

# Hermidale Public School

## Annual Report



2016



*"Reach for the Stars"*

2155

## Introduction

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

Skye Dedman

Relieving Principal

## School contact details

Hermidale Public School

Mouramba St

Hermidale, 2831

[www.hermidale-p.schools.nsw.edu.au](http://www.hermidale-p.schools.nsw.edu.au)

[hermidale-p.School@det.nsw.edu.au](mailto:hermidale-p.School@det.nsw.edu.au)

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## Message from the Principal

Hermidale Public School has a proud history of education within the Hermidale community. Students achieve ongoing success through engaging in quality teaching and learning programs. Students are motivated to learn and our highly dedicated staff are committed to providing educational experiences that encompass student well being and culture. Our classroom reaches beyond the school gate as we strive to immerse students in the culture, community and environment within and beyond where we live. Students are encouraged to become life long learners through investigative learning opportunities.

In 2016 Hermidale Public School saw some significant staff changes. Miss Jacinta Kiss was relieving Principal for term 1, Mrs Leone Dewhurst returned to her position as Principal for terms 2 & 3 and Mrs Skye Dedman was appointed as relieving Principal in Term 4. Hermidale Public School continues to receive tremendous support from our parents, P&C and the local community. We acknowledge the contribution that these members of our school make to improving the educational outcomes for the students.

I certify that the information in this report is the result of a rigorous school self – assessment and review process undertaken with staff

## School background

### School vision statement

Hermidale Public School will provide every student with a high quality education through caring and collaborative partnerships between staff, students, parents and the community. Students will participate in engaging, quality learning experiences while focussing on achieving their personal best and becoming respectful and successful life long learners.

a strong partnership with the small schools in the western Plains network will be maintained to provide academic, social and professional learning opportunities for students, staff and parents.

### School context

Hermidale Public School is in the Bogan Shire and belongs to the NSW Western Plains Network of schools. It is located 48km north west of Nyngan, 220 km north west of Dubbo and 86km south east of Cobar.

The school plays an important role in the community. Parents, staff, students and community members share a strong sense of ownership and commitment to the ongoing development of Hermidale Public School. The majority of students live in the district surrounding Hermidale and travel to and from school by bus. This year the school had an enrolment of 9 students.

The school focuses on quality student outcomes in literacy and numeracy. It encourages student engagement through a broad range of activities; performing arts, cultural, leadership and sport. Hermidale Public School benefits from equity funding which is used to support student in all key learning areas.

## 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.

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

### Purpose

To improve student learning through the delivery of a high quality teaching program. This program will develop creative thinkers and lifelong learners. These skills will provide our student with the academic, social and emotional skills that will empower them to successfully contribute to their community in future years.

### Overall summary of progress

Team teaching and focusing on students' individual needs has enabled our students to develop their academic, social and emotional skills. In the area of reading, targets have been met, therefore indicating strategies used are effective.

Consistent monitoring of the students has enabled us to identify students strengths and areas that require further development. On going professional learning in the use of continuums has ensured consistency of judgement and a foundation for planning.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Sustained percentage of Kinder to Year 2 students achieving Reading Benchmark targets of approximately 90%.	• In 2016 all students K–2 were above the reading benchmark targets.	\$27893.10
85% of K–2 students to improve two cluster markers, year 3 – 5 Primary students one cluster marker on the literacy and numeracy continuums by the end of the year.	• At the conclusion of 2016, a number of students showed growth in the areas of literacy and numeracy. The key area of focus for 2016 was writing. • The shared programming of literacy and Geography/History units continued to support teacher professional learning, increase the student cohort and followed on from NAPLAN data analysis across the small schools in our area.	
100%of students to achieve at least one of their PLP goals throughout the year.	Frequent attention to Personal Learning Plans throughout the year ensured that students were able to achieve at least one of their goals and show constructive growth in at least more than 1 other goal.	\$200

### Next Steps

- To continue to support and develop the reading program in K–2 with a staff member undertaking ongoing L3 (Language, learning and literacy) training.
- Continue to provide early intervention through meticulous instructional opportunities that have positive effects around literacy growth and understanding for students.
- Staff to enter data into the PLAN tool, deepen their knowledge of the learning continuums and access professional training when updates are released.

## Strategic Direction 2

### Purpose

To promote, build and sustain the professional learning of all staff members through providing consistently high level professional practices to create a meaningful, inclusive and equitable whole school learning environment. Developing teacher skills and professional learning goals supports current research which indicates that teaching practice has the single greatest impact on student learning.

### Overall summary of progress

Staff are now able to engage at a much deeper level due to the implementation of a revised Performance Development Framework (PDP). Regular monitoring and feedback processes are in place to discuss progress, support and plan for professional growth.

Staff are engaged with the current strategic planning process and are bi termly monitoring, evaluating and reviewing milestone implementation and impact.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Evidence of aligned professional goals, the annual performance and development cycle, and selected Teaching Standards and the Principal Standards.	<ul style="list-style-type: none"><li>• The professional development plans of staff reflect professional and personal goals for the year based around the learning needs of students.</li><li>• Professional learning undertaken throughout the year has improved teaching practises and thus lead to improved students learning outcomes.</li><li>• Principal and relieving Principals attended 2 day network meetings each term. Updates on Departmental policies, procedures, professional development and student learning were discussed.</li></ul>	\$1896
Provision of quality professional learning aligned to school learning goals; system requirements; and professional career aspirations of staff.	Classroom teacher undertook training in Language, Learning and Literacy – Kinder.  Principal undertook Writing in the Middle Years training.	\$1896

### Next Steps

- Train staff in data collection and tracking systems to effectively support planning and student learning.
- A whole school focus on spelling and English textual concepts will be part of the professional learning calendar for 2017



## Strategic Direction 3

### Purpose

To establish more effective partnerships with families by recognising the role they play in their children's education, connecting learning at school and home, focusing on student engagement, learning and well-being.

### Overall summary of progress

Throughout 2016, parents and community members were invited to the two scheduled assemblies each term. Parents also participated in the majority of opportunities to provide input at Personalised Learning Plan meetings.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
At least one parent is an active member on school teams at least 80% of the time.	<ul style="list-style-type: none"><li>• PLP meetings – all students had a parent attend one or more meetings throughout the year.</li><li>• 100% parent involvement in P&amp;C run events and 83% of parents are part of the P&amp;C committee.</li><li>• Assemblies – all students had at least one member of the family/community attend one or more assemblies throughout the year.</li></ul>	
Positive student, staff and parent satisfaction levels with school learning, culture and environment is greater than 85%.	83% response from the annual survey, all comments were 100% positive and comments were constructive.	
Welfare Policy and Procedures reflect a positive school culture.		

### Next Steps

- Provide parents with a term planner for school events and classroom curriculum learning intentions.
- Parents and community members to be invited to all school events including visits from community organisations such as the salvation army, Pymble ladies college.
- Provide parents and students with a reflection at the end of each PLP cycle from the students and teachers perspective.
- Parents to be included in discussion around the planning of the new cycle of the school strategic management plan.
- Parents (and students) to be part of the *Tell them from me survey*

Key Initiatives	Impact achieved this year	Resources (annual)
<b>Aboriginal background loading</b>	<p>All students have a personalised learning plan and specific support where identified and appropriate.</p> <p>Students were supported to attend excursions, performances and sporting events to enable them to participate in the full range of educational opportunities that our school offers.</p> <p>Our school continued to build connections with members of the Aboriginal community and we liaised with the Aboriginal Education Officer at Nyngan high School.</p> <p>Additional support was provided to students within the classroom to support the premiers priorities in regards to academic success.</p>	<b>\$1732.38</b>
<b>Low level adjustment for disability</b>	All students requiring adjustments and learning support are catered for within class programs and other whole school strategies.	<b>\$10929</b>
<b>Socio-economic background</b>	We employ a Teacher to support literacy and numeracy programs with the classroom for 1 day per fortnight. The Schools student support officer supports the teaching staff to enable high quality intervention to occur.	<b>\$10202</b>

## Student information

### Student enrolment profile

	Enrolments			
Students	2013	2014	2015	2016
Boys	8	7	3	5
Girls	8	8	7	4

In 2016, we had 9 students enrolled at Hermidale Public School as of February 2016.

### Student attendance profile

School				
Year	2013	2014	2015	2016
K	96.6	98.4		90.5
1	94.7	95.6	98.8	
2	93.1	92.2	93.5	100
3		92.8	92.3	95.2
4	94.2		95.1	79.2
5	98.8	94.3		97.6
6	90	98.2	95.1	
All Years	94.5	94.9	94.1	90.9
State DoE				
Year	2013	2014	2015	2016
K	95	95.2		94.4
1	94.5	94.7	93.8	
2	94.7	94.9	94	94.1
3		95	94.1	94.2
4	94.7		94	93.9
5	94.5	94.8		93.9
6	94.1	94.2	93.5	
All Years	94.7	94.8	94	94

### Management of non-attendance

Hermidale public School worked closely with the families, community and well being unit to address issues of non attendance of students during 2016.

### Class sizes

Class	Total
KINDER2016 / YEAR2 / YEAR3 / YEAR4 / YEAR5	9

## Workforce information

### Workforce composition

Position	FTE*
Principal	1
Classroom Teacher(s)	0.13
Learning and Support Teacher(s)	0.1
Teacher Librarian	0.08
School Administration & Support Staff	1
Other Positions	0.1

\*Full Time Equivalent

Staffing at Hermidale Public school was as follows: One full time Teaching Principal, a second teacher employed for Release from face to face, Principals release, Learning and support and Equity funding, a school administrative manger five days a fortnight and a general assistant one day a week. The schools learning support officer worked one day a week and when required was the second adult on site.

### 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	50

### Professional learning and teacher accreditation

Significant mounts of professional learning were undertaken by Hermidale school staff in 2016. With the current funding model and the continued focus on supporting quality teaching through professional learning, this was a focus area for our staff.

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

### Financial information

This summary financial information covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance. A full copy of the school's 2016 financial statement is tabled at the annual general meeting of the



parent and citizens groups. Further details concerning the statement can be obtained by contacting the school.

<b>Income</b>	<b>\$</b>
<b>Balance brought forward</b>	<b>53 986.99</b>
Global funds	53 948.43
Tied funds	37 488.14
School & community sources	1 780.86
Interest	1 495.56
Trust receipts	84.50
Canteen	0.00
<b>Total income</b>	<b>148 784.48</b>
<b>Expenditure</b>	
Teaching & learning	
Key learning areas	7 446.91
Excursions	1 063.87
Extracurricular dissections	739.27
Library	897.10
Training & development	1 507.13
Tied funds	21 894.59
Short term relief	947.96
Administration & office	18 787.99
School-operated canteen	0.00
Utilities	5 595.08
Maintenance	2 453.11
Trust accounts	84.50
Capital programs	0.00
<b>Total expenditure</b>	<b>61 417.51</b>
<b>Balance carried forward</b>	<b>87 366.97</b>

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

Students in years 3 and 5 sat NAPLAN, their results have been discussed with their parents. 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. 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 teachers in regards to the schools management and function.

In 2016, we received an 83% response to the survey. The survey results showed that information about the school's progress is regularly communicated to parents, class activities are interesting and engage students learning and parents are encouraged to be involved in their child's learning.

## Policy requirements

### Aboriginal education

In 2016 Aboriginal education was embedded into many aspects of the classroom teaching programs. In PDHPE the students were taught a variety of traditional Aboriginal games. These games were taken from Yulunga Traditional Indigenous games.

The students studied the book Topsy Turvey by Mike Leigh. As part of the book the students researched native Australian animals and viewed the historical information about these animals from an Aboriginal perspective.

Across all curriculum areas, teachers are sensitive to Aboriginal culture and history and reflect upon and include their historical and cultural stories. Our school continued to build connections with members of the Aboriginal community and we liaised with the Aboriginal Education officer at Nyngan High School.

At all school events we acknowledge the traditional owners upon which Hermidale Public School stands.

### Multicultural and anti-racism education

In 2016 the CWA country of study was Mongolia. Each student completed either a poster or a book about Mongolia appropriate to their stage of development.

Studying another country provides students with a valuable understanding and awareness of other

cultures. This in turn develops respect and understanding of others traditions and beliefs.

Equity continues to be a focus for students at Hermidale. Equity to access education, sport and co curricular activities such as excursions.

### **Other school programs**

Throughout 2016 the students had the opportunity to be involved in many aspect of education.

#### **Education, Art and Sport**

- During 2016 a group of students from years 3– 5 participated in the university of New South Wales academic competitions.
- At the annual Dubbo Eisteddfod, the school entered the small schools verse speaking competition where they recited two contrasting poems. Several students also performed individual items..
- At the Nyngan and District annual show all students submitted a selection of art work and photography. Every student was awarded a certificate in recognition of their work.
- Students competed in the small schools swimming, cross country and athletics carnivals. A small group of students were eligible to represent the school at district level.
- The 2016 presentation night was headed by a performance of Shriek the musical. Throughout the preparation and rehearsal stage, students were under the guidance of teaching staff and students from Pymble ladies College, Sydney.

#### **Excursion**

- The students attended a 3 day excursion which included tours of the Wellington caves, the Japanese gardens and from paddock to plate piggery. Students found the excursion very valuable and linked their scientific learning about caves and food sources.

#### **Student leadership**

- In 2016 the students choose the Australian red cross as our charity to support. Money raised from Mufti days went to this charity. The students raised in excess of \$200.00

#### **Family and community programs**

- The students and staff joined members of the Hermidale community and returned service men at an ANZAC day service held at the Hermidale memorial.
- Families and community members attended the school assemblies that occurred twice a term as well as attending the annual presentation night.
- The P&C held a market day at the school which was well supported by the families and community members.
- The school continued to produced the Hermidale Buzz which is a newsletter that is circulated to members of the community 4 times a year.