

Harwood Island Public School

Annual Report



2018



2142

Introduction

The Annual Report for **2018** 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

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Message from the Principal

Harwood Island has had an extremely successful 2018 with students engaging in a range of opportunities designed to develop their academic and social growth and to help reach their full potential. As always, there was a focus on students achieving their personal best and providing them with a range of activities to develop the whole child.

I would like to acknowledge the time and commitment shown by our staff here at Harwood Island. Our teachers are a team of dedicated educators. Staff work together to provide an inclusive environment where all students are nurtured and encouraged to achieve their personal best. The staff work to create and deliver outstanding teaching programs to our students and are tireless in their pursuit of professional knowledge, ensuring they stay at the forefront of educational practice.

A huge thank you to our parents and P&C. They are great promoters of our school and without their support and that of our volunteers who work so tirelessly, our school would not be as successful as it is today. Students and staff appreciate everything you do.

I look forward to 2019 being another wonderful year at Harwood Island.

Message from the school community

President's Presentation Night Report

I'm sure you are enjoying celebrating 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!

A very special thanks must go to all of the 2018 P&C committee, Bec, Kirsty, Carly, Nikki, Paula, Amy, Racheal, Dee, Sheree, Lisa and Matt. These people regularly go above and beyond for the good of the school and the students that attend. I'd also like to include our very dedicated team of Canteen volunteers.

This year the P&C began with a healthy \$25,001 in the bank. We raised \$16,889 this year through the following fund-raising activities:

- The monthly pub raffles raising a phenomenal \$5,046 this is well beyond our wildest expectations
- The Mother's Day and Father's Day stalls which run at a minimum profit of about \$370. This is more of a service

than a fundraising activity.

- Canteen Fundraising \$3,091
- The annual "Mill Mud Drive" on the 19th of August was again a resounding success with around 1700 bags "bagged", \$6123 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.

What the P&C was able to assist our great school with in 2018

- All Classrooms now have fridges \$2,097
- Footsteps Program \$930
- This year's Snr Excursion to Sydney > \$2,400
- Cubby house renovation >\$6,250
- 2019 Snr Excursion to Canberra and the Snow \$8,000

We also donated \$500 to the Drought relief for our farmers

This is only possible through the dedicated work of the P&C team. Most of whom will finish their association with Harwood Island Public School by this time next year, as like me, their children will be moving on to high school. Without parents either new or existing in the school stepping up to replace the vacancies left behind by the departing team it will not be possible to make such things like senior excursions, classroom computers, school yard upgrades and maintenance affordable and the price you pay for your child to continue to attend such great events will increase.

This does not dismiss those of you that have assisted the P&C team throughout the year

SO Big 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.

So again many thanks to all the parents and families that help make this year so successful. I'm hoping that 2019 will see a revival of effort and enthusiasm from a larger percentage of parents this will kick-off with the AGM on the 11th of February.

Continuing the thanks, it is time to award the prestigious and highly sought after **Community Service Award 2018**. 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 Wellspring Church, Yamba for their support at our Mill Mud drive and donating money towards the Tree House renovations.

Peter Coram

P&C President

Message from the students

In 2018 we have had the pleasure of being school captains. This year has been great with lots of fun filled days. Some of the more memorable events have been;

Young Leaders' Day – all Year 6 attended the Young Leaders' Conference where we got to listen to inspiring stories and have fun at the silent disco.

Sydney Excursion – Year 4 – 6 had the opportunity to go to Sydney for a week. Everyone said they had a blast because they made new friends and had some amazing experiences.

Sport – We have lots of sporting days like swimming, cross country and athletics carnivals. Our whole school gets to have a good go and learn new skills or techniques.

Robotics – Year 6 had a special robotics day. We enjoyed this because we got to unleash our creative side and learn new techniques.

Virtual excursions – we had a lesson with the Speaker from the House of Representatives. We learnt how he got to walk out with the mace and place it on the rails.

Orientation Days – This year the Year 6 students caught a bus to Maclean High School and do classes like cooking, wood tech, gym and also have a tour of the school.

Our new Kindy students came to Ready Set Kinder during Term 3 and 4 to meet new friends and learn what school is like. This went very well.

Mural – our most recent update for our school was the canteen mural. It includes all the things around Harwood, the river, bridges and cane farms. All the kids had a chance to help paint and will have a special memory in the future. A big thanks to Grassi, the artist, who brought our ideas to life.

That's why it's good to come to our school because of all the opportunities.

Cindi Coram and Harry Evans

School Captains 2018

School background

School vision statement

Harwood Island Public School is committed to the pursuit of excellence in providing high quality educational opportunities for each and every child.

In our school every child is known, valued and cared for.

Our school values— respect, integrity and responsibility which enhance and support the wellbeing of students, staff and community.

Life skills such as leadership, self-direction, problem-solving and resilience are fostered.

Our students will be active, resourceful and successful learners focused on the future.

School context

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

The school provides education for students drawn from both rural, farming areas in the district and students who live in the township of Harwood.

The school has a student population of 56 children, with 3 multi stage classes.

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

The parent body is very supportive of the school and an active P&C makes valuable contributions to school life.

The school is a member of the Lower Clarence Valley community of small schools, which supports each other in delivering quality educational experiences for all children.

The school attracts equity funding to support the needs of students based on

- * socio-economic background
- * Aboriginal background
- * low level adjustment for disability

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 focused on learning culture, wellbeing and curriculum. To maximise curriculum access and learning potential of all students, the focus has been on developing the student's ability to self-monitor and regulate their own behaviour choices, both academically and socially. Staff continued to engage in training and share best practice in promoting student wellbeing, developing explicit systems for whole school programs including Peer Support.. Our school Learning and Support Team continued to improve and refine practices to enable a shared responsibility by all stakeholders in supporting students requiring additional learning and behaviour support. 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 focusing 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 and monitoring progress against milestones. Strategic directions have been the focus for the professional learning and improvements in student outcomes.

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

Excellence in learning

Purpose

To provide every student with meaningful, challenging and focussed learning experiences to become successful learners who are able to think critically, creatively and ethically.

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.

K– 2 teachers have been involved in trialling the new Learning Progressions and plotting the progression of students against the new PLAN 2 software.

Writing groups, based on student needs, were introduced in Term 2, with tiered interventions and differentiations across four groups occurring for 40 minutes per day, Mondays to Thursdays. Whole school planning and assessment strategies were used to focus skills taught based on evaluation of school data.

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
Increase the proportion of students achieving proficiency in line with the Premier's Priorities. The school focus will be on writing (Years 3 and 5) and growth in writing, spelling and language conventions (Years 5 and 7).	\$800 Best Start and PLAN 2 data collection. \$3800 allocated to Literacy and Numeracy resources and additional Learning and Support staff.	40% of Year 3 and Year 5 students were achieving in the top two bands in reading, which is an increase of approximately 10% since 2017. 40% of Year 3 and 0% of Year 5 students were achieving in the top two bands in numeracy, which is an increase of over 10% in Year 3 while there was no change in Year 5. 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 students to demonstrate growth as evidenced by continued progress against the Literacy and Numeracy learning progressions (K–2) and continuums (3–6) relevant to expected time frames.	\$3800 – Literacy and Numeracy resources \$6960 Professional Learning expenditure across all areas.	Staff confident to collect valid data and evidence to support judgements against Learning progressions. Students have demonstrated growth in all areas with 84% reaching or exceeding stage expectations. Staff have provided differentiated curriculum during Literacy sessions and school wide Mathematics and Writing groups each day.
The school has in place a comprehensive and inclusive framework to support the cognitive, social, emotional and physical wellbeing of our students which measurably improves individual and collective wellbeing.	\$6960 Professional Learning expenditure across all areas. • Including "Bounce Back" program training. \$7000 School resources + \$14000 grant – School Wellbeing Officer	All relevant policies linked to the new school Wellbeing policy, updated with community consultation. Staff explicitly teach school values to reinforce positive behaviours. Reduced playground and classroom incidents of negative behaviour.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Engagement in and proficiency in undertaking NAPLAN online testing. Increased use of robotics and online devices by students in line with STEM program.		

Next Steps

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).

Writing will continue to be an area for focus in 2019. Differentiated learning groups will be continued in line with 2018.



Strategic Direction 2

Excellence in teaching

Purpose

To build the capacity of all staff to provide quality educational programs and practices with a focus on continuous improvement and innovation.

Overall summary of progress

All pre 2004 staff have been accredited as Proficient and have begun to engage in the NESA accreditation process. One member of staff gained accreditation during the year. Staff have continued to use Performance and Development Plans as a process to focus on professional practice against the Australian Professional Standards for Teachers, as well as a link to the school plan.

Staff members are actively engaged in professional discussions, observation of peers and self-reflection on practice as a means to continually improve their teaching. This has included links to colleagues in other schools in our network.

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
Staff Performance and Development plans (PDP) are aligned to Australian Professional Teaching Standards and focus on continued development and professional growth.	\$6960 Professional Learning expenditure across all areas.	Staff are committed to improve their practice by engaging in meaningful professional learning which has an impact on their practice and evidence of improved student progress.
Teaching staff engage in the NESA accreditation process as appropriate and are seeking or maintaining Proficiency and/ or higher levels of accreditation.	\$6960 Professional Learning expenditure across all areas.	All pre 2004 staff have been accredited as Proficient and have begun to engage in the NESA accreditation process
Increased combined teacher professional learning sessions across the Clarence Valley Community of Small Schools to improve student learning outcomes with a focus on sharing of quality practice to enhance future focused learning outcomes.	\$6960 Professional Learning expenditure across all areas.	K–2 staff involved in professional learning with COS using expertise from an Instructional Leader. 3–6 staff engaged in the COS Writing Initiative.
All non-teaching staff actively engage in the Performance and Development Plan (PDP) process to focus on development of skills and future directions.	\$6960 Professional Learning expenditure across all areas.	Process needs to be revised and strengthened in 2019 following retirement of SAM, relieving staff filling positions and appointment of new SAM in Term 4.

Next Steps

In 2019, the Performance and Development process for non-teaching staff will need to be revised following appointment of our new School Administration Manager.

All teachers will be involved in the implementation process of the new syllabus for Personal Development, Health and Physical Education.



Strategic Direction 3

Excellence in leading

Purpose

To foster a school-wide culture of high expectations and a shared sense of responsibility for the development and success of all students, through instructional leadership, equitable management practices and systematic planning and evaluation.

Overall summary of progress

The new 3 year plan was developed by staff and community at the beginning of the year as the school looks to improve practice across all areas of the School Excellence Framework.

Staff were trained in the new SAP finance and staffing programs. These major changes have seen a number of administrative processes revised, as well as highlighting the need to further refine practice. School finances have been more closely aligned to the school plan, particularly in the staffing budget.

An extended Kindergarten transition program, "Ready, Set, Kinder" was successfully introduced during Terms 3 and 4.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
All staff are encouraged to build their leadership capacity through mentoring and coaching by assuming leadership roles within the school to focus on continuous improvement of teaching and learning.	\$6 960 Professional Learning Expenditure across all areas. \$20 823 Equity funding for additional staff member one day per week.	Staff have been encouraged to take on different roles within the school and COS, including planning and implementing specialised programs across the school each term. Term 1 – Science, Term 2– Wellbeing, Term 3– Japanese.
The school is recognised as a leader in the community by providing supportive and innovative opportunities for all students and staff.	\$21 000 Equity funding to provide a wide variety of opportunities for students and staff	Staff confidence growing to complete tasks in SAP. Additional training required to ensure a deep understanding is acquired. Additional programs included; peer support, visiting artists, dance and choir programs, major excursions, sporting gala days and sport skills programs and robotics. "Ready Set Kindy" – A successful program for students enrolling in 2019 with a stronger connection and start to their school life.
Community survey results indicate that parents, students and staff are satisfied with school practices and they support school programs.	\$0	Parent Satisfaction data was collected from P&C meetings, individual meetings, parent orientation sessions and "Survey Monkey" responses. Staff and students participated in <i>Tell Them From Me</i> surveys throughout the year.

Next Steps

As 2019 will be the first full year using the new SAP finance system, the Finance committee will seek to improve their use of the budgeting tool to ensure administrative systems and processes underpin school improvement.

Extend the Tell Them From Me survey to include parents as this 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.

We will look to improve our communication strategy by updating our weekly newsletters. Staff will improve knowledge

and use of School Stream App as well as the new school website to communicate with parents and the broader community. This enables us to promote the school to facilitate a high level of engagement.

We will look to continue the "Ready, Set, Kinder" program in 2019.



Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	<p>\$4 486 flexible funding–</p> <ul style="list-style-type: none"> • used to employ a School Learning Support Officer (SLSO)8– 12 hours per week. • release class teachers to develop PLPs with parents. 	<p>Aboriginal perspectives were delivered in each classroom.</p> <p>Personalised Learning Plans were written and implemented in conjunction with students and parents for all Aboriginal students.</p> <p>Additional support for Aboriginal students was provided in class by the SLSO.</p> <p>Staff participated in the "River of Learning" program (MHS)).</p> <p>Staff examined data to assess student growth in line with Premier's priorities.</p>
Low level adjustment for disability	<p>\$20 823 – Staffing (Learning and Support Teacher –LST) Equivalent to one day per week.</p> <p>\$9 609 flexible funding –</p> <ul style="list-style-type: none"> • used to employ School Learning Support Officer (SLSO)8– 12 hours per week. 	<p>All students have equitable access to the curriculum and have differentiated programs in place to maximise their learning.</p> <p>All students requiring adjustments identified in the NCCD collection. Teachers include adjustments in their programs and individual plans developed for each identified child.</p>
Quality Teaching, Successful Students (QTSS)	<p>\$11 626 staffing release</p> <ul style="list-style-type: none"> • used to employ additional teacher time. 	<p>All teachers received up to an hour of additional release time per week to engage in professional development, engage with colleagues in planning and assessing, classroom observations.</p> <p>All students have equitable access to the curriculum and programs are funded within budget.</p>
Socio–economic background	<p>\$41 734 flexible funding</p> <ul style="list-style-type: none"> • \$20 000 additional staff • \$21 734 extra curricular expenses 	<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, gardening, science and Japanese.</p>
Targeted student support for refugees and new arrivals	<p>\$10 300 funding for a teacher one day per week from June to December.</p>	<p>An intensive language program was planned with the class teacher to support teaching English to our new student. each week the teacher provided individual lessons and planned for the remainder of the week.</p>

Student information

Student enrolment profile

	Enrolments			
Students	2015	2016	2017	2018
Boys	33	32	34	26
Girls	35	34	28	28

Student attendance profile

School				
Year	2015	2016	2017	2018
K	94.3	94	94.1	93.5
1	93.7	94	93.3	92.5
2	96.7	92.4	94.4	93
3	94.7	94.5	91.7	93.1
4	96.3	96.8	96.5	94.8
5	93.2	96.6	91.1	94.8
6	93.3	89.4	96.8	95.5
All Years	94.6	93.9	93.6	94
State DoE				
Year	2015	2016	2017	2018
K	94.4	94.4	94.4	93.8
1	93.8	93.9	93.8	93.4
2	94	94.1	94	93.5
3	94.1	94.2	94.1	93.6
4	94	93.9	93.9	93.4
5	94	93.9	93.8	93.2
6	93.5	93.4	93.3	92.5
All Years	94	94	93.9	93.4

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(s)	1
Classroom Teacher(s)	2.4
Learning and Support Teacher(s)	0.2
Teacher Librarian	0.17
School Administration and Support Staff	1.41

*Full Time Equivalent

There are no Aboriginal or Torres Strait Islander 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 excellence in Learning, Teaching and Leading. Staff Development Days were attended by all staff. Activities covered included mandatory training, data collection and self assessment against the School Excellence Framework.

In 2018 funding was used for courses, conferences and staff development days in the following areas;

- * Mandatory training for all staff including SASS in Child Protection, Code of Conduct, CPR, Emergency Care, Asthma and Anaphylaxis and WHS Induction.
- * External Validation training for the principal to act as a peer principal in External Validation panels.
- * PLAN 2 training and using the Learning Progressions – all K–2 staff.
- * Community of Schools Writing Initiative – 3–6 staff.
- * Bounce Back – wellbeing program in conjunction with Iluka PS.

* Principal meetings and conferences.

Expenditure for the year in professional learning was \$6 960 which includes course fees, relief staff and travel costs.

All pre 2004 staff were accredited as Proficient at the start of 2018 and one other staff member achieved accreditation at Proficiency level during the year.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2018 to 31 December 2018.

	2018 Actual (\$)
Opening Balance	77,173
Revenue	785,379
Appropriation	736,901
Sale of Goods and Services	2,000
Grants and Contributions	45,698
Gain and Loss	0
Other Revenue	0
Investment Income	779
Expenses	-750,208
Recurrent Expenses	-750,208
Employee Related	-662,745
Operating Expenses	-87,463
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	35,171
Balance Carried Forward	112,344

Our school's financial management processes and governance structures meet financial policy requirements

- The finance committee consists of the Principal and School Administration Manager. The P&C consult on major projects and where appropriate offer financial assistance to support the school.
- In 2019/20 the former school house will be refurbished into a new classroom. the school is planning to use approximately \$20 000 of funding to equip the room with appropriate furniture, equipment and technology.

Financial summary equity funding

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

	2018 Actual (\$)
Base Total	614,571
Base Per Capita	11,989
Base Location	1,665
Other Base	600,917
Equity Total	76,652
Equity Aboriginal	4,486
Equity Socio economic	41,734
Equity Language	0
Equity Disability	30,432
Targeted Total	0
Other Total	11,049
Grand Total	702,272

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.

From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should take into consideration the different test formats and are discouraged during these transition years.

Year 3 Literacy

In 2018, 5 students in Year 3 sat the NAPLAN assessment. Due to the small number of students in our class groups, results cannot be reported on that may allow individual students to be identified.

Year 5 Literacy

In 2018, 10 students in Year 5 sat the NAPLAN assessment.

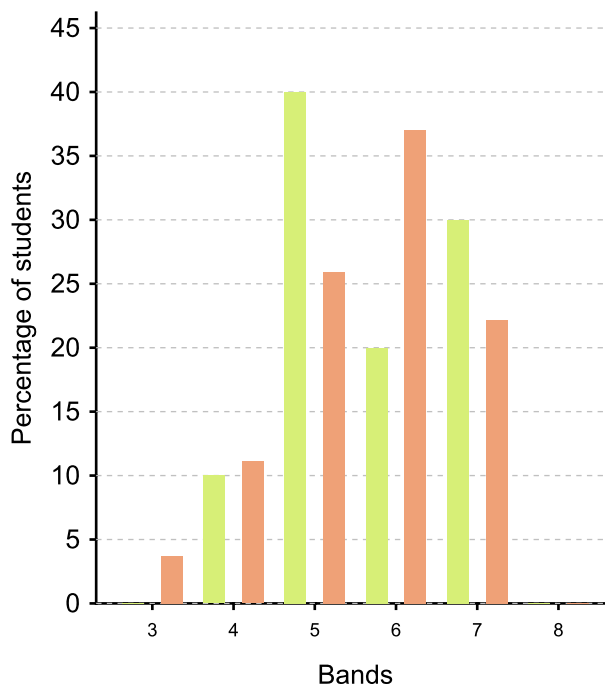
In Reading, students in Year 5 achieved results from Band 3 to Band 7 with 90% of students achieving Band 5 and above.

In Writing, students in Year 5 achieved results from Band 4 to Band 5 with 50% of students achieving Band 5.

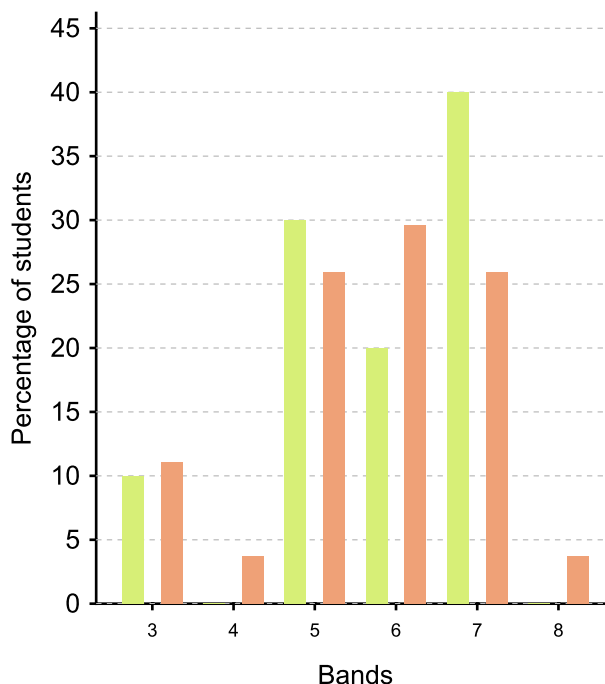
In Spelling, students in Year 5 achieved results from Band 4 to Band 6 with 70% of students achieving Band 5 and above.

In Grammar and Punctuation, students in Year 5 achieved results from Band 4 to Band 7 with 90% of students achieving Band 5 and above.

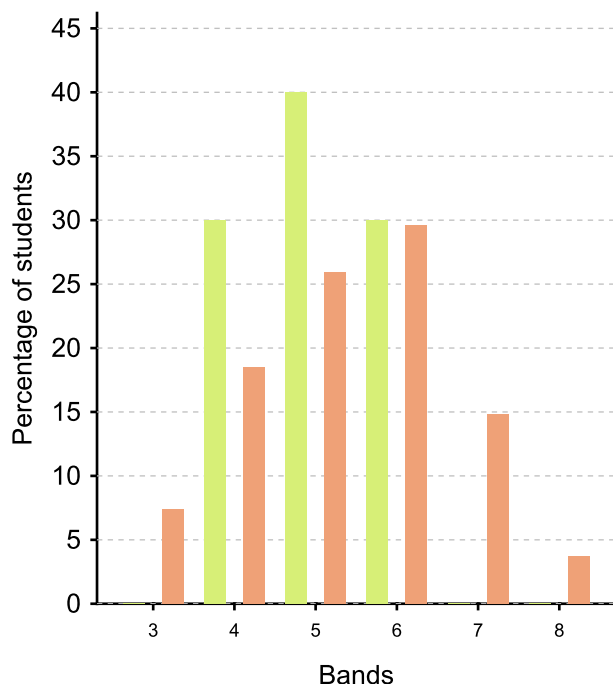
Percentage in bands:
Year 5 Grammar & Punctuation



Percentage in bands:
Year 5 Reading



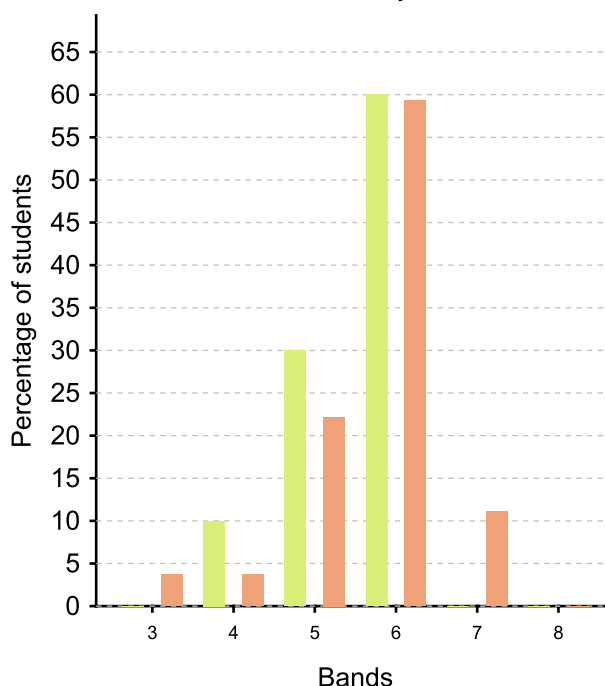
Percentage in bands:
Year 5 Spelling



Percentage in Bands
School Average 2016-2018

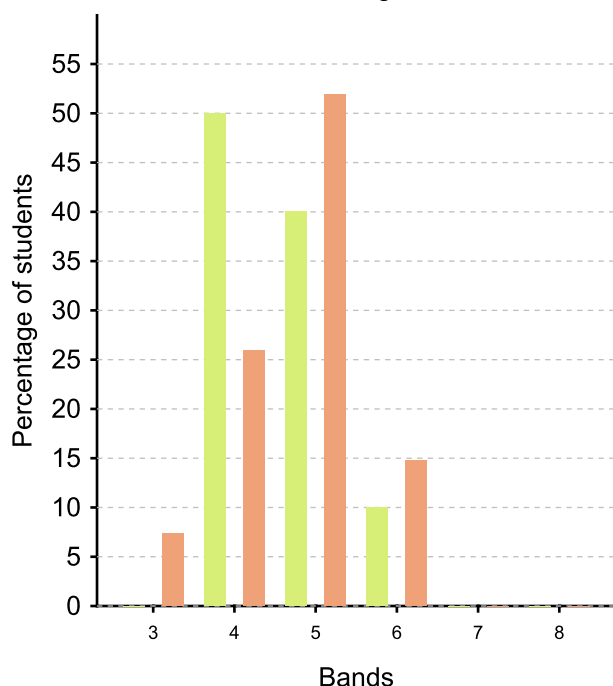
Students in Year 5 achieved results from Band 4 to Band 6 with 60% of students achieving Band 6.

Percentage in bands:
Year 5 Numeracy



Percentage in Bands
School Average 2016-2018

Percentage in bands:
Year 5 Writing



Percentage in Bands
School Average 2016-2018

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 2018, in accordance with the *Premier's priorities: Improving education results*, in Reading 40% of Year 3 and Year 5 students were in the top 2 bands. In Numeracy, 40% 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.

Year 3 Numeracy

Students in Year 3 achieved results from Band 2 to Band 6 with 60 % of students achieving Band 4 and above.

Year 5 Numeracy



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

- A majority of students feel they have someone at school they trust
- 92% of students believe they 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 20% 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

At Harwood Island Public School staff acknowledge the importance and value of Aboriginal culture, by incorporating it within teaching and learning programs. To focus on Aboriginal and Torres Strait Islanders histories and culture, the school has Acknowledgement of Country at assemblies and school activities. Greater awareness and appreciation of Aboriginal cultures by all students is assisted by participating in NAIDOC celebrations and explicit lessons.

All Indigenous students have a Personalised Learning

Plan, developed in consultation with the parents, student and classroom teacher. This process enabled the development of clear learning goals for Aboriginal students and also established parent teacher relationships and effective communication.

Harwood Island Public School received Aboriginal Background funding in 2018. Our resource allocation and action plan in this area included employing a School Learning and Support Officer. As well as supporting a day of learning experiences and celebrations for NAIDOC week as well as a whole school excursion to visit significant local sites.



Multicultural and anti-racism education

Harwood Island Public School values the rich multicultural nature of Australian society and celebrates the diversity of nationalities represented in our country. 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.

Harmony Day was celebrated at Harwood Island Public School to promote awareness of the multicultural composition of our society and promote the understanding and acceptance of diverse cultures. An appreciation and respect for cultures 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.

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.

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.*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 and professional development.

Student Wellbeing Support Officer

This year we are very pleased to be involved in the Wellbeing Support Officer program. We have received \$7 000 funding from the Department of Education, along with a community donation of \$7 000 from Generate Ministries and a school contribution of \$7 000. This funding has allowed us to employ a Wellbeing Officer 10 –14 hours per week. We have been fortunate in employing Mrs Tina Young in this position who has many years of experience in similar roles and strong ties with the local community.

The role of the Wellbeing Officer is varied but involves:

- Working closely with, and/or as part of the school learning and support team or wellbeing committee and delivering student resilience and wellbeing services.
- Supporting the social and emotional wellbeing of students.
- Developing relationships with, and referring students to specialist services within the school or externally, under the supervision of the school principal.
- Attending Parents & Citizens' or equivalent parent body meetings as required to provide details of the program and the services that are available.
- Facilitating community partnership programs between the school and the wider community, under the supervision of the school principal.

Ready, Set Kinder

All students entering Kindergarten at Harwood Island Public School in 2019 were invited to participate in our '*Ready, Set, Kinder!*' transition program each week in Terms 3 and 4 to undertake learning and familiarisation activities and to experience aspects of school life. This was an opportunity for them to explore and play in a

new learning environment and assist in helping them feel happy, safe and secure when starting school in 2019.

This extended transition program ran on a Monday for 12 weeks. Mrs Kerry Hulm was employed as a specialist early childhood teacher and developed a learning environment uniquely for this program in the "school residence". We had up to seven children attend each week who were exposed to a combination of pre-school program as well as many Kindergarten activities in conjunction with our K/1/2 class.

Parents whose children were involved in this program were overwhelming satisfied with this opportunity for their children. Many commented on the changes they noticed between the first and last weeks and how settled the children were. Parents and staff also commented on how the pre-Kindy students quickly settled into school routines, including recess and lunch breaks, where they freely interacted with all the students.