

2022 Annual Report

Harwood Island Public School



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Introduction

The Annual Report for 2022 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

Integration funding support: \$39,062.00

QTSS release: \$7,814.63

English language proficiency: \$2,400.00

Professional learning: \$6,376.98

AP Curriculum & Instruction: \$30,114.20

Low level adjustment for disability: \$38,653.48

Socio-economic background: \$52,355.73

Summary of progress

Data Skills and Analysis

In 2022, Harwood Island Public School teaching staff engaged with professional learning on using the progressions and Heggarty's Phonetic Awareness. Our Assistant Principal of Curriculum and Instruction guided staff with the use of Data Walls to track individual learning in Reading. The Assistant Principal Curriculum and Instruction together with classroom teachers used data and school-based assessments to identify students requiring intensive support in literacy and numeracy. NSW DoE diagnostic assessments (Check In, Reading Progressions and NAPLAN) were used to map student progress which informed teaching and learning programs. Results in NAPLAN for Reading in the Top 2 bands were varied above expectation. Our K-3 teachers engaged with opportunities to plan and work collaboratively, with feedback indicating this was beneficial to their teaching practice. A review of the whole school's assessment schedule was undertaken to ensure data sources were valid and reliable. A new schedule has been developed in collaboration with the APC&I and teaching staff and is ready for implementation in 2023. In 2023, all teaching staff will continue to engage with professional learning on the MyPL Learning Modules, covering Curriculum Reform. The refined timetable of the Assistant Principal Curriculum and Instruction, together with extra teacher release will provide an opportunity for teachers to collaborate, reflect on and refine their teaching practice through giving and receiving feedback during whole staff and 1:1 sessions.

Effective Classroom Practice

Harwood Island Public School has remained on track with the initiatives from Strategic Direction 1. We are working towards staff developing a robust understanding of the many components of the new 2023 English and Maths Curriculum Reform and the Reading Progressions. Professional Learning was also undertaken by all teaching staff to enhance their knowledge and understanding of the first of three years of Visible Learning. The Maths Plus program was delivered across the school. In 2022, students from Years K-6 (COVID-ILSP) were provided with scaffolded explicit instruction to those identified students requiring additional learning assistance. The Professional Learning we engaged in was effective and well implemented. Staff surveys and feedback found that the teachers valued their professional learning.

In 2023 we will launch the Visible Learning Dispositions and ensure that Learning Intentions and Success Criteria are familiar with the students. Enablers were the willingness of staff to develop new skills. Barriers were the use of text books to target individual needs. In 2023 the Infant teacher's will be focusing on implementing the new curriculum and the senior teacher's will be collaborating, using data to inform practice. The role of Assistant Principal Curriculum and Instruction will continue to target to build teacher capability, with a focus on new K-2 and 3-6 English and Mathematics syllabi, Reading progressions, and Teaching Programs using One Note and Google Drive.

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
<p>NAPLAN top two bands</p> <p>Achieve an uplift of 7% of Year 3 and 5 students achieving in the top two bands in NAPLAN numeracy from baseline data.</p>	<p>In 2022 Harwood Island Public School had a decrease of 6.25% students achieving in the two top bands for Numeracy. It must be noted that Harwood Island Public School had less than 10 students to make a cohort. We are still within 2 points of SSSG schools.</p>
<p>NAPLAN top two bands</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>Harwood Island Public School in 2023 has achieved an uplift of 6.25% of students achieving in the top two bands for Reading. This equates to 25% of students at Harwood Island Public School achieving in the top two bands.</p>
<p>Expected Growth - Numeracy and Reading</p> <p>Expected growth of between 60-100% will be achieved from baseline data.</p>	<p>Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN. However, 2022 Check in data indicates the necessity for a focus on embedding and sustaining a whole school approach to Numeracy.</p>
<p>Expected Growth - Numeracy and Reading</p> <p>Expected growth of between 60-100% will be achieved from baseline data</p>	<p>Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN. However, 2022 Check in data indicates the necessity for a focus on embedding and sustaining a whole school approach to Reading.</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.

- Wellbeing
- Community involvement
- Extra Curricular Opportunities

Resources allocated to this strategic direction

Per capita: \$10,359.88

Location: \$1,136.67

Aboriginal background: \$6,197.03

Summary of progress

Wellbeing

At Harwood Island Public School the 2022 attendance data improved from 2021 and 2022. There was an increase of 0.9% attending 90% of the time. We embed a whole-school approach to student wellbeing and engagement. The teachers participated in professional learning on Challenging Behaviours, and all classes were utilising Smiling Minds (breathing techniques) into their daily practices. Occupational therapy students enhanced the implementation and understanding of flipping your lid as a whole school approach to self regulation. All classes have calm down spaces in their rooms along with a sensory toolkit to aid children in self regulation. They now share common dialogue in awareness of themselves and others.

The students were active within the school setting. A Student Representative Council was established. Older students gained responsibility and purpose; peer mentoring phonics weekly, with younger students and with the donations from Foodbank, provided breakfast to all students on a daily basis.

PLP's were developed and programs differentiated to cater for individual student needs. Our School chaplain supported any students at risk and our Occupational therapy students provided individual support to various identified students. .

Community Involvement

This year saw a collective responsibility for student learning and success. Parent helpers came in and read with the students on a weekly basis. Families came to luncheons twice a term.

External agencies were encouraged to work with SLSO's and teachers to better accommodate for targeted individual needs. A new P&C was established and the whole community helped with our yearly fundraiser (Mill Mud Drive).

Extra Curricular Opportunities

Students were encouraged to have-a-go in a range of co-curriculum and leadership opportunities including music, the environment, sporting pursuits and social justice. There was a focus on "participation" and "inclusiveness". Learning was exciting and our students were challenged in a nurturing academic environment. It was great to see students' personal passions inspired and ignited through these opportunities and programs. .

Our school has a strong commitment to the personal development and wellbeing of all the students. Harwood Island School is committed to promoting positive connections by continuing to build positive social norms, strengthening the sense of belonging and connectedness to school and people for the whole of our school and wider community.

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
<p>Attendance</p> <p>Increase the percentage of students attending > 90% of the time by 1% from baseline data.</p>	<p>The 2022 attendance data indicated an increase of 0.9% from 2021 data. Student attendance data increased from 66.7% to 67.5%. This is 12% higher than schools in our network.</p>
<p>Tell Them from Me</p> <p>TTFM Wellbeing data (advocacy, belonging, expectations) increases to be at or above the target of 85%</p>	<p>All students in Stage 2 and Stage 3 were surveyed in the Tell Them From Me surveys at the start of the year. Interestingly 40% of students felt that they were accepted and valued by their peers and by others at their school. The school chaplain and staff worked together to improve their sense of belonging. By the end of term 4, 80% of students in Years 4-6 felt sure of the expectations for success. Unfortunately only 40% of students felt advocated at school. Measures were put into place to rectify student concerns. A Student Representative Council was formed to give students a voice.</p>

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$39,062.00</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"> • Data skills and use <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • staffing release for targeted professional learning around Visible Learning • staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs) • consultation with external providers for the implementation of Visible Learning • intensive learning and behaviour support for funded students • employment of staff to provide additional support for students who have high-level learning needs <p>The allocation of this funding has resulted in the following impact: The Integration funding received was used to employ a classroom teacher and a SLSO (Student Learning Support Officer) in supporting the individualised needs of a student receiving Integration Funding Support. This support was carefully allocated both within the classroom and playground to best address the ongoing and changing needs of our students. Integration Funding was also to be used to release learning support staff in receiving ongoing professional learning to increase their capacity to deliver expert support. As a result, we were witnessing improved staff skills and knowledge, community confidence in the school, and in turn, improving students' engagement, wellbeing and learning outcomes. However, in late Semester One, the eligible student who was demonstrating progress towards their personalised learning goals left the school. The remaining funds were returned back to the Department of Education.</p> <p>After evaluation, the next steps to support our students will be: In 2023 Harwood Island Public School will continue to support and monitor students' progress on Integration Funding Support through regular LaST contact, and through Individual Learning Plans, building links with families through our community hub. The Integration Funding Support received in 2023 will be adjusted throughout the year in response to student ILPs reviews to ensure funding is used to specifically address each student's support needs.</p>
<p>Professional learning</p> <p>\$6,376.98</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy 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"> • Effective Classroom Practice <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • engaging an APC&I specialist teacher to unpack evidence-based approaches to teaching and learning practices <p>The allocation of this funding has resulted in the following impact: The engagement of an APC&I enabled the delivery of PL regarding use of the Literacy learning progressions to track student progress; however competing priorities restricted implementation of the consistency to this initiative.</p>

Professional learning \$6,376.98	<p>After evaluation, the next steps to support our students will be: The APC&I has worked closely with the Covid Support teacher and all classroom teachers to gather data across all stages. The next step is to allow teachers time to develop their programs to ensure that individual students needs are being met. The APC&I will continue to get to know and cooperate with the teachers and work with the principal to achieve Strategic Direction 1. The APC&I will continue to be involved and engage with students and seek ways to motivate and progress, whole school approach to Number Sense, Visible Learning and Decodables.</p>
Socio-economic background \$52,355.73	<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>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 equity loading include:</p> <ul style="list-style-type: none"> • employment of external providers to support students with additional learning needs • employment of additional staff to support implementation of Visible Learning <p>The allocation of this funding has resulted in the following impact: Specific support needs of students being met. All eligible students demonstrating progress towards their personalised learning goals. All PLPs were regularly updated and responsive to student learning needs and progress ensuring eligible students receive personalised learning and support within their own classrooms and playgrounds where necessary.</p> <p>After evaluation, the next steps to support our students will be: Formally incorporate integration funding decision making into the learning and support team meeting agenda to ensure funding use is regularly reviewed. The use of integration funding will be adjusted throughout the year in response to student PLPs reviews to ensure funding is used to specifically address each student's support needs.</p>
Aboriginal background \$6,197.03	<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"> • Extra Curricular Opportunities <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 • community consultation and engagement to support the development of cultural competency <p>The allocation of this funding has resulted in the following impact: Increased sense of belonging and advocacy for Aboriginal students, as evidenced in the increase in attendance data. Improved engagement and enhanced consultative practices of Aboriginal students and families in partnership with the school. Higher levels of individual and small group support for identified Aboriginal students through employment of culturally competent staff.</p>

<p>Aboriginal background</p> <p>\$6,197.03</p>	<p>After evaluation, the next steps to support our students will be: To further develop initiatives that provide personal support to Aboriginal students, through consultative practices, leadership, quality planning and review processes for implementation in 2023.</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"> • Data skills and use <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 • withdrawal lessons for small group (developing) and individual (emerging) support <p>The allocation of this funding has resulted in the following impact: Enhanced targeted teaching practices to support English language development in students. Individual and small group support of identified students in Literacy and Numeracy.</p> <p>After evaluation, the next steps to support our students will be: To continue to strengthen teacher confidence and capacity to design learning experiences that reflect the needs of EAL/D learners. This will be determined on a needs basis and dependent on allocation of future departmental funding. Utilise flexible funding as needed to support students achieving language proficiency.</p>
<p>Low level adjustment for disability</p> <p>\$38,653.48</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"> • Effective Classroom Practice <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • providing support for targeted students within the classroom through the employment of School Learning and Support Officers <p>The allocation of this funding has resulted in the following impact: The school is achieving an enhanced and more consistent approach to student learning support and interventions. Increased sharing of information between external specialists and agencies to support student social, motional, wellbeing and academic needs.</p> <p>After evaluation, the next steps to support our students will be: Further expand the impact of the learning support team, the school will provide additional support for identified students through the employment of SLSOs.</p>
<p>Location</p> <p>\$1,136.67</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"> • Community involvement <p>Overview of activities partially or fully funded with this operational funding include:</p>

<p>Location</p> <p>\$1,136.67</p>	<ul style="list-style-type: none"> • incursion expenses • subsidising student excursions to enable all students to participate <p>The allocation of this funding has resulted in the following impact: Equitable access for all students to engage in activities that enhance their educational experience.</p> <p>After evaluation, the next steps to support our students will be: To ensure all students have opportunity to access all quality educational experiences offered at Harwood Island Public School and externally.</p>
<p>QTSS release</p> <p>\$7,814.63</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"> • Data skills and use <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 • staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff <p>The allocation of this funding has resulted in the following impact: Improved staff confidence and teaching practice with a focus of using data to drive teaching and learning practices. Teachers have now embedded evidence-based, high impact teaching strategies within their classroom practice. Regular tracking of student progress and achievement using the Literacy Progressions in response to targeting teaching cycles.</p> <p>After evaluation, the next steps to support our students will be: Continuing to employ an Assistant Principal Curriculum and Instruction to lead colleagues in data meetings. Continuing to undertake and enhance targeted teaching cycles across the school to enhance best practice.</p>
<p>COVID ILSP</p> <p>\$33,040.00</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 2022.</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 • releasing staff to analyse school and student data to [identify students for small group tuition groups/monitor progress of student groups] <p>The allocation of this funding has resulted in the following impact: Employment of skilled staff to support identified learning needs of targeted students in areas of literacy and numeracy, most specifically related to progress toward system negotiated targets. Evidence has demonstrated progress toward set goals for individual students and higher levels of engagement as a result of smaller group settings.</p> <p>After evaluation, the next steps to support our students will be: After evaluation, the next steps to support our students with this funding will be; to continue to implement small group tuition in literacy using data to identify specific students and their individual needs. There is now a whole school approach to plotting data in PLAN2 and using evidence to inform practice.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	30	25	19	23
Girls	28	24	22	16

Student attendance profile

School				
Year	2019	2020	2021	2022
K	94.0	91.3	90.9	84.3
1	89.1	93.1	95.6	87.5
2	91.6	92.8	91.6	84.0
3	92.2	94.1	90.8	82.8
4	89.6	92.3	84.5	89.3
5	92.8	86.0	93.6	48.7
6	92.5	92.7	78.1	88.3
All Years	92.0	91.7	90.0	85.1
State DoE				
Year	2019	2020	2021	2022
K	93.1	92.4	92.8	87.9
1	92.7	91.7	92.7	87.4
2	93.0	92.0	92.6	87.8
3	93.0	92.1	92.7	87.6
4	92.9	92.0	92.5	87.4
5	92.8	92.0	92.1	87.2
6	92.1	91.8	91.5	86.3
All Years	92.8	92.0	92.4	87.4

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 from 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 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.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2022, student attendance was impacted by a range of factors:

- Families evacuating and relocating due to NSW floods
- Sick students staying at home until a negative COVID-19 test was returned
- Household members testing positive to COVID-19
- The easing of COVID-19 border controls at the beginning of 2022 which allowed families to travel inter-state and overseas.

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)	0.2
Classroom Teacher(s)	1.32
Learning and Support Teacher(s)	0.2
Teacher Librarian	0.08
School Administration and Support Staff	0.9

*Full Time Equivalent

Workforce composition statement

From 2022 onwards, the new Assistant Principal Curriculum and Instruction (APCI) roles form part of entitlement. The FTE of these roles are counted as per entitlement in line with other non-deputy principal/head teacher executive positions as there is no off-set requirement from the teaching allocation. The APCI is included under the assistant principal(s) position grouping.

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 2022, 4.6% of the department's overall workforce identify as Aboriginal and/or Torres Strait Islander Peoples.

Aboriginal and Torres Strait Islander school workforce composition

Staff type	Benchmark ¹	2022 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.00%	4.10%
Teachers	3.00%	3.30%

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 2022 to 31 December 2022. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2022 Actual (\$)
Opening Balance	170,471
Revenue	1,076,642
Appropriation	1,048,741
Sale of Goods and Services	4,937
Grants and contributions	21,749
Investment income	1,214
Expenses	-1,058,408
Employee related	-930,801
Operating expenses	-127,608
Surplus / deficit for the year	18,234
Closing Balance	188,704

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.

	2022 SBAR Adjustments (\$)
Targeted Total	39,062
Equity Total	99,606
Equity - Aboriginal	6,197
Equity - Socio-economic	52,356
Equity - Language	2,400
Equity - Disability	38,653
Base Total	514,643
Base - Per Capita	10,360
Base - Location	1,137
Base - Other	503,146
Other Total	73,896
Grand Total	727,207

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 2022, Harwood Island Public School started again to maintain and build strong relationships with parents and community. Performance feedback was continually requested and consistent with school decision making. High levels of parent satisfaction were recorded from a low return in surveys. It demonstrated a new and growing connection between school and home. Harwood Island Public School will be developing strategies to further engage the families, through: community events, Personalised Learning Plans and Goal setting meetings. Feedback also suggested that ensuring communication is seamless between, the school, students and families be also a target.

Harwood Island Public School continued to focus on the wellbeing and learning for our students. This created an environment where the majority of students reported that they feel safe, happy and enjoyed learning. Harwood Island Public School will continue to focus on wellbeing with the further development of the Positive Behaviour for Learning framework.

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.