Hunter River Community School

2019 Annual Report

5687

Introduction

The Annual Report for 2019 is provided to the community of Hunter River Community 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

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Message from the principal

I am proud of the achievements of all of our students and the ongoing success of the strategies being implemented by the school to create high quality learning experiences and to maximise student engagement. Our continued success can be underpinned by key factors that promote quality teaching and learning programs that all members of the school learning community value and appreciate. Firstly, the staff at Hunter River Community School are dedicated professionals who work collaboratively to provide an inclusive environment that facilitates individual learning and celebrates student achievement. Our students are remarkable young people who demonstrate on a daily basis that having challenging and often complex disabilities, are not a barrier when it comes to achievement and success. Finally, Hunter River Community School enjoys tremendous support from our parent and local communities. This invaluable support enables our school to provide quality learning opportunities for every student.

I certify that the information provided in this report is the result of a rigorous school self–assessment and review process, undertaken by all members of the school learning community and provides a genuine account of the school's achievements and areas for development

School background

Hunter River Community School is committed to providing quality and adaptive education within an engaging and nurturing environment, which values the cultural diversity of our community. Our core business is to provide all students with access to high quality education that is free from all forms of discrimination and disadvantage. We hold high expectations for all our students and aim to promote a culture of positivity through the provision of meaningful, relevant, caring and supportive learning experiences. We actively encourage and promote school culture underpinned by the beliefs of being safe, caring and being a learner.

WE ARE SAFE

WE CARE

WE LEARN

School context

Hunter River Community School is an established K–12 School for Specific Purpose (SSP), catering for the complex needs of 67 students with a moderate to severe intellectual disability and associated conditions. The school was relocated to a state of the art facility in Metford at the beginning of 2014.

The school serves a diverse population of students from six local government areas. There are currently 67 students attending the school, all of whom have high level support needs and complex communication disorders. The school has ten classes with each class staffed with a full–time Specialist Teacher and a School Learning Support Officer. The school population includes 20% of Aboriginal students and 15% of students in an Out of Home Care arrangement.

All students have a Personalised Learning Plan developed in conjunction with a Multi–Disciplinary Team, including parents, health careprofessionals, community agency professionals and special education consultants.

With a Family Occupation and Education Index (FOEI) of 148, the school receives equity funding to improve the learning outcomes of students from low socio–economic backgrounds.

As a result of ongoing school evaluation and reference to educational research our school priority areas focus on improved learning outcomes for students through, innovative student learning programs, quality teaching and leadership initiatives and enhancing supportive community engagement and participation opportunities.

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	Excelling
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Excelling
LEARNING: Assessment	Excelling
LEARNING: Reporting	Excelling
LEARNING: Student performance measures	Excelling
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Excelling
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	Excelling

Strategic Direction 1

QUALITY TEACHING AND LEARNING

Purpose

To promote, build and sustain the professional learning and development of all staff members through the creation of a professional culture to benefit young people with complex disabillities.. Staff will be encouraged to follow a tiered level of development – engaging in school based mentoring and sharing opportunities, networking with colleagues, and participating in formal, delivered professional learning opportunities for the increase of outcomes for all students.

Improvement Measures

Review of PDP's will demonstrate a committment to Professional Learning, accrediation and mentoring

An increasing capacity of teachers to explicitly differentaiate the curriculum to create teaching and learning programs for young people with complex learning disabilities.

Staff increasingly demonstrate a culture which values mentoring and collaboration.

Overall summary of progress

In 2019 our school's first process was focused on promoting , building and sustaining the professional learning and development of all staff members through the creation of a professional culture to benefit young people with complex disabilities. To achieve this staff were encouraged to follow a tiered level of development – engaging in school based mentoring and sharing opportunities, networking with colleagues, and participating in formal, delivered professional learning opportunities for the increase of outcomes for all students. Each teaching staff PDP demonstrated their commitment and understanding of the professional accreditation process

Progress towards achieving improvement measures

Process 1:   **Profesional Learning and culture in relation to the national standards**

> *   Key staff will continue to work collaboratively to develop a school culture focused on Professional Learning, Professional Accreditation and Professional mentoring.

Evaluation	Funds Expended (Resources)
Executive review of data and school practices Implications: Executive will review the list created before establishing the strategic direction for the next school plan	Analyse data and establish new direction for the following year.

Process 2:   **Adapting Curriculum**

> *   Teachers will work collaboratively to develop a culture of explicit differentiation to successfully meet the learning needs of every student at Hunter River Community School

Evaluation	Funds Expended (Resources)
What improvements have been noted? What does the data say? Is the data matching current teacher feedback? Findings. SWAN assessments were a wonderful tool to track students who are more able. P–scales are used for the students who have higher needs	

Process 3:   **Building Staff Capacity**

> *   Staff will be engaged in professional learning, focusing on Quality Teaching Framework, the Professional Teaching Standards and Australian Curriculum areas.

Process 3:   *   Staff capacity will be built by Instructional Leaders being selected leading staff in professional opportunities, focusing on development of skills, knowledge and understanding of curriculum content, implementation requirements and teaching standards.

Evaluation	Funds Expended (Resources)
What are the results? Findings: Teachers highly approved of the Instructional Leadership Rounds format. Most teachers did say that they were able to use the feedback effectively. This program will be reviewed to see it it will continue to be added to our new school plan.	

Next Steps

Key staff will continue to work collaboratively to develop a school culture focused on Professional Learning, Professional Accreditation and Professional mentoring.

Teachers will work collaboratively to develop a culture of explicit differentiation to successfully meet the learning needs of every student at Hunter River Community School

 Staff will be engaged in professional learning, focusing on Quality Teaching Framework, the Professional Teaching Standards and Australian Curriculum areas.

*   Staff capacity will be built by Instructional Leaders being selected leading staff in professional opportunities, focusing on development of skills, knowledge and understanding of curriculum content, implementation requirements and teaching standards.

MilestoneActivitiesResourcesEvaluation

MID TERM – 1
Establishing the SWAN and P–Scale assessment systems into the school

Are teachers accessing both assessment tools easily? What are the common problems that teachers are experiencing using these tools?

Tools: PD on how to log in, set up and complete the assessments for the students.

Findings: teachers were able to successfully assess the students using one of the two assessment tools.

Implications: We now have a base for all students to progress or regress from. 100% of the students were assessed with 100% teacher involvement.

END TERM – 1
Programming sessions delivered to all teaching staff in team meetings.

What programming methods are being used? are they effective and meet the requirements of the school/Department.

Tools: Executive to meet to discuss programming to get a common result for all stages of the school

Findings: New teachers were active in asking questions on programming. Most teachers are using the school's programming sheets.

Implications: Common practice will be observed during programming assessment in the following term.

MID TERM – 2
Evaluation of teaching programs

Where is a common area that needs to be addressed for instructional leadership rounds? Have we established a focus?

Tools: Common marking and evaluation sheets are used for programming assessment. The principal assesses the programs of the school to identify any discrepancies with executive evaluation

Findings: Two teachers had to resubmit their program as there were discrepancies with their teacher evaluation and registers.

Implication: Programming workshop will be set up this term for teachers who require assistance.

END TERM – 2 – Mid–Year Reflection
Feedback review– survey teachers to see where they believe they are receiving the feedback that is assisting them with their teaching practice.

Are teachers receiving timely feedback on their teaching and programming? How effective have they found the Instructional leadership rounds?

Tools: Principal led discussion (to be minuted) on what feedback has been given to teachers throughout the year, what areas were targeted and was there any follow up on constructive feedback.

Findings: Positive teacher feedback has far outweighed the negative. Most negative feedback has been directly related to the handling of students.

Implications: Student handling and how to work with student who are in crisis or meltdown has been addressed during the staff meeting on the 26th of June and to the SLSO staff on the 27th of June.

MID TERM – 3
Evaluate the success of weekly Quality teaching discussions. Survey to be issued to all teaching staff.

Is this making a difference? Are teachers becoming more aware of Quality teaching and ensuring their teaching practices reflect the elements?

tools: teacher survey–How confident do they feel about quality teaching? What are the roadblocks?

Findings Teachers are still unaware of what Quality Teaching (Using the framework) looks like in the classroom. Next Instructional leadership rounds will have the teachers rate themselves using the QT framework.

Implications: This will give the teachers an opportunity to reflect on their teaching while using the QT framework. This should increase their awareness of the framework, how it looks in the classroom and how to effectively program to include QT in their teaching and learning.

END TERM – 3
Program evaluation one on one with teachers based on the Quality teaching elements.

Are we able to see the quality teaching elements being used in the teaching programs? Has the weekly intervention on each element assisted teachers in gaining a deeper understanding of the elements?

Tools: Programming collection and evaluation by the executive and then by the Principal

Findings: teachers are able to find aspects of Quality teaching in their programs. They are becoming increasingly aware of the aspects and how they benefit teaching and learning.

Implications: teachers and developing increasingly effective programs for their students, focused on aspects of QT.

MID TERM – 4
Re–assess students using the P–scales and SWAN assessments.

Has there been any growth? What positives did we take form this assessments? In what ways can this process be improved?

Tools: Teachers to reassess students using the P–Scales and Swan assessment tool.

Findings: Student growth has been evident in targeted areas. There was some decline, however this was mostly due to teachers getting used to the new assessment format and questions. Swan assessments have been added to the school reports. Through this we are able to see the growth in the classroom environment, directly linking it to curricular outcomes.

Implications: Swan assessments will continue throughout next year. They have been a very effective method of tracking the student growth.

END TERM – 4 – Annual Milestone
Review effectiveness of the program. Analyse data and set projections for the upcoming year.

What improvements have been noted? What does the data say? Is the data matching current teacher feedback?

Findings. SWAN assessments were a wonderful tool to track students who are more able. P–scales are used for the students who have higher needs
Process 3:
Building Staff Capacity

* Staff will be engaged in professional learning, focusing on Quality Teaching Framework, the Professional Teaching Standards and Australian Curriculum areas.

* Staff capacity will be built by Instructional Leaders being selected leading staff in professional opportunities, focusing on development of skills, knowledge and understanding of curriculum content, implementation requirements and teaching standards.

Show all content
MilestoneActivitiesResourcesEvaluation

MID TERM – 1
Instructional Leaders to meet to discuss the teacher observation format

Is it effective? Is it easy to use? What changes can be made?

Tools: Instructional leadership tool to be implemented during all IL rounds.

Findings: the tool is easy to use and allows teachers to reflect on their teaching practice in relation to the Quality teaching framework.

Implications: This tool will be used throughout this year to assist teachers to reflect on their teaching practices.

END TERM – 1
Commence instructional leadership rounds

Instructional leadership review with the executive team.

How are we looking as a school? What, if any, are the common needs of the teachers at the school?

Tools: Schedule for IL to be presented to staff. Executive staff to be updated on targeted areas for the school.

Findings: Teachers were very positive to having input into their teaching practices. They were also positive towards getting feedback on their programming, planning, delivery and resources.

Implications: IL rounds will be ongoing each term throughout the year. The IL recording sheets will be evaluated by the Principal and are to be kept in the teachers file on the executive drive.

MID TERM – 2
Establish a discussion in the stage meetings on each element of the Quality teaching module, focusing on how that is being reflected in the classroom. practice.

How well is Quality Teaching being portrayed in the classroom? What elements are causing the most difficulty for teachers? How can we assist them?

Tools: Executive to evaluate IL recording sheets to look for dependencies.

Findings Quality Teaching is evident in all classrooms. Individually targeted PL will be delivered in stage meetings in week 7

Implications

END TERM – 2 – Mid–Year Reflection
Evaluate the effectiveness of the Instructional leadership Rounds.

How effective has Instructional Leadership been in the school?

Tools: Individual teacher reflection on what changes they have made to their planning, programming and delivery as a result of Instructional leadership rounds.

Findings: teachers are now thinking about their planning and delivery. teachers are now keeping records of student achievements in their day planners or programs.

Implications: During walk through in a variety of classrooms, quality teaching practices are becoming increasingly evident.

MID TERM – 3
Continue to evaluate Instructional leadership rounds with Executive staff.

What is going well? Is there any changes that need to take place?

Tools: Report to be created by each executive as to the changes that need to take place in order to effectively continue with IL rounds.

Findings: Executive staff have agreed that the IL sheet is easy to use and is effective in tracking QT in the classroom. This format will continue throughout term 4.

Implications: Teachers are becoming increasingly aware of their teaching practices through IL rounds through Executive feedback.

END TERM – 3
Evaluation of the teachers understanding of the elements of Quality Teaching through staff meeting information session.

Are we able to see the quality teaching elements being used in the teaching programs? Has the intervention on each element assisted teachers in gaining a deeper understanding of the elements?

Tools: Executives to survey the teachers during a group discussion of the teachers in that stage. Findings to be recorded and communicated to the Principal.

Findings: Teachers assessed the school programs in relation to Quality Teaching Framework. We are waiting for results from all staff members.

Update: Executive staff have found an increased awareness of QT from their teaching staff and it is evident in their programming in most cases.

Implications: We will continue to monitor results.

MID TERM – 4
Staff survey (Survey Monkey) on stress in the workplace.

What are the results? What can we do as a team to effectively address staff stress in the workplace? Do teachers manage stress well?

Tools: survey Monkey on line survey

Findings. On the positive, teachers, engaged in the survey as 19 results were entered.

Implications: Survey responses will be reviewed by the executive for the new school plan.

END TERM – 4 – Annual Milestone
Review effectiveness of Instructional Leadership Rounds

What are the results?

Findings: Teachers highly approved of the Instructional Leadership Rounds format. Most teachers did say that they were able to use the feedback effectively. This program will be reviewed to see it it will continue to be added to our new school plan.

MilestoneActivitiesResourcesEvaluation

MID TERM – 1
As an executive, Analyse data collected from previous year. Identify common areas for improvement holistically.

Survey staff members to assist in setting a schedule for PDF based on the revised areas set by the executive.

PDP plans

Support material from Department

$3,500.00

What are the common areas for development across the stages? What practices require immediate attention? What type of data can we use to show the growth in the areas targeted?

Tools: feedback questionnaires to staff on Professional Development given over the past years: was it effective, has it improved your skills, do you feel that your needs as a teacher are addressed/valued.

Findings: Teachers want PD on staff development days, not after school. Teachers feel valued and listened to. SLSO staff were very positive about their staff meeting on Thursdays. Only a few who would like it during the day and not after school hours.

Implications: Teacher feedback forms will be given out at the beginning of term 2 for ongoing assessment into the teacher/SLSO PD satisfaction.

END TERM – 1
Develop a timeline for the implementation of priority practices that will bring about a school wide approach to the enhancement teacher skills in targeted areas.

How is the timeline communicated to staff? What resources are required for implementation? What are the current goal setting practices? What feedback is or will be collected from stakeholder groups? How will this be done and who will coordinate this?

Tools: Timeline was created by The school Principal along with the input of the executive staff.

Findings: The timeline addresses the needs of the school which were matched to the needs of the teaching and support staff. Teachers are informed ahead of time when/if they have to present at the staff development days, which has contributed to better organised PD for the staff

Implications. Staff have responded positively to the timeline and it has proven effective for delivery and teacher learning/skill development.

MID TERM – 2
Implementation of new practices.

What effects does the new practices have on the teachers? What effects will they have on the school? Has an assessment date of any new practice been set? How will we be assessing the effectiveness of any set practice?

Tools: Staff will engage in a short survey on how they feel about the schools PD in relation to their PDP targeted goals.

Findings: Only 8 responses from a staff of over who are on a PDP.

Positive comments: Wed/Thurs meetings were effective, great way to communicate. Stage meeting were very informative and effective. Staff feel valued when they are heard.

Other Comments: there are too many meetings. We should get more external speakers. Important PL should be on staff development days instead of after school.

Implications: Discussion during executive meeting. New aspects added to our staff meeting. Teacher focused: All teachers will have a chance to tell the group what is happening in their classroom and the group can brainstorm effective strategies to assist the teacher.

Training focused: teachers will present an item to the group that is of interest to them and that relates to the teaching and learning of staff and students

END TERM – 2 – Mid–Year Reflection
Analyse current data that address targeted areas of development.

Has there been improvements in the targeted areas?

Tools: Information session during Wednesday meeting on what improvements have been seen in their own teacher learning/development.

Findings:Teachers have begun to deliver PD that is of interest to them. This has been effective to have all teachers contribute to the learning process of staff–members. Teachers have also been forthcoming in explaining the troubles that they are experiencing in the classroom and they are getting explicit feedback on each individual issue.

Implications: This has proven to be an Effective strategy that will continue throughout 2019

MID TERM – 3
Review of PDF as an Executive

Is the out of school PDF been effective for staff receiving the training? How has it impacted their teaching/learning and

programming? would it be beneficial to establish a school wide feedback sheet to assess different courses for later use? What will this look like?

Tools: Formal survey into the effectiveness of PD on the teaching/learning and welfare of the students.

Findings Survey was distributed on 20/08 to seek findings of what PD was taken by each teacher and how has it impacted their classroom delivery. 25 were distributed.

Results: Of the 25 surveys distributed to the staff, I have only received 5. The results were: People felt that PD was developed for the students and that the school does have a focus on student achievement, well–being and academic development. One particular participant used the survey to take the opportunity to voice their opinion on the length and structure of staff meetings. This was addressed by the executive and we all decided that the content of the staff meetings was vital for the operation of the school and is unable to be changed at this time.

Implications: Staff "Buy In" has been an ongoing problem at this school. With only 5 returned surveys, I will explore new ways to get relevant information form the staff–members.

END TERM – 3
Teacher survey

What do you require to further your skills as a teacher?

Tools: Executive will be targeting this question during the PDP review meeting. they will write down the findings that will be reviewed by the executive. This is to ensure teacher responses as the previous surveys were unsuccessful in getting a reply.

Findings: PDP meeting is a very effective way of gathering information from staff members. Most Staff members would like greater input on professional development, however this has been offered in the past with very little teacher input. .

Implications: Explore a variety of ways to have teachers submit their input into PD for the upcoming years. Possibly brainstorming a variety of topics that could be added to our already busy PD schedule.

Teachers have also expressed that they do mot want to have any PD outside of their normal school hours. This will make it difficult to add any PD that is outside of outside of our usual current PD schedule, as it has been difficult in the past to get external experts to our school on staff development days.

MID TERM – 4
Conduct teacher feedback session to establish direction school professional development. Gather and collate feedback forms form Professional Development Days.

Was the interventions effective? What were the results?

Tools: Teacher forum: what was effective? What was missed?

Findings: Staff overall thought that the PD at school was effective. They did ask for input into staff development topics. A list was created and filled in by staff members

Implications: PD could be focused and directed towards teachers needs if they fill out the form. All teachers did partake. Not every SLSO participated.

END TERM – 4 – Annual Milestone
75% of teachers will have developed explicit knowledge of the PDP process and will have aligned their Professional Learning needs directly to their identified goals. a direct correlation will be seen between their identified goals and the teaching standards

Analyse data and establish new direction for the following year.

Executive review of data and school practices

Implications: Executive will review the list created before establishing the strategic direction for the next school plan
Process 2:
Adapting Curriculum

* Teachers will work collaboratively to develop a culture of explicit differentiation to successfully meet the learning needs of every student at Hunter River Community School
MilestoneActivitiesResourcesEvaluation

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What programming methods are being used? are they effective and meet the requirements of the school/Department.

Tools: Executive to meet to discuss programming to get a common result for all stages of the school

Findings: New teachers were active in asking questions on programming. Most teachers are using the school's programming sheets.

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Evaluation of teaching programs

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Tools: Common marking and evaluation sheets are used for programming assessment. The principal assesses the programs of the school to identify any discrepancies with executive evaluation

Findings: Two teachers had to resubmit their program as there were discrepancies with their teacher evaluation and registers.

Implication: Programming workshop will be set up this term for teachers who require assistance.

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Feedback review– survey teachers to see where they believe they are receiving the feedback that is assisting them with their teaching practice.

Are teachers receiving timely feedback on their teaching and programming? How effective have they found the Instructional leadership rounds?

Tools: Principal led discussion (to be minuted) on what feedback has been given to teachers throughout the year, what areas were targeted and was there any follow up on constructive feedback.

Findings: Positive teacher feedback has far outweighed the negative. Most negative feedback has been directly related to the handling of students.

Implications: Student handling and how to work with student who are in crisis or meltdown has been addressed during the staff meeting on the 26th of June and to the SLSO staff on the 27th of June.

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Is this making a difference? Are teachers becoming more aware of Quality teaching and ensuring their teaching practices reflect the elements?

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Implications: This will give the teachers an opportunity to reflect on their teaching while using the QT framework. This should increase their awareness of the framework, how it looks in the classroom and how to effectively program to include QT in their teaching and learning.

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Findings: teachers are able to find aspects of Quality teaching in their programs. They are becoming increasingly aware of the aspects and how they benefit teaching and learning.

Implications: teachers and developing increasingly effective programs for their students, focused on aspects of QT.

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Re–assess students using the P–scales and SWAN assessments.

Has there been any growth? What positives did we take form this assessments? In what ways can this process be improved?

Tools: Teachers to reassess students using the P–Scales and Swan assessment tool.

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Implications: Swan assessments will continue throughout next year. They have been a very effective method of tracking the student growth.

END TERM – 4 – Annual Milestone
Review effectiveness of the program. Analyse data and set projections for the upcoming year.

What improvements have been noted? What does the data say? Is the data matching current teacher feedback?

Findings. SWAN assessments were a wonderful tool to track students who are more able. P–scales are used for the students who have higher needs
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Findings: the tool is easy to use and allows teachers to reflect on their teaching practice in relation to the Quality teaching framework.

Implications: This tool will be used throughout this year to assist teachers to reflect on their teaching practices.

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Commence instructional leadership rounds

Instructional leadership review with the executive team.

How are we looking as a school? What, if any, are the common needs of the teachers at the school?

Tools: Schedule for IL to be presented to staff. Executive staff to be updated on targeted areas for the school.

Findings: Teachers were very positive to having input into their teaching practices. They were also positive towards getting feedback on their programming, planning, delivery and resources.

Implications: IL rounds will be ongoing each term throughout the year. The IL recording sheets will be evaluated by the Principal and are to be kept in the teachers file on the executive drive.

MID TERM – 2
Establish a discussion in the stage meetings on each element of the Quality teaching module, focusing on how that is being reflected in the classroom. practice.

How well is Quality Teaching being portrayed in the classroom? What elements are causing the most difficulty for teachers? How can we assist them?

Tools: Executive to evaluate IL recording sheets to look for dependencies.

Findings Quality Teaching is evident in all classrooms. Individually targeted PL will be delivered in stage meetings in week 7

Implications

END TERM – 2 – Mid–Year Reflection
Evaluate the effectiveness of the Instructional leadership Rounds.

How effective has Instructional Leadership been in the school?

Tools: Individual teacher reflection on what changes they have made to their planning, programming and delivery as a result of Instructional leadership rounds.

Findings: teachers are now thinking about their planning and delivery. teachers are now keeping records of student achievements in their day planners or programs.

Implications: During walk through in a variety of classrooms, quality teaching practices are becoming increasingly evident.

MID TERM – 3
Continue to evaluate Instructional leadership rounds with Executive staff.

What is going well? Is there any changes that need to take place?

Tools: Report to be created by each executive as to the changes that need to take place in order to effectively continue with IL rounds.

Findings: Executive staff have agreed that the IL sheet is easy to use and is effective in tracking QT in the classroom. This format will continue throughout term 4.

Implications: Teachers are becoming increasingly aware of their teaching practices through IL rounds through Executive feedback.

END TERM – 3
Evaluation of the teachers understanding of the elements of Quality Teaching through staff meeting information session.

Are we able to see the quality teaching elements being used in the teaching programs? Has the intervention on each element assisted teachers in gaining a deeper understanding of the elements?

Tools: Executives to survey the teachers during a group discussion of the teachers in that stage. Findings to be recorded and communicated to the Principal.

Findings: Teachers assessed the school programs in relation to Quality Teaching Framework. We are waiting for results from all staff members.

Update: Executive staff have found an increased awareness of QT from their teaching staff and it is evident in their programming in most cases.

Implications: We will continue to monitor results.

MID TERM – 4
Staff survey (Survey Monkey) on stress in the workplace.

What are the results? What can we do as a team to effectively address staff stress in the workplace? Do teachers manage stress well?

Tools: survey Monkey on line survey

Findings. On the positive, teachers, engaged in the survey as 19 results were entered.

Implications: Survey responses will be reviewed by the executive for the new school plan.

END TERM – 4 – Annual Milestone
Review effectiveness of Instructional Leadership Rounds

What are the results?

Findings: Teachers highly approved of the Instructional Leadership Rounds format. Most teachers did say that they were able to use the feedback effectively. This program will be reviewed to see it it will continue to be added to our new school

plan.

Strategic Direction 2

COMMUNITY ENGAGEMENT AND POSITIVE PARTNERSHIPS

Purpose

To develop relationships with people in our community which support our students in finding greater success and confidence as citizens. Through encouragement of partnerships with community members and groups, we can create a broader knowledge of how our students can achieve with their support and as part of their network.

Improvement Measures

Increasing the effectiveness of the connections between individual goal setting, student's school outcomes and post school outcomes that facilitate students leaving school and moving into meaningful pathways

There will be an increased level of satisfaction with the communication strategies employed by Hunter River Community School that result in the strengthening of relationships and partnerships

Student outcomes will be positively impacted through partnerships with outside agencies that support students during life long learning and all transition periods

Progress towards achieving improvement measures

Process 1: Student outcomes

Goal setting processes facilitate the development of relationships with all key stakeholders

Evaluation	Funds Expended (Resources)
QUESTIONS: Have we got a selection of businesses that have out communication board in our local community? How did students go with achieving their PLSP goals? **TOOLS:** View reports to see how students went with achieving PLSP outcomes. **FINDINGS:** The café that the shopping crew go to have placed their ordering communication board in there so that it is available at all times. All students went very well in achieving their outcomes, the teachers put in place a lot of good strategies to be able to do this. The Semester 2 reports captured how well the student went and if they had achieved outcomes/indicators and if they are working towards the outcomes/indicators. **IMPLICATIONS:** As a school we have not had the time to approach other businesses but this will be a priority in Term 1 2020.	

Process 2: Community relationships and partnerships
   •
   Supporting and informing our school community will facilitate the development of effective partnerships and relationships

Evaluation	Funds Expended (Resources)
QUESTIONS: Has the promotions team worked on updating the school webpage? How many iMovies have been made? Have the promotions teams worked with the P&C to create the school banners? How many integrations students do we have? **TOOLS:** Use cheat sheets and upload videos to webpage. Create iMovies using school iPads. Design and order banners through online company. Connect with local school to keep partnerships for next year.	

Progress towards achieving improvement measures	
FINDINGS: Promotions team have worked hard on updating the school webpage. They had a few hurdles in publishing videos, so that took a bit of time to fix. Since that they have uploaded 2–3 videos. Promotions team created 5 movies. Banners were designed and ordered and have been used for some school events. We have 4 integration students. **IMPLICATIONS:** Need more staff buy–in to upload photos, they did receive a PL and cheat sheet, but have not acted on it. Promotions team did not have enough time to upload all videos, but this will happen in 2020. Integration will be promoted next year due to the new enrolments for 2020.	

Process 3:   Transition

Work to support all students in during transition processes to facilitate lifelong learning.

Evaluation	Funds Expended (Resources)
QUESTIONS: Have all portfolios been completed? Are all students ready to go to PSO in 2020? Has the classroom teacher and Support Teacher Transition finalised everything? **TOOLS:** Portfolio template in t–drive. Teachers to follow example given to them. **FINDINGS:** All student received their portfolio to take to their PSO in 2020. All students and staff have spoken to ensure everything is ready for 2020. **IMPLICATIONS:** Teachers need to start the portfolios early when they were given the information and not wait to the last minute. To resolve this, regular meetings must be set up in Terms 3&4 to ensure teachers are on track and have a working document.	

STUDENT LEARNING AND WELLBEING

| Purpose |

To develop and implement challenging, innovative and inclusive curriculum that enables students to be effective community citizens. Having effective communication skills and positive well being school practices will enhance student learning outcomes.

| Improvement Measures |

As a result of the programs, 100% of students will have a communication profile that reflects their individual communicative needs and incorporates augmentative communication technologies as required.

.Students increasingly demonstrate the school's values of　　　　'We are Safe – We Care – We Learn'.

As a result of the program, staff will have greater knowledge of Aboriginal culture and increase the prevelance of Aboriginal perspectives in their teaching and learning programs.

An increasing engagement of Science, Technology, Engineering and Maths (STEM) in the Science and Technlology Curriculum (K–10).

| Progress towards achieving improvement measures |

Process 1:   Communication: Research and implement best practice strategies for communication with children with complex disabilities.

Evaluation	Funds Expended (Resources)
Questions: How did the Communication Matrix profile cater for the different communication needs of the students? How did the data collected inform teaching practices? What percentage of students have a 'Communication Profile/Dictionary'? Where to next? **Tools:** Communication Matrix Communication Dictionary **Findings:** All students a have a completed Communication Matrix saved in their 'e' file. **Implications:** Staff to share information regarding the communication skills when handing over students to 2020 teachers. This information could be formatted into a communication dictionary. Staff to refer to the Communication Matrix and/or Communication Dictionary when setting PLP communication goals for 2020.	

Process 2:   Wellbeing: Evaluate and plan effective wellbeing practices across all school contexts to enhance individual and system wide effectiveness.

Evaluation	Funds Expended (Resources)
Questions: How effective has PBL been? Is PBL having a positive impact holistically?	

Progress towards achieving improvement measures	
What are staff concerns? How can we improve? **Tools**: EBS Central behaviour EBS Central PBL Merit levels **Findings:** There is a consistency in the language used when dealing with student's choices. More staff are recognising students' contributions and have a focus on the positive.This is evident from there being more positive entries than negative entries on EBS Central. Staff concerned that more content needs to be included to address students in wheelchairs. **Implications:** Pages will be added to the current PBL books to be more inclusive of students with mobility issues. In moving forward we will use the word self regulation rather than behaviour to continue on a positive language journey.	

Process 3: **Aboriginal Education**: Deliver quality professional learning on Aboriginal learning to enhance classroom practices and school wide celebrations..

Evaluation	Funds Expended (Resources)
Questions: Do staff feel they have the skills to teach Aboriginal content? How successful where the events held throughout the year? What could we do better? **Tools:** teaching programs, research on the Internet, posters, art and craft activities **Findings:** The HRCS staff embraced these tasks and all classes had the opportunity to present their work on an Aboriginal music/ song/sign and dance performance.at assemblies. The learning that was evident from the tasks broadened the knowledge of both students, parents, staff and visitors to our school. **Implications:** Staff confidence has increased. All staff involved in including Aboriginal culture in their teaching.	

Process 4: **Science and Technology:** To refine and implement best practice STEM teaching in the K–12 school environment.

Evaluation	Funds Expended (Resources)
Questions: What activities are suitable for our students? Have our students gained skills from being involved in these activities?	

Progress towards achieving improvement measures	
Where to next? **Tools:** **Findings:** Many students have been engaged in using robotic technology. Activities will need to be modified or adjusted to meet the wide variety of intellectual and physical needs of our students. **Implications:** Continue with training and development in this area. Complete HRCS STEM book. Provide staff with ideas of how to engage students and include STEM into all KLAs Continue to monitor programmes.	

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Blue tooth technology – Professional Learning – Equipment purchase Cultural Dance Program – Term 4 NAIDOC Day supplies Education Week Supplies (cultural performances) Special day's resources Additional staff salaries to support Aboriginal students on school camps. **Funding Sources:** • Aboriginal background loading ($13 217.00)	This program was very successful, and staff reported that they had learnt many facts that they were not aware of. During the activities, all students were actively engaged in hands on learning, which increased their understanding of the the concept being taught. Our community members that attended our assemblies, were able to engage with the student presentations, and the feedback was extremely positive. The formalised introduction and embedding of the 8 Ways of Learning into teaching and learning programs was a very successful initiative as it provided a platform for teaching staff to self reflect on their practices The students who attended the school camps, enjoyed engaging in a number of new experiences. For some of our students who identify as Aboriginal, it was the first time they had been away from home. The additional staff ensured that they had an amazing time. Our NAIDOC day celebration, and Education Week activities were wonderful occasions of colour,music and inclusiveness.
Quality Teaching, Successful Students (QTSS)	Staff replacement **Funding Sources:** • Quality Teaching, Successful Students (QTSS) ($14 940.00)	This initiative had a positive impact on the development of quality teaching and learning programs and supported the increased engagement of students
Socio–economic background	additional staff Specialist position sensory based resources **Funding Sources:** • Socio–economic background ($89 328.00)	All programs were very successful and positively impacted on the learning of students. The specialist communication program provided students with a variety of platforms to communicate with a diverse range of communication partners. Having a dedicated support person off class, enabled a more flexible approach to coordinating work placement and integration opportunities. Staff input into case conferences ensured that all stakeholders were able to holistically support students and their families. The purchased equipment provided students with a diverse range of strategies and tools to assist manage their sensory needs. Being provided with the tools generally decreased the incidences of red choice making.
Support for beginning teachers	staff replacement **Funding Sources:** • Support for beginning teachers ($4 269.00)	The feedback from both groups was extremely positive. Mentors reported an increase in knowledge and application after each session, and the Beginning teacher reported that they felt supported and felt that

Support for beginning teachers	staff replacement **Funding Sources:** • Support for beginning teachers ($4 269.00)	they were able to work and develop skills confidently, within a positive and supported scaffold.

Student information

Student enrolment profile

Students	Enrolments			
	2016	**2017**	**2018**	**2019**
Boys	48	48	47	45
Girls	17	17	19	19

Attendance for students who attend Hunter River Community School can be impacted by several elements. For some of our young people, their complex health issues and associated illness, can facilitate an attendance pattern that is unpredictable. This is especially so during the winter months.

For our young people with complex behavioural characteristics, attendance can be negatively impacted by erratic sleep patterns and unsettled incidents

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.

Year 12 students attaining HSC or equivalent vocational education qualification

All of our Year 12 students work extremely hard to be awarded their Higher School Certificate Life Skills. the families and friends of our students are very proud of their young person being awarded their certificate

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	3
Classroom Teacher(s)	8.08
Teacher Librarian	0.4
School Administration and Support Staff	12.52
Other Positions	0.74

*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	354,976
Revenue	2,979,713
Appropriation	2,910,612
Sale of Goods and Services	1,163
Grants and contributions	64,802
Investment income	3,062
Other revenue	74
Expenses	-2,944,479
Employee related	-2,776,260
Operating expenses	-168,219
Surplus / deficit for the year	35,235

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	1,993,728
Equity Total	102,545
Equity - Aboriginal	13,217
Equity - Socio-economic	89,328
Equity - Language	0
Equity - Disability	0
Base Total	611,764
Base - Per Capita	31,395
Base - Location	1,975
Base - Other	578,394
Other Total	101,433
Grand Total	2,809,470

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.

Parent/caregiver, student, teacher satisfaction

Families, carers and staff participated in a variety of surveys to gather information about their satisfaction with the introduction of a variety of new processes and procedures. The Tell Them from Me platform was used to gather and collate the information.

The feedback from these surveys indicated that all members of the School Community were overall satisfied with the performance of the school and the improvement measures that had been implemented. One of the interesting factors about the process was that, through our school Facebook page, that people completed the survey that did not have students enrolled at the school.

Students participated in a pictorial survey which provided them with an opportunity to indicate what they liked and disliked about school. Overall students were happy with their experiences and indicated that they particularly enjoyed the additional programs that were offered.

Staff also engaged with several surveys to gather data about their feelings toward improvement measures and the school in general. Overall, the data collated was positive.

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.