledge and skills to improve sustainability into the future.

The initiatives within our School Environmental Plan include:

- Implementation of a weekly waste-free lunch to reduce the amount of waste in the school.
- Environmental education incorporated into the curriculum in all grades which is evident in a whole school Scope and Sequence.
- Staff professional development about environmental issues affecting our community and current, available resources and programs.
- Saving school resources such as electricity, paper and waste.
- Using the school environment to educating students about the issues affecting our community’s environment through the implementation of the Garden Gurus Club.
- The school’s participation in special events such as Clean Up Australia Day, Earth Hour and Walk to School Day.
- Providing ongoing information to students, staff and parents on current environmental issues and priorities, and issues at the school and in the community, through the school’s weekly newsletter and school assemblies utilising the Student Representative Council.

Findings and Conclusions
As a result of the implementation of the School Environment Management Plan the following findings and conclusions have been made:

With the implementation of a weekly waste-free Wednesday lunch and several waste audits it was found that each class, on average, reduced the collection of 1.2Kg of waste per class each day. Waste-Free Wednesday has also been incorporated into a component of the School’s reward system which has encouraged student participation.

To ensure that the aspects of environmental education are incorporated into the teaching and learning curriculum in all grades the staff were surveyed. It was found that environmental education was taught in more than two units of work per grade in one year, exceeding expectations. This information has been collated into a whole school Scope and Sequence.
All staff participated in a number of environment sustainability workshops. These workshops included a demonstration of lessons across the key learning areas in our curriculum. Each lesson began outdoors then further components of the lesson where completed in classrooms.

Each teacher took away with them knowledge, skills and understanding of sustainability and environmental education. Lessons were based on the Quality Teaching Framework. Teachers could implement lessons on how our school grounds could be used as a teaching and learning tool.

Professional development sessions made staff aware of existing library resources and new online resources that would facilitate teaching and learning.

As a result of the School’s Environment Management Plan we found that each class had allocated roles to students who were responsible for monitoring the use of electricity by turning off electrical items when not in use. The staff has also taken responsibility for monitoring photocopying and laminating to reduce paper and waste.

It has been found that the installation of solar panels and water saving taps have also resulted in the conservation of the school’s resources.

The Garden Gurus, a gardening club of students from each grade, parents and teachers, continue to work twice a week at lunchtime to cultivate garden beds and to maintain school grounds and structures such as the frog pond, garden of tranquility and the environmental area. This also aims to increase the biodiversity of plants and animals.

Opportunities are provided for students, staff and parents to participate in special events such as Clean Up Australia Day, Earth Hour and Walk to School Day. These activities informed students, staff and parents about current world and community environmental issues and encouraged involvement.

As a result of providing ongoing information to students, staff and parents via the School’s weekly newsletter, school website and at school assemblies, the profile of the School Environment Management Plan has been raised.

The Student Representative Council (SRC) has been involved. On the school map they have indicated different areas for which each grade will take responsibility to keep clean.

**Future Directions**

Continued participation, support and evaluation of the School’s Environment Management plan will maintain our school’s commitment to environmental sustainability.

Stage 2 and 3 students will conduct a formal electricity audit and share their findings with all students, staff and parents.

Continual review of teaching and learning programs will ensure that environmental education will be taught through our units of work. Continued professional development for staff will enable teachers to remain up to date with new programs, resources and initiatives set out by the DEC.

**Professional learning**

Staff members have a professional interest and requirement to continue their learning and remain ahead of educational changes and implementation of best practice. The DEC provided $27,986 for Teacher Professional Learning-TPL. This money is spent either on in school training or at DET centres.

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<tr>
<th>TPL</th>
<th>Description</th>
<th>Expenditure</th>
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<td>TPL</td>
<td>Beginning Teacher</td>
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<td>Use of ICT</td>
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<td>Literacy and Numeracy</td>
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<td>Welfare and Equity</td>
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**Total Expenditure:** $28,075.06

**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
Target 1 Literacy
We have stated our targets under three headings
of student performance, teacher quality and
parent involvement.

2012 Targets to achieve this outcome include:

Student Performance
Continued growth in reading progress as evident
in K-3 reading levels
80% of year 5 students achieving expected
growth in reading and writing

Strategies to achieve this target:
- Identification and clustering of
  approximately top 7% students in school
  population.
- Recognise and reward excellence in all
  English strands
- Encourage increased participation in
  external competitions
- Provision of high quality in class and home
  reading resources
- Incorporating quality IWB resources in
  literacy sessions

Teacher Quality
Incorporating Quality Teaching (QT) framework
into literacy lesson planning
Incorporating teaching strategies from Focus on
Reading professional learning program to
improve comprehension skills
Clustering students to ensure those achieving
lower band results in NAPLAN receive weekly
support
Incorporating reciprocal reading into weekly
literacy program to support Stage 1 to 3 student
Explicit teaching strategies and modelled and
guided writing to support assessment of
persuasive texts

Strategies to achieve this target:
- Demonstration lessons presented by
  leading learner to all classes Year 3 and 5
- QT assessment tasks developed and
critiqued using consistent teacher
  judgement and rubrics

School priority 2
Outcome for 2012–2014
Target 2 Numeracy
We have stated our targets under three headings
of student performance, teacher quality and
parent involvement.

Student Performance
80% of year 3 students achieving the top 3 bands
in NAPLAN
80% of year 5 students achieving expected
growth in numeracy
Growth of one band in NAPLAN number, patterns
and algebra for year 5 students.

Strategies to achieve this target:
- Collaborative planning and sharing of
  IWB resources to increase student
  engagement
- Professional learning opportunities
  including: Best Start guided reading;
  Boys Literacy Network; Drama;
  Comprehension strategies for STLAs;
  Transition to high school persuasive
  writing project: Advertising unit;
  Debating.

Parent Involvement
Increase in parental awareness of strategies to
support students as literacy learners.

Our success will be measured by:
- Teacher engagement in professional
  learning and improved student
  performance
- Increased proportion of students
  achieving in the higher bands in writing
  and reading
- Increased proportion of students meeting
  or exceeding expected growth in Year 5
  NAPLAN.

School priority 3
Outcome for 2012–2014
Target 3 Science
We have stated our targets under three headings
of student performance, teacher quality and
parent involvement.

Student Performance
80% of year 3 students achieving the top 3 bands
in NAPLAN
80% of year 5 students achieving expected
growth in numeracy
Growth of one band in NAPLAN number, patterns
and algebra for year 5 students.

Strategies to achieve this target:
- Utilising Counting On teaching
  strategies such as Newman’s Analysis to
identify and support Stage 3 student groups.
- Year 5 and 6 teachers to support those students who have not yet mastered Stage 2 Number and Patterns and Algebra outcomes, whilst strengthening problem solving strategies for all students.
- Identification and clustering of approximately top 7% students in school population.
- Recognise and reward excellence in Mathematics
- Encourage increased participation in external competitions
- Provision of high quality mathematics resources and materials
- Incorporating quality IWB resources in numeracy sessions
- Fortnightly maths program to be utilised maximising time for mathematics.

Teacher Quality
Continue with fortnightly program model including working mathematically processes and the 3 dimensions of the Quality Teaching Framework into lesson planning.

Improved diagnostic assessment of Numeracy learning K-6.

Strategies to achieve this target:
- Program and lesson plan observation
- QT assessment tasks developed and critiqued using Consistent Teacher Judgement
- Participation in CMIT (K-3)
- Professional learning including: Best Start; Count Me In Too; Continued growth in early Arithmetic strategies K-3 as evident in SENA testing; Leading Mathematical Learning (Stage 2; Grade meetings sharing and inserting IWB links into teaching programs.

Parent Involvement
Increase in parental awareness of strategies to support students as numeracy learners
Utilizing parent helpers during class maths lessons.

Strategies to achieve this target:
- Feature articles in school newsletters and on school website

Our success will be measured by:
- Teacher engagement in professional learning and improved student performance
- Increased proportion of students achieving in the higher bands in numeracy and number, patterns and algebra
- Increased proportion of students meeting or exceeding expected growth in Year 5 NAPLAN

Messages
P&C President’s Report 2011

The beginning of 2011 saw the completion of the all purpose court outside the canteen area. It did mean the school yard was again a construction site for part of term one but now we have a great all purpose court used by all grades.
The Grounds and Facilities team worked hard post the construction and we now have new seating with future shade in the main playground and a sensory garden in the kindergarten playground.

Approximately $45,000 was raised by the P&C K-6 Fundraising committee via an Election Day BBQ and cake stall, the walk-a-thon, mothers’ and fathers’ day stalls, a disco, sale of entertainment books and a Christmas stall.
The P&C hosted a new parent’s welcome BBQ, organised and purchased the Signature Bears for this year’s leaving students and made a donation to the year 6 farewell dinner. Money raised from this year’s walk-a-thon was donated to Westmead Children’s Hospital, the charity chosen by the SRC as part of the charity policy implemented in 2010.

2012 is a big year for the school. It is our centenary year and we have many events dedicated to this along with the normal fundraising events including the bi-annual Spring Fair. There is a history book and a cook book being put together to be sold during the year.

During 2011 the OOSH Centre waitlists waivered: some days were available and some days were not. These waitlists will increase in 2012 with the increase in the number of children attending the school. This proves to be challenging for both OOSH and the parents, reminding us of the
The importance of this service to our community. The plans for the new OOSH building are slowly progressing.
The canteen introduced a policy to help with volunteer numbers by allocating a grade to a month. There was some success with this along with the introduction of texting volunteers to remind them of when they were working.
Canteen menus will be revamped for 2012 following on from the introduction of home cooked meals and the colour coding of foods.

Thank you to all the people who have volunteered their time, energy and expertise this year and to all those who participated in and supported the fundraising activities; to all those who served on the P&C Committee and its subcommittees; and to the teachers and staff of Harbord Public School your support of the P&C Association throughout 2011.

Mrs Jenny Bourgeois
President P&C

Captains’ Report
2011 was a great year to be a captain at Harbord Public School.
One of the highlights was the opening of the new building for Years 1 and 2, giving them a new learning environment. The captains made speeches about their Year 2 classrooms and the differences between then and now before unveiling the plaque.
All four captains attended and had a brilliant time at the two day Peninsula and Middle Harbour Schools’ Leadership Camp, held in March at the Collaroy Centre.
Two special days for captains involved meeting our local members of parliament. In May we attended the ‘Australia Remembers’ ceremony at North Head to commemorate the Japanese Submarine Memorial and had morning tea with Tony Abbott. In October we visited the State Parliament House to meet Mike Baird, the treasurer (who also surfs). We had a tour and learnt about how parliament works. We also had morning tea and participated as a team in a ‘speak-off’ against other local schools. The topic was about what we would do if we were a politician for a day.
The highlight of the year for all Year 6 students was at the end of term 3 when the entire grade worked so well together for the production “What’s on the box”. This annual event is really important for working as a team, building confidence, strengthening relationships, respecting peers and coming up with a fun performance for the school community to enjoy.
It was even dubbed the best yet by everyone -at least by the year 6 parents!
The 2012 school captains wish Harbord all the best for their centenary year and we are sure to be back to enjoy the celebrations.
Angie Castle and Rory Adams

Principal’s message
Harbord Public School has encouraged a strong and effective partnership between the school and its community. We share a professional collegial working environment. This partnership ensures that common values are shared between home and school giving students a strong sense of responsibility and future direction.
At Harbord Public School we aim for academic improvement and high achievement in an enriching and engaging environment. As well we aim for participation and high achievement across the Performing Arts and Sport.
We are a big school providing many opportunities. We have co-operative, confident and friendly students. Our staff is recognized for their expertise, dedication and their willingness to aim for improvement. Our school is supported by involved and committed parents and community members.

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.
Helen Tenisons
Relieving Principal
About this report

In preparing this report, the self-evaluation committee has gathered information from evaluations conducted during the year and analysed 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.

Helen Tenisons R/Principal
Brian O'Rourke Deputy Principal
Lisa McKenzie R/Deputy Principal
Glenda Jensen Assistant Principal
Jo Fazzolari Assistant Principal
Christina Wade R/Assistant Principal
Bronwyn Howard R/Assistant Principal
Kaye Pitman R/Assistant Principal
Jenny Bourgeois P&C President

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School Code: 2133

Parents can find out more information about Annual School Reports, how to interpret information in the reports and have the opportunity to provide feedback about these reports at: