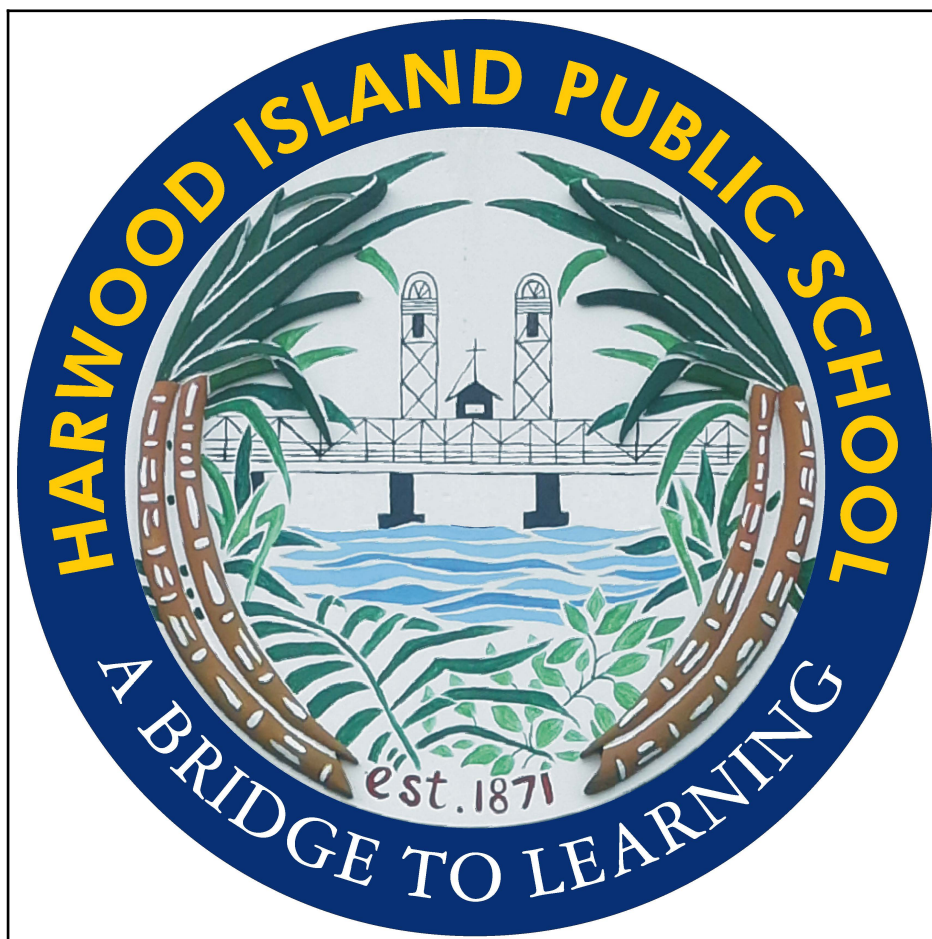


Harwood Island Public School

2019 Annual Report



Introduction

The Annual Report for 2019 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.

School contact details

Harwood Island Public School

11 Morpeth St

HARWOOD, 2465

www.harwood-p.schools.nsw.edu.au

harwood-p.school@det.nsw.edu.au

6646 4213

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

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 is a statement of what is valued as excellence for NSW public schools, both now and into the future. 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.

Each year, we assess our practice against the Framework to inform our school plan and annual report.

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/school-excellence>

Self-assessment using the School Excellence Framework

Elements	2019 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

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.

Improvement Measures

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).

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.

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.

Engagement in and proficiency in undertaking NAPLAN online testing. Increased use of robotics and online devices by students in line with STEM program.

Progress towards achieving improvement measures

Process 1: Staff engage in professional learning to support improved capacity to deliver a focused STEM program K–6. Explicit teaching of STEM skills and access to reliable technology.

Evaluation	Funds Expended (Resources)
Staff engaged in professional learning to support improved capacity to deliver a focused STEM program K–6.	Stem Share Coding Kit and Filming Kit – No cost.
Explicit teaching of STEM skills and access to reliable technology was supported through access to STEM share kits and school upgrading of laptops and 2 new ipads..	Professional Learning \$1500 Hardware upgrades \$5000 as well as P&C contribution \$2500

Process 2: Utilise innovative and flexible groupings to deliver a whole school mathematics and writing program, with tiered interventions and differentiations supported by the Learning Support Team.

Evaluation	Funds Expended (Resources)
All students show growth against Literacy and Numeracy progressions. Staff provided differentiated curriculum delivery during targeted writing and maths groups based on ability.	Purchase of appropriate resources including texts and online subscriptions. \$5000
Yr 5 NAPLAN results in writing show 50% at or above expected growth and 80% in numeracy at or above expected growth.	Professional Learning \$5500, includes course fees and casual relief.
Premier's Priorities show 10% of Yr 3 students in top 2 bands for reading and numeracy. In Yr 5 20% students in top 2 bands for reading and 10% for numeracy.	

Process 3: Implement a whole school integrated approach to well-being in which students, staff and community can connect, succeed and thrive.

Evaluation	Funds Expended (Resources)
Improved student engagement evidenced and supported through leadership program, Peer Support and Bounce Back programs. School community engaged with the school's Well Being Officer, including students, parents and staff.	Student Well Being Officer \$7000 Peer Support / Bounce Back resources and implementation \$1000.

Progress towards achieving improvement measures

Data showed reduced playground and classroom incidents of negative behaviour and reduced suspensions.

Leadership program including SRC \$1000.

Support for all students to be able to attend excursions, incursions \$7500.

Next Steps

Staff will continue to focus on improved curriculum delivery by engaging with appropriate Professional Learning.

The school will look to update Scope and Sequences, teaching programs to ensure compliance with NESA requirements.

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.

Improvement Measures

Staff Performance and Development plans (PDP) are aligned to Australian Professional Teaching Standards and focus on continued development and professional growth.

Teaching staff engage in the NESA accreditation process as appropriate and are seeking or maintaining Proficiency and/ or higher levels of accreditation.

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.

All non-teaching staff actively engage in the Performance and Development Plan (PDP) process to focus on development of skills and future directions.

Progress towards achieving improvement measures

Process 1: All classrooms are well managed within a consistent school-wide approach where all teachers are committed to identifying and implementing the most effective explicit teaching methods.

Evaluation	Funds Expended (Resources)
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. Staff fully engage with the PDP process, setting professional goals, sharing best practice ideas and skills, classroom observations and collaborative planning.	Course fees \$1400. Casual relief \$6500.

Process 2: Staff work collaboratively with the Community of Small Schools to embed the new PDHPE curriculum into school practice. Staff will develop a K–6 scope and sequence, with innovative areas of study to improve student achievement.

Evaluation	Funds Expended (Resources)
<p>Limited progress was achieved in this process. Staff were able collaborate with COS activities, including a combined Staff Development Day, IMEX and WHS compliance training.</p> <p>Our school had staff complete online mo</p> <p>Each year schools are required to seek the opinions of parents, students and staff about the school. Their responses are presented below.</p> <p><i>Students</i></p> <ul style="list-style-type: none">• 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. <p><i>Parents / Community / Staff</i></p> <p>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.</p>	<p>Combined Term 2 SDD \$750.</p> <p>Compliance and IMEX training \$1500.</p>

Progress towards achieving improvement measures

- 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.
- dules to support the implementation of the new PDHPE and collaboratively develop an appropriate scope and sequence, including unit outlines.

Process 3: Implement a whole school system that that uses a quality model of assessment and data collection. This will focus on consistent analysis to support differentiated teaching in literacy and numeracy.

Evaluation	Funds Expended (Resources)
K–2 staff trained using learning progressions and have protocols in place for collecting data and plotting students accordingly. School continues to collect standardised end of year data in spelling and reading.	Staff released to assess students, collect data and record appropriately twice a year– 2 x \$2000 = \$4000.
K–6 protocols still to be refined. School policy revised.	Purchase Momentum program for new reports \$900.
New reports trialled in Semester 2. These will need to be analysed and discussed with the community and refined for Semester 1 in 2020.	

Next Steps

Staff will continue to develop new units of work for the PDHPE syllabus and implement in 2020.

Review and analyse new reports trialled in Semester 2 and refine for Semester 1 2020.

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.

Improvement Measures

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.

The school is recognised as a leader in the community by providing supportive and innovative opportunities for all students and staff.

Community survey results indicate that parents, students and staff are satisfied with school practices and they support school programs.

Progress towards achieving improvement measures

Process 1: Staff will further develop their capabilities to use the finance and student well-being systems as part of LMBR. This will enable efficient and effective communication of student data, implementation of budgetary targets linked with school operational funding and tracking of outcomes linked with student improvement measures.

Evaluation	Funds Expended (Resources)
School budget planned and entered into budgeting tool. Procedures in place to monitor spending and adjust budget as needed. Staff have been trained and now record attendance in ebs. Our office manager has begun training casual staff in procedures including receipting and banking, ordering and payments to increase capabilities and planning for absences.	SBAR, AFS, efpt budget, SAP reports Budgeting professional training and casual relief \$1000.

Process 2: Develop staff leadership capabilities and sustainability through improved knowledge of compliance practices, the Australian Professional Standards (APS) for Principals and Leading & Managing the School.

Evaluation	Funds Expended (Resources)
Staff have been encouraged to take on different roles within the school and COS. Opportunity for relieving principal was available in Semester 2. Principal was involved as an EV panellist across the state.	Professional Learning \$1000. Principal EV role \$900.

Process 3: Introduce an extended transition to Kindergarten program – "Ready Set Kinder" – enabling closer links to local pre-schools and a strong start to each child's schooling.

Evaluation	Funds Expended (Resources)
A successful pre-kindy program was offered to the community. Five children attended and gained valuable experience in coming to school. Staff were able to identify students with additional needs and began the process to plan for transition in 2020. School counsellor was involved in applying for and receiving Integration funding for individual students and developing Individual Learning Plans.	Casual salary for teacher \$7000.

Next Steps

Continue to offer a supportive transition program for pre-kindy. Develop links and engage with new child care centre to encourage increased enrolments for 2021 and beyond.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	<p>Aboriginal Background Loadings – 2019 allocation \$7 561</p> <p>\$6 031 to supplement LaST and SLSO staffing to work with students individually, small groups and in class.</p> <p>\$990 to supply casual staff to release teachers for PLP meetings and planning.</p> <p>\$540 NAIDOC activities – incursion – "Sharing Culture"</p> <p>\$200 – Staff to accompany students to Close the Gap day in Maclean.</p>	<p>Aboriginal perspectives were delivered across key learning areas in all classes.</p> <p>Personalised Learning Programs were developed and implemented in collaboration with parents and students.</p> <p>Additional support for identified students was provided with learning support staff.</p> <p>Students participated in cultural days combining with all local schools, including Close the Gap day and Indigenous games day at Maclean High school.</p>
Low level adjustment for disability	<p>Low Level Adjustment for Disability Loading – 2019 allocation \$11 202 flexible funding and 0.2 staffing.</p> <p>\$11 202 to supplement LaST and SLSO staffing to work with students individually, small groups and in class.</p>	<p>All students have equitable access to the curriculum and have differentiated programs in place to maximise their learning.</p>
Quality Teaching, Successful Students (QTSS)	<p>QTSS Loading – 2019 allocation \$9 604 flexible funding.</p> <p>\$9 604 to supplement additional teacher release up to one hour extra per week.</p>	<p>Additional staff were employed to deliver additional programs including STEM activities, choir, dance, gymnastics, tennis, guitar, Japanese language and culture, Peer Support and Bounce Back.</p>
Socio-economic background	<p>Equity funding was used to employ additional staff to provide a wide variety of opportunities for all children as well as individualised support in class. \$48000 used across all strategic directions in line with school plan and budget.</p>	<p>Ensure all children have equitable access to participate in all programs offered at school.</p>
Targeted student support for refugees and new arrivals	<p>Six months of targeted support one day per week. \$8000</p>	<p>A new arrivals program was delivered to a new student with no functional use of English. By the end of the year significant progress was achieved and the student continues to be supported in class to achieve personalised outcomes.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	32	34	26	30
Girls	34	28	28	28

Student attendance profile

School				
Year	2016	2017	2018	2019
K	94	94.1	93.5	94
1	94	93.3	92.5	89.1
2	92.4	94.4	93	91.6
3	94.5	91.7	93.1	92.2
4	96.8	96.5	94.8	89.6
5	96.6	91.1	94.8	92.8
6	89.4	96.8	95.5	92.5
All Years	93.9	93.6	94	92
State DoE				
Year	2016	2017	2018	2019
K	94.4	94.4	93.8	93.1
1	93.9	93.8	93.4	92.7
2	94.1	94	93.5	93
3	94.2	94.1	93.6	93
4	93.9	93.9	93.4	92.9
5	93.9	93.8	93.2	92.8
6	93.4	93.3	92.5	92.1
All Years	94	93.9	93.4	92.8

Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Classroom Teacher(s)	2.38
Learning and Support Teacher(s)	0.2
Teacher Librarian	0.17
School Administration and Support Staff	1.41

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2019, 3.9% of the Department's workforce identify as Aboriginal people.

Workforce ATSI

Staff type	Benchmark ¹	2019 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	7.20%
Teachers	3.30%	2.90%

Note 1 – The NSW Public Sector Aboriginal Employment Strategy 2014–17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

Note 2 – Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice.

Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2019 to 31 December 2019. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2019 Actual (\$)
Opening Balance	112,344
Revenue	856,947
Appropriation	816,757
Grants and contributions	39,341
Investment income	849
Expenses	-851,393
Employee related	-705,384
Operating expenses	-146,009
Surplus / deficit for the year	5,554

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.

Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2019 Approved SBA (\$)
Targeted Total	23,038
Equity Total	88,353
Equity - Aboriginal	7,561
Equity - Socio-economic	48,246
Equity - Language	0
Equity - Disability	32,546
Base Total	645,828
Base - Per Capita	12,670
Base - Location	1,499
Base - Other	631,658
Other Total	31,942
Grand Total	789,160

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.

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 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in 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 be treated with care.

NAPLAN Online

The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data. As schools transition to NAPLAN online, the band distribution of results is not directly comparable to band averages from previous years. While the 10 band distribution available to schools who completed NAPLAN online is a more accurate reflection of student performance, caution should be taken when considering results relative to what was formerly a six band distribution. As the full transition of NAPLAN online continues, the most appropriate way to communicate results for NAPLAN online is by scaled scores and scaled growth. This is the reporting format agreed by state and territory education ministers, and is reflected on the myschool website.

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
- Most children felt safe at school and had seen an increase in cooperative play.
- 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

We had approximately 60% of families respond to our survey as well as specific discussions during P&C meetings.

- 85% of parent responses indicated they were very satisfied with the school and would recommend it to friends.
- 90% 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.
- About 30% thought the school needed to be more transparent in regards to discipline.

Policy requirements

Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

Anti-Racism Policy

All teachers are responsible for supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. Principals are responsible for examining school practices and procedures to ensure they are consistent with the policy. All schools have an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.