

Hargraves Public School

Annual Report



2016



2136

Introduction

The Annual Report for **2016** is provided to the community of **Hargraves 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.

Jane Rae

Principal

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Message from the Principal

2016 has been another wonderful year of learning and achievements by our students in a range of activities both in and out of the classroom. I never cease to be impressed with the dedicated effort that is put in by so many people to provide the best learning opportunities for our students. Teachers, support staff and parents all working together in partnership to ensure that the best learning outcomes are achieved. My thanks to you all for your efforts again in 2016.

The dedicated staff of our school, both teaching & non teaching are the wind beneath the wings of our students. They go above and beyond the call of duty and I thank them for their commitment.

To our small but hard working P&C I thank you for your tireless efforts throughout the year. For such a small group, you raise an enormous amount of money and contribute so much to our school and the students to enhance their education.

To our students: thank you for taking advantage of the learning opportunities that are put before you. Thank you for your determined efforts in so many aspects of school life and congratulations on all your achievements in 2016.

School background

School vision statement

Hargraves Public School is committed to providing a positive, caring and nurturing environment where each child feels valued and is given every opportunity to reach his or her potential. Our committed staff, in partnership with parents, aim to provide every child with a broad range of academic, cultural, sporting and social opportunities to enhance the development of the 'whole' child.

School context

Hargraves Public School is a small rural school situated 35 km south-west of Mudgee in the Central West of New South Wales. The school is an active member of the Cudgegong Learning Community (CLC) and of the Mudgee Small Schools Network.

The thirty students enrolled attend from the village and surrounding rural areas. The students, parents and community members are proud of their school, which provides a focal point for the community. The school motto, 'The School with the Heart of Gold', encapsulates the link between the history of the school and the fundamental commitment to the social and educational needs of all students.

Hargraves Public School prides itself on providing a high quality education in a safe and nurturing learning environment. Our highly committed and professional staff are dedicated to supporting the learning needs of all students and helping them reach their full potential.

The school continues to focus on the quality of student outcomes in literacy and numeracy as well as providing students with a broad range of extra-curricular activities so that every student is given every possible opportunity to succeed.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

This year, our school undertook self-assessment using the School Excellence Framework. 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. During 2016 the staff at Hargraves Public School worked together to develop a greater understanding of the School Excellence Framework and its implications for mapping and monitoring our progress. At a special staff meeting we collectively reflected on the progress being made across the school, based on the expectations identified in the School Excellence Framework.

In the domain of Learning we have focused on curriculum, learning culture and well-being. With the implementation of the new geography and history syllabi, staff worked collectively to develop a two year scope and sequence to ensure student learning programs were up to date and in line with current changes. Extra-curricular learning opportunities to strengthen student development were significant during 2016 and were aligned with the school's priorities. An improved student transition to high school program for our Year 6 students was trialled and will be further developed in 2017. Positive, respectful relationships are evident among staff and students ensuring that conditions are excellent for student learning at Hargraves Public School. Our whole-school approach to well-being in 2016 saw the introduction of the Fun Friends program as well as mindfulness activities to foster positive well-being.

Our major focus in the domain of Teaching has been on learning and development. Improved teaching methods in literacy and numeracy with professional learning activities focused on building teachers' understanding of effective teaching strategies in these areas has resulted in increased levels of student learning and engagement. Teachers actively shared learning from professional development with other staff and were actively engaged in planning their own professional development to improve their performance.

In the domain of Leading our priorities in 2016 have been on the effective and efficient use of our school resources. The school's financial and physical resources and facilities are well-maintained and provide a safe environment that supports learning. Physical learning spaces are used flexibly and a range of technology is readily accessible to all staff and students. Our self-assessment process will assist the school to refine the strategic priorities in our School Plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<http://www.dec.nsw.gov.au/about-the-department/our-reforms/school-excellence-framework>

Strategic Direction 1

Improved learning outcomes

Purpose

To ensure that every student achieves their full potential as 21st century learners.

Overall summary of progress

Our continued focus on whole school improvement in Literacy and Numeracy in 2016 has seen all students tracked on the continuums using PLAN software to monitor progress. The continued implementation of L3 in the K–2 classroom as well as a whole school focus on writing has seen all students progress along the literacy continuums. Stage based learning groups and the use of quality assessments to gather data to inform teaching and learning programs has resulted in improved learning outcomes.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
To increase the number of students achieving expected growth between Year 3 and Year 5 in NAPLAN that is consistent with state averages.	Student growth on NAPLAN between Year 3 and Year 5 was well above state average.	\$58664 – RAM Equity Funding
To increase the percentage of students reaching expected reading benchmarks in K–2 from 46% to 70%	The continued implementation of L3 in the K–2 classroom has resulted in students achieving improved Reading Benchmark levels. 75% of students reached the expected level.	

Next Steps

As an Early Action for Success (EAFS) Phase 2 school in 2017 our literacy and numeracy focus will continue. We will work closely with our Instructional Leader towards the goal of every student improving by at least two cluster markers on the literacy and numeracy continuums. L3 for Kindergarten will be implemented as well as training in the Targeted Early Numeracy (TEN) strategy.

A speech pathologist will be employed in first semester to work with targeted students and a technology teacher will again work with every student K–6 throughout the year to improve technology skills across the school.

Administration of standardised assessments across the school will ensure the tracking of student growth and highlight areas for further teaching and learning.

Strategic Direction 2

Professional Practice

Purpose

To ensure learning for students is based on quality educational delivery and consistent high level professional practices to prepare students for the 21st Century.

Overall summary of progress

All teachers developed Professional Learning Plans in 2016 which were aligned with the school plan and based on identified areas of personal need.

Continued training in the implementation of new syllabi was a focus, with staff members sharing professional learning following attendance at courses. A two year scope and sequence for History, Geography and Science was developed to ensure that learning outcomes are being achieved.

All staff undertook training in mindfulness and wellbeing to prepare for implementation of the program in 2017 across the school.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
All teachers' Professional Learning Plans are based on identified areas of need and are aligned to the goals within the school plan.	All teachers completed Professional Development Plans which were aligned to both the School Plan and personal areas of need.	
Proactive professional learning across the school supports quality educational and organisational practices in alignment with DEC policy, Australian Professional Standard; and NSW syllabus for Australian curriculum.	All staff completed mandatory Department of Education training as well as a wide range of professional learning to enhance student learning outcomes.	\$5 699 – Teacher Professional Learning \$2 392 – School Funded Professional Learning

Next Steps

In line with the Early Action for Success (EAFS) strategy, professional learning will be undertaken in L3 for Kindergarten and Targeted Early Numeracy (TEN).

All teaching staff will continue to implement the History, Geography and Science syllabi, trialling and modifying units of work where appropriate to suit the needs of their students.

A focus on the School Excellence Framework, particularly the teaching elements, will see staff engage in professional dialogue, working together to improve teaching and learning, incorporating data analysis in the planning stages of learning.

Strategic Direction 3

Inclusive, respectful partnerships

Purpose

By working together, schools, parents and families can increase their combined capacity to positively influence student outcomes.

Overall summary of progress

An extensive range of extra-curricular activities were provided for the students throughout 2016 to enhance our educational programs. Students enjoyed public speaking, debating, leadership opportunities, eisteddfods, concerts, musical performances and a range of sporting opportunities.

Parents and carers supported the students in these activities as well as working hard at community fundraisers to provide additional resources and educational opportunities for the students.

Teaching staff participated in professional learning opportunities within the Mudgee Small Schools Network as well as the Cudgegong Learning Community.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
A supportive school community, evidenced by increased number of parents attending P&C meetings, educational planning meetings and community events/fundraisers.	A core group of parents continue to attend P & C meetings to support the school. The majority of families were represented at community events/fundraisers.	
Engaging student extra-curricular activities complement and enhance educational programs within Hargraves Public School.	Students participated in a wide variety of extra-curricular activities including sporting and cultural events with other Mudgee small schools. Our debaters were grand finalists in the Small Talk Debating competition.	\$3633 Global Funds
An effective framework is used to guide Professional Learning across the MSSN and broader educational network	The Mudgee Small Schools Professional Learning Framework continued to support the teachers from our small schools during 2016. Developing an understanding of the School Excellence Framework was a focus as well as bringing the learning of students together via video conference.	

Next Steps

In 2017 we will continue to encourage all families to become more involved in the education of their children and to participate in P & C activities, fundraisers and information sessions.

We will continue our close ties with the Mudgee Small Schools Network both for professional learning for staff and for the extra-curricular activities that benefit the students.

Key Initiatives	Impact achieved this year	Resources (annual)
Low level adjustment for disability	Targeted students have individual learning plans (ILP's) and 95% of these students progressed on the learning continuums	\$2 866
Socio-economic background	<p>Engagement of a speech pathologist has supported students with language needs. All teachers & SLSO's completed training in 'Speech, Language & Communication Needs' and adjusted their teaching programs accordingly.</p> <p>Targeted students have individual learning plans (ILP's) and 95% of students progressed on the learning continuums.</p> <p>All students K-6 learnt coding skills and improved their technology skills overall. In a school based survey, 100% of students reported that they had improved their technology skills.</p> <p>Students commencing Kindergarten are ready for the transition and adapt easily to the routines. Speech and language issues have been flagged and early intervention strategies put in place.</p>	\$58 664
Community Consultation	All students reported the enjoyment of the Term 4 music lessons and believed they had improved their skills in both theory and performance.	\$2 611



Student information

*Full Time Equivalent

Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	13	18	19	11
Girls	14	13	11	9

Hargraves Public School has an experienced committed and dedicated staff. Each staff member is highly skilled in their field.

As of Term 1, 2016 the school had one teaching principal, one classroom teacher and an additional full time teacher and part time specialist support teachers.

The teaching staff was supported by a part time School Administration Manager, three part time Learning Support Officers, one day per week of General Assistant time and one school cleaner.

No staff member identified as being Aboriginal.

Student attendance profile

School				
Year	2013	2014	2015	2016
K	94.6	97.3	92.9	95.4
1	94.7	92.4	92	92.5
2	96.6	91.8	88.3	97.8
3	93.6	95.6	93.7	91.7
4	94.4	93.9	93	92.4
5	97	98.6	93.4	93.9
6	96.6	94.8	96.7	90.7
All Years	95.6	94.6	92.4	93.2
State DoE				
Year	2013	2014	2015	2016
K	95	95.2	94.4	94.4
1	94.5	94.7	93.8	93.9
2	94.7	94.9	94	94.1
3	94.8	95	94.1	94.2
4	94.7	94.9	94	93.9
5	94.5	94.8	94	93.9
6	94.1	94.2	93.5	93.4
All Years	94.7	94.8	94	94

Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools.

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	

Professional learning and teacher accreditation

Hargraves Public School actively encourages its staff to continually improve their knowledge and skills by participating in ongoing training and development. In 2016 staff attended Staff Development Days as well as completing mandatory training in:

- CPR
- Child Protection
- Anaphylaxis
- Fraud and Corruption
- Code of Conduct

The Principal also attended Macquarie Network meetings, PSSA meetings, Mudgee Small Schools Network meetings, Primary Principals Conferences, Festival of Instrumental Music Recorder Workshop, Rural and Remote Conference, School Communities Working Together, Performance and Development Framework training and CLC meetings.

Teaching and SASS staff also undertook training in:

- Austswim
- Thriving Schools: Mindfulness
- Oliver Library
- Managing iPods
- Low to Medium Spend Buying
- Planning to teach Geography K–10
- Your school and the K–10 Geography Syllabus
- Programming for Geographical Enquiry
- Strategic Financial Management

Workforce information

Workforce composition

Position	FTE*
Principal	1
Classroom Teacher(s)	1.25
Learning and Support Teacher(s)	0.1
Teacher Librarian	0.08
School Administration & Support Staff	0.9
Other Positions	0.11

- Understanding Speech, Language and Communication Needs
- Excel Skills
- Building Connections to Wellbeing
- SAM Conference

Financial information (for schools using OASIS for the whole year)

Financial information

This summary financial information covers funds for operating costs to 30 November 2016 and does not involve expenditure areas such as permanent salaries, building and major maintenance.

Income	\$
Balance brought forward	57 963.57
Global funds	63 272.56
Tied funds	75 023.56
School & community sources	23 921.80
Interest	1 463.36
Trust receipts	726.50
Canteen	0.00
Total income	222 371.35
Expenditure	
Teaching & learning	
Key learning areas	28 579.42
Excursions	14 050.72
Extracurricular dissections	3 353.01
Library	325.05
Training & development	2 392.18
Tied funds	83 611.42
Short term relief	5 218.94
Administration & office	11 692.17
School-operated canteen	0.00
Utilities	3 803.01
Maintenance	2 349.69
Trust accounts	1 036.50
Capital programs	0.00
Total expenditure	156 412.11
Balance carried forward	65 959.24

A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the

statement can be obtained by contacting the school.

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.

In 2016, three students in Year 3 and three students in Year 5 sat the NAPLAN Tests. Because of the small size of the cohort and reporting protocols, results are not able to be published due to privacy reasons.

Our growth data for students from Year 3 to Year 5 well exceeded expected growth in 2016. In Reading, Spelling, Grammar, Punctuation and Numeracy, the growth of Hargraves students was well above the state average.

The My School website provides detailed information and data for national literacy and numeracy testing. Click on the link <http://www.myschool.edu.au> and insert the school name in the Find a school and select GO to access the school data.



Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teacher about the school. Their responses are presented below.

In 2016 students took part in two 'Tell Them From Me' surveys to gauge their feelings on many aspects of their school lives. 100% of students reported that they felt a positive sense of belonging at Hargraves School and that they had developed positive relationships and friendships. 98% of the students surveyed felt they had

developed positive teacher–student relationships. 100% of students felt that they displayed good behaviour at school and that they valued the learning outcomes they received. All students reported that they love our beautiful playground, the vegetable gardens and the chooks and that the Stephanie Alexander Kitchen/Garden program is a favourite.

Unfortunately only two parents responded to the Parent/Carer 'Tell them From Me' survey which means the data cannot be made available due to privacy reasons. However during informal discussion with parents they felt that the staff showed genuine care and empathy towards the students and that the small learning groups for literacy and numeracy were a strength. They value programs such as the Stephanie Alexander Kitchen/Garden program, whole school major excursions and the Daily Fitness and Fruit in the Morning program. The fact that staff are readily available to chat about their child's progress or problems is seen as a very positive factor which encourages open communication between home and school.

All staff at Hargraves Public School value the close knit collegiality they enjoy as well as the ongoing opportunities for professional development. The excellent resources and the beautiful grounds and buildings make Hargraves Public School a great place to teach.



Policy requirements

Aboriginal education

Hargraves Public School is committed to improving the educational outcomes and wellbeing of Aboriginal and Torres Strait Islander students so that they achieve to the best of their ability in all areas of their education. In 2016 no student identified as being of indigenous background.

We are committed to fostering amongst all our students an awareness of the Aboriginal culture and heritage and a deep respect for and tolerance of individual differences. Aboriginal perspectives are incorporated in teaching programs across the range of Key Learning Areas.



Multicultural and anti-racism education

Students across the school are engaged in units of work to further their understanding of multiculturalism.

All students took part in the CWA's International Day where we celebrated the culture of Mongolia. Students participated in the Musica Viva program where they learnt about the music and traditions of other countries.

Other school programs

Small Talk Debating Competition

In 2016 our primary debaters once again competed in the Small Talk debating competition, coordinated by Hill End School and conducted via the Connected Classroom video conferencing technology. Approximately one hundred children from twelve small schools debated a variety of topics during third term and each debate saw the skills and confidence of our debaters improve substantially. Our students were very excited to make the grand final and to be named runners-up in a very close debate against our neighbours from Hill End School.

Stephanie Alexander Kitchen Garden Program

Our fortnightly cooking and gardening lessons have continued with the primary students throughout 2016. The children thoroughly enjoy and are totally engaged in both the cooking and the gardening lessons where they learn to grow fresh, seasonal produce and use it to prepare nutritious, delicious food. Students are given all the skills, experiences and role modelling they need to learn to love their veggies and make healthier choices about what to cook and eat, for life. The whole school sits down together at tables beautifully set by the students, complete with flowers, to enjoy what has been prepared. Using table manners is an important part of the learning process. The children are becoming very proficient in a range of skills from harvesting the produce, cooking, cleaning up, table setting and washing and drying up. This is a very valuable and enjoyable program.

