

2021 Annual Report

Harwood Island Public School



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Introduction

The Annual Report for 2021 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 Strategic Improvement 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.

Our community holds high expectations for our students to be successful and reach their potential.

Respect, integrity and responsibility are values which drive our school.

Life skills such as leadership, self-direction, problem-solving, resilience and flexibility are fostered in a nurturing environment.

Well being has a strong focus and strategies are explicitly taught throughout the school.

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 Harwood Island on the Clarence River.

The school provides quality education for students drawn from those families who live in the township of Harwood and surrounding rural areas.

Currently, the school has a population of 41 children with 2 multi stage classes. We are a part of the National School Chaplaincy Program.

The parent body is very supportive of the school and the 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 valuable educational experiences for all children: including; sporting, leadership, creative arts and academic pursuits.

Our school strives for equity by making sure every student has the support they need to be a successful life long learner.

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 Strategic Improvement Plan and annual report.

Our self-assessment process will assist the school to refine our Strategic Improvement 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>

Strategic Direction 1: Student growth and attainment

Purpose

To develop a school-wide culture of high expectations and continual school improvement to engage students in learning and success with a growth mindset.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Data skills and use
- Effective Classroom Practice

Resources allocated to this strategic direction

Professional learning: \$3,160.00

Socio-economic background: \$23,883.11

Integration funding support: \$2,132.00

Aboriginal background: \$2,132.00

Literacy and numeracy: \$4,264.00

Summary of progress

Baseline data was captured in February, 2021 by all teachers on their students' reading and numeracy skills, completing short assessments for both Key Learning Areas. The Principal and the school staff reviewed the School Excellence Framework whereby 'Data recording and collecting' was one of the focus areas for improvement for 2021.

Staff feedback revealed professional learning in "Data Skills and Use" had increased their confidence, improving overall consistency in teacher judgement. Professional dialogue created conversations of authentic self assessment processes, highlighting the further need of evidence-based assessments including the PAT Test system for further tracking and monitoring.

Changes were made due to many interruptions; Covid-19, floods and changes in Leadership all had a significant impact to the timeline for implementing our Strategic Directions. Teachers needed to shift their priorities and disregard previous plans. They had to draw their attention to learning from home. Changes were made to their delivery methods and although a majority of teachers reflected best practice and understanding, further work is required to support the teachers 'data collecting strategies' in their teaching and learning programs. Due to remote learning there were considerable challenges including:

- reduced student engagement with teachers
- restricted ability to monitor individual student progress

The Progressive Achievement Tests (PAT) system is not as straight forward as perhaps first thought. Further professional learning regarding the analysis of the results, needs to be further unpacked.

The engagement of an Assistant Principal Curriculum and Instruction in 2022 will strongly support the teaching staff at Harwood Island Public School through:

- mentoring and coaching
- focusing on student learning data analysis - creating data walls and commencing professional discussions with teaching staff around data
- embedding collaborative practices and processes
- assisting staff to identify, collect and track student learning data
- supporting the Principal in the delivery of professional learning building teaching capacity

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
NAPLAN top two bands	The proportion of Year 3 and 5 students achieving in the top two bands in

<p>Achieve an uplift of 5% of Year 3 and 5 students achieving in the top two bands in NAPLAN numeracy from baseline data.</p> <p>Achieve an uplift of 5% of Year 3 and 5 students achieving in the top two bands in NAPLAN reading from baseline data.</p> <p>NAPLAN Value-Add</p> <p>Value Add moves from Delivering for K-3, to Sustaining and Growing.</p>	<p>NAPLAN reading has increased to 21.67% (an uplift of 9.1%) and achievement of the 5% target from 2019 baseline data.</p> <p>The proportion of Year 3 and 5 students achieving in the top two bands in NAPLAN numeracy has decreased to 5% (lowered by 3.12%) indicating progress yet to be seen towards achievement of the 5% uplift from 2019 baseline data.</p>
<p>70% of Year 3-6 students will have achieved the learning indicators within the Additive Strategies element of the Numeracy progressions.</p> <p>70% of Year 1 students will have achieved 90% accuracy in the Phonics Screening Check.</p> <p>70% of students achieve or exceed expected growth in Literacy and Numeracy using the literacy and numeracy progressions, PLAN2 data and syllabus indicators.</p>	<p>50% of teaching staff had used the learning indicators within the Additive Strategies element of the Numeracy Progressions.</p> <p>50% of Year 1 students have achieved 90% accuracy in the Phonics Screening Check.</p> <p>There is evidence of positive individual growth in reading and numeracy from data recorded in PLAN2 which will now be used as part of Harwood Island Public School's data capture process</p>
<p>SEF themes - Data literacy from delivering to sustaining and growing.</p> <p>SEF themes - Formative assessment from delivering to sustaining and growing.</p> <p>SEF themes - NAPLAN from working towards delivering to delivering.</p>	<p>Self-assessment against the School Excellence Framework shows the school currently performing at delivering in the theme Data literacy in the element of effective classroom practice.</p> <p>Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the theme formative assessment in the assessment element</p> <p>Self-assessment against the School Excellence Framework shows the school currently performing at working towards delivering in the theme NAPLAN in the Data Skills and Use element.</p>
<p>Expected Growth - Numeracy</p> <p>All students will show progress towards the growth target through formative and/or summative assessment.</p>	<p>Percentage of students achieving expected growth in reading increased by 70% (90% overall) indicating achievement of the system-negotiated target.</p> <p>Percentage of students achieving expected growth in numeracy decreased by 20% (50% overall) indicating achievement yet to be seen toward the system-negotiated target.</p>

Strategic Direction 2: Wellbeing

Purpose

To create and nurture a supportive social and physical environment where children and staff are safe, happy and empowered to connect, succeed and thrive.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Respect, Integrity and Responsibility
- Smiling Minds

Resources allocated to this strategic direction

Socio-economic background: \$8,256.43

Low level adjustment for disability: \$37,706.93

English language proficiency: \$2,400.00

Literacy and numeracy: \$1,783.64

Professional learning: \$3,016.13

Summary of progress

School values, attendance and well being resources were a priority. The staff worked hard to create a welcoming accepting and positive environment that celebrated student successes no matter how big or small. Teacher's worked hard to ensure that the implementation of Respect, Integrity and Responsibility were evident on a daily basis. Positive Behaviour for Learning was reinforced during daily and whole school assemblies and also highlighted in our weekly newsletters. A whole school approach was adopted to enhance well being. All students participated in Smiling Minds each day after recess.

With the change in Leadership and COVID-19 our School values were overlooked at times. Further work to engage all families in the understanding of values Respect, Integrity and Responsibility a priority. School values were also dramatically impacted as inconsistency in attendance led to a decline in sense of self and belonging in the community. Other reasons include

- increased social isolation and reduced ability to support student well being
- interruption to learning support for those children with additional needs
- differential levels of access to technology, including internet and devices to support learning

The importance of valuing education will be encouraged through community collaboration. Where our values and expectations are clearer and more defined. Adopting a whole school approach to well being and engagement.

We will;

- make all students feel welcome and safe
- focus on adopting a Growth mindset.
- recognise and reward positive behaviours

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
Attendance Increase the percentage of students attending > 90% of the time by 1% from baseline data.	The number of students attending greater than 90% of the time or more has increased by 18.2% (73.8% overall).
% of students with positive wellbeing moves by 3% from baseline data.	Tell Them From Me data shows a decrease of 12.5% of reported positive wellbeing (67% overall), including a 1% decrease in advocacy at school,

% of students with positive wellbeing moves by 3% from baseline data.	30% decrease in sense of belonging and 4% decrease in expectations of success.
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Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$2,132.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Harwood Island Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Effective Classroom Practice <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing to assist students with additional learning needs • staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs) • intensive learning and behaviour support for funded students <p>The allocation of this funding has resulted in: All eligible students demonstrating progress towards their personalised learning goals. All PLSPs were implemented and reviewed to support student learning needs and progress ensuring eligible students receive personalised learning and support within their own classrooms.</p> <p>After evaluation, the next steps to support our students with this funding will be: To formalise recording of PLSPs into SENTRAL for improved record keeping processes and data collection. Further to this, formally incorporating PLSP reviews into regular learning and support team meetings to ensure funding use is regularly reviewed. The use of integration funding will be adjusted throughout the year in response to student PLSPs reviews to ensure funding is used to specifically address each student's support needs.</p>
<p>Literacy and numeracy</p> <p>\$6,047.64</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Harwood Island Public School from Kindergarten to Year 6.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Effective Classroom Practice • Respect, Integrity and Responsibility <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • online program subscriptions to support literacy and numeracy • literacy and numeracy programs and resources, to support teaching, learning and assessment • targeted professional learning to improve literacy and numeracy <p>The allocation of this funding has resulted in: Differentiated teaching through on-going formative assessment followed by targeted literacy and numeracy programs for identified students performing below the expected level for their stage.</p> <p>After evaluation, the next steps to support our students with this funding will be: Engagement of additional teaching and support staff using other flexible funding to extend intensive small group literacy and numeracy intervention programs. Ensuring that staff professional knowledge in phonological development is utilised to support and extend students.</p>
<p>Socio-economic background</p> <p>\$48,049.95</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Harwood Island Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p>

<p>Socio-economic background</p> <p>\$48,049.95</p>	<p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Effective Classroom Practice • Data skills and use • Respect, Integrity and Responsibility • Smiling Minds • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • additional staffing to implement [program/initiative] to support identified students with additional needs • equitable access to specialist resources <p>The allocation of this funding has resulted in: The allocation of this funding has resulted in: student improvement evidenced by: Year 5 demonstrated a major lift in reading from a raw score 319 in 2019 to 355 in 2021.</p> <p>After evaluation, the next steps to support our students with this funding will be: Data shows that attendance rates for students in this equity cohort is not consistent. Next year, the school will diversify the role of the school chaplain, to focus on improving our attendance rates.</p>
<p>Aboriginal background</p> <p>\$8,262.70</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Harwood Island Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Effective Classroom Practice • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to deliver personalised support for Aboriginal students • employment of specialist additional staff (SLSO) to support Aboriginal students • staffing release to support development and implementation of Personalised Learning Plans <p>The allocation of this funding has resulted in: The allocation of this funding has resulted in all Aboriginal families engaging in the PLP process and, more importantly, conversations became more authentic, at times continuing for more than an hour as a result of the welcoming and informal setting.</p> <p>After evaluation, the next steps to support our students with this funding will be: Engaging literacy and numeracy support teacher and SLSO's with a focus on extending Aboriginal students educational outcomes to deliver differentiated and personalised support.</p>
<p>English language proficiency</p> <p>\$2,400.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Harwood Island Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Respect, Integrity and Responsibility

<p>English language proficiency</p> <p>\$2,400.00</p>	<p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to support delivery of targeted initiatives • additional staffing to implement co-teaching programs to provide intensive support for all students from EAL/D backgrounds <p>The allocation of this funding has resulted in: Student progress showing high growth on the EAL/D learning progressions, with 100% of EAL/D students achieving expected or above expected growth in NAPLAN literacy results. EAL/D students are more confident and prepared to take risks with their language use, as noted in teacher observations and work samples.</p> <p>After evaluation, the next steps to support our students with this funding will be: To capitalise on teacher confidence and their capacity to design integrated writing units that reflect the needs of EAL/D learners, the identified next step is to transfer this practice across all key learning areas (KLAs). Ongoing professional learning will identify language and cultural demands across the curriculum. Personalised and targeted professional development will be provided to each teacher.</p>
<p>Low level adjustment for disability</p> <p>\$37,706.93</p>	<p>Low level adjustment for disability equity loading provides support for students at Harwood Island Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Respect, Integrity and Responsibility <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting • providing support for targeted students within the classroom through the employment of School Learning and Support Officers • employment of additional staff to support teachers to differentiate the curriculum and develop resources and classroom activities resulting in improvement for students with additional learning needs <p>The allocation of this funding has resulted in: Growth along the learning progressions for students receiving funding for low level disability adjustments. The school achieved a more consistent approach to student learning support and interventions with an increased number of students identified and targeted through referral processes and subsequent collaborative learning support activities.</p> <p>After evaluation, the next steps to support our students with this funding will be: To further expand the impact of the learning support team, the school will provide additional support for identified students through the employment of trained SLSOs.</p>
<p>Location</p> <p>\$1,262.96</p>	<p>The location funding allocation is provided to Harwood Island Public School to address school needs associated with remoteness and/or isolation.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • subsidising student excursions to enable all students to participate • incursion expenses

<p>Location</p> <p>\$1,262.96</p>	<ul style="list-style-type: none"> • student assistance to support excursions <p>The allocation of this funding has resulted in: Increased excursion, incursion and leadership opportunities for students.</p> <p>After evaluation, the next steps to support our students with this funding will be: Developing and delivering professional learning open to other schools, supporting the school to increase collaboration and overcome isolation</p>
<p>QTSS release</p> <p>\$8,408.85</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Harwood Island Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • additional staffing to support staff collaboration in the implementation of high-quality curriculum <p>The allocation of this funding has resulted in: Improved staff confidence and teaching practice. Teachers use IfSR testing procedures to monitor and map students on the learning progressions.</p> <p>After evaluation, the next steps to support our students with this funding will be: Teachers embedding evidence-based, high impact teaching strategies within their classroom practice to support the growth of specific students as identified through the learning progressions. Identified teachers and Principal to lead improvement in an area where teachers need support, such as literacy or numeracy</p>
<p>COVID ILSP</p> <p>\$41,299.92</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2021.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of teachers/educators to deliver small group tuition • providing targeted, explicit instruction for student groups in literacy/numeracy - [focus area] <p>The allocation of this funding has resulted in: The majority of the students in the program achieving significant progress towards their personal learning goals as evidenced through growth in PLAN 2.</p> <p>After evaluation, the next steps to support our students with this funding will be: To continue the implementation of literacy and numeracy small group tuition using data sources to identify specific student need. The school learning and support processes have been revised and will now involve regular monitoring of students as they transition back into classrooms. Providing additional in-class support for some students to continue to meet their personal learning goals will also be a priority.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	26	30	25	19
Girls	28	28	24	22

Student attendance profile

School				
Year	2018	2019	2020	2021
K	93.5	94	91.3	90.9
1	92.5	89.1	93.1	95.6
2	93	91.6	92.8	91.6
3	93.1	92.2	94.1	90.8
4	94.8	89.6	92.3	84.5
5	94.8	92.8	86	93.6
6	95.5	92.5	92.7	78.1
All Years	94	92	91.7	90
State DoE				
Year	2018	2019	2020	2021
K	93.8	93.1	92.4	92.8
1	93.4	92.7	91.7	92.7
2	93.5	93	92	92.6
3	93.6	93	92.1	92.7
4	93.4	92.9	92	92.5
5	93.2	92.8	92	92.1
6	92.5	92.1	91.8	91.5
All Years	93.4	92.8	92	92.4

Attendance

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 2020. 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.

Attendance figures in 2021 were calculated differently to align with the third edition of ACARA's National Standards for Student Attendance Data and Reporting. Changes include treating partial absences over 120 minutes as a half day absence (instead of their actual value, calculated as a proportion of a nominal 6-hour day) and covers all weeks during Semester 1. Prior to 2021, the final week of Term 2 was excluded.

Furthermore, the Department implemented an automated attendance feed (AAF) system in Semester 1 2021. AAF transfers data automatically from third-party attendance management systems to the Department's centralised data warehouse every night. The AAF has significantly improved data quality in 2021, which has affected data comparability with previous years.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2021, COVID-19 continued to affect student attendance. Analysis of attendance codes showed a change in the structure of absence reasons in 2021.

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)	1.33
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 2021, 4.3% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2021 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	4.40%
Teachers	3.30%	3.20%

Note 1 - The NSW Public Sector Aboriginal Employment Strategy 2019-2025 takes a career pathway approach in that it sets an ambitious target of 3% Aboriginal employment at each non-executive grade of the public sector by 2025.

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 2021 to 31 December 2021. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2021 Actual (\$)
Opening Balance	149,502
Revenue	960,546
Appropriation	930,033
Sale of Goods and Services	1,572
Grants and contributions	28,039
Investment income	102
Other revenue	800
Expenses	-939,577
Employee related	-812,008
Operating expenses	-127,569
Surplus / deficit for the year	20,969
Closing Balance	170,471

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.

	2021 SBAR Adjustments (\$)
Targeted Total	38,097
Equity Total	96,459
Equity - Aboriginal	8,263
Equity - Socio-economic	48,090
Equity - Language	2,400
Equity - Disability	37,707
Base Total	513,718
Base - Per Capita	12,079
Base - Location	1,263
Base - Other	500,375
Other Total	37,357
Grand Total	685,630

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.

Parent/caregiver, student, teacher satisfaction

In 2021 the school sought the opinions of the Harwood Island Public School community. Parents, students and teachers stated that they were affected by the implications of Covid 19 and learning from home. Teachers, parents and students have stated that they had to rapidly adjust to new modes of learning. The school community had to find and implement alternatives to the traditional model of teaching in physical class room. Normal events were interrupted with the changes to P & C meetings, staff meetings, all planned incursions and excursions.

All stakeholders expressed their desire to participate in a more consistent manner in 2022. An evaluation of the current School Practices was carried out via a survey. Results indicated that the majority of the community are very satisfied with the current organisation and future school directions. Student leadership opportunities were also explored with the suggestion that in 2022 the Student Representative Council take a more proactive role in the area of well being. Effective communication was again highlighted with the school newsletter and Class Dojos classified as the most preferable forms of communication.

Harwood Island Public School did not complete the Tell Them From Me (TTFM) survey about school satisfaction and student engagement in 2021. Rather, parent satisfaction was measured using, a school based survey. The main area for investigation related to the Strategic Direction 2: Wellbeing and Engagement. Overall, the feedback was very positive. Respondents agreed that they were either satisfied or very satisfied with the school; Parents felt like the school had; a positive reputation in the community, the community felt that Harwood Island Public School was easy to contact to discuss concerns and that the school promoted a healthy lifestyle.

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

Multicultural Education Policy

Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is 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.