

# Harwood Island Public School

## Annual Report



2017



2142

## Introduction

The Annual Report for **2017** 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

Harwood Island Public School

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6646 4213

### Message from the Principal

Working together with our school community, we continue to maintain a strong focus on meeting all students' needs and maximising every student's potential both academically and socially.

Harwood Island Public School had another busy and highly successful year of teaching and learning in 2017. The dedicated and keen staff were committed to providing quality education to all students.

Students had the opportunity to participate in a number of educational programs and activities across the academic, sporting and cultural areas.

The P&C and community continued to support our school throughout the year, working hard to raise funds for our children and to support us with the decision making process in the school.

I'm looking forward to working closely with the school community in 2018.

### Message from the school community

President's Presentation Night Report

I'm sure you are enjoyed the successes of your children this year.

I'm also sure you'll agree with me that tonight highlights 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. Oh yeah not to forget the excursions!

Before I get into the usual rundown of fund raising efforts for 2017 I would like to explain how through the great effort of a small but dedicated team the Harwood Island P&C has assisted the school over the last 3 year. Since 2015 the P&C has spent \$47,702. This is a staggering amount.

A very very special thanks must go to all of the 2017 P&C committee and as much as they will hate me for doing this I am going to ask these dedicated folks to come to the front of the stage so you can see firsthand those people that regularly go above and beyond for the good of the school and the students that attend

Bec, Kirsty, Carly, Nikki, Paula, Amy, Rachael, Dee, Sherree, Lisa, Kat, Matt Anderson

This group also includes our very dedicated team of canteen volunteers

This year the P&C began with a healthy \$14,000 in the bank. We raised \$17,800 this year through the following fund raising activities:

1. Our Trivia Night raised \$2640
2. The monthly pub raffles raising a phenomenal \$4951 (this is well beyond our wildest expectations)
3. The Mothers' Day and Fathers' Day stalls which run at a minimum profit of about \$171. This is more of a service than a fundraising activity.
4. The annual "Mill Mud Drive" on the 19th of August was again a resounding success with around 1700 bags "bagged", \$6775 raised overall. While this is a fantastic amount of money raised for the school it was only possible through the effort of a small percentage of parents and our outstanding teachers.

Uniforms tie up hundreds of dollars worth of funds so don't forget to ask the friendly office staff for all your uniforms needs.

**SO BigTHANKYOU to everyone** who helped out with any event this year to :-

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 and any other task that supported and helped out.

As of the 31st of November the bank balance is expected to have a healthy \$24,393 and we expect to start 2018 with an amount very close to this amount. Any ideas that you have to help make the school an even better place for our children would be welcomed and greatly appreciated.

So again many thanks to all the parents and families that help make this year so successful. I'm hoping that 2018 will see a revival of effort and enthusiasm from a larger percentage of parents this will kick-off with the AGM on the 5th of February.

Continuing the thanks, it is time to award the prestigious and highly sought after **Community Service Award 2017**. This 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 THE TUTT FAMILY for their longstanding support of Harwood Island Public School.

In addition to enabling the P&C to participate in the Raffle draws, the Tutt family have donated goods and services, attended fundraising functions and supplied a venue for many functions.

Again many thanks and good luck with your future endeavours.

This year marks the first full year for our new principal Lesa and I would like to thank her on behalf of the P&C for her support and efforts throughout 2017.

Peter Coram

P & C President

### Message from the students

This year has been fantastic year. With our new gardens, playground murals, tuckshop name (Tuckerbox) as well as peer support and entrepreneur business school with Mrs Carroll. We also have had mill mud and raffles at the pub which have been an exceptional success.

Thank you to all the parents and teachers that helped make 2017 an excellent year for H.I.P.S.

Merry Christmas everyone and we hope you have a safe and happy holiday.

Tyra Hildrew and Riley Anderson

School Captains 2017

## 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 65 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.

Within the domain of Learning, our efforts have focussed on learning culture and assessment and reporting. We have identified that the school is developing a strong culture of learning amongst staff and students. This has been as a result of strategies being implemented in each class throughout the school. We have encouraged our community, including staff and students to identify as life-long learners who value learning and look at everything with a growth mindset. Staff have reviewed assessment practices inline with current research and have made adjustments to their practice accordingly. The school has analysed school performance data and a range of other contextual information and is aware of trends in student achievement levels.

In the Teaching domain all staff members are committed to implementing the most effective teaching methods. The major focus has been on effective classroom practice. Staff members have been given a number of opportunities to develop their practice through planning and collaborating with colleagues, through instructional rounds focussing on literacy and numeracy in all classes. Teachers use student performance data to plan learning experiences at point of



need for the students in their class. As part of their professional development, staff members actively seek to improve their practice through classroom observations, reflections and feedback with colleagues on a regular basis.

In the domain of Leading, our priorities have been to build the capabilities of staff to create a dynamic school learning culture. Throughout the year there has been a strong commitment to develop leadership capacity, by encouraging staff to take on roles to deliver and implement programs and processes in school. Staff members have committed to being active in designing, developing and implementing the school plan. Strategic directions have been the focus for the professional learning and improvements in student outcomes. The school has undertaken a review of a number of policies and there has been numerous 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 our school plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/sef-evidence-guide>

## 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

This year the school has continued to focus on building our practices supporting quality teaching and learning programs for all students.

All teachers have been involved in the systematic use of PLAN (Planning for Literacy and Numeracy) software to provide data which drives explicit teaching of literacy and numeracy to improve student outcomes.

Team planning occurred for targeted students identified by class teachers and the learning support teacher that encouraged collegial reflection, consistent teacher judgement and collaborative planning to develop appropriate, informed and planned learning experiences to individual student needs.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
NAPLAN reading and numeracy results show an increase of 8% in the number of students achieving in the top 2 bands by 2018.	\$800 Best Start and PLAN data collection.  \$3000 allocated to Literacy and Numeracy resources and additional Learning and Support staff.	30% of Year 3 and 22% of Year 5 students were achieving in the top two bands in reading, which is a slight decrease since 2016.  23% of Year 3 and 0% of Year 5 students were achieving in the top two bands in numeracy, which is an increase of 9% in Year 3 and a 37% decrease in Year 5.
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.	\$1600 allocated to Literacy and Numeracy resources and additional Learning and Support staff.  \$2800 to employ additional teaching time for assessment, parent meetings and planning time to develop and monitor Personalised Learning Plans.	With only a small cohort of ATSI students in the testing group the percentages don't accurately reflect growth. There has been an increase in students' achievements in Year 5 compared to Year 3 results.  All Indigenous students have Personalised Learning Plans developed with students and families.
Teachers provide explicit and timely feedback to students on how to improve their learning. Students have a clear understanding of success criteria.	\$3535 Staff Professional Learning expenditure across all areas.	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.
All students to demonstrate improved literacy and numeracy capabilities as evidenced by continued progress against the Literacy and Numeracy continuums and by reaching or exceeding end of stage expectations.	\$3535 Staff Professional Learning expenditure across all areas.	Staff trained in using PLAN and entered student data in literacy and numeracy.  Students have demonstrated growth in all areas with 82% reaching or exceeding stage expectations.
Students develop their own goals	\$0	Limited progress in this area. Professional learning

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
and learning plans.		will be a focus for future implementation.

## Next Steps

The school has been selected to take part in the Department's state-wide evaluation of the *K–2 Literacy and Numeracy Strategy 2017–2020*. Staff professional learning will focus on how to use the revised Best Start Kindergarten Assessment, the new progressions and the online literacy and numeracy diagnostic assessment tools (which are linked to the progressions).



## 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 continued engagement with staff Performance and Development Plans has seen an improved focus on the Quality Teaching Model and Australian Professional Standards for Teachers.

All teachers produced and continually improved their teaching and learning programs, including implementation of the new curriculum for History and Geography.

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 examined school practice inline with the School's Excellence Framework and reviewed 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)	Funds Expended (Resources)	Progress achieved this year
Teachers make students aware of their learning progress and their next learning goals.	\$3535 Staff Professional Learning expenditure across all areas.  One staff member completed Targeting Early Numeracy training (TEN).	Focus has been on quality, timely feedback to all students.  Staff have provided differentiated curriculum during Literacy sessions and school wide Mathematics groups each day.
Teachers map student progress on the Literacy and Numeracy continuums to inform programming.	\$3535 Staff Professional Learning expenditure across all areas.	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.
Staff Performance and Development plans are aligned to Australian Professional Teaching Standards and focus on continued development and professional growth.	\$3535 Staff Professional Learning expenditure across all areas.	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.  Staff were involved in professional learning for the accreditation of pre–2004 teachers from 2018 onwards.

#### Next Steps

In 2018, staff will continue to develop their teaching practice. All pre–2004 staff will be registered at the Proficient level with NESA (NSW Education Standards Authority). Staff will begin their maintenance period for the next 5 years with a focus on increasing staff knowledge and understanding of fulfilling mandatory requirements to meet national standards.



Staff will take part in the Improving Writing Initiative as a member of the Lower Clarence Community of Small Schools.

Staff will –

- drill down into data analysis and its use in informing teaching and learning
- develop a deeper syllabus understanding and knowledge of how to teach outcomes
- design and implement a school initiative based on steps to academic writing in 2018.
- engage in professional learning comprised of a series of localised sessions and ongoing support facilitated by Curriculum Advisors.



## 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

Opportunities have been established to build links between the school and the community by utilising community expertise both internally and externally and by actively showcasing the genuine commitment of the school to deliver strong teaching and learning programs and broad opportunities for students to succeed in their educational journey.

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.

Students from Year 4 to Year 6 participated in the Tell Them From Me survey which has helped inform future decision making and directions in conjunction with other surveys conducted throughout the year with all stake holders. Our Parent Satisfaction Survey was conducted using a link with our Facebook page with an increase in the number of responses received.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
There is 100% staff participation in professional learning with staff from the Community of Small Schools.	\$3800 casual relief	The staff were involved in workshops and joint training where they observed demonstration lessons and engaged in professional dialogue with colleagues.
Community participation in evaluative processes increases.		A number of surveys were undertaken in a variety of areas, using both paper and online methods of collecting responses. Community opinions were sought on <ul style="list-style-type: none"><li>• Homework</li><li>• Core values in schools</li><li>• Parent satisfaction</li></ul> P&C meetings were used as forums to discuss <ul style="list-style-type: none"><li>• School budget</li><li>• School Excellence</li><li>• Updated policies; including <i>Working with Children, Protecting Young People, Homework, Attendance and Enrolment</i>.</li></ul>
Survey data (including Tell Them From Me) indicates high community satisfaction in aspects of school life, especially areas targeted for development and improvement.	\$0	Only children in Years 4, 5 and 6 were involved in the <i>Tell Them From Me</i> survey. 92% of children completed the survey. 8% of children were withdrawn following parent requests.

## Next Steps

We will continue to build stronger, positive relationships with our wider educational community by providing opportunities where community expertise can be used to engage students in positive learning experiences.

Extend the Tell Them From Me survey to include parents and staff will enable students and the community to give constructive feedback on school policies, practices and procedures. The survey results will inform our future decision making and strategic directions.

We will continue to use weekly newsletters, our website and our Facebook page to communicate with parents and the broader community. This enables us to promote the school to facilitate a high level of engagement.

Engage with a positive media plan to lift the profile of the school and the Community of Small Schools.



Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	<p>\$4300 flexible funding –</p> <ul style="list-style-type: none"> <li>• purchase resources (Multilit program).</li> <li>• used to employ additional learning support teacher time.</li> <li>• release class teachers to develop PLP's with parents.</li> </ul>	<p>Personalised learning plans were written and implemented in conjunction with students and parents for all Aboriginal students. Additional support for Aboriginal students was provided in class, as well as individual instruction with the learning support teacher including the delivery of targeted programs such as <i>Multilit</i>.</p> <p>All Year 6 students participated in the local "Connecting to Country" program.</p>
<b>Low level adjustment for disability</b>	<p>\$20 315 – Staffing (Learning and Support Teacher) Equivalent to one day per week.</p> <p>\$5356 – flexible funding –</p> <ul style="list-style-type: none"> <li>• used to employ additional learning support teacher time.</li> </ul>	<p>All students requiring adjustments identified in NCCD collection. Teachers include adjustments in their programs. Individual plans developed for each identified child.</p>
<b>Socio–economic background</b>	<p>\$32 500 flexible funding –</p> <ul style="list-style-type: none"> <li>• \$20 500 –Staffing</li> <li>• \$12 000 – extra curricular expenses</li> </ul>	<p>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.</p> <p>Additional staff employed to support and improve the literacy and numeracy outcomes for students.</p> <p>Staff employed to run special programs throughout the year, including: social skills–peer support, kitchen garden and Japanese.</p>
<b>Support for beginning teachers</b>	<p>No RAM funding in 2017.</p> <p>Balance of \$6000 carried over from 2016.</p> <ul style="list-style-type: none"> <li>• Employ additional staff</li> <li>• Professional development costs</li> </ul>	<p>The beginning teacher will have access to professional learning that focuses on improving student outcomes in literacy and numeracy.</p> <p>Targeting Early Numeracy was a focus for professional learning.</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>



## Student information

### Student enrolment profile

	Enrolments			
Students	2014	2015	2016	2017
Boys	37	33	32	34
Girls	38	35	34	28

### Student attendance profile

School				
Year	2014	2015	2016	2017
K	96.2	94.3	94	94.1
1	94.9	93.7	94	93.3
2	94.8	96.7	92.4	94.4
3	96.7	94.7	94.5	91.7
4	95.5	96.3	96.8	96.5
5	93	93.2	96.6	91.1
6	94	93.3	89.4	96.8
All Years	95.1	94.6	93.9	93.6
State DoE				
Year	2014	2015	2016	2017
K	95.2	94.4	94.4	94.4
1	94.7	93.8	93.9	93.8
2	94.9	94	94.1	94
3	95	94.1	94.2	94.1
4	94.9	94	93.9	93.9
5	94.8	94	93.9	93.8
6	94.2	93.5	93.4	93.3
All Years	94.8	94	94	93.9

### Management of non-attendance

The 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
Deputy Principal(s)	0
Assistant Principal(s)	0
Head Teacher(s)	0
Classroom Teacher(s)	2.34
Teacher of Reading Recovery	0
Learning & Support Teacher(s)	0.2
Teacher Librarian	0.17
Teacher of ESL	0
School Counsellor	0
School Administration & Support Staff	1.41
Other Positions	0

\*Full Time Equivalent

There are no Indigenous staff at Harwood Island Public School

### Teacher qualifications

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

### Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	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 2018–2020 School Planning and the School Excellence Framework.

In 2017 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 including SASS.
- PLAN training and using the Literacy and Numeracy continuums – all teaching staff.
- Online training– ARCO – 2 staff members
- Peer Support – 1 staff member
- Community of Schools – joint professional learning days – all staff.
- Targeting Early Numeracy (TEN) – 1 staff member
- Principal meetings and conferences.

Expenditure for the year in professional learning was \$3535 which includes course fees, relief staff and travel costs.

There is one staff member working towards accreditation at Proficiency.

## Financial information (for schools using both OASIS and SAP/SALM)

### Financial information

The three financial summary tables cover 13 months (from 1 December 2016 to 31 December 2017).

The financial summary consists of school income broken down by funding source and is derived from the school Annual Financial Statement.

Income	\$
<b>Balance brought forward</b>	<b>40,522</b>
Global funds	82,105
Tied funds	71,494
School & community sources	21,393
Interest	687
Trust receipts	1,115
Canteen	0
<b>Total income</b>	<b>176,794</b>
<b>Expenditure</b>	
Teaching & learning	
Key learning areas	7,060
Excursions	1,625
Extracurricular dissections	10,335
Library	1,764
Training & development	481
Tied funds	33,985
Short term relief	5,290
Administration & office	24,709
School-operated canteen	0
Utilities	9,616
Maintenance	6,853
Trust accounts	1,062
Capital programs	0
<b>Total expenditure</b>	<b>102,779</b>
<b>Balance carried forward</b>	<b>114,537</b>

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

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

	2017 <b>Actual</b> (\$)
<b>Opening Balance</b>	0
<b>Revenue</b>	131,566
Appropriation	113,378
Sale of Goods and Services	0
Grants and Contributions	18,128
Gain and Loss	0
Other Revenue	0
Investment Income	60
<b>Expenses</b>	-54,393
Recurrent Expenses	-54,393
Employee Related	-20,459
Operating Expenses	-33,934
Capital Expenses	0
Employee Related	0
Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	77,173
<b>Balance Carried Forward</b>	77,173

The Opening balance for the 2017 school financial year is displayed in the OASIS table as Balance brought forward. The financial summary table for the year ended 31 December 2017 shows the Opening balance as \$0.00 because the Opening balance for the 2017 school financial year is reported in the OASIS table (as Balance brought forward).

The amount displayed in the Appropriation category of the financial summary table is drawn from the Balance carried forward shown in the OASIS table and includes any financial transactions in SAP the school has undertaken since migration from OASIS to SAP/SALM. For this reason the amount shown for Appropriation will not equal the OASIS Balance carried forward amount.

### Financial summary equity funding

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

	2017 <b>Actual</b> (\$)
<b>Base Total</b>	584,914
Base Per Capita	10,087
Base Location	1,850
Other Base	572,977
<b>Equity Total</b>	62,483
Equity Aboriginal	4,300
Equity Socio economic	32,511
Equity Language	0
Equity Disability	25,671
<b>Targeted Total</b>	0
<b>Other Total</b>	5,092
<b>Grand Total</b>	652,489

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

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

# School performance

## NAPLAN

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

### Year 3 Literacy

In 2017, 13 students in Year 3 sat the NAPLAN assessment.

In Reading, students in Year 3 achieved results from Band 1 to Band 6 with 70% of students achieving Band 4 and above.

In Writing, students in Year 3 achieved results from Band 2 to Band 6 with 70% of students achieving Band 4 and above.

In Spelling, students in Year 3 achieved results from Band 2 to Band 6 with 54% of students achieving Band 4 and above.

In Grammar and Punctuation, students in Year 3 achieved results from Band 1 to Band 6 with 54% of students achieving Band 4 and above.

### Year 5 Literacy

In 2017, 9 students in Year 5 sat the NAPLAN assessment.

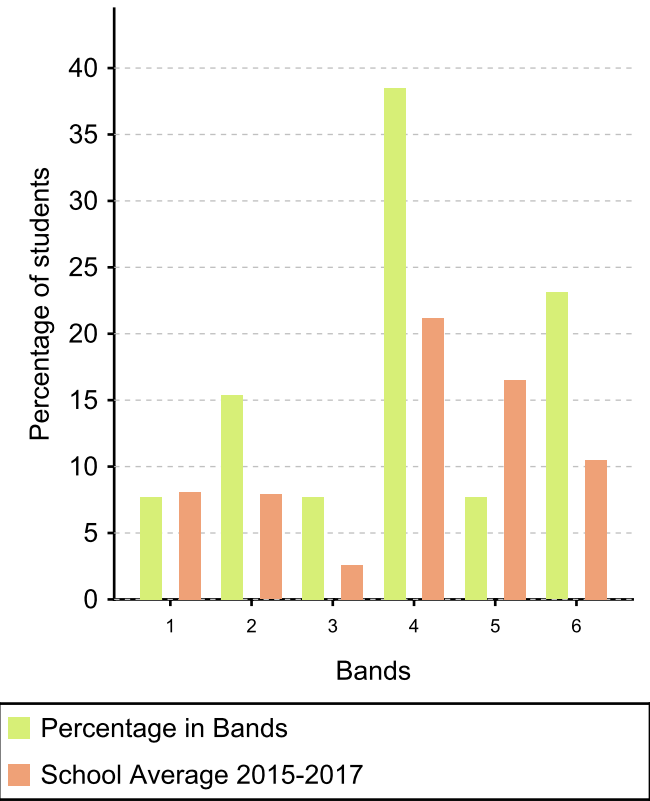
In Reading, students in Year 5 achieved results from Band 3 to Band 8 with 33% of students achieving Band 6 and above.

In Writing, students in Year 5 achieved results from Band 3 to Band 5 with 66% of students achieving Band 5.

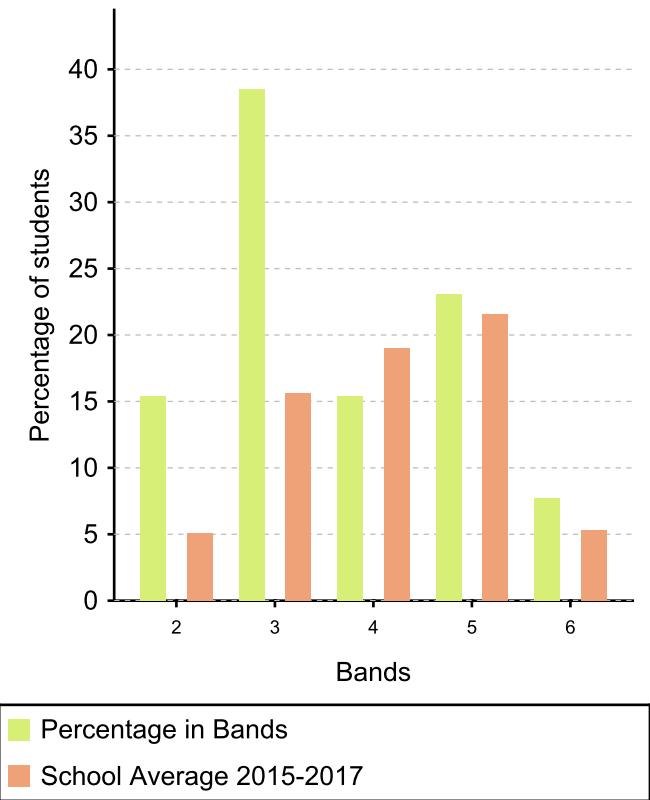
In Spelling, students in Year 5 achieved results from Band 3 to Band 8 with 50% of students achieving Band 6 and above.

In Grammar and Punctuation, students in Year 5 achieved results from Band 3 to Band 7 with 44% of students achieving Band 6 and above.

Percentage in bands:  
Year 3 Reading

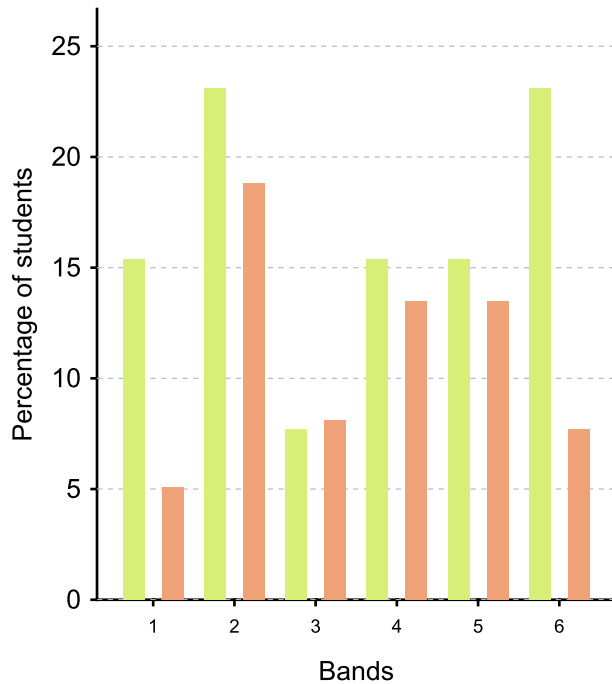


Percentage in bands:  
Year 3 Writing





**Percentage in bands:**  
Year 3 Spelling



Percentage in Bands  
School Average 2015-2017

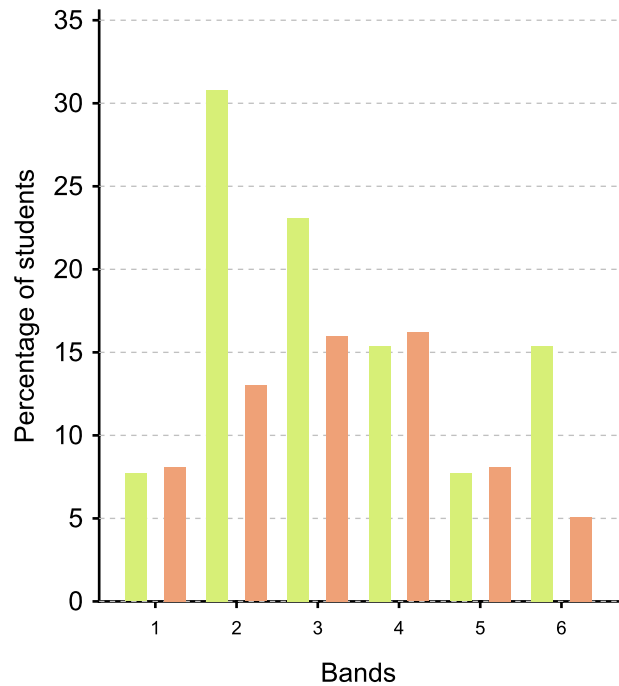
### Year 3 Numeracy

Students in Year 3 achieved results from Band 1 to Band 6 with 38 % of students achieving Band 4 and above.

### Year 5 Numeracy

Students in Year 5 achieved results from Band 3 to Band 6 with 58% of students achieving Band 6.

**Percentage in bands:**  
Year 3 Numeracy



Percentage in Bands  
School Average 2015-2017

The My School website provides detailed information and data for national literacy and numeracy testing. Go to <http://www.myschool.edu.au> to access the school data.

In 2017, in accordance with the *Premier's priorities: Improving education results*, in Reading 30% of Year 3 students were in the top 2 bands, while 22% of Year 5 students achieved the top 2 bands. In Numeracy, 123% of Year 3 students and 0% of Year 5 students achieved proficiency (top 2 bands).

Our school's improvement measures include an increase of 8% in the number of students achieving in the top 2 bands by 2018. Due to the small number of Aboriginal students in our school, % of overall results are not reliable indicators of growth. Specific results cannot be reported on as that may allow individual students to be identified.



## Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and staff about the school. Their responses are presented below.

### Students

- Over 90% have a high sense of belonging and feel accepted and valued by their peers and others at school.
- 95% of students try hard to succeed in their learning.
- All children participated in at least one extra-curricular activity.
- A majority of children are interested and motivated in their learning and felt challenged in lessons.

### Parents / Community / Staff

Our annual survey was available online via a Facebook link, a link in the newsletter and the website. We had approximately 30% of families responding.

- 80% of parent responses indicated they were very satisfied with the school and would recommend it to friends.
- 80% of responses indicated that the school catered very well –extremely well for the learning needs of their children.
- 90% of responses indicated that the extra curricular programs at school were of a very high to high quality.



## Policy requirements

### Aboriginal education

In 2017, 11% of students were Aboriginal. The school developed cultural awareness and a sense of belonging through embedding Aboriginal perspectives into all teaching and learning. All students were involved in activities where they could develop an understanding of the local culture.

Year 6 students and teachers participated in the "Connecting to Country" program coordinated by the local AECG, where significant events in Yaegl culture were a focus of the day.

Individual learning plans were implemented for all Aboriginal students and they were reviewed with parents or carers to discuss the progress made towards achieving student goals.



### Multicultural and anti-racism education

Harwood Island Public School has always embraced multiculturalism as a way of life in Australia. The school teaches all children tolerance and respect for all cultures through an integrated curriculum. All teachers ensure that multicultural perspectives are taught in lessons. The school and the community celebrate diversity and promote a variety of cultures and customs by participating in an annual Harmony Day event at the local hotel. An appreciation and respect for cultures from throughout the world has been fostered through units of work based on Japan, which saw all children exposed to language and cultural lessons each week during Term 3. This initiative culminated in a Japanese Day where students and parents participated in a variety of activities, including; wearing traditional dress, kite making, cartooning, dance, calligraphy and origami.

Harwood Island Public School has two staff members trained as Anti Racism Contact Officers (ARCOs) to assist in eliminating racism and racist behaviour at our school. This training was updated during the year and links to other trained staff in the area were established as a result.

## Other school programs

As part of our schools support for the 'Wellbeing Framework for Schools' our school has been implementing the Live Life Well @ School program this year to take a whole of school approach to nutrition and physical activity of our children.

This has included:

### School Community Partnerships:

- The school newsletter promotes healthy eating, physical activity and limiting small screen recreation.
- Fundraising is healthy or neutral.
- Parents and/ or local sports groups are invited to participate in healthy food preparation or sports events.
- The school participates in the Sporting Schools Program.
- Encouraging active transport.

### School Ethos & Environment:

- Working towards implementing the new NSW Healthy School Canteen Strategy
- The school has promoted nutrition campaigns such as "Fruit & Veg Month" and "Crunch & Sip®".
- There is an edible garden. (Donated by Bunnings with P&C support).
- Playground markings have been painted /updated.
- Sports equipment is available at recess and lunch.
- Student peer-led nutrition and physical activity opportunities exist.
- Healthy food is provided at school functions.

### Teaching & Learning:

- Students learn about healthy eating and physical activity.
- Students participate in hands on nutrition learning experiences.
- Food or PE related topics are linked across the KLAS or canteen.
- Students are involved in 150 minutes of physical activity a week.
- Fundamental movement skills are taught in all years.
- Teachers have updated their skills in fundamental movement skills and nutrition education through attending local workshops, conferences, or staff in-services.