

2020 Annual Report

Hallidays Point Public School



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Introduction

The Annual Report for 2020 is provided to the community of Hallidays Point 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

It is our collective vision to create a culture that enables all students to connect, succeed, thrive and learn.

We provide our learners and educators with a variety of rich opportunities to work collaboratively with a focus on growth and success for all. Every student is known, valued and cared for at Hallidays Point Public School.

School context

Hallidays Point Public School is situated on the Mid North Coast of NSW in the township of Diamond Beach. There are approximately 280 students at the school, representing a wide variety of socio-economic groups.

At Hallidays Point Public School, we have a very dedicated staff with a variety of experience and talents. Our teachers creatively use technology as a tool to actively engage our 21st Century learners.

We are a *Friendly Schools and Families* and *Positive Behaviour for Learning* school, embracing a caring and kind student body.

Our school is strongly supported by a dedicated and hard working Parents and Citizens Association.

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>

Self-assessment using the School Excellence Framework

Elements	2020 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	Delivering
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
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

Ensuring high quality, needs based education for our future focused learners.

Purpose

To cater for the diverse learning needs of all students through the strategic use of evidence based practices.

For students to think deeply and logically, becoming confident, creative, responsible and resourceful in order to maximise their learning.

Improvement Measures

Value add data in SCOUT shows improvements in literacy and numeracy.

The school is able to evidence growth from *Delivering to Sustaining and Growing* (or better) in the School Excellence Framework themes of *NAPLAN, Student Growth and Differentiation*.

Increase in the effective use of *Learning Intentions* and *Success Criteria* by teachers to support student understanding, engagement and achievement of personal learning goals.

Progress towards achieving improvement measures

Process 1: Visible Learning

Ongoing professional development for all teaching staff in the Visible Learning pedagogical framework to create innovative learning environments using evidence based practices.

Classroom teachers embed five of the seven specific evidence based, high-impact practices (*high expectations; explicit teaching; effective feedback; use of data to inform practice; classroom management; wellbeing; collaboration*). in their own teaching through the Visible Learning pedagogical framework.

Evaluation	Funds Expended (Resources)
<p>Value added data in Scout shows evidence of a slight increase from 2017 to 2019 of approximately 5% in Literacy and Numeracy.</p> <p>In the School Excellence Framework theme of 'NAPLAN', the school still considers itself to be 'Delivering', working towards 'Sustaining and Growing'. In the area of reading, the 'Sustaining and Growing' target of 35% of students in the top two bands was reached. However, writing and numeracy targets are yet to be achieved.</p> <p>In the area of 'Student Growth' the school is incorporating Visible Learning strategies to support students in being aware of expected growth on internal school progress and achievement data. Working toward 'Sustaining and Growing' will be an ongoing target for the school.</p> <p>In the area of 'Differentiation' the school is yet to achieve all of the markers associated with 'Sustaining and Growing'. Data, in particular the School Capability Assessment Report from Corwin, indicates that the schools trajectory is pointing towards achieving the school's target of 'Sustaining and Growing'. The emphasis moving forward will be to gather evidence that demonstrates the incorporation of Visible Learning strategies, including personal learning goals, Learning Intentions and Success Criteria, into teaching and learning programs.</p> <p>Evidence through the School Capability Assessment Report from CORWIN indicates that the school is providing the use of 'Bump it Up' walls, learning goals are displayed (in reading, writing and maths), learning goals are being developed from success criteria with some students (3-6) setting their own learning goals through conferences and goals are displayed on desks. It</p>	<p>CORWIN PL</p> <p>Funding Sources:</p> <ul style="list-style-type: none">• Professional learning (\$13113.50)

Progress towards achieving improvement measures

should be noted that CORWIN recognised that 'although implementation approaches to empowering students to take greater ownership of their learning had increased, they were still variable throughout classroom practice'.	
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Next Steps

Continue to embed Visible Learning strategies into whole school practices. Further develop Visible Learning in the next planning cycle with a focus on developing a Growth Mindset in staff and students.

Strategic Direction 2

Empowering our future focused educators

Purpose

To focus on improving student outcomes through collaborative professional learning.

To build on existing teacher capacity in differentiating and focus teaching and learning on student growth, in order to meet the needs of all students.

Improvement Measures

10% growth in overall Quality Teaching from baseline to post-test assessment (based on the *Quality Teaching Rounds* outcomes paper, Gore et al. 2016).

An improved culture of distributive leadership.

The school is able to evidence growth (SEF V2) themes of *Collaborative Practice and feedback and instructional Leadership*.

Progress towards achieving improvement measures

Process 1: Collaborative Practice

Quality Teaching Rounds will be amalgamated with mandatory observation rounds. Teachers will engage in professional reading for critical reflection, observe and refine teaching and learning practice, and focus on meeting teaching standards and personal goals.

Negotiated observations of classroom teaching practice.

Teachers actively engage in weekly *Keep Calm and Collaborate* with stage colleagues through professional discussion and collaborative data analysis, planning, programming and professional learning.

Evaluation	Funds Expended (Resources)
<p>10% growth in overall Quality Teaching from baseline to post-test assessment (based on the <i>Quality Teaching Rounds</i> outcomes paper, Gore et al. 2016).</p> <p>*Value add data in SCOUT shows x improvements in literacy and numeracy. *Based on the QTR outcomes paper, Gore et al. 2016, we will aim for a 10% growth in overall QT from baseline to post-test assessment.</p> <p>In the School Excellence Framework theme of 'Collaborative practice and feedback', the school has evidenced growth from 'Sustaining and Growing' to 'Excelling'. Embedded and explicit systems are in place to support this growth. From our 'Keep Calm and Collaborate' initiative, teachers regularly participate in professional dialogue to improve teaching practice and collaboratively plan and evaluate programs, as well as ensure consistent teacher judgement across stages. Classroom observations are routinely undertaken as part of our Quality Lesson Observation Rounds. Specific and timely feedback is provided, verbally at the completion of the lesson observation and then in written form within a week for teachers to evaluate, reflect on their practice and set new goals towards their Performance and Development Plan.</p>	<p>QTR Coordinator = \$11,440</p> <p>QTR Implementation = \$8,640</p> <p>KCAC Implementation = \$20,350</p> <p>Funding Sources:</p> <ul style="list-style-type: none">Quality Teaching, Successful Students (QTSS) (\$40430.00)

Process 2: Leadership Development

School leaders drive development of school leadership capacity through ongoing professional learning with a focus on distributed leadership.

Progress towards achieving improvement measures

Evaluation	Funds Expended (Resources)
<p>Distributive leadership within Hallidays Point Public School has included a number of staff taking on the lead role in many significant initiatives at the school. Initiatives included Positive Behaviour for Learning, Quality Lesson Observation Rounds and Kindergarten Orientation. It should be noted that general activities within the school, such as representative sport and visiting performances, are managed by classroom teachers as a general standard operating procedure at Hallidays Point Public School. Leadership roles are not only undertaken by executive members of staff but also classroom teachers and generally have a budget to manage as part of the role.</p> <p>In the School Excellence Framework theme of 'Instructional leadership', the school has evidenced growth from 'Delivering' to 'Sustaining and Growing'. Teachers are encouraged to take a lead role in showcasing best practice within their classroom as a part of the Quality Lesson Observation Rounds. Quality feedback and reflection enable teachers to reflect on their practice and make changes as required which are all leadership attributes. The introduction of the Positive Behaviour for Learning has increased the level of teacher management of behaviour issues, making use of the Universal Behaviour Expectations as the guiding document. Through the school's focus on instructional leadership, teachers feel empowered to act on and manage a variety of challenging situations that may arise.</p>	<p>PBL Workshop - \$2200</p> <p>Kinder transitions - \$2200</p> <p>Funding Sources:</p> <ul style="list-style-type: none">• Socio-economic background (\$4400.00)

Next Steps

Quality Lesson Observation Rounds will continue to be an embedded practice into the next planning cycle. It is highly valued by all staff members, resulting in continual improvement in teaching practice through collegial advice and support.

Keep Calm and Collaborate will also continue to be an embedded practice into the next planning cycle. KCAC will be further developed to include a focus on analysing student data to ensure greatest impact when planning and delivering quality teaching and learning programs.

Strategic Direction 3

Enriching the wellbeing of our students.

Purpose

To engage the educational and wider community to support the wellbeing of our students and their families.

To ensure students are known, valued and cared for in an environment where they can connect, succeed, thrive and learn.

Improvement Measures

Positive Behaviour for Learning

Increase in school wide wellbeing to support learning from 2018 baseline using the school-developed evaluation tool.

Individual Learning Needs

The school is able to evidence growth from *Delivering to Sustaining and Growing* (or better) in the School Excellence Framework themes of *Individual Learning Needs and Differentiation*.

Increase the percentage of students in the top two bands of NAPLAN and school based assessments in numeracy and reading from 2017 baseline.

Progress towards achieving improvement measures

Process 1: Positive Behaviour for Learning

The *Positive Behaviour for Learning* team will lead its strategic, staged implementation over a three year period. Staff, students, parents/carers and community will be active participants in this process.

Evaluation	Funds Expended (Resources)
Increase in school wide wellbeing to support learning from 2018 baseline using the school-developed evaluation tool.	Temp teacher to release PBL coordinator = \$1,900 Funding Sources: <ul style="list-style-type: none">• Socio-economic background (\$1900.00)

Process 2: Individual Learning Needs

Planning for students with additional needs will be informed by sound holistic information and professional knowledge of their individual wellbeing and learning needs, in consultation with parents/carers and support personnel.

Evaluation	Funds Expended (Resources)
In the School Excellence Framework theme of 'Individual Learning Needs', the school has been working diligently towards using 'well-developed and evidence-based approaches'. The three year partnership with 'CORWIN' has allowed access to the latest evidence-based teaching and learning research. Teachers have undergone training around the theme, 'Know Thy Impact', which looks at the impact that teachers' own practice has on student achievement. The school is working towards the goal of using evidence-based assessment processes to identify, regularly monitor and review individual student learning needs. A rigorous assessment schedule coupled with a significant investment in teacher collaboration should see this goal achieved early in the new School Improvement Cycle. In the area of 'Differentiation' the school is yet to achieve all of the markers associated with 'Sustaining and Growing'. Data, in particular the School	Laptops - \$9,910 Funding Sources: <ul style="list-style-type: none">• Socio-economic background (\$9900.00)

Progress towards achieving improvement measures

Capability Assessment Report from Corwin, indicates that the schools trajectory is pointing towards achieving the school's target of 'Sustaining and Growing'. The emphasis moving forward will be to gather evidence that demonstrates the incorporation of Visible Learning strategies, including personal learning goals, Learning Intentions and Success Criteria, into teaching and learning programs, as well as greater detail of differentiation between structured, core and extension activities.

Scout data from 2017 baseline to 2019 shows an increase in the percentage of students in the top two bands for Year 3 in Reading, Spelling, Grammar & Punctuation and Numeracy. It is to be noted that whilst increases have not been recorded in Year 5 data or in Year 3 Writing, an increase in all areas, excepting for Year 5 Numeracy, was recorded from 2018 to 2019. The Scout data indicates a positive trajectory since 2018 moving forward.

Next Steps

PBL is well embedded into the culture of Hallidays Point Public School. By further developing student self regulation through the positive learning environment, students will achieve greater learning outcomes.

Individual Learning Needs will continue to be a focus in the next planning cycle, developing teacher capacity with analysing and using data to ensure all student learning needs are being met and monitored for greater learning outcomes.

Key Initiatives	Resources (annual)	Impact achieved this year
<p>Low level adjustment for disability</p>	<p>Funding Sources:</p> <ul style="list-style-type: none"> • Low level adjustment for disability (\$90 364.00) 	<p>Hallidays Point Public School is supported by a dedicated Learning and Support Officer for three days per week (0.6) This teacher is responsible for the delivery of targeted support for identified students mainly in the area of reading. The LaST is also responsible for applying for funding support, leading the Learning and Support Team as well as liaising with the school counsellor to support students emotional and social well-being. A number of classroom teachers have been released from class load to undertake this role.</p> <p>Hallidays Point Public School is also supported by a School Learning and Support Officer (SLSO) who provides targeted support to students who are experiencing difficulties with their learning. The SLSO was employed for approximately 4 hours per day for 3 days per week.</p>
<p>Quality Teaching, Successful Students (QTSS)</p>	<p>Funding Sources:</p> <ul style="list-style-type: none"> • Quality Teaching, Successful Students (QTSS) (\$51 082.00) 	<p>Hallidays Point Public School was supported by the provision of a dedicated Assistant Principal to deliver the school's Quality Teaching Rounds. This program was designed to provide a framework and practical implementation of Quality Teaching Rounds where all teachers participated in lesson observations twice per year. Each teacher was observed at least twice by chosen colleagues and was given immediate feedback. Each teacher also observed other teachers' practice within the classroom setting and used the 'GROW' feedback sheet to provide written feedback to each teacher.</p> <p>Hallidays Point Public School was supported by the provision of a dedicated Assistant Principal to plan and implement the school's Keep Calm and Collaborate initiative. This program involved all teachers participating in collaborative practice each term guided by their supervisor.</p>
<p>Socio-economic background</p>	<p>Funding Sources:</p> <ul style="list-style-type: none"> • Socio-economic background (\$48 618.00) 	<p>The students at Hallidays Point Public School were supported in a variety of ways. Differentiated learning professional development was undertaken to upskill staff to cater for structured, core, and extension groups within their class programming. Staff was provided for extension groups in mathematics and writing as well as STEM. Time was also allocated to a dedicated staff member to develop the school's Gifted and High Potential guidelines to incorporate across the school.</p> <p>Laptops (Chromebooks) were purchased to enhance the use of technology within the classroom. This became particularly vital during the 'Learning From Home' phase due to the COVID-19 pandemic. Laptops also made the provision of 'Essential Assessments' more manageable for teachers.</p>

Socio-economic background	Funding Sources: <ul style="list-style-type: none">• Socio-economic background (\$48 618.00)	A dedicated Assistant Principal was provisioned to plan the Kindergarten transition process for the 2021 cohort. Casual teachers were also employed for the Kindergarten teachers to be released to implement the transition program.
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Student information

Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	128	130	131	138
Girls	113	135	159	164

Student attendance profile

School				
Year	2017	2018	2019	2020
K	92.6	94.7	94.1	93.3
1	93.4	92.7	94.3	92.7
2	94.1	92.5	92.7	94.9
3	92.5	92.2	91.1	93.2
4	93.6	93.3	92.2	91.6
5	94.6	93	93	93.3
6	93.3	91.7	92.6	94.7
All Years	93.4	92.9	92.9	93.4
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
Assistant Principal(s)	3
Classroom Teacher(s)	10.47
Literacy and Numeracy Intervention	0.42
Learning and Support Teacher(s)	0.6
Teacher Librarian	0.6
School Administration and Support Staff	2.62

*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	155,638
Revenue	2,697,749
Appropriation	2,627,510
Sale of Goods and Services	309
Grants and contributions	69,525
Investment income	205
Other revenue	200
Expenses	-2,730,249
Employee related	-2,515,388
Operating expenses	-214,862
Surplus / deficit for the year	-32,501
Closing Balance	123,137

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	39,755
Equity Total	167,516
Equity - Aboriginal	27,890
Equity - Socio-economic	48,618
Equity - Language	644
Equity - Disability	90,364
Base Total	2,200,774
Base - Per Capita	69,746
Base - Location	12,676
Base - Other	2,118,352
Other Total	148,882
Grand Total	2,556,927

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

The Tell Them From Me data for 2020 evidences the following information:

Parent Surveys indicate a positive trend in all components of the parent survey. Despite the implications of the COVID-19 pandemic, parents reported that Hallidays Point Public School is a welcoming, safe and inclusive school that supports learning and positive behaviour. Parents also reported feeling well informed with regular contact from classroom teachers and supported with learning from home.

Student survey data indicates that 87% of students at Hallidays Point Public School report having High Advocacy, High Expectations and 73% report having High Belonging, High Expectations. These are the optimum quadrants for students to experience positive (high) outcomes at school. The data also indicates that:

- * 90% of students report positive Advocacy at School, surpassing both the SSSG and State percentages;
- * 91% of students report positive Expectations for Success, slightly lower than the SSSG percentage, but greater than the State percentage;
- * 77% of students report a positive Sense of Belonging, also surpassing both the SSSG and State percentages.

Teacher satisfaction surveys indicate similar results to that of the NSW Government Norms, with Leadership, Parental Involvement and Collaboration exceeding Government Norms.

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.