

2020 Annual Report

Harwood Island Public School



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Introduction

The Annual Report for 2020 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.

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School vision

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 45 children, with 2 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 and participated in an external validation. 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. Every five years, our school undergoes an external validation process.

During the external validation process, an independent panel consisting of a Principal School Leadership and a peer principal considered our evidence and assessment of our school's progress against the School Excellence Framework.

Our self-assessment and the external validation 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	2020 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Excelling
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Delivering
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).

All students to demonstrate growth as evidenced by continued progress against the Literacy and Numeracy learning progressions.

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.

Progress towards achieving improvement measures

Process 1: Develop quality teaching and learning environments which support improved student outcomes in literacy and numeracy.

Evaluation	Funds Expended (Resources)
All students show growth against Literacy and Numeracy progressions. Students results plotted against "Reading" and "Additive Strategies". Year 1 students completed Phonics awareness assessment. Year 3 and 5 students completed Check in assessments.	Purchase of appropriate resources including texts and online subscriptions. \$5000 Staff professional Learning \$4000, includes course fees and casual relief. SLSO employed to assist program delivery in K-2 class 4 days per week x 4 hours per day.

Process 2: Use consistent and reliable evidence, to provide learning and feedback that is personalised and responsive to individual learners, with tiered interventions and differentiation supported by the Learning Support Team.

Evaluation	Funds Expended (Resources)
All students provided with differentiated learning programs based on data to ensure growth and success.	Learning and Support teacher employed extra 2 days per week from school funds. \$40 000

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 TTFM results, leadership (SRC) and Smiling Minds program. School community engaged with the school's Chaplain, including students, parents and staff. Data showed reduced playground and classroom incidents of negative behaviour and reduced suspensions.	Professional Learning for staff with Smiling Minds program. \$2500. School Chaplain program \$20 800

Next Steps

Harwood Island Public School will continue its focus on student learning and achievement by:

- Embedding a consistent approach to ensure teaching programs are dynamic, showing evidence of revisions based on feedback.
- Working collaboratively with other small schools in the area of curriculum development and delivery.
- Continuing to train staff and share knowledge with colleagues about learning intentions and success criteria and develop a school wide approach to implementing these practices in each classroom.
- Prioritising assessment data collection including the extension of Plan 2 recording and tracking from K-6.
- Expanding the formative assessment practices to be embedded more consistently across the school in all curriculum areas.
- Refining our Assessment Policy and schedule to reflect our updated Scope and Sequences in all KLAs.

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 (PDPs) 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.

Progress towards achieving improvement measures

Process 1: All staff engage with the External Validation process, by collecting and analysing data to drive whole school improvement.

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.	Professional Learning Budget \$7500

Process 2: Staff work collaboratively with the Community of Small Schools to refine programming practices and review K-6 scope and sequences in line with NESA requirements for all KLAs.

Evaluation	Funds Expended (Resources)
Due to COVID restrictions collaborative work with small schools virtually impossible.	

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.	Employed casual staff to allow staff to assess, record and analyse student data.

Next Steps

Our school staff have identified that Data skills and use is an area for professional growth. We will continue to;

- Seek quality professional learning.
- Engage in current research to inform best practice.
- Collaborate with the school community to develop and implement plans for continuous improvement.

- teachers clearly understand, develop and apply a full range of assessment strategies - for, as & of - in determining teaching directions, monitoring and assessing student progress and achievement and reflecting on teaching effectiveness.

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 student well-being systems and data collection. This will enable efficient and effective communication of student data, 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.	Professional Learning \$2000

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 such as Sport, Creative Arts, Aboriginal Education and Library.	

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. Ten children attended on various days 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 2021. School counsellor was involved in applying for and receiving Integration funding for individual students and developing Individual Learning Plans.	Employed a specialist Early childhood teacher 14 days x \$500 = \$7000

Next Steps

In order to improve, the school needs to regularly solicit feedback from parents/caregivers and use this information to continue to build on home school partnerships and engagement;

- continue to unpack the Teaching Standards at Proficiency, Highly Accomplished and Lead to develop clarity of role descriptions and accountabilities and how all staff contribute to school excellence, student achievement and growth.
- continue to demonstrate the connection between all professional learning and school initiatives to the Teaching Standards.
- school leaders also need to work towards building a shared understanding of the school's vision and the teaching and learning practices in place in order to be recognised by the community as a school that embeds best practice.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Aboriginal Background Loading \$5 671.	<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>
Low level adjustment for disability	<p>Low Level Adjustment for Disability Loading - 2020 allocation \$15 283 flexible funding and 0.2 staffing.</p> <p>\$15 283 to supplement LaST and SLSO staffing to work with students individually, small groups and in class.</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Low level adjustment for disability (\$15 283.00) 	All students have equitable access to the curriculum and have differentiated programs in place to maximise their learning.
Quality Teaching, Successful Students (QTSS)	<p>QTSS Loading - 2020 allocation \$10 501 flexible funding.</p> <p>\$10 501 to supplement additional teacher release up to one hour extra per week.</p>	Additional staff were employed to deliver additional programs including STEM activities, tennis, guitar, swimming and Smiling Minds.
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. \$57 262 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>

Student information

Student enrolment profile

	Enrolments			
Students	2017	2018	2019	2020
Boys	34	26	30	25
Girls	28	28	28	24

Student attendance profile

School				
Year	2017	2018	2019	2020
K	94.1	93.5	94	91.3
1	93.3	92.5	89.1	93.1
2	94.4	93	91.6	92.8
3	91.7	93.1	92.2	94.1
4	96.5	94.8	89.6	92.3
5	91.1	94.8	92.8	86
6	96.8	95.5	92.5	92.7
All Years	93.6	94	92	91.7
State DoE				
Year	2017	2018	2019	2020
K	94.4	93.8	93.1	92.4
1	93.8	93.4	92.7	91.7
2	94	93.5	93	92
3	94.1	93.6	93	92.1
4	93.9	93.4	92.9	92
5	93.8	93.2	92.8	92
6	93.3	92.5	92.1	91.8
All Years	93.9	93.4	92.8	92

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

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)	1.35
Learning and Support Teacher(s)	0.2
Teacher Librarian	0.08
School Administration and Support Staff	0.9

*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, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2020, 3.7% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2020 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	6.30%
Teachers	3.30%	2.80%

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.

In 2020, an additional School Development Day was included at the start of Term 2 to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2020 to 31 December 2020. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2020 Actual (\$)
Opening Balance	117,898
Revenue	852,004
Appropriation	819,869
Sale of Goods and Services	1,616
Grants and contributions	30,343
Investment income	176
Expenses	-820,400
Employee related	-689,651
Operating expenses	-130,749
Surplus / deficit for the year	31,604
Closing Balance	149,502

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.

	2020 Approved SBA (\$)
Targeted Total	60,401
Equity Total	102,669
Equity - Aboriginal	5,671
Equity - Socio-economic	57,262
Equity - Language	2,576
Equity - Disability	37,160
Base Total	505,749
Base - Per Capita	13,949
Base - Location	1,403
Base - Other	490,397
Other Total	24,133
Grand Total	692,952

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.

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.

2020 NAPLAN

As agreed by the Education Council, the National Assessment Program (or NAPLAN) did not proceed in 2020 due to the COVID-19 pandemic. This was to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

The Education Council also agreed to defer the full transition to NAPLAN Online from 2021 to 2022 and the continuation of current NAPLAN governance arrangements through 2021.

Parent/caregiver, student, teacher satisfaction

Our school sought the opinions of parents, students and staff about the school. Surveys for staff and students were completed at school while groups of parents were contacted directly to complete the survey via telephone and all parents who attended the office at any stage were also asked to complete the survey. The P&C were also asked to complete the survey during an off-site meeting and their collective responses were tabled.

Students

- A majority of students believe that the school and their teachers have high expectations of their learning.
- Most children stated that teachers know, value and care for every student at our school.
- almost 80% agreed that there are interesting things to do in class and at school.

Parents and Community / Staff

- 85% of parent responses believes that the school engages in strong collaboration with students and parents to ensure quality student transition to school and to high school.
- 90% of responses indicated that teachers have high expectations and are improving student learning .
- About 60% of parents agreed that their children are interested and motivated in their learning but noted that Covid19 had affected their child's connection with school.

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.

Other School Programs (optional)

School Chaplaincy Program

Our School Chaplain is a valued member of staff at Harwood Island PS. They have engaged well with students through helping in the classrooms, having conversations at lunchtime and involving students in the garden group program. The Garden for Growth program has also been a great way to engage parents and recently supply families with some of the vegetables grown. This had led to conversations between parents and children and even seeing some students eat beans for the first time. A big win for the Chaplain was seeing all the year 6 students go off to camp, even though a couple of girls were adamant months prior that they weren't going.

Next year the school hopes to implement the Smiling Mind program across the whole school with support from the Chaplain to further use the positive language from the program in all areas of the school.