

Hay Public School

Annual Report



2016



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Introduction

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

Carol Oataway

Principal

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Hay Public School

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School background

School vision statement

Hay Public School will produce an educated, culturally aware, socially responsible, active and healthy student body that achieves to their maximum potential in an inclusive and supportive learning environment. The school will maintain and enhance a mutually respectful and positive relationship with the local and wider community.

School context

Established in 1869, Hay Public School is located in an isolated, rural town on the banks of the Murrumbidgee River, with an approximate population of 2500. It has a current enrolment of 208 with 12% Aboriginal. A large percentage of our students are from low socio-economic backgrounds. The area is still recovering from a recent 10 year-long drought where enrolments at the school rapidly declined. Student numbers have remained stable over the past three years.

Parents and members of the community make valuable contributions to the school's programs and the welfare of the students. Over the past few years the school's main focus was to improve the literacy and numeracy standards of students and this remains the priority. Programs are now in place to develop the whole student with an increased focus on the arts, environment, technology, healthy lifestyle and a knowledge and appreciation of the local area. The school attracts equity funding to support its targeted programs. More information about Hay Public School can be found through the following link:

<http://www.hay-p.schools.nsw.edu.au/>

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

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 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.

Learning

- All teaching staff understand that student engagement and learning are related, with the school communicating priorities for strengthening both.
- School programs address the needs of identified student groups (eg. Aboriginal students, gifted students, students with disability and students for whom English is a second language).
- Attendance rates are regularly monitored and action is taken promptly to address issues with individual students.
- Students are taught to accept responsibility for their own behaviours as appropriate to their age and level of understanding, as expressed in the Behaviour Code.
- The school provides a range of extra-curricular offerings for student development.

Teaching

- Teachers differentiate curriculum delivery to meet the needs of individual students.
- The school achieves value-added results.
- Students are at or above national minimum standards on external performance measures.
- Students are showing expected growth on internal school performance measures.
- Teachers regularly review and revise teaching and learning programs.
- Teachers routinely review previous content and preview the learning planned for students in class.
- All classrooms are well managed, with well planned teaching taking place, so that students can engage in learning productively, with minimal disruption.
- Teachers work together to improve teaching and learning in their year groups, stages, faculties, or for particular student groups.
- Teachers provide and receive planned constructive feedback from peers, school leaders and students to improve teaching practice.
- Processes are in place to provide formal mentoring or coaching support to improve teaching and leadership practice.
- The school identifies expertise within its staff and draws on this to further develop its professional community.
- School-wide and/or inter-school relationships provide mentoring and coaching support to ensure the ongoing development of all staff.
- Teachers actively share learning from targeted professional development with others.
- There is a particular focus on improved teaching methods in literacy and numeracy, with professional learning activities focused on building teachers' understandings of effective teaching strategies in these areas.
- Staff attainment of professional learning goals and teaching requirements are part of the school's performance and development processes.

Leading

- Parents and community members have the opportunity to engage in a wide range of school-related activities
- The school is committed to the development of leadership skills in staff and students.
- Links exist with communities of schools, other educational providers and other organisations to support the school's programs.
- The school's leadership strategy promotes succession planning, distributed leadership and organisational best practice.
- Staff, students, parents and the broader school community are welcomed and engaged, when possible, in the development of the vision, values and purpose for the school.
- The three-year school plan has annual iterations focused on achieving identified improvements.
- The school's financial and physical resources and facilities are well maintained, within the constraints of the school budget, and provide a safe environment that supports learning.
- School and other facilities are used creatively to meet a broad range of student learning interests and needs.
- Strategic financial management is used to gain efficiencies and to maximise resources available to implement the school plan.
- Physical learning spaces are used flexibly, and technology is accessible to staff and students.

- The use of school facilities is optimised within the local community, to best meet the needs of students and the local community.
- The school leadership team creates an organisational structure that enables management systems, structures and processes to work effectively and in line with legislative requirements and obligations.
- All school staff are supported to develop skills for the successful operation of administrative systems.
- There are opportunities for students and the community to provide constructive feedback on school practices and procedures.

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

Quality Teachers, Quality Leaders

Purpose

To build workplace capacity through focused professional learning and development that creates a culture in which every staff member is engaged in ongoing, relevant and evidence-based learning and practice at an individual and collective level.

Overall summary of progress

Teachers have become more familiar with the literacy and numeracy continuums and are in the beginning stages of tracking students' learning progressions using SENTRAL software. Teachers are beginning to collect relevant work samples and design assessment tasks that aid their knowledge of students' learning. The school, as a whole, collects data on individual students and uses this to inform future directions.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
All teachers will engage effectively with the Quality Teaching model.	An Instructional Leader mentored and developed teachers within the school in their teaching practice, curriculum development, programming and classroom implementation. All teachers are confidently using the literacy and numeracy continuums and are confidently using this to inform students' learning progressions.	Instructional Leader – 0.2 • Quality Teaching, Successful Students (QTSS) (\$7 141) • Support for beginning teachers (\$17 459) • Low level adjustment for disability (\$19 827)

Next Steps

As part of the Early Action for Success strategy, teachers will work on five weekly cycles of collecting work samples to correctly track the learning of every student. Students who are at risk of not reaching expected benchmarks will receive targeted interventions delivered by learning support officers and learning support teachers. This process will be led by an Instructional Leader in K–3 and the Assistant Principal 4–6. Students will be expected to achieve one year's learning growth each school year.

Strategic Direction 2

Engaged Learners

Purpose

For every student in our care to be supported to reach their full potential as a learner and a responsible, productive citizen. For every student to be engaged in meaningful and relevant learning experiences that are planned in accordance to their goals and needs.

Overall summary of progress

Students have set their own learning goals this year and worked in collaboration with their teacher to improve in identified areas. Students have developed a basic understanding of the learning continuums and use their own tracking system to monitor growth. Teachers work hard to differentiate the curriculum for every student and engage them in the learning process.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<ul style="list-style-type: none">• To increase the proportion of Year 3 and Year 5 students in the top two NAPLAN bands for reading and numeracy by 3% in 2017. (Premier's priority is by 8% in 2019)• External and school based data shows expected learning growth for all students.	Assessments were carried out by SLSOs and analysed by the Learning Support Team to determine effectiveness. Teachers completed end of year assessments and analysed the learning growth of all students in their class. Teachers are confident in teaching problem solving strategies to their classes after receiving feedback from the Instructional Leader. Students enjoy tracking their learning using literacy and numeracy continuums and demonstrate a genuine desire to improve.	Instructional Leader – 0.2, SLSO – 2.5, LAST – 0.4 <ul style="list-style-type: none">• Low level adjustment for disability (\$71 415)• Socio-economic background (\$103 218)• Aboriginal background loading (\$17 527)• English language proficiency (\$2 737)• Quality Teaching, Successful Students (QTSS) (\$7 141)• Support for beginning teachers (\$17 459)

Next Steps

An Instructional Leader (K–2) and Assistant Principal (4–6) will work collaboratively with teachers to ensure all classrooms are positive learning environments where quality teaching and learning growth are occurring. Students will track their own learning progression on a five weekly cycle and strive to improve in areas that require intervention. The school's target is that all students will demonstrate learning growth of at least one year, taking into account their baseline starting point.

Strategic Direction 3

Positive Community Relationships

Purpose

To build stronger, positive relationships as an educational community, inspiring a culture of collaboration, engaged communication, empowered leadership and organisational practices to ensure our students thrive and show growth in their learning in a supportive and mutually respected environment.

Overall summary of progress

The school has a positive image in the community and the achievements of students are celebrated in the media and the wider school community. The Tell Them From Me Survey indicates that students feel positive about their school, reaching scores of higher than state average in social engagement, intellectual engagement and institutional engagement.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<ul style="list-style-type: none">An increase of students showing positive behaviours for effective learning	<p>The See-Saw app is used in 60% of classrooms. This has received positive feedback from parents as it is focused on the students' learning. The newsletter is still the preferred form of communication by parents and is produced weekly. The school's Facebook page has a high level of engagement and reaches the broader community.</p> <p>Survey results collated from the Tell Them From Me website include:</p> <ul style="list-style-type: none">85% of students in this school were interested and motivated. The NSW Govt norm for these years is 78%In this school, 87% of students had positive behaviour. The NSW Govt norm for these years is 83%..93% of students in this school tried hard to succeed. The NSW Govt norm for these years is 88%.97% of students in this school valued School Outcomes. The NSW Govt norm for these years is 96%.	

Next Steps

A joint community project, involving the school and wider community, will involve a performing arts afternoon, providing experiences for students that are highly engaging. This involves accessing funding from the P&C to source ukulele and calisthenic lessons for student groups. Positive Behaviour programs will continue in the school, with the school expecting a reduction in the number of recorded negative incidents and an increase in positive behaviours.

Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	All Aboriginal students received targeted learning support in classrooms. School learning support officers and learning support teachers delivered intervention programs on an individual or small group basis. Whilst most Aboriginal students are achieving national minimum standards in both literacy and numeracy, they remain one or two clusters behind expected benchmarks. Our attendance rate for Aboriginal students is lower than the school average.	\$17 527
English language proficiency	Language support continued in Semester 1 for two students under the EALD program. A teacher was employed one day per week to deliver a language learning program on an individual basis to support the teaching and learning program being delivered in the classroom.	Staffing allocation of 0.2, one day per week in Semester 1 – \$10 100 \$2 737
Low level adjustment for disability	All students with low level learning disabilities received targeted learning support in classrooms. School learning support officers and learning support teachers delivered intervention programs on an individual or small group basis. Whilst most students are achieving national minimum standards in both literacy and numeracy, they remain one or two clusters behind expected benchmarks.	0.7 Staffing allocation– \$71 415 Flexible funding – \$19 827
Quality Teaching, Successful Students (QTSS)	Teachers were released to meet with instructional leaders and their mentors and additional executive release was provided for the two Assistant Principals. Teachers were able to work with an instructional leader in the classroom to refine curriculum delivery, classroom management and assessment strategies to assist with tracking students on the literacy and numeracy continuums.	Staffing Allocation 0.07 – \$7 141
Socio-economic background	Students from low socio-economic backgrounds were provided with increased learning opportunities to improve learning outcomes. This included targeted learning support in classrooms. School learning support officers and learning support teachers delivered intervention programs on an individual or small group basis. Most of the students from low socio-economic backgrounds are achieving at least one year's learning growth for each school year.	0.3 Staffing Allocation – \$30 606 Flexible Funding – \$72 612
Support for beginning teachers	Beginning teachers were released for an additional 2 hours per week to collaborate with their mentor on programming, classroom management strategies and curriculum delivery. Teachers used the Quality Teaching Framework as a reference point to improve practice.	\$17 459

Student information

Student enrolment profile

	Enrolments			
Students	2013	2014	2015	2016
Boys	108	103	97	99
Girls	107	105	105	98

Student attendance profile

School				
Year	2013	2014	2015	2016
K	92.9	94.5	92.5	94.7
1	97.4	91.8	92	94
2	89.7	95.2	93.9	94.5
3	94.4	90.1	93.8	93.7
4	94.3	92.7	92.2	94.4
5	94.2	95.1	90.7	94.1
6	93.9	93.9	94.1	90.8
All Years	93.4	93.1	92.7	93.7
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

Workforce information

Workforce composition

Position	FTE*
Principal	1
Assistant Principal(s)	2
Classroom Teacher(s)	6.64
Teacher of Reading Recovery	0.42
Learning and Support Teacher(s)	0.7
Teacher Librarian	0.4
School Administration & Support Staff	2.12
Other Positions	0.37

*Full Time Equivalent

The school's teaching staff has an Aboriginal component of 6%.

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	94
Postgraduate degree	6

Professional learning and teacher accreditation

All staff completed mandatory training requirements in Code of Conduct, anaphylaxis, emergency care, child protection and workplace health and safety. Teachers completed professional learning in forms of assessment, literacy, numeracy, use of continuums and the new K–6 Geography syllabus.

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

Financial information

This summary financial information covers funds for operating costs to <insert date> and does not involve expenditure areas such as permanent salaries, building and major maintenance.

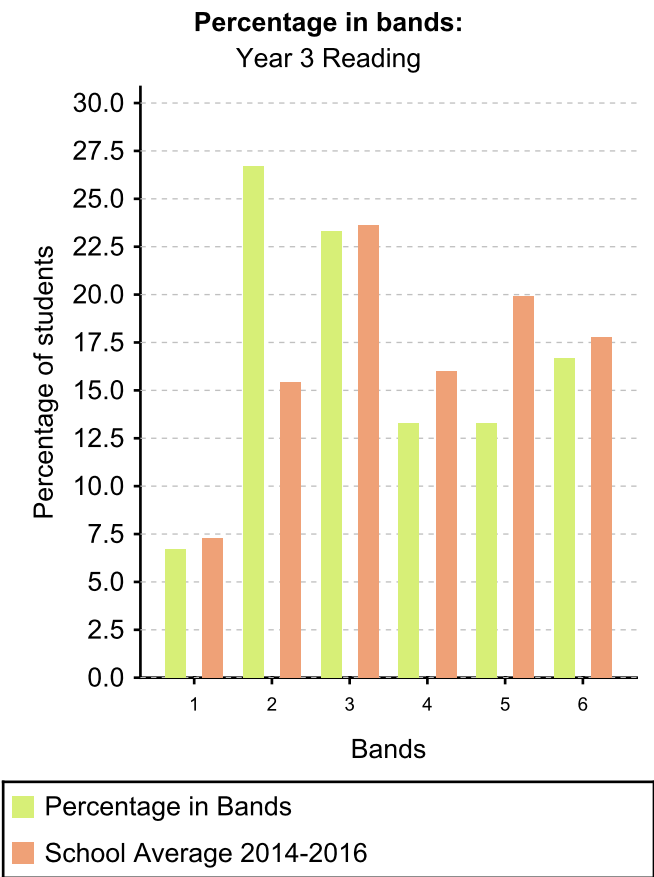
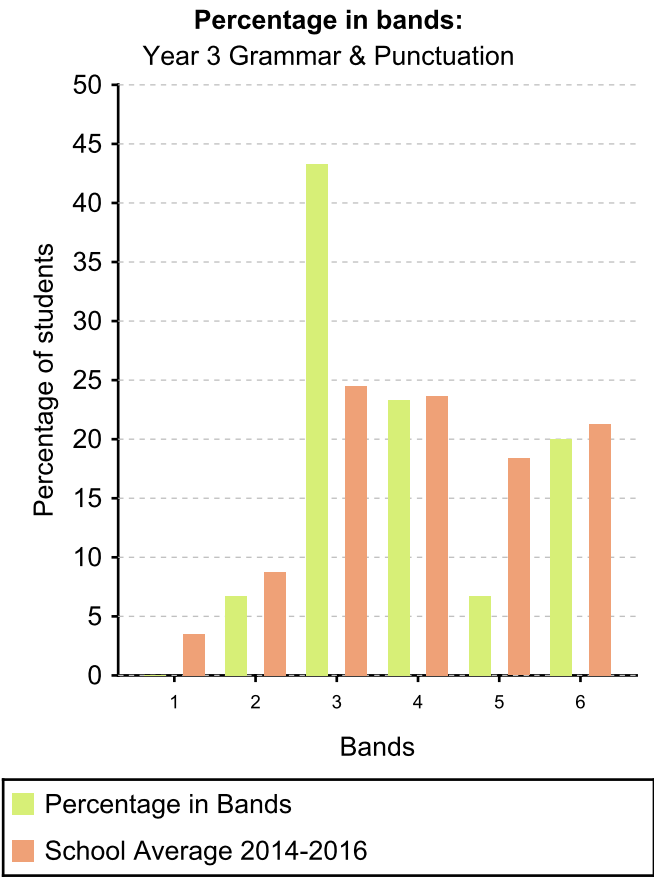
Income	\$
Balance brought forward	122 522.28
Global funds	300 089.49
Tied funds	264 537.32
School & community sources	64 902.32
Interest	4 065.12
Trust receipts	4 392.60
Canteen	56 712.45
Total income	817 221.58
Expenditure	
Teaching & learning	
Key learning areas	25 167.21
Excursions	28 753.72
Extracurricular dissections	22 571.15
Library	5 761.68
Training & development	580.00
Tied funds	296 967.15
Short term relief	32 057.22
Administration & office	45 438.40
School-operated canteen	54 897.28
Utilities	41 653.42
Maintenance	14 414.77
Trust accounts	4 558.65
Capital programs	42 444.79
Total expenditure	615 265.44
Balance carried forward	201 956.14

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.

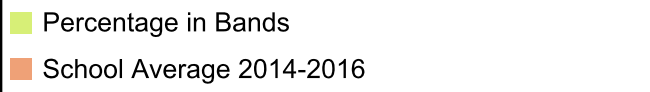
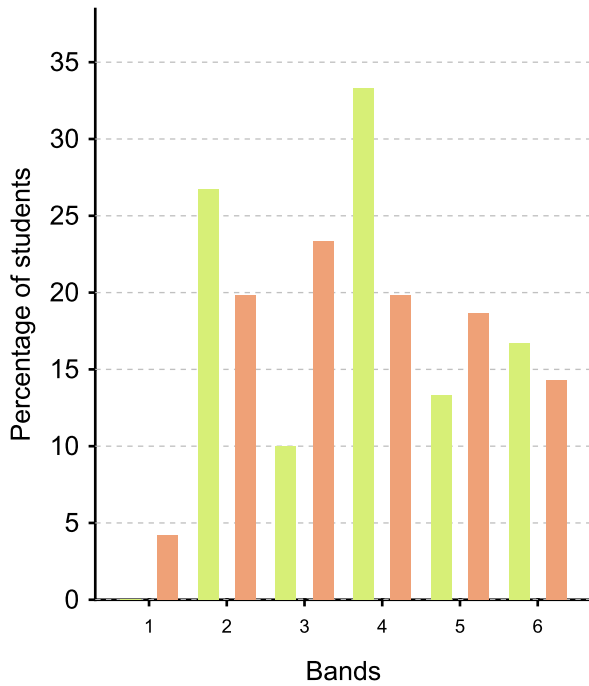
School performance

NAPLAN

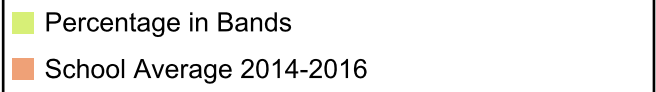
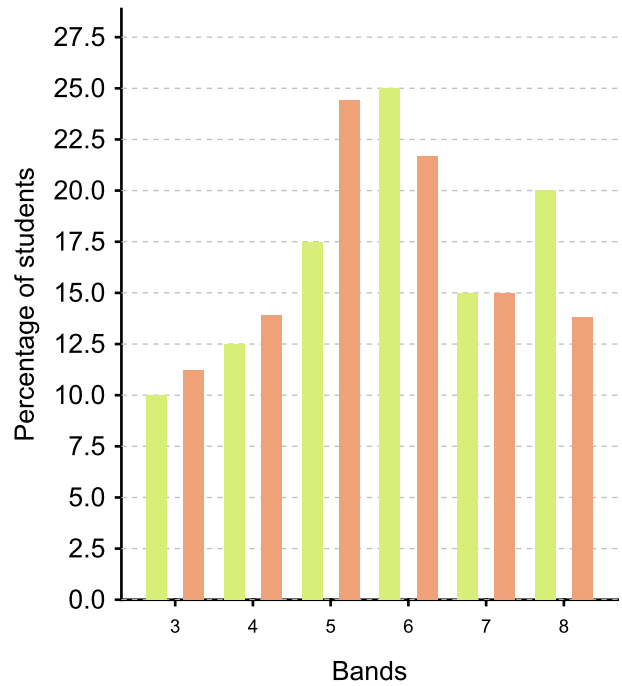
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.



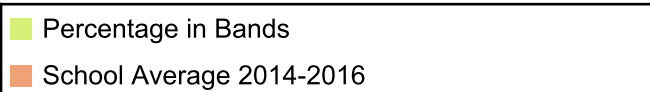
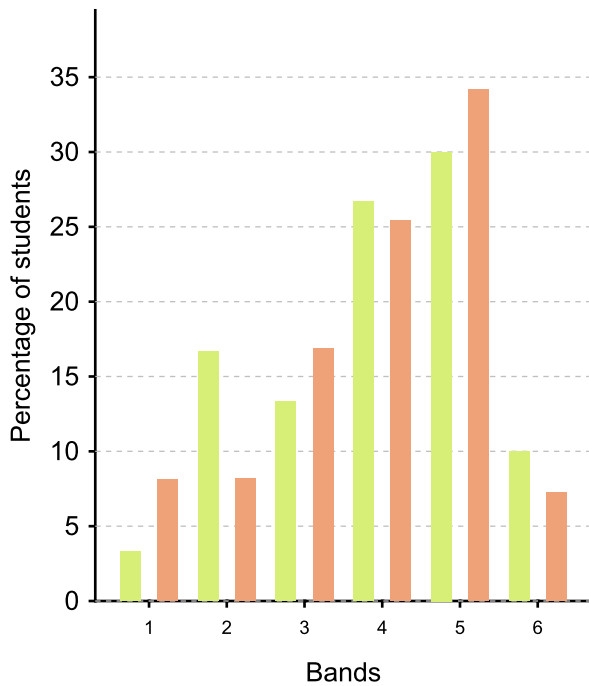
Percentage in bands:
Year 3 Spelling



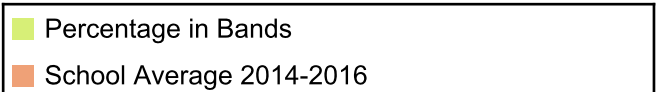
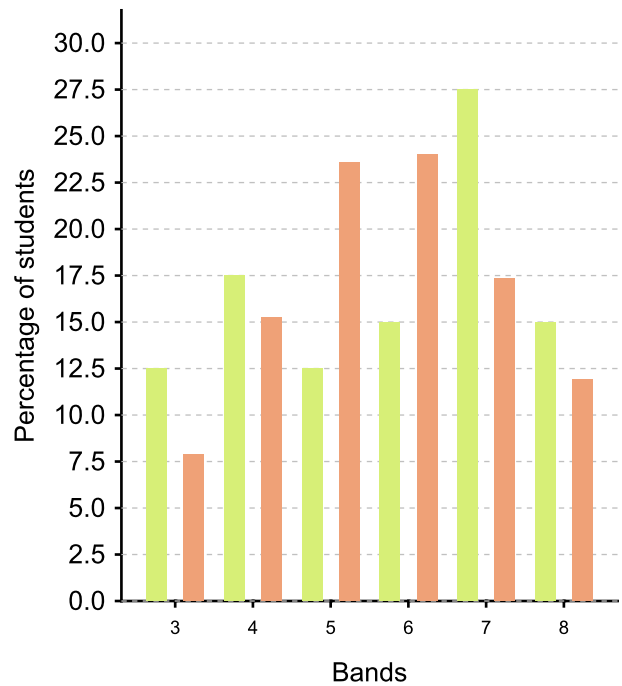
Percentage in bands:
Year 5 Grammar & Punctuation



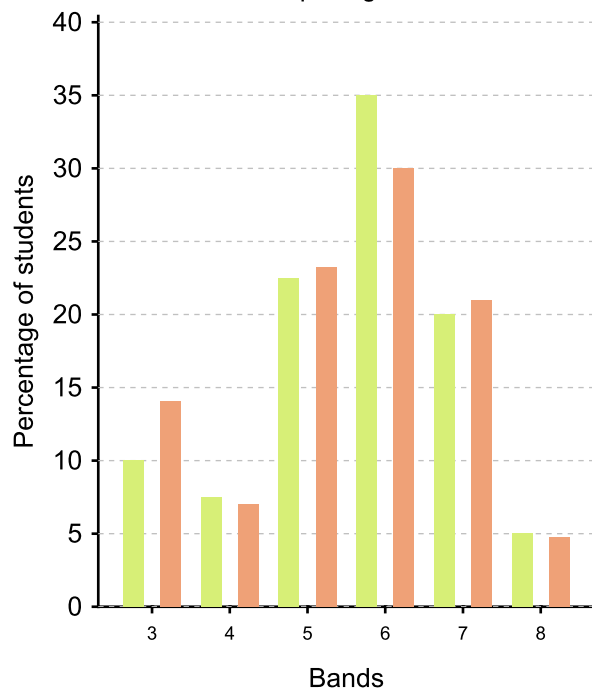
Percentage in bands:
Year 3 Writing



Percentage in bands:
Year 5 Reading

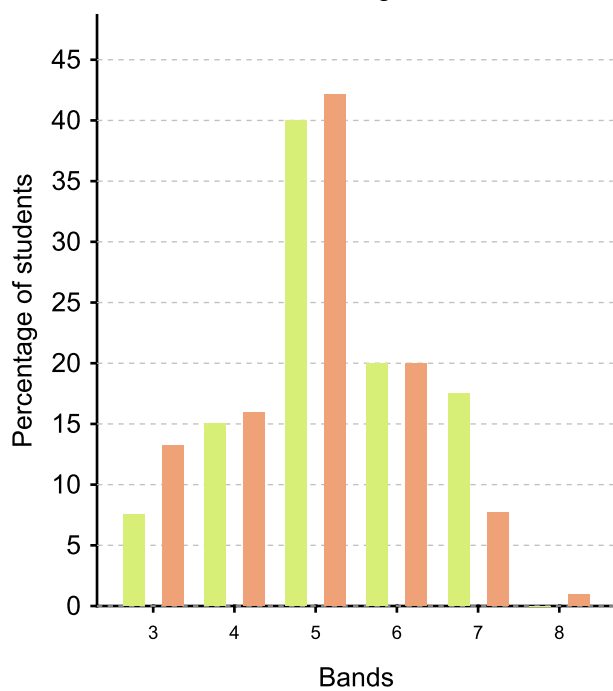


Percentage in bands:
Year 5 Spelling



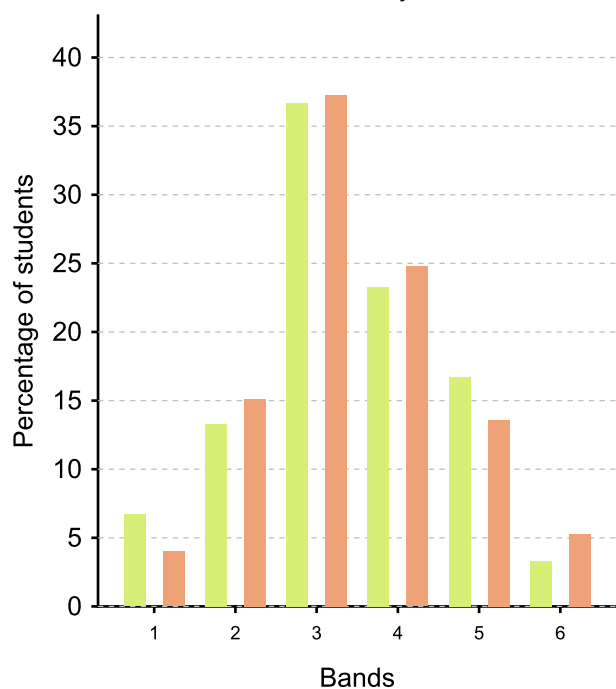
Percentage in Bands
School Average 2014-2016

Percentage in bands:
Year 5 Writing



Percentage in Bands
School Average 2014-2016

Percentage in bands:
Year 3 Numeracy

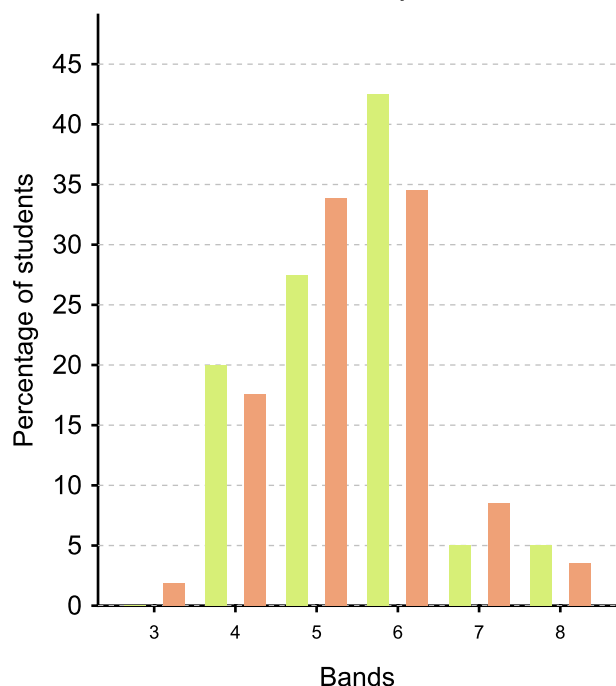


Percentage in Bands
School Average 2014-2016

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.

Percentage in bands:
Year 5 Numeracy



Percentage in Bands
School Average 2014-2016

Parent/caregiver, student, teacher satisfaction

Parents, teachers and students completed 'Tell Them From Me' surveys in 2016 to gauge their level of satisfaction about the school.

Parents (9 respondents)

Parents rated the following areas highly:

- I can easily speak with my child's teachers.
- The teachers would inform me if my child were not making adequate progress in school subjects.
- I encourage my child to do well at school.
- I praise my child for doing well at school.
- I take an interest in my child's school assignments.
- Teachers show an interest in my child's learning.
- My child is encouraged to do his or her best work.
- Teachers expect my child to pay attention in class.
- Teachers help students who need extra support.
- Teachers help students develop positive friendships.

Parents rated the following areas not so highly:

- Parent activities are scheduled at times when I can attend
- I am informed about opportunities concerning my child's future.
- I ask about any challenges my child might have at school.
- Teachers expect homework to be done on time.
- Teachers maintain control of their classes.
- Behaviour issues are dealt with in a timely manner.
- School staff create opportunities for students who are learning at a slower pace.

Teachers (9 respondents)

Teachers rated the following areas highly:

- School leaders have provided guidance for monitoring student progress
- I work with school leaders to create a safe and orderly school environment.
- I talk with other teachers about strategies that increase student engagement
- I set high expectations for student learning.
- My assessments help me understand where students are having difficulty.
- When I present a new concept I try to link it to previously mastered skills and knowledge
- Students have opportunities to use computers or other interactive technology for describing relationships among ideas or concepts
- I establish clear expectations for classroom behaviour
- Parents are regularly informed about their child's

progress

Teachers rated the following areas not so highly:

- I am effective in working with students who have behavioural problems.
- I provide examples of work that would receive an A, B or C grade.
- I use computers or other interactive technology to give students immediate feedback on their learning.
- Students use computers or other interactive technology to track progress towards their goals
- I help students to overcome personal barriers to using interactive technology.
- I use individual education plans to set goals for students with special learning needs.
- I share students' learning goals with their parents.
- I use strategies to engage parents in their child's learning.
- I ask parents to review and comment on students' work.

Students (77 Respondents – Years 4–6)

At this school:

- 80% of students in this school had a high sense of belonging. The NSW Govt norm for these years is 81%.
- 84% of students had positive relationships. The NSW Govt norm for these years is 85%
- 97% of students in this school valued School Outcomes. The NSW Govt norm for these years is 96%.
- 61% of students had positive homework behaviours. The NSW Govt norm for these years is 63%.
- 87% of students had positive behaviour. The NSW Govt norm for these years is 83%.
- 85% of students in this school were interested and motivated. The NSW Govt norm for these years is 78%.
- 93% of students in this school tried hard to succeed. The NSW Govt norm for these years is 88%.
- Students rated Effective Classroom Learning Time 8.3 out of 10. The NSW Govt norm for these years is 8.2.
- Students rated Relevance 8.5 out of 10. The NSW Govt norm for these years is 7.9.
- 28% of students in this school were victims of moderate to severe Bullying in the previous month. The NSW Govt norm for these years is 36%.
- Positive Teacher–Student Relations were rated 8.2 out of 10. The NSW Govt norm for these years is 8.4.
- Students rated Disciplinary Climate of the Classroom 6.6 out of 10. The NSW Govt norm for these years is 7.2.
- Students rated Teachers' Expectations for Academic Success 8.2 out of 10. The NSW Govt norm for these years is 8.7.

Policy requirements

Aboriginal education

Hay Public School received Aboriginal background funding in 2016. Our plan included:

- One above establishment teacher to provide learning support to Aboriginal students in programs such as: Accelerated Literacy, Multilit, Rip it Up Reading, smaller mathematics groups
- One early childhood educator and School Learning Support Officer to provide an extended transition to school program, 'Ready Set Kinder'. This program ensures that all Aboriginal students are able to access a prior to school educational program;
- Dedicated day of learning experiences and celebration for NAIDOC;
- Continued literacy / numeracy intervention programs delivered by a School Learning Support Officer;
- After School Homework Centre to assist students in the completion of homework.

As a result of this initiative:

All Aboriginal students were monitored using the literacy and numeracy continuums and achieved learning growth by moving at least one cluster over the year. Further support will continue for Aboriginal students in 2017 with targeted intervention programs being delivered by learning support officers and a learning support teacher. Improving the attendance rates of Aboriginal students will also be a focus.

Multicultural and anti-racism education

In line with the School Plan, the school has reviewed its teaching and learning programs this year to ensure that culturally inclusive classroom and school practices are embedded. Further to this our programs foster students' understandings of culture, cultural diversity, racism and active citizenship within a democratic, multicultural society. Teachers participated in professional learning and included strategies for embedding multicultural and anti-racism education into their teaching and learning programs.

Other school programs

Sport

The participation level of students in sporting activities in 2016 was excellent. A number of students progressed to regional and state level Primary School Sports Association (PSSA) competitions. Primary and infants students were offered a variety of sports throughout the year, encouraging participation, enjoyment and skill development. Community resources and expertise were utilised to enhance the many sporting activities that were organised.

A Sporting Schools Program was continued this year to

provide students with structured physical activities outside school hours, and promote a healthy lifestyle.

The school ran very successful swimming, cross country and athletics carnivals. Hay Public School again successfully hosted the Deniliquin District Swimming Carnival. The school participated in PSSA Knockout competitions in tennis, cricket, netball, rugby league and boys' and girls' soccer.

The school entered the Mortimer Shield and Trent Barrett Shield Rugby League and Leagues tag competitions with our Stage 2 and 3 leagues tag teams participating in the finals.

The school also entered a boys and girls team in the Paul Kelly Cup competition in AFL, held in Deniliquin.

Eight students were selected in Riverina teams, competing at state carnivals in athletics, swimming and cross country. They included: Jack Headon (swimming, cross country, athletics); Jim Houston (swimming); Ralph Robson (swimming); Ralph Robson (swimming); Chris McGuirk (swimming); Ben Clark (cross country) and Jett Nawrotsky (athletics).

Highlights of the year included:

- Jack Headon's selection in three Riverina teams – swimming, cross country and athletics;
- Ralph Robson (swimming) and Jack Headon (athletics) named Deniliquin District champions;
- Jett Nawrotsky breaking a long standing record in the 11 year boys' 800m at our annual athletics carnival;
- Our boys' cricket team reaching Round 5 of the State Knockout Competition (Brian Taber Shield)
- Stage 2 and 3 girls' leagues tag teams reaching the finals of the Trent Barrett and Mortimer Shield competitions;
- Victory for the 'Hay Heat' team in the Deniliquin District 'Big Bash' Cricket Fun Day;
- A Milo T20 Blast School Cup clinic at the Hay Park ovals led by Murrumbidgee Development Officer Luke Olsen;
- Collingwood–hosted clinic at the No 2 oval;
- Clinics conducted by Country Rugby League Development Officer, Andrew Herbert; and
- Clinics led by AFL Development Officer, Jack Bradley.

Jack Headon was named Sportsperson of the Year at the annual presentation day awards' ceremony after representation in three sports at Riverina level, competing at state championships and many school sporting achievements.