Harbord Public School

Annual School Report

2012
Our school at a glance

Students
The 1031 students at Harbord Public School are engaged and cooperative. They are encouraged to support and to demonstrate a willingness to respect and adhere to the expectations of the school. The students at Harbord Public School demonstrate a willingness to understand and to react to the needs of others. A proactive student welfare program supports high expectations of student behaviour. There is an emphasis on being a good citizen and to be able to demonstrate a capacity for resilience.

Students are encouraged to be active participants in the academic, creative and sporting opportunities offered. They are encouraged to take responsibility for all their actions and to celebrate their own achievement and in the success of others.

Staff
The teaching staff entitlement at Harbord Public School in 2012 included both full-time and part-time teachers. The staff consists of a principal, two non-teaching deputy principals, five teaching assistant principals and another thirty-seven classroom teaching positions. Additional staff includes a Teacher Librarian, Relief from Face-to-Face teachers, a Reading Recovery Teacher, an ESL Teacher, Support Teachers Learning Assistance and a School Counsellor. All staff work together to provide quality teaching programs for the students.

The teaching staff and school executive are supported by an allocation of 4.672 positions for school administration and support. This support staff includes a School Administrative Manager, two School Administrative Officers and a General Assistant.

Student achievement in 2012
The results of the 2012 National Assessment Program for literacy and numeracy indicates that Harbord Public School’s average for Year 5 and Year 3 students to be above the Australian schools’ average in spelling. The same results also indicate that our school’s average to be substantially above the Australian schools’ average in reading, persuasive writing, grammar punctuation and numeracy.

Messages

Principal’s message
In 2012, Harbord Public School celebrated 100 years’ service to the community. As a result, 2012 was a bigger and busier year than normal for our school with many events planned to mark our school’s 100th birthday.

Our Centenary Year Celebrations involved our current students and ex-students from the 1920s-1950s, 1960s-1970s, 1980s-1990s and 2000s. The school shared this very significant occasion with many special guests including Her Excellency, The Governor of New South Wales, Professor Marie Bashir, Mr Tom Uren, a former Federal Member of Parliament and ex-student, one of our first students, Mrs Elizabeth Herbert, aged 105, Mr Kim Marsh, school captain in 1962 and many more ex-students. The Harbord Public School Centenary Cocktail evening was widely acknowledged as an outstanding success. The amazing transformation of the School Hall, the entertainment and the outstanding food made this event a highlight of our birthday celebrations.

In addition, a wonderful chronicle of Harbord Public School’s history was co-written, published and presented to the school by Catherine Proctor and Keith Amos. I would like to acknowledge our Deputy Principals Mr O’Rourke, Mrs Tenisons, Mrs McKenzie, all our current teaching and administrative staff and current students for their enormous effort and support for our very special celebration.

It would be true to say our celebrations would not have been as successful without the extraordinary effort of Mrs Helen Tenisons, Mrs Lisa McKenzie, Mrs Kaye Abrahams and members
of the Centenary committee who worked tirelessly to ensure that our 100th birthday will be long remembered. The support of the community has clearly demonstrated that Harbord Public School has a long history and a strong future.

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.

Craig Davis
Principal

P & C message
2012 was a big year for the school – it has been our centenary year and we have had many events dedicated to the Centenary along with the normal fundraising events including the bi-annual Spring Fair.

The fundraising team put together a Spring Fair – pre-selling more tickets than ever, even though it was held on father’s day, and a fantastic cocktail party attend by over 300 people. In addition to the Spring Fair and the Cocktail Party, the school held several open days for past students to celebrate the school’s centenary.

The P&C also hosted the kindergarten welcome, the organisation and purchasing of the Signature Bears for this year’s leavers and a donation was made to the year 6 farewell dinner.

The money raised this year has come from the walk-a-thon, mothers’ day stall, trivia night and the Spring Fair. This year’s major spending has included the installation of the wireless network into the school office/staffroom area and library, more numeracy and literacy resources for all grades and new sound equipment for the hall including wireless microphone headsets and a mixer. The biggest item purchased by P&C funds this year was the waterproof permanent shade area over the newest of our multi-purpose courts which was completed just prior to the end of the 2012 school year. This would not have been possible without the ongoing support of the Fundraising Committee – a small and dedicated team who continue to do a phenomenal job raising money for our children and of course the parents of the students at Harbord Public.

As has been the case for some years now, the Out of School Hours (OOSH) Centre waitlists waivered – some days were available and some days were not; these waitlists continue to increase in the number of children attending the school along with the demands for parents to reenter the workforce. Fortunately OOSH have had, pending approval, an increase in numbers for 2013 which will help alleviate some of the pressure on the waitlists.

Also 2012 saw the implementation of a new framework for after school centres which involved a lot of extra work from the OOSH team to make sure our OOSH became accredited under the new government system. The demand for OOSH care is growing which reflecting in its importance of this service to our community. The plans for the new OOSH building are slowly progressing.

The canteen has seen some changes including more home cooked meals including meal deals on certain days. This year saw the introduction of both a hot chocolate machine and a “slushie” machine which have been hugely popular with the children many of whom are yet to realise that their “coke” slushy is actually a grape ice drink!

Volunteers are texted each week to remind them of their days which has helped with attendance. However there is still an issue with getting enough volunteers especially as the orders seem to be increasing requiring more people. The staff will be looking at introducing some new menu items for 2013.

The Grounds and Facilities team had working bees to keep the grounds in great nick for the Centenary. They were also successful in receiving a grant from NSW Government towards our big shade.
Thank you to all the people who have volunteered their time, energy and expertise this year, those who participate in and support the fundraising activities; to those who served on the P&C Committee and its subcommittees and to the teachers and staff of Harbord Public School for supporting of the Harbord Public School P&C Association throughout 2012.

Mrs Jenny Bourgeois
President Harbord Public School P&C

Student representative’s message
School Captains’ Report

2012 was an incredibly busy but rewarding year to be a school captain at Harbord Public School. One fantastic experience was going on the 2012 Year Six Snowy Mountains excursion. Being at school before sunrise was a tiring, but exciting way to start the morning. Once in the A.C.T., we experienced a number of fun and interesting places like Australia’s Parliament House, the Federal Electorate Commission, the Snowy Hydro Electric Water System, Questacon and the Snow. We had a memorable time.

In Term 3, the whole of year six was faced with a big task. We were putting on Harbord Public School’s 49th annual end of year production, ‘Remember the Days of the Old School Yard’. It was a busy time and we all worked hard. In the end we pulled off a great show and were pleased with our efforts.

Our most rewarding and by far most challenging duty for us as school captains was Harbord’s Centenary Year. There were numerous events of which we were a part of. Giving school tours to ex-students was a great opportunity to learn more about our school’s history. Some of the stories the ex-students had to tell were remarkable. We were honoured to cut the birthday cake with Harbord’s oldest ex-student, Elizabeth Herbert (age 105). In the afternoon, the four school leaders held a special assembly in honour of the Centenary of Harbord School. The Governor of NSW Marie Bashir was able to attend this assembly. We presented her with a centenary medallion as a token of our appreciation to her attendance. The whole school thoroughly enjoyed the day as it was a one in a hundred experience.

Being Captains this year has been a wonderful experience and a special way to end our years at Harbord Public school. We look forward to bidding our fellow pupils goodbye at the Year 6 farewell.

By Joy van Schie, Jenna Trim, and Finn Ashton.

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

Student enrolment grew from 954 in 2011 to 1131 by our annual census in 2012. There is a continuing and recognised growth within the school student population.

<table>
<thead>
<tr>
<th>Gender</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
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<tbody>
<tr>
<td>Male</td>
<td>399</td>
<td>412</td>
<td>447</td>
<td>486</td>
<td>490</td>
<td>537</td>
</tr>
<tr>
<td>Female</td>
<td>403</td>
<td>427</td>
<td>445</td>
<td>448</td>
<td>464</td>
<td>494</td>
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Student attendance profile

Student attendance is consistent. A significant number of families seeking exemptions from school attendance to take holidays during the school terms. A small number of students had absences in excess of 15 days due to illness or absenteeism.

<table>
<thead>
<tr>
<th>Year</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
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<tr>
<td>K</td>
<td>96.6</td>
<td>95.6</td>
<td>96.2</td>
<td>95.9</td>
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</tr>
<tr>
<td>1</td>
<td>94.7</td>
<td>95.0</td>
<td>94.2</td>
<td>94.6</td>
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<tr>
<td>2</td>
<td>95.4</td>
<td>95.9</td>
<td>94.8</td>
<td>94.6</td>
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<td>3</td>
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<td>94.7</td>
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<td>4</td>
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<td>95.9</td>
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<td>5</td>
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<tr>
<td>6</td>
<td>95.7</td>
<td>95.1</td>
<td>95.3</td>
<td>95.2</td>
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<td>Total</td>
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<td>95.5</td>
<td>95.3</td>
<td>94.9</td>
<td>94.8</td>
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</table>
Management of non-attendance

Management of non-attendance is in line with the DET Guidelines.

Staff information

It is a requirement that the reporting of information for all staff must be consistent with privacy and personal information policies. In total there were 65 members of staff in 2012. 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, five Assistant Principals and 36 classroom teachers. We had a teacher librarian, specialist teachers in computer, music, sport skills, dance and learning support staff.

Staff establishment

<table>
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<tr>
<th>Position</th>
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<tr>
<td>Principal</td>
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<tr>
<td>Deputy Principal(s)</td>
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<td>Assistant Principal(s)</td>
<td>5</td>
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<tr>
<td>Classroom Teachers</td>
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<tr>
<td>Teacher of Reading Recovery</td>
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<tr>
<td>Support Teacher Learning Assistance</td>
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<tr>
<td>Teacher Librarian</td>
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<tr>
<td>Teacher of ESL</td>
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<tr>
<td>Counsellor</td>
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<tr>
<td>School Administrative &amp; Support</td>
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The National Education Agreement requires schools to report on Indigenous composition of their workforce.

There are no staff members who identify as being an Indigenous person.

Staff retention

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>
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<tbody>
<tr>
<td>Degree or Diploma</td>
<td>100%</td>
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<tr>
<td>Postgraduate</td>
<td>14%</td>
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Financial summary

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

<table>
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<th>Date of financial summary</th>
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<td>Income</td>
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<td>Balance brought forward</td>
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<tr>
<td>Global funds</td>
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<tr>
<td>Tied funds</td>
<td>106352.32</td>
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<tr>
<td>School &amp; community sources</td>
<td>626195.59</td>
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<tr>
<td>Interest</td>
<td>17665.09</td>
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<tr>
<td>Trust receipts</td>
<td>19016.25</td>
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<tr>
<td>Canteen</td>
<td>0.00</td>
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<tr>
<td>Total income</td>
<td>1634802.55</td>
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</table>

Expenditure

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<th>Teaching &amp; learning</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Key learning areas</td>
<td>172980.66</td>
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<tr>
<td>Excursions</td>
<td>139313.52</td>
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<tr>
<td>Extracurricular dissections</td>
<td>227483.70</td>
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<tr>
<td>Library</td>
<td>9336.62</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>28498.78</td>
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<tr>
<td>Tied funds</td>
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<td>Casual relief teachers</td>
<td>121432.12</td>
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<tr>
<td>Administration &amp; office</td>
<td>123270.85</td>
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<tr>
<td>School-operated canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Utilities</td>
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<tr>
<td>Maintenance</td>
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<tr>
<td>Trust accounts</td>
<td>24635.01</td>
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<tr>
<td>Capital programs</td>
<td>123178.92</td>
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<tr>
<td>Total expenditure</td>
<td>1192971.49</td>
</tr>
<tr>
<td>Balance carried forward</td>
<td>441831.06</td>
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</tbody>
</table>

A full copy of the school’s 2012 financial statement is tabled at the annual general meetings of the School Council and/or the parent body. Further details concerning the statement can be obtained by contacting the school.
School Performance 2012

Achievements
Harbord School Centenary

Our celebrations of this special milestone took place over a three week period during the latter part of term 3. Three Open Days were held with ex-students from various decade groups attending on different days: the 1920s-1950s, 1960s and 1970s and 1980s – 2000s. These occasions were an enormous success. The visitors were guests in classrooms and the children were enthralled to hear their recollections of their school years at Harbord. The Library ‘museum’ display and the concerts, where our bands, drama groups, dance ensembles and public speakers performed, were extremely popular.

The culmination of our celebrations was on the actual school birthday, Friday 14th September. Ex- students and former staff joined the current school community to share this special day. Special visitors included Mr Tom Uren, a former federal member of parliament; Mrs Elizabeth Herbert, aged 105, who stayed for most of the day’s proceedings; Mr Kim Marsh, school captain in 1962 when the school celebrated its 50th birthday; and Her Excellency, The Governor of New South Wales, Professor Marie Bashir. One of the day’s highlights was the ringing of the old school bell by ex-students and ex-staff that were paired with current students, one from each grade as well as the three students who shared their birthday with the school. The cutting of the centenary cake by Elizabeth Herbert, Kim Marsh, Mr Davis and the current school captains was another special part of the day.

A special book ‘Harbord Public School Celebrating Our Centenary’ was co-written by ex-student and former teacher, Mr Keith Amos and parent Ms Cathy Proctor, to commemorate this important milestone and record the school’s history. The book includes photographs of each current class and school staff in period dress and a special photograph of K-6 students in formation of ‘100’. The book was launched at the Centenary Cocktail party, the opportunity for our adult school community members and ex-students to celebrate this special milestone in style.
bArts

Boys’ dance

This year a number of boys from Years 4-6 auditioned for the dance group. After a number of lunchtime auditions, 23 boys were chosen for the group. Belonging to the dance group “Roll Over Beethoven” 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 fabulous choreography.

This year they participated in The Northern Beaches Eisteddfod in May and were very excited when they were awarded 1st place. Their next performance was at The Extreme Eisteddfod at Kuringai where they were highly commended. They also performed at The Sydney North Dance Festival in June. Their last performance for the year was at our school Centenary Concert in September. The boys have had a very enjoyable and rewarding 2012.

Junior Dance

This year the Junior Dance group consisted of 24 girls who rehearsed during their lunchtime. The group received a Highly Commended for their dance ‘Jump, Shout, Boogie’ at the Ryde Eisteddfod and performed at the Centenary Concert in September. They had an enjoyable year.

Senior dance

The Senior Dance group consists of 24 enthusiastic and dedicated stage three girls. The group learnt a dance routine to the song, “Dream about changing” by Sally Seltmann. 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 Centenary concert in September. They performed well and enjoyed themselves, making it a very successful year.

Stage 1 Drama

The Stage1 drama group consisted of 40 students. Weekly drama activities and games were on offer as well as a rehearsal process to cast the “Snow and White” play, an adaptation of the Brothers Grimm. What a joy it was to see the final performance on stage. The children shone. We were very proud and thoroughly enjoyed introducing the children to a love of performing.

Stage 2 Drama

In 2012, the Junior Drama Group supported 28 students from years 3 and 4. These children 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 Shakespeare’s “A Kidsummer Night’s Dream” at the Centenary Concert.

Stage 3 Drama

This year the Senior Drama group was made up of 55 students from Years 5 & 6. The students met each Thursday morning at 8am and participated in a number of drama activities including mime,
hot seating, role play, improvisation and a large variety of drama games.

Following on from this the students split into their year groups to perform during the Harbord Public School Centenary celebrations. The year 6 group performed a fractured version of the fairy-tale ‘Rapunzel’, whilst the year 5 group performed 2 poems.

All of the students had a lot of fun developing their knowledge of different drama skills, interacting with each other and making new friends.

Senior Choir

This year has been an exciting one for the Senior Choir.

The choir has consisted of 60 children who attend rehearsals for a whole lunchtime once a week.

They have performed at several concerts including those for the school’s Centenary celebrations, the Spring Fair and also the Anzac Day Assembly.

In addition to this 36 of the children have performed at Sydney Opera House as part of the NSW Department of Education and Communities 2012 Festival of Choral Music Concert Series. For those children it was a privilege to be part of a 700 member massed choir performing in the Concert Hall representing Primary children from state schools in NSW.

The year has finished with 16 of the children performing in the 2012 Schools Spectacular at the Sydney Entertainment Centre. They were part of a 1300 member massed choir consisting of primary and secondary children also representing state schools from all over NSW.

All in all it was a very challenging and rewarding year for the choir members.

5th Annual Short Film Fest

The 5th Annual Harbord Short Film Fest was the most successful in the event’s five year history, with a field of 18 films shown to a packed house from a record number of 24 entries. Highlights included a musical, a silent film, a travelogue and a wonderful documentary from our ESL students. A number of cameos from teachers, parents and ex-students added to the flavour of the night, with the theme of “Famous Movie Lines” delivering some brilliant dialogue. Over 120 students from Years 1 - 6 were involved in the 2012 Film Fest. This popular and fun event has gone from strength to strength and this year’s offering will be hard to beat.

School Bands

Band numbers hit an all-time high this year with 92 in Junior Band, 45 in Intermediate Band, 48 in Senior Band and 55 in Concert Band. Of those 240 children, 31 are also in the Jazz Band.

Performances

- Concert Band – Warringah Eisteddfod
  1st place in their section ($100 voucher)
- Junior Band – North Shore Band Festival
  1st place in their section (Band Composition)
- Senior Band – Battle of the Bands
  1st place ($500)
- All 5 Bands – Spring Fair, Centenary Concerts
  Concert, Senior & Intermediate – Northern Beaches Band Festival
- Jazz Band – Northern Beaches Combined Band Concert at Pittwater H.S which was recorded and aired on 90.3FM radio.
- Jazz band – Bendigo Bank Street Fair
- Jazz Band – Kinder Orientation Performance
- All 5 Bands – Harbord Bands In Concert
- Intermediate Band – Harbord Kindergarten
- Jazz Band – Warringah Mall
- Concert Band – Sydney Northern beaches
  Symphonic Wind Ensemble Concert at Pittwater H.S

Tuition / Workshops

- Junior Band Workshop held at Curl Curl P.S
- CB, SB ,IB - Band Camp (June 1 – 3)
- Concert Band – workshop from local Jazz Musician, Andrew Speight, who resides in San
Francisco as saxophone professor at the San Francisco University. Ex-HPS pupil and son of John Speight who is an ex-HPS teacher and writer of the current school song!
- Junior Band – workshop with local composer Tim Ferrier at North Shore Festival
- Concert Band, Senior Band, Intermediate Band – on stage workshops with leading music educators Steve Williams (head of Performing Arts Unit), James Hill (Conductor)

Projects & Grants
- ‘Sponsor a Piece’ Project – 35 band families contributed a total of $2260 for the purchase of new band music for all 5 bands.
- Successful application to Bendigo Bank for $2500 instrument grant.

Extension Studies
- A number of HPS band members are also participating in Dept. of Ed Ensemble (NSWO) and Community Band (NSWE).

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

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 K-6. The school provides 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. 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 3-6 students. This program is run by specialist teachers and is based on the requirements of the stage 2 and stage 3 Physical Education Syllabus and has high interest sessions using specialised equipment.

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 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 2012. Our junior girls’ eagle tag team placed 1st at Manly Zone Gala Day and qualified for regional finals reaching the semi-finals of this competition. Our senior girls’ softball team won the state knockout competition for the first time defeating Harrington Park PS 6-4 in the final.
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 2012 are as follows:

**Manly Zone Champions:**

Harbord fared well at our Zone Carnivals placing 3rd in Cross Country, 5th in Athletics and 2nd in Swimming. Lachlan Foster was the 12 year’s champion at the District Athletics Carnival with seven students representing Manly Zone at Regional Cross Country. Thirteen students from Harbord attended the Regional Swimming Carnival and five 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.

The following students represented Manly Zone in these sports:
**Cricket:** Ewan Hughes  
**Touch Football:** Oscar McMillan, Mya Geros  
**Soccer:** Aiden Van Wensveen, Luca Cavallieri, Finn Ashton, Ella Alcock, Jenna Trim, Charli Flower

**Softball:** Jenna Trim  
**Rugby League:** Guiseppe Plati, Gil Pybus, Jerome Van Der Heide  
**Netball:** Mia Leiberman, Campbell Reimer  
**AFL:** Dan Smith Williams

**Regional Representatives** were as follows:  
**Softball:** Jenna Trim  
**Soccer:** Ella Alcock, Charli Flower, Luca Cavallieri  
**Athletics:** Jai Nicholls

**Cross Country:** Ben Dawtrey  
**Swimming:** Ben Dawtrey, Josh Smith, Hinata Aizawa, Zac Nicholls, Zac Dawtrey  
**Rugby League:** Guiseppe Plati, Jerome Van Der Heide  
**Touch Football:** Mya Geros  
**AFL:** Dan Smith-Williams  
**Hockey:** Jordan Anderson, Jenna Trim, Harry Tanswell.

**Highlights**

**State PSSA Representatives**

**Girls Soccer:** Ella Alcock, National Champions

**Girls Softball:** Jenna Trim, National Champions, team captain.

**State Knockout Champions**
Girls Softball  
Coach: Lisa McKenzie
**Other UNSW ICAS results**

Students from years 3 to 6 achieved outstanding results when they participated in the International Competitions and Assessments for Schools. 50% of students whose achievements were outstanding were awarded with Certificates of Credit, Distinction and High Distinction in English and Mathematics.

**English** - 176 students from years 3 to 6 participated with 2 High Distinctions, 28 Distinctions and 57 Credits awarded.

**Mathematics** - 192 students participated with 2 High Distinctions, 24 Distinctions and 65 Credits awarded.

**Debating**

2012 was a busy year for our debaters. Harbord entered only one team into the Premiers Debating Challenge, The Harbord Sharks, but used a rotating system where eight students this year represented the school.

Unfortunately Harbord did not progress past the first round of the challenge with two wins from four debates. The calibre of the teams was very high this year and the school did well to win the half of their debates.

Two year five and two year four students attended the annual Sydney North Debating camp and enjoyed meeting with students from all over the region. This opportunity to learn new skills in debating techniques will hopefully transfer into more wins in 2013.

**Garden Gurus**

Garden Gurus, open to K-6 students, runs twice weekly. It is led 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 Garden Gurus helped establish a kitchen garden for use by the canteen so we can all share in lovely organic produce. The gardens are also used by various teachers for science, HSIE and art lessons.

**Chess Club**

Chess club is held every Friday morning before school. Students may play as a social player or enter the competition to achieve our senior or junior champion's award. Any student from Year 1 to 6 is welcome to attend. Chess teams competed in two one day chess tournaments that were run by the Manly-Warringah region and Northern Beaches district chess groups. During term 2 we entered a Primary team in the Inter-School competitions held by the NSW Junior Chess League. The team played extremely well and placed 2nd in their division. These competitions occur on a Friday afternoon after school and are enjoyed by all competitors.

**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)
87.1% of year 3 students achieved in the top three bands which is a slight increase from 2011.

76.5% of year 5 students achieved in the top three bands which was a slight increase from 2011.

84.1% of year 3 students achieved in the top 3 bands which is an improvement of 12.1% from 2011.

77.4% of year 5 students achieved in the top three bands which is a 4% decrease from 2011.
Progress in reading

Our average progress in reading between year 3 and year 5 has increased slightly.

![Progress in Reading](image)

Progress in numeracy

Our average progress in numeracy between year 3 and year 5 has decreased slightly.

![Progress in Numeracy](image)

Significant programs and initiatives

Project Penguin

The 2012 Project Penguin Challenge was completed by our Year 5 children, who were mentored by representatives from Balgowlah Boys and Many Selective Campus.

During the programme, 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 at Collins Beach.

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. These were later displayed at Taronga Zoo and then at businesses in the local area.

Throughout the project, all students were extended in areas of problem solving, creativity, cooperative group work and teamwork as each group created a relevant and educational real life display to be viewed in a public area of Manly.

The year five teachers worked tirelessly to make sure the programme ran smoothly and the students really enjoyed showing off their talents and creativity over the term.

Aboriginal education

In 2012 five 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.

This year Harbord joined the Northern Sydney Region Aboriginal Committee who meets regularly with a focus on improving the educational outcomes of Aboriginal and Torres Strait Islander Students and building increased knowledge and understanding of Aboriginal Australia for all staff and students.
As part of their professional learning, Harbord staff reviewed the Aboriginal Policy, participated in an Indigenous program at the Australian Museum and viewed the Indigenous Art Collection at the Museum of Contemporary Art increasing their knowledge and understanding of Aboriginal culture.

Harbord students, through the Student Representative Council participated in a fundraiser to raise funds for Aboriginal Education. This was in collaboration with students from Manly Selective High School.

Multicultural education
Harbord 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 embedded into teaching and learning programs across the curriculum.

Progress on 2012 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 spelling, grammar, guided reading, writing and literacy continuums, Drama, Comprehension Strategies for STLA and Debating.
- Executive team member presented a professional development session at the Northern Beaches Learning Alliance on incorporating quality IWB resources in literacy sessions.
- STLAs and APLAs took part in the NSR Every Student, Every School: Learning and Support - STLAs and APLAs.
- A Transition to High School Persuasive Writing Project: Advertising Unit, was undertaken by Year 6 teachers.
- Staff attended a Language Disorder Strategies in-service course.
- 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 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 Warringah Library Young Writers, and ICAS
- Intra and interschool debating program for all Stage 3 classes
Best Start continued to be implemented across the ten 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 and reading sessions across KLAs.
- Teachers attended ‘Boys Literacy Network’ focussing on persuasive text and addressing boys’ reluctance to write.
- K-2 teachers trained in Best Start and Best Start Spelling.
- Teachers 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 IT links across grades. IWB lessons are evident in programs.
- Purchasing of 4 more benchmarking kits to improve diagnostic assessment.

Students:
- Selected Year 5 students attended a two day district debating and public speaking enrichment camp.
- There was an increase in the number of students participating in the ICAS English competition and higher results were achieved. 2 high distinctions, 28 distinctions and 57 credits were awarded in the competition.
- Teams from each Year 5 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 led by a H.P.S. Year 5 teacher who was a member of the District Debating Team. Year 6 classes were involved in the Premiere’s Debating Challenge.
- There was quality progress in student learning outcomes. 93% of Year 3 students scored in the top 3 bands for writing and 87.1% scored in the top 3 bands for reading. 73.5% of Year 5 students scored in the top 3 bands for writing and 76.5% for reading.
- There was above average growth compared to state from Years 3 to 5 in Reading. Growth of all students in reading is 95.8 that is 18 points higher than the state average. Year 5 boys are 18 scale points above the state average in NAPLAN reading test.

Parents:
- Literacy expectations and strategies were outlined at parent teacher talks.
- Parents observed differentiated literacy lessons during Harbord School Centenary open day celebrations.
- 30 parents attended a parent workshop entitled ‘Helping Your Child At Home with Reading’ led by a staff member.
- Each grade provided a term newsletter outlining literacy programs and the school newsletter gives regular suggestions and guidelines for literacy.
- New Kindergarten parents attend a presentation on Orientation Days led by executive staff explaining how literacy is taught.
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 were up skilled 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 and IT resources have been incorporated into grade programs.
- 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 region: Leading Mathematical Learning, Engaging students in Geometry, Differentiated Numeracy and the Numeracy Network.
- 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.
- Increased use of IWB and IT resources being utilised in Maths lessons as evident in teaching learning programs.

Students:
- 192 students from Years 3 – 6 participated in the ICAS (UNSW) Mathematics competition with 2 High Distinction, 24 Distinctions and 65 Credits awarded.
- Selected Year 6 students have participated in the Maths Olympiad.
- Three Year 5 students attended the external Maths Challenge Camp.
- Analysis of 2012 NAPLAN data has shown consistent growth trend across the school.
- Year 3 girls achieved significant growth across all strands of numeracy.
- 67.6% of Year 5 students made improvement, or were equal to expected growth in NAPLAN assessment in numeracy.
- Year 5 numeracy growth was an average of 107.2 points which was 10.6 points above the state and 5.2 points above the region.
- Significant progress in student learning outcomes was achieved with 84.1% of Year 3 and 77.4% of Year 5 students in the top 3 numeracy bands in NAPLAN. This is an increase from 2011.
School evaluation

NSW public schools conduct evaluation to support the effective implementation of the school plan. In 2012 our school carried out evaluation of students and their use of mobile technology devices while the staff were surveyed on their knowledge and use of software currently used to track and report student data.

Technology Background

This year Harbord installed wireless in the administration block and the library. This has enabled students from 3-6 to access the Internet on laptops during library sessions and increased staff access to the Internet.

In 2013 Harbord will extend wireless to other areas of the school and investigate ‘Bring Your Own Device’ for students in years 5 & 6. To enable us to identify which mobile devices students are familiar with and have access to, students were surveyed.

96% of students from years 3, 4 and 5 completed the survey.

Findings and conclusions

86.3% of students have access to an iPhone, iPod, Smartphone or iPad.

Students mostly access games, complete homework, research, and reading or use the Internet and Apps on their mobile devices at home.

At least 68% of students have access to an iPod Touch which they can bring to school.

Future directions

Based on the survey findings, ‘Bring Your Own Device’ will be considered as an initiative in 2013.
Tracking and Reporting Student Data

Background

This year, teachers at Harbord were surveyed about their knowledge and use of ‘Sentral’, a web-based, modular School Administration, Online Learning and Student Management system, the school currently uses for the tracking and reporting of student data.

The school has utilized this software for the past 4 years with executive staff primarily taking responsibility for the entering of data.

In 2013 the school would like to increase the use of this software to streamline all current tracking procedures into the one system. In order for this to be successful, staff need to feel confident with this system.

Findings and conclusions

A majority of teachers (78.8%) logged into ‘Sentral’ either daily or at least 2-5 times a week. While up to 75% of teachers have never entered data into ESR welfare or Edu Pro (academic results), 67.6% of teachers regularly access the information that is available.

Teachers primarily utilize the school calendar and previous report comments to inform their teaching and learning.

97.3% of teachers indicated that they would definitely or likely access and utilize all the information available in ‘Sentral’ if Professional Learning was provided at the beginning of the school year. This information will inform teachers when preparing their teaching and learning programs and allow them to successfully track and report on student data.

Future directions

In 2013 the school will introduce online attendance records and increase our use of electronic data collection, reporting and tracking.

Parent, student, and teacher satisfaction

In 2012 the school sought the opinions of parents, students and teachers about the school.

Parents, students and staff were surveyed about Learning at Harbord Public School.

Their responses are presented below.

Findings and conclusions

Parents

<table>
<thead>
<tr>
<th>Question</th>
<th>Rarely</th>
<th>Sometimes</th>
<th>Usually</th>
<th>Almost Always</th>
</tr>
</thead>
<tbody>
<tr>
<td>My child’s classroom is an interesting place to learn</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teachers talk to me about my child’s learning</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>The school expects students to achieve to the best of their ability</td>
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<tr>
<td>Students at the school demonstrate pride in their learning</td>
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<tr>
<td>In class, my child’s teachers provide a balance of independent and group learning activities</td>
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<tr>
<td>My child tries to do things that are new and different</td>
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<tr>
<td>My child looks at samples of his/hers work over time to see how he/she has improved</td>
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<tr>
<td>My child’s teacher adjusts classroom activities to suit the individual learning needs of my child</td>
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<tr>
<td>My child’s teacher encourages student-centred learning</td>
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</tbody>
</table>

Students

<table>
<thead>
<tr>
<th>Question</th>
<th>Rarely</th>
<th>Sometimes</th>
<th>Usually</th>
<th>Almost Always</th>
</tr>
</thead>
<tbody>
<tr>
<td>My classroom is an interesting place to learn</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>My teachers talk to me about my learning</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The school expects me to do my best</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>I try to do my best and take pride in my learning</td>
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<tr>
<td>In my class, there is a balance between working on my own and working with other students.</td>
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<td></td>
<td></td>
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<tr>
<td>I try to do things that are new and different</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Samples of my work over time help me see how I have improved</td>
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<tr>
<td>My teacher gives me work that is just right for me.</td>
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<td></td>
<td></td>
<td></td>
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<tr>
<td>I get to choose activities in my classroom and how I will complete them</td>
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<td></td>
<td></td>
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</tr>
</tbody>
</table>
Overall positive feedback about ‘Learning at Harbord PS’ was received from parents, students and teachers. The learning environment and high expectations were identified by all groups as strengths at the school. While the use of work samples to see how students have improved over time and student centered learning was utilized, all groups identified these aspects as areas that could be utilized more often.

**Future directions**

In 2013, the school will continue to engage staff in developing differentiated programs of learning which focus on individual needs.

**Professional learning**

<table>
<thead>
<tr>
<th>KLA/ PRIORITY AREA</th>
<th>COURSES ATTENDED</th>
<th>PARTICIPANTS</th>
<th>TOTAL COST</th>
<th>T/ REL DAYS</th>
</tr>
</thead>
<tbody>
<tr>
<td>LITERACY</td>
<td>Language Disorder</td>
<td>2</td>
<td>$640</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Persuasive Texts</td>
<td>1</td>
<td>$320</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Boys Writing</td>
<td>1</td>
<td>$320</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Library Conference</td>
<td>1</td>
<td>$70</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>Guided Reading</td>
<td>5</td>
<td>$350</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>Best Start Spelling</td>
<td>4</td>
<td>$2760</td>
<td>8</td>
</tr>
<tr>
<td></td>
<td>ESL Network</td>
<td>1</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>Boys Literacy Network</td>
<td>1</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td><strong>TOTAL</strong></td>
<td><strong>16</strong></td>
<td><strong>$4460</strong></td>
<td><strong>12</strong></td>
</tr>
</tbody>
</table>

| NUMERACY           | Leading Mathematical Learning | 1 | $230 [Accom] | Funded |
|--------------------| Engaging students in Geometry | 1 | $320 | 1 |
|                    | Differentiated Numeracy       | 2 | $1760 | 4 |
|                    | Numeracy Network              | 1 | $25  | 0 |
|                    | **TOTAL**                     | **5** | **$2335** | **5** |

| TECHNOLOGY         | NSR Computer Coordinators Day | 1 | $370 | 1 |
|--------------------| Navigating the Digital Shift | 1 | $275 | 1 |
|                    | Intel: Collaboration in the digital classroom | 1 | 0 | 0 |
|                    | NSR Connected Learning Conference | 1 | $245 | 0 |
|                    | **TOTAL**                     | **4** | **$890** | **1** |

| STUDENT WELFARE    | Hearing                        | 1 | 0 |
|--------------------| Non Responsive Learning Difficulties | 2 | $220 | 0 |
|                    | School Counsellor              | 1 | $110 | 0 |
|                    | Occupational Therapy           | 2 | $40  | 0 |
|                    | G&T Network                    | 5 | $190 | 0 |
|                    | GATS: Unleashing the Creative Potential | 3 | $1980 | 6 |
|                    | Learning Support: Every Student, Every School | 3 | 0 | 0 |
|                    | Drug Education                 | 2 | Reimbursed $540 | 0 |
|                    | First Aid (Admin staff)        | 3 | 0 | 0 |
|                    | Learning Support: Modules 1 & 2 | 1 | 0 | 0 |
|                    | Transition Yr6-7 Learning Support | 1 | 0 | 0 |
|                    | **TOTAL**                      | **24** | **$3080** | **6** |

| SEMP                | Gardening and Kitchens         | 1 | $320 | 1 |

|                    | **TOTAL**                      | **1** | **$320** | **1** |
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.

2013 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 support for high performing students
- 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 students.
- Explicit teaching strategies and modelled and guided writing to support assessment of persuasive texts

Strategies to achieve this target:

- Implementing Best Start Spelling Strategies
- Continued Professional Development of all staff focussing on the Literacy Continuum K-6
- Continued Professional Development of all staff focussing on Spelling and Writing Strategies
- Implementing “Focus on Grammar” strategies
- Demonstration lessons presented by leading learner to all classes Year 2, 3 and 5
- QT assessment tasks developed and critiqued using consistent teacher judgement and rubrics
- Collaborative planning and sharing of IWB resources to increase student engagement
- Professional learning opportunities including: Comprehension strategies for STLAs; Language Disorder Strategies, Focus on Grammar, Transition to high school persuasive writing project: Advertising unit; Debating, National Curriculum.
Parent Involvement
Increase in parental awareness of strategies to support students as literacy learners.

Strategies to achieve this target:
- Regular feature articles in school newsletters and on school website including promotion of new DET parent resources.
- Parent workshops to be conducted.
- Continued encouragement of parental involvement in classroom literacy sessions.

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, spelling and reading
- Increased proportion of students meeting or exceeding expected growth in Year 5 NAPLAN.

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 these targets include:
- 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 top 10% 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-4)
- Counting On for identified students in stage 3

Professional learning:
- Best Start
- Count Me In Too
- Continued growth in early Arithmetic strategies K-4 as evident in SENA testing
- Leading Mathematical Learning (Stage 2)
- Grade meetings sharing and inserting IWB links and IT resources into teaching and learning programs

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

Strategies to achieve this target:
- Parent workshops
- 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
- The number of parents participating in workshops

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.

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Brian O’Rourke (Deputy Principal)
Lisa McKenzie (R/ Deputy Principal)
Glenda Jensen (Assistant Principal)
Jo Fazzolari (Assistant Principal)
Natalie Langby (R/Assistant Principal)
Bronwyn Howard (R/Assistant Principal)
Kaye Pitman (R/Assistant Principal)
Jenny Bourgeios (P&C President)
Craig Davis (Principal)
Thank you to all contributing staff members

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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: