

# Harwood Island Public School

## Annual Report



2016



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## Introduction

The Annual Report for 2016 is provided to the community of Harwood Island Public School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

Lesa Bevan

Principal

### School contact details

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6646 4213

### Message from the Principal

Welcome to our 2016 Annual School Report.

It is a privilege to be the new Principal of Harwood Island Public School, particularly as the school continues to be a central part of the community by providing quality public education.

Our school has a long and proud history of service to the local community.

Students attending our school receive a high level of individual instruction and support and are involved with many and varied extra-curricula activities that may not be as readily available in a larger setting. This ensures that outcomes for our students are maximised and they are given every opportunity to succeed.

We are committed to the enhancement and improvement of the literacy and numeracy skills of all students. This is the fundamental priority for our school.

We continue to foster the growth and educational needs of all students in a happy, secure and stimulating environment. Our success can be seen throughout this report.

We have had another wonderful year.

I sincerely thank all staff for providing their time and skills to ensure our students develop and excel in activities and programs provided.

To our volunteers and supporters in our community, a big "thank you". Once again the P&C have had a successful year raising extra funds to support our students.

We take pride in our achievements in 2016 and look forward to the opportunities in 2017.

## Message from the school community

We are once again celebrating the successes of your children this year.

A big welcome to Lesa our new principal after several years of acting principals it is great to finally have Lesa join our little family and add a level of stability to our school. We look forward to a bright future.

I'm also sure you'll agree with me how lucky we are to have our children at a school where there are excellent educational opportunities as well as fabulous social, cultural, technological and physical opportunities. Not to forget the excursions!

2016 was another successful year of fundraising. This year the P&C began with a healthy \$11,000 in the bank. We raised \$24,450 this year through the following fund raising activities:

- The annual "Mill Mud Drive" was again a resounding success with around 1,500 bags "bagged", \$6,300 raised overall. While not all bags were sold initially once again the Harwood rural store came to our rescue and we were able to off load the entire stock
- A huge thankyou needs to be given to Tutty & Deb and the Harwood Hotel. With the monthly pub raffles raising a phenomenal \$15,000. With \$7,600 of the total being raised in just one magnificent night.
- The Mothers' Day and Fathers' Day stalls which run at a minimum profit of about \$60. This is more of a service than a fundraising activity.
- Uniforms tie up hundreds of dollars' worth of funds so don't forget to ask the friendly office staff for all your uniforms needs. 2016 saw the new and improved shirt design roll out.

So THANKYOU to everyone who helped out with any event this year

- everyone who attended our events,
- baked some delicious goodies,
- shovelled some mud, carried a bag or zipped a tie
- procured and collected generous donations
- for all advertising efforts
- any other task that supported and helped out
- and the Harwood community for supporting the school.

This year we made some great improvement to the school with;

- Clearing the rain forest
- Removal of dangerous trees
- Purchase of computers to ensure all students have access to a computer
- New PA system
- New Pie warmer and upright oven for the canteen

We again donated over \$100 for calculators as a gift to graduating Year 6 students as well as \$1,500 donations to making excursions more affordable.

The bank balance is expected to have approximately \$22,000 to start 2017. Any ideas that you have to help make the school an even better place for our children would be welcomed and greatly appreciated. 2016 we are planning to update the signage at the front of the school. Our long term goal is to put a cover over the multipurpose court to create an all-weather venue.

A very very special thanks must go to the P&C committee Bec, Kirsty, Dee, Amy, Lisa, Paula, Ann, Carlie, Rachael and Nicole. And the Canteen team that fill our kids with fabulous food once a week. We will kick-off next year with a meet and greet and AGM very early in the new school year.

The prestigious and highly sought after Community Service Award is traditionally presented to persons or groups within the community who donate time and/or items above and beyond common expectations. This year's Annual Community Service Award is awarded to Danny Young and the team at Botero. Their voluntary assistance with the donation of the coffee cart for both of the election days was essential to the success on the days.

Again many thanks on behalf of the P&C.

Peter Coram

President

### Message from the students

This year has been a success. With mill mud, sports gala days, excursions, pub raffles, crazy hair day, book fairs and so much more this year. It is obvious that 2016 has been one of the best years yet.

We have had many principals this year. With Mrs Denning for the first term, Mr Simpson for term 2 and 3 and now Mrs Bevan for this last term. But finally we have a principal that is going to stay. Slowly Mrs Bevan will become a part of the Harwood community.

It is sad to see that all the joy that Harwood school has brought is soon to come to an end for this year, but we are sure that next year 2017 will be just as good as 2016. Merry Christmas everybody, have a safe and happy holiday.

Ryan Kemp and Tahlia Ryan

School Captains 2016

## School background

### School vision statement

Preparing tomorrow's citizens

Harwood Island Public School provides the skills and knowledge to ready children for their lives beyond primary school, as citizens of a changing world.

Educational programs with a strong literacy and numeracy focus cater to students' learning needs.

A caring, friendly environment nurtures children's social and emotional development.

There is a strong emphasis on values, especially cooperating, having a go, fairness, manners, and doing your best. Students are encouraged to care for the environment. Life skills such as leadership, self-direction, accountability, flexibility and adaptability are fostered.

The school has a strong technology program.

### School context

Harwood Island Public School is a small school situated on the Pacific Highway ten kilometres out of Maclean.

The school has a student population of 63 children, with 3 multi stage classes. Many of the families are cane farmers or work at the local sugar mill.

The community deeply appreciates the values taught at the school and the caring, cooperative environment.

Literacy and numeracy are valued by the community, but educating the whole child through technology, sport, excursions and effective discipline is also seen as important. Students' willingness to 'have a go' and take measured risks is also considered significant in their children's development.

The parent body is very supportive of the school and an active P&C makes valuable contributions to school life. The school is also embraced by the local community with strong links to local businesses.

The school is a member of the Clarence Valley Community of Small Schools, a group of 14 schools which supports each other in delivering quality educational experiences.

## Self-assessment and school achievement

### Self-assessment using the School Excellence Framework

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

This year, our school undertook self-assessment using the School Excellence Framework. The framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

#### Learning

##### *Learning Culture - Sustaining and Growing.*

There is demonstrated commitment within the school community to strengthen and deliver on school learning priorities. Positive, respectful relationships are evident among students and staff, promoting student well being and ensuring good conditions for student learning. Well-developed and current policies, programs and processes identify, address and monitor student learning needs.

##### *Wellbeing - Excelling*

The school has in place a comprehensive and inclusive framework to support the cognitive, emotional, social, physical

and spiritual wellbeing of students, which measurably improves individual and collective wellbeing. Individual learning is supported by the effective use of school, system and community expertise and resources through contextual decision-making and planning. Students are self-aware, build positive relationships and actively contribute to the school, the community and the society in which they live.

### *Curriculum and Learning- Delivering*

Curriculum provision meets community needs and expectations and provides equitable academic opportunities. The school has an effective plan for student transitions in place. School plans elaborate on what all students are expected to know, understand and do. Curriculum delivery integrates technology, library and information services. The school provides a range of extra-curricular offerings for student development. Teachers differentiate curriculum delivery to meet the needs of individual students.

### *Assessment and Reporting - Excelling*

The school has aligned staff processes and school systems for collecting, analysing and reporting local and external data on student and school performance. Students use reflection on assessment and reporting processes and feedback to plan learning. Assessment data to monitor achievements and gaps in student learning are used extensively to inform planning for particular student groups and individual students. Practices are embedded for parents to be engaged and understand the learning progress of their children and how to effectively support them to learn. Evaluating and reporting student performance data underpins the whole-school assessment strategy.

### *Student Performance Measures - Delivering*

The school achieves value-added results. Students are showing expected growth on internal school performance measures.

## **Teaching**

### *Effective Classroom Practice - Delivering*

All classrooms are well managed, with well planned teaching taking place, so that students can engage in learning productively, with minimal disruption. Teachers regularly use student performance data and other student feedback to evaluate the effectiveness of their own teaching practices.

### *Data Skills and Use - Sustaining and Growing*

Teachers incorporate data analysis in their planning for learning. Assessment instruments are used regularly to help monitor student learning progress and to identify skill gaps for improvement. The school leadership team engages the school community in reflecting on student performance data.

### *Collaborative Practice - Sustaining and Growing*

Teachers provide and receive planned constructive feedback from peers, school leaders and students to improve teaching practice. Processes are in place to provide formal mentoring or coaching support to improve teaching and leadership practice. The school identifies expertise within its staff and draws on this to further develop its professional community. Teachers collaborate within and across stages and faculties to ensure consistency of curriculum delivery, including strategies for differentiation and consistency of teacher judgement.

### *Learning and Development - Sustaining and Growing*

There is a particular focus on improved teaching methods in literacy and numeracy, with professional learning activities focused on building teachers' understandings of effective teaching strategies in these areas. Teachers are actively engaged in planning their own professional development to improve their performance.

### *Professional Standards - Sustaining and Growing*

Teachers demonstrate responsibility, adaptability and ethical practice in working towards the school's goals. Teachers work beyond their classrooms to contribute to broader school programs.

## **Leading**

### *Leadership - Sustaining and Growing*

The school is committed to the development of leadership skills in staff and students. The school solicits and addresses feedback on school performance. The school community is committed to the school's strategic directions and practices to achieve educational priorities.

### *School Planning, Implementation and Reporting - Delivering*

Staff, students, parents and the broader school community are welcomed and engaged, when possible, in the development of the vision, values and purpose for the school. The three-year school plan has annual iterations focused on achieving identified improvements. Planning and implementation includes processes for resource allocation, professional learning, performance monitoring and reporting. The school acknowledges and celebrates a wide diversity of student, staff and community achievements. Monitoring, evaluation and review processes are embedded and undertaken routinely. Clear processes, with accompanying timelines and milestones, direct school activity towards effective implementation of the school plan.

### *School Resources - Delivering*

School staffing ensures that full curriculum implementation and delivery requirements are met. Systematic annual staff performance and development reviews are conducted. Strategic financial management is used to gain efficiencies and to maximise resources available to implement the school plan. Physical learning spaces are used flexibly, and technology is accessible to staff and students.

### *Management Practices and Processes - Delivering*

Accountability practices are tied to school development and include open reporting to the community. The school leadership team creates an organisational structure that enables management systems, structures and processes to work effectively and in line with legislative requirements and obligations. All school staff are supported to develop skills for the successful operation of administrative systems. There are opportunities for students and the community to provide constructive feedback on school practices and procedures.

Our self-assessment process will assist the school to refine the strategic priorities in our School Plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<http://www.dec.nsw.gov.au/about-the-department/our-reforms/school-excellence-framework>



## Strategic Direction 1

### Successful Learning

#### Purpose

Successful learning leads to lifelong learning and personal empowerment to meet potential and contribute to society. Students actively engaged in meaningful, challenging learning have fewer behaviour problems and express a greater enjoyment at school.

#### Overall summary of progress

Quality teaching to enable all students to experience growth and success in their learning is our priority. All students have been actively engaged in teaching and learning activities.

Teachers have provided quality feedback to students about their learning, specifically through the pupil monitoring process.

Students are tracked at the school on the Literacy and Numeracy Continuums. Teachers have used this data to inform and modify programs to best meet individual students' needs.

Current technology has been upgraded within the school to allow for one PC per child in every classroom. The students have been engaged in e-learning which has led to more involvement and engagement by all students.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
NAPLAN reading and numeracy results show an increase of 8% in the number of students achieving in the top 2 bands by 2018.	50% of Year 3 and 25% of Year 5 students were achieving in the top two bands in reading, which has remained constant since 2015.  16% of Year 3 and 37% of Year 5 students were achieving in the top two bands in numeracy, which is a slight decrease in Year 3 and a 17% increase in Year 5 since 2015.	\$800 Best Start and PLAN data collection.  \$3000 allocated to Literacy and Numeracy resources and additional Learning and Support staff.
A 30% increase in the number of ATSI students achieving in the top 2 bands in NAPLAN in reading or numeracy or both by 2018.	No data available. No ATSI students in testing groups.  All Indigenous students have Personalised Learning Plans developed with students and families.	\$664 allocated to Literacy and Numeracy resources and additional Learning and Support staff.
Teachers provide explicit and timely feedback to students on how to improve their learning. Students have a clear understanding of learning goals.	Students set term personal learning goals. Students beginning to understand what they need to do next. The importance of quality feedback to and from students has been used across the school.	\$3535 Staff Professional Learning expenditure across all areas.
All students to demonstrate improved literacy and numeracy capabilities as evidenced by continued progress against the PLAN continuum and by reaching or exceeding end of stage expectations.	Staff trained in using PLAN and entered student data in literacy and numeracy.	\$3535 Staff Professional Learning expenditure across all areas.

#### Next Steps



The development of staff knowledge and expertise in assessment *for* learning, with instruction being better aligned to students' needs, materials and resources being adapted and differentiated teaching strategies being employed to help individual students move forward in their learning.

Students are provided with more opportunities and support for self assessment so that they can become self-reflecting and self-managing learners who can identify where they are at in their learning, where they need to go, and how best to get there.



## Strategic Direction 2

### Quality Teaching

#### Purpose

Quality teaching leads to successful learning. Teachers engaging in relevant professional learning. Working collegially will support student success through teaching practices which are proven to enhance learning and address student needs.

#### Overall summary of progress

The implementation of the new Performance and Development Plans in line with the Performance and Development Framework has seen an improved focus on the Quality Teaching Model and Australian Professional Standards for Teachers.

Staff members are actively engaged in professional discussions, observation of peers and self-reflection on practice as a means to improve their practice and align with professional standards.

Staff members have also begun to examine the School's Excellence Framework and review the school's priorities for improvement against the National School Improvement Tool. This involvement in the strategic planning process has enabled staff to gain a sense of ownership over the direction the school needs to go and be responsible for working together to achieve our agreed products and practices stated in the school plan.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Teachers make students aware of their learning progress and their next learning goals.	Quality pedagogy embedded to support student achievement. Staff reflections and sharing of professional learning occurred regularly.	\$3535 Staff Professional Learning expenditure across all areas.
Teachers map student progress on the Literacy and Numeracy to inform programming.	PLAN data for K-6 students is entered every term and student progress is monitored by class teacher and Learning and Support teacher.  All students are monitored for appropriate interventions in identified areas of need and supported with varying tiered levels of instruction.	\$3535 Staff Professional Learning expenditure across all areas.
Staff Performance and Development plans are aligned to Australian Professional Teaching Standards and focus on continued development and professional growth.	All staff members have set goals in their Performance and Development Plans to reflect best practice in delivering quality learning activities. Reflection, peer observation and feedback have been integral aspects of this process.	\$3535 Staff Professional Learning expenditure across all areas.

#### Next Steps

In 2017 staff will continue to seek ways to improve their practice.

Targeted professional learning for staff in the use of the literacy and numeracy continuums to drive student learning. Staff to train in L3 (Language, Learning and Literacy) and TEN (Targeting Early Numeracy) where available.

Continue to focus on contemporary practice and innovation in teaching and learning through the further development of project based learning.

### Strategic Direction 3

#### Connected Community

#### Purpose

Schools operate within and serve the community around them. Opportunities for success are increased through collaborating and connecting with all in the community – students, staff, parents, local business and community organisations, other schools, and others.

Students' aspirations are nurtured when their place in the global community is understood.

#### Overall summary of progress

The staff worked as part of the Community of Small Schools to be involved in professional learning and combined sporting and cultural events. Staff were given the opportunity to visit other schools and observe teachers to help improve their practice and develop collegial connections.

The students participated in the Big Impact Concert in Grafton and were also part of numerous sport Gala Days where they were given the opportunity to compete against neighbouring schools. Staff and students were involved in ANZAC Day marches and ceremonies and Harmony Day activities in the community. The SRC led a number of initiatives and donations were made to local charities.

The P&C are actively engaged in decision making in the school and contribute both time and financially to help improve student outcomes and engagement. Through the use of an annual survey the parents are asked to assist with the evaluative process within the school

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
There is 100% staff participation in professional learning with staff from the Community of Small Schools.	The staff were involved in workshops and joint training where they observed demonstration lessons and engaged in professional dialogue with colleagues.	\$1800 casual relief
Community participation in evaluative processes increases.  Survey data (including Tell Them From Me) indicates high community satisfaction in aspects of school life, especially areas targeted for development and improvement.	45% of families responded to the School Life survey. 100% of students responded to the survey.	\$0

#### Next Steps

The focus for teaching staff will be to engage them in mentoring and peer support roles with colleagues from other schools.

The relationship between staff and parents at Harwood is very positive and productive. Everyone is focused on improving the school to benefit all students. This relationship will be fostered and improved communication measures put in place, including more regular Facebook and website updates, invitations to school events throughout the year and review of school policies as required, including Wellbeing, Enrolment and Homework. This will inform parents of aspects of their child's learning and enable discussion and support at home.

Participation in cultural and sporting events involving children from other schools will remain a focus for 2017. Students in Years 4-6 will be involved in the 'Tell Them From Me' survey.

Key Initiatives	Impact achieved this year	Resources (annual)
<b>Aboriginal background loading</b>	<p>Examine school data to assess student growth in Literacy and Numeracy in line with NAPLAN targets.</p> <p>Through the ongoing use of Personalised Learning Plans the school has improved the quality of teaching and learning for Indigenous students resulting in 96% improvement of all school based results.</p>	\$2 242- Flexible
<b>Low level adjustment for disability</b>	All students requiring adjustments identified in NCCD collection. Teachers include adjustments in their programs. Individual plans developed for each identified child.	<p>\$20 404 – Staff (Learning and Support Teacher)</p> <p>\$4 902 - Flexible</p>
<b>Socio-economic background</b>	All students able to participate in all extra curricular activities and excursions. Subsidised costs for major excursions included bus travel, performance tickets and participation costs.	\$ 11 571 - Flexible
<b>Support for beginning teachers</b>	<p>The beginning teacher will have access to professional learning that focuses on classroom and behaviour management, strategies to build student engagement, collaborative professional practices within the school and with other schools and productive relationships with parents and care givers.</p> <p>Additional release per week for the teacher and one hour for the mentor teacher. The beginning teacher will be provided with ongoing feedback to develop and improve practice.</p>	\$11 200

## Student information

### Student enrolment profile

	Enrolments			
Students	2013	2014	2015	2016
Boys	27	37	33	32
Girls	34	38	35	34

### Student attendance profile

School				
Year	2013	2014	2015	2016
K	91.9	96.2	94.3	94
1	95.8	94.9	93.7	94
2	94.1	94.8	96.7	92.4
3	94.7	96.7	94.7	94.5
4	93.2	95.5	96.3	96.8
5	95.3	93	93.2	96.6
6	93.5	94	93.3	89.4
All Years	94	95.1	94.6	93.9
State DoE				
Year	2013	2014	2015	2016
K	95	95.2	94.4	94.4
1	94.5	94.7	93.8	93.9
2	94.7	94.9	94	94.1
3	94.8	95	94.1	94.2
4	94.7	94.9	94	93.9
5	94.5	94.8	94	93.9
6	94.1	94.2	93.5	93.4
All Years	92.6	92.9	92.2	92.2

### Management of non-attendance

The majority of our students attend school regularly. The school actively sought an explanation for all absences and continued to implement successful strategies for non attendance, such as;

- Reminder letters for unexplained absences.
- Phone contact with parents and carers.
- Monitoring late arrivals and early leavers in a sign in /out register.
- Home School Liaison Officer intervention and improvement plans when necessary.

## Workforce information

### Workforce composition

Position	FTE*
Principal	1
Classroom Teacher(s)	2.29
Learning and Support Teacher(s)	0.2
Teacher Librarian	0.17
School Administration & Support Staff	1.41
Other Positions	0.03

There are no Indigenous staff at Harwood Island Public School.

### Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	0

### Professional learning and teacher accreditation

All teachers at Harwood Island Public School are committed to their ongoing professional development. Our professional learning is aligned to our school targets and focuses on the development of Quality Learning, Teaching and Leadership and Engagement. Staff Development Days were attended by all staff. Activities covered included mandatory training, data collection and 2015-2017 School Planning and the School Excellence Framework.

In 2016 funding was used for courses, conferences and staff development days in the following areas;

- Mandatory training for all staff including SASS in Keeping Them Safe, Code of Conduct, CPR, Emergency Care, Asthma and Anaphylaxis and WHS Induction.
- Implementing History / Geography syllabuses.
- Professional Development Plans - all staff.
- PLAN training and using the Literacy and Numeracy continuums – all teaching staff.
- Online training- Personalised Learning- 1 teacher
- Oliver - attended by School Administration Manager and Librarian.
- Community of Schools - joint professional learning days - all staff.

- Road safety - PDHPE curriculum - 1 teacher

- Principal meetings and conferences.

Expenditure for the year in professional learning was \$4944.00, which includes course fees, relief staff and travel costs.

There is one staff member maintaining accreditation at Proficiency.

## Financial information (for schools using OASIS for the whole year)

Income	\$
<b>Balance brought forward</b>	<b>40 323.00</b>
Global funds	77 630.00
Tied funds	48 631.00
School & community sources	54 628.00
Interest	948.00
Trust receipts	1 566.00
Canteen	0.00
<b>Total income</b>	<b>223 729.00</b>
<b>Expenditure</b>	
Teaching & learning	
Key learning areas	12 553.00
Excursions	28 816.00
Extracurricular dissections	14 042.00
Library	1 273.00
Training & development	1 407.00
Tied funds	48 556.00
Short term relief	16 558.00
Administration & office	37 990.00
School-operated canteen	0.00
Utilities	12 627.00
Maintenance	8 025.00
Trust accounts	1 355.00
Capital programs	0.00
<b>Total expenditure</b>	<b>183 207.00</b>
<b>Balance carried forward</b>	<b>40 521.00</b>

## School performance

### Year 3 Literacy

In 2016, 12 students in Year 3 sat the NAPLAN assessment.

In Reading, students in Year 3 achieved results from Band 1 to Band 6 with 75% of students achieving Band 4 and above.

In Writing, students in Year 3 achieved results from Band 3 to Band 6 with 92% of students achieving Band 4 and above.

In Spelling, students in Year 3 achieved results from Band 2 to Band 5 with 50% of students achieving Band 4 and above.

In Grammar and Punctuation, students in Year 3 achieved results from Band 2 to Band 6 with 75% of students achieving Band 4 and above.

### Year 5 Literacy

In 2016, 8 students in Year 5 sat the NAPLAN assessment.

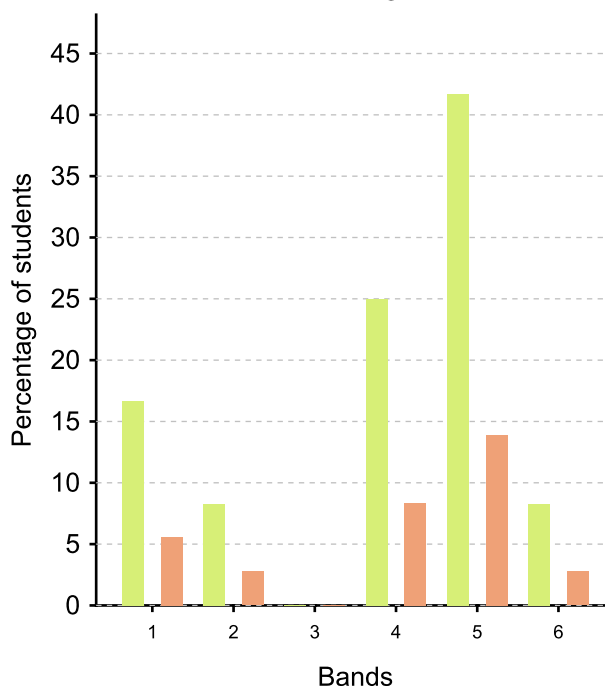
In Reading, students in Year 5 achieved results from Band 4 to Band 7 with 88% of students achieving Band 6 and above.

In Writing, students in Year 5 achieved results from Band 3 to Band 6 with 38% of students achieving Band 6 and above.

In Spelling, students in Year 5 achieved results from Band 4 to Band 6 with 75% of students achieving Band 6 and above.

In Grammar and Punctuation, students in Year 5 achieved results from Band 5 to Band 7 with 88% of students achieving Band 6 and above.

Percentage in bands:  
Year 3 Reading



Percentage in Bands  
School Average 2014-2016

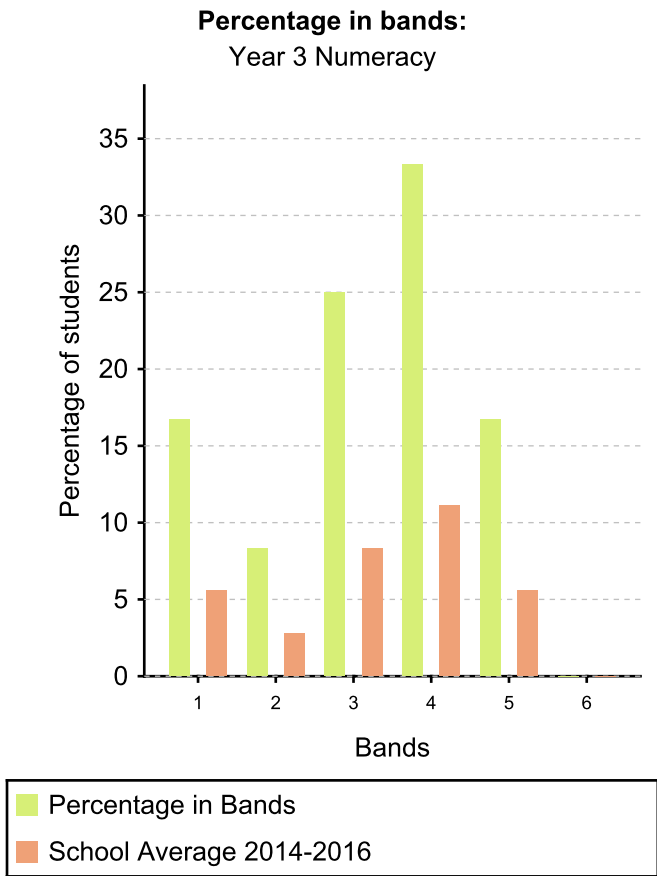


Year 3 Numeracy

Students in Year 3 achieved results from Band 1 to Band 5 with 50 % of students achieving Band 4 and above.

Year 5 Numeracy

Students in Year 5 achieved results from Band 6 to Band 7 with 100% of students achieving Band 6 and above.



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

In 2016, in accordance with the *Premier's priorities: Improving education results*, in Reading 50% of Year 3 students were in the top 2 bands, while 25% of Year 5 students achieved the top 2 bands. In Numeracy, 17% of Year 3 students and 38% of Year 5 students achieved proficiency (top 2 bands).

Our school's improvement measures include and increase of 8% in the number of students achieving in the top 2 bands by 2018.

Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of

parents, students and teachers about the school. Their responses are presented below.

There was a strong to very strong agreement by a majority of respondents that:

- Students are expected to do their best and are provided feedback to support their learning.
- The school is connected to its community and welcomes parental involvement.
- There is good student access to computers and strong technology programs and resources..
- Parents feel comfortable speaking with teachers about their child's education and or welfare needs.
- All staff agreed that the school continuously looks for ways to improve its practices.
- Most students agreed that school was a fun and interesting place to learn and they enjoyed doing new and different things.





## Policy requirements

### Aboriginal education

Aboriginal education is an integral component of the culture of Harwood Island Public School. Teachers ensure relevant perspectives are embedded into all teaching and learning programs, with a particular focus on local content highlighting the significance for our school community.

One staff member is trained in the Aboriginal pedagogy '8 ways of learning'. This Aboriginal pedagogy framework is expressed as eight interconnected pedagogies involving narrative-driven learning, visualised learning processes, hands-on and reflective techniques, use of symbols and metaphors, land-based learning, indirect and synergistic logic, modelled and scaffolded genre mastery, and connectedness to community.

Units of work covered in classes this year included: British Colonisation of Australia - which investigated effects and consequences on Aboriginal people before and after 1788 until present day; and Australian Identity – which highlighted prominent Australians and the contributions they have made to our culture and heritage.

Specific initiatives that highlight Aboriginal education and raise awareness of Aboriginal history and culture in Australian society include:

- “Acknowledgement of Country” by student leaders and teachers at all assemblies and special occasions; and
- The celebration of NAIDOC week at school with a



### Multicultural and anti-racism education

Cultural diversity is acknowledged and celebrated at our school. Multicultural perspectives are integrated across all Key Learning Areas.

We enjoy an inclusive school community and promote a racism free learning environment.

All students participated in the school's celebrations of Harmony Day with a variety of activities to promote

respect and celebrate diversity.

The school has a trained Anti - Racism Contact Officer to deal with any complaints of a racial or discriminatory nature.