

Hargraves Public School

Annual Report



2017



2136

Introduction

The Annual Report for **2017** 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

At Hargraves Public School we aim to deliver a high quality education in a safe and nurturing learning environment where every student feels valued. The four "Fish" principles of Play, Be There, Make Their Day and Choose Your Attitude, form the basis of our values and underpin our school philosophy.

I am truly blessed to have an outstanding, dedicated staff, both teaching & non-teaching who give so much of themselves and their expertise for the benefit of our students and our school. The teachers who stay up late thinking of new and more interesting ways to help our children learn, neglect their own families to be at school after hours, continue to smile in the face of exhaustion, remain professional despite the challenges and care unconditionally without expectation of thanks or reward. These are the type of people I am privileged to work with & I thank them sincerely.

To our hard working P&C I thank you once again for all that you do to support our students, providing the many extra opportunities to enhance their education. Our goals & aspirations become reality because of the assistance you provide.

To our students: thank you for being such a wonderful group of young people who display such pride in our school. Congratulations on all your achievements throughout the year – both in and out of the classroom.

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 twenty six 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 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.

In the domain of Learning, positive, respectful relationships are evident among students and staff, promoting student wellbeing and ensuring good conditions exist for positive student learning experiences. Well-developed programs and processes identify, address and monitor student learning needs. These include personalised learning plans for targeted students, ongoing assessment and collection of data to inform teaching, speech pathology and access to the Quicksmart program for identified students. Curriculum provision is enhanced by learning alliances and opportunities with other Mudgee Small Schools including debating, public speaking and performance. Our Year 6 student was given the opportunity to attend Mudgee Public School one day a week in Term 4 to assist in the transition to high school which proved to be very effective.

Our priorities in 2017 in the domain of Teaching were on collaborative practice and data skills and use. With a focus on improved teaching methods in literacy and numeracy, professional learning activities focused on building teachers' understanding of effective teaching strategies in these areas. All teachers were actively engaged in planning their professional development in line with the school's goals and actively shared learning from professional development opportunities. Expertise within the staff was identified and used to further develop teaching skills. All teachers collaborate to analyse and use student assessment data to improve teaching and learning opportunities for students.

In the domain of Leading, the focus in 2017 was on school planning, implementation and reporting. All members of the school community were invited and encouraged to be part of the process for developing the new school plan. Ideas for future directions were sought and acknowledged. Planning and implementation included processes for resource allocation, professional learning, performance monitoring and reporting. We worked hard to acknowledge and celebrate a wide diversity of student, staff and community achievements. Our self-assessment process will assist the school to refine our school 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/sef-evidence-guide>

Strategic Direction 1

Improved learning outcomes

Purpose

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

Overall summary of progress

All students were tracked on the literacy and numeracy progressions using PLAN and a data wall which encompassed all students, enabled not only the visual tracking of each student's progress but also ongoing professional dialogue between staff. Recording and monitoring of data every five weeks ensured 'point in time' teaching for students. Our EAFS (Early Action for Success) results showed strong growth for K–3 students:

95% at or above expected growth in Reading

95% at or above expected growth in Comprehension

88% at or above expected growth in Writing

95% at or above expected growth in Early Arithmetical Strategies

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
To increase the number of students achieving expected growth between Year 3 and Year 5 in NAPLAN that is consistent with state averages.	School Learning Support Officer: \$5 529	All Year 5 students showed growth well above state averages in Writing, Spelling, Grammar, Punctuation and Numeracy.
To increase the percentage of students reaching expected reading benchmarks in K–2 from 46% to 70%	L3 Training for K–2 teacher: \$2 900	100% of K–2 students achieved expected reading benchmarks in 2017.

Next Steps

Our focus on Literacy and Numeracy will continue in 2018. L3 practices will be embedded in the teaching program for K–3 and as an Early Action for Success (EAFS) school, we will continue to work closely with our Instructional Leader in the areas of Literacy and Numeracy. Writing will be a focus across the school K–6. We will begin to track students on the new Learning Progressions for:

*Understanding texts

*Phonological awareness

*Phonic knowledge

*Creating texts– crafting ideas/ text forms and features and vocabulary

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 staff developed Professional Learning Plans in 2017 which were aligned with the school plan and based on identified areas of personal need. Non teaching staff developed their first Professional Learning Plans in consultation with the Principal. All staff mandatory training was completed. With the launch of LMBR for our school in 2017, the SAM and Principal undertook extensive training to be ready for 'Go Live' in September.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
All teachers' Professional Learning Plans are based on identified areas of need and are aligned to the goals within the school plan.	\$1 930 Quality Teaching, Successful Students (QTSS)	All staff developed Professional Learning Plans which were aligned to both the goals within the school plan as well as based on areas of personal need.
Proactive professional learning across the school supports quality educational and organisational practices in alignment with DEC policy, Australian Professional Standards and NSW syllabus for Australian curriculum.	\$4 402 Professional Learning	All staff completed mandatory Department of Education training both online and face to face as well as a wide range of professional learning to enhance student learning outcomes.

Next Steps

As Writing will be a whole school focus in 2018 all teaching staff will attend training in "Seven Steps to Writing Success." This program will then be implemented across the school.

L3 training will continue for the K–2 teacher.

Teachers will continue to work closely with our Instructional Leader on her fortnightly visits and the Principal will attend the EAfS Principal Network days each term.

As TEN (Targeted Early Numeracy) training was not available as planned in 2017, this will be undertaken by the K–2 teacher in 2018.

A scope and sequence for the teaching of Health and Personal Development will be developed in 2018.

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

The students of Hargraves Public School were given the opportunity to participate in a wide range of extra-curricular activities to enhance their development. All students enjoyed participating in the Sporting Schools program which provided professional coaches for athletics, gymnastics, golf, tennis, cycling and netball. Senior students were given leadership opportunities which included participating in the National Young Leaders Day as well as roles in the community ANZAC Day and Remembrance Day services. All students performed at local eisteddfods, concerts and public speaking days, while primary students developed their debating skills in the 'Small Talk' debating competition.

A core group of parents and carers worked hard at P&C events and community fundraisers to provide the additional resources and educational opportunities for our students.

Staff participated in professional learning opportunities organised 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)	Funds Expended (Resources)	Progress achieved this year
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 very hard-working parents continue to attend P & C meetings and work to provide exceptional opportunities and learning resources for our students.
Engaging student extra-curricular activities complement and enhance educational programs within Hargraves Public School.	\$11 220	Students participated in a wide range of sporting and cultural activities and events which enhanced their learning outcomes.
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 staff from Hargraves Public School in 2017. CPR and Anaphylaxis training for all staff took place in April as well as professional development in teaching the Road Safety component of the PD syllabus for teaching staff.

Next Steps

Despite the schools of the Mudgee Small Schools Network being split between three Directorates from Term 2 2018 in the new alignment, we will work hard to maintain our close ties with these schools both for professional learning for staff and for the extra-curricular activities that benefit the students.

In 2018 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. Our continued 'open door' policy will hopefully encourage more parents to come into the school and enjoy the partnership with teachers in their child's educational journey.

Key Initiatives	Resources (annual)	Impact achieved this year
Low level adjustment for disability	\$2 866	Employment of Student Learning Support Officers (SLSO) to support targeted students within the classroom. Targeted students have individual learning plans (ILP's) and all of these students progressed on the learning continuums.
Quality Teaching, Successful Students (QTSS)	\$1 930	All staff, both teaching and non teaching, received support with the Performance and Development Framework to develop PDP's that were relevant both to them personally and to the goals within the school plan. Teachers worked collaboratively to understand and implement new syllabi.
Socio-economic background	\$40 361	A technology teacher was employed one day per week to work with all students K-6. Skills in coding, word processing, graphic design, drawing and the use of spreadsheets have all improved in 2017. Transition Program Our transition to school program supported the children in the two years before they commence formal schooling with an emphasis on language development and school routines. A Speech Pathologist was employed in semester one to work with targeted students. Programs were developed so that teachers could continue to work with these students in semester two. All students made progress with their programs.
Community Consultation		The school community was widely consulted in the preparation of the new School Plan 2018-2020. At P&C meetings, parents and community members are kept abreast of day to day events and the ongoing running of the school.



Student information

Student enrolment profile

	Enrolments			
Students	2014	2015	2016	2017
Boys	18	19	11	10
Girls	13	11	9	16

Student attendance profile

School				
Year	2014	2015	2016	2017
K	97.3	92.9	95.4	97.6
1	92.4	92	92.5	95.8
2	91.8	88.3	97.8	96.8
3	95.6	93.7	91.7	93.5
4	93.9	93	92.4	93.6
5	98.6	93.4	93.9	93.5
6	94.8	96.7	90.7	99.6
All Years	94.6	92.4	93.2	96
State DoE				
Year	2014	2015	2016	2017
K	95.2	94.4	94.4	94.4
1	94.7	93.8	93.9	93.8
2	94.9	94	94.1	94
3	95	94.1	94.2	94.1
4	94.9	94	93.9	93.9
5	94.8	94	93.9	93.8
6	94.2	93.5	93.4	93.3
All Years	94.8	94	94	93.9

Management of non-attendance

The Hargraves Public School Attendance Policy was updated in 2017. The policy outlines the procedures for school non-attendance:

1. Phone call if a student has not arrived by 11am.
2. Unexplained absence letter to be sent home if a child returns to school without a note.
3. Late or continued partial absences will be followed up by the Principal with a meeting to develop an Attendance Plan.

Referral to the HSLO if attendance does not improve.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	0
Head Teacher(s)	0
Classroom Teacher(s)	0.75
Teacher of Reading Recovery	0
Learning & Support Teacher(s)	0.1
Teacher Librarian	0.08
Teacher of ESL	0
School Counsellor	0
School Administration & Support Staff	0.7
Other Positions	0

*Full Time Equivalent

Hargraves Public School has an experienced committed and dedicated staff. Each staff member is highly skilled in their field. The teaching staff was supported by a part time School Administration Manager, three part time School Learning Support Officers, one day per week of General Assistant time and one school cleaner. No staff member identified as being Aboriginal.

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	0

Professional learning and teacher accreditation

In 2017 staff undertook:

- Mandatory CPR and anaphylaxis training
- Child Protection update training
- L3 for K–2 teacher
- Beginning Teacher Conference
- EAfS
- NAPLAN Online and NAPLAN analysis training
- New School Plan 2018 – 2020
- School Excellence Framework V2
- LMBR and eFPT training attended by the Principal and SAM
- Oliver Stocktake training (SAM)
- FoIM recorder workshop
- K–2 teacher gained accreditation at Proficient level

In addition, the Principal attended Macquarie Network meetings, Primary Principals Association conferences and meetings, Western Primary Principals meetings, PSSA meetings and the LEAP conference,

Financial information (for schools using both OASIS and SAP/SALM)

Financial information

The three financial summary tables cover 13 months (from 1 December 2016 to 31 December 2017).

The financial summary consists of school income broken down by funding source and is derived from the school Annual Financial Statement.

Receipts	\$
Balance brought forward	65,959
Global funds	70,765
Tied funds	55,828
School & community sources	13,718
Interest	935
Trust receipts	405
Canteen	0
Total Receipts	141,650
Payments	
Teaching & learning	
Key Learning Areas	8,979
Excursions	3,011
Extracurricular dissections	1,111
Library	548
Training & Development	1,152
Tied Funds Payments	52,922
Short Term Relief	484
Administration & Office	6,741
Canteen Payments	0
Utilities	4,025
Maintenance	2,697
Trust Payments	405
Capital Programs	0
Total Payments	82,075
Balance carried forward	125,534

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.

The information provided in the financial summary includes reporting from 1 January 2017 to 31 December 2017.

	2017 Actual (\$)
Opening Balance	0
Revenue	130,883
Appropriation	125,534
Sale of Goods and Services	0
Grants and Contributions	5,264
Gain and Loss	0
Other Revenue	0
Investment Income	85
Expenses	-53,737
Recurrent Expenses	-53,737
Employee Related	-36,743
Operating Expenses	-16,995
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	77,146
Balance Carried Forward	77,146

The Opening balance for the 2017 school financial year is displayed in the OASIS table as Balance brought forward. The financial summary table for the year ended 31 December 2017 shows the Opening balance as \$0.00 because the Opening balance for the 2017 school financial year is reported in the OASIS table (as Balance brought forward).

The amount displayed in the Appropriation category of the financial summary table is drawn from the Balance carried forward shown in the OASIS table and includes any financial transactions in SAP the school has undertaken since migration from OASIS to SAP/SALM. For this reason the amount shown for Appropriation will not equal the OASIS Balance carried forward amount.

Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

	2017 Actual (\$)
Base Total	339,482
Base Per Capita	3,057
Base Location	8,345
Other Base	328,081
Equity Total	63,542
Equity Aboriginal	0
Equity Socio economic	50,519
Equity Language	0
Equity Disability	13,023
Targeted Total	0
Other Total	1,937
Grand Total	404,961

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.

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 2017, 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.

Growth data for Hargraves students from Year 3 to Year 5 well exceeded the Department of Education's expected growth. In Writing, 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. Go to <http://www.myschool.edu.au> to access the school data.



Parent/caregiver, student, teacher satisfaction

In 2017 students in Years 4, 5 and 6 took part in two 'Tell Them From Me' surveys to gauge their thoughts and feelings on a variety of aspects of their school lives. 100% of students surveyed reported that they felt accepted and valued by their peers and by others at Hargraves School. The same number of students said they have friends at school they can trust and who encourage them to make positive choices. 100% of students reported that they are interested and motivated in their learning and try hard to succeed. All students reported that they enjoyed the Sporting Schools Program, the Stephanie Alexander Kitchen Garden Program and the great excursions.

Parents were also given the opportunity to participate in the 'Tell Them From Me' annual parent survey. A high number of parents felt that the teachers have high expectations for the children to succeed and that their children are encouraged to work hard and do their best work. Parents also appreciated the excellent student to teacher ratio enabling teachers to take account of their child's needs, abilities, and interests. The safe family environment at Hargraves School was seen as a strength as well as the committed and caring staff who provide a wide range of opportunities to all the students. All parents reported feeling welcome at the school and were very happy with the access they have to the Principal and teaching staff when required. All parents felt behaviour issues were dealt with in a timely manner and that the school was proactive in its programs to prevent bullying. 88% of parents surveyed found the school newsletters and P&C meetings were the most useful means of communication for school news while 62% found social media, email and the school website also very useful.

All staff at Hargraves Public School value the ongoing opportunities they receive for professional development as well as the access to high quality, up to date resources and facilities. They also appreciate the collegiality and support they receive from one another. The student to teacher ratio for English and Maths, enabling the individual needs of each student to be better catered for, is also a strength of Hargraves Public School.

Policy requirements

Aboriginal education

Hargraves Public School is 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 and learning programs across the range of Key Learning Areas. A combined Mudgee Small Schools NAIDOC Day celebration was held at Lue Public School during term three where students from Kindergarten to Year 6 participated in a range of activities including indigenous games, art and craft and learning words from the Wiradjuri language.

We are 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.



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 Nepal. As part of their HSIE studies, students researched various aspects of Nepalese life and gave a digital presentation to the CWA which won first prize in the area competition.

Students participated in the Musica Viva program where they learnt about the music and traditions of the Mediterranean area through the group 'Akoustic Odyssey.'

Other school programs

Small Talk Debating Competition

In 2017 the students from Years 4, 5 and 6 each took turns to compete in the 'Small Talk' Debating competition, organised by Hill End Public School and conducted via the Connected Classroom video conferencing technology. Approximately one hundred students from twelve small schools debated a range of topics throughout term three and each debate saw the skills and confidence of our debaters improve. For many of our students it was the first time they had been involved in the preparation and presentation of a debate. We look forward to this excellent program continuing in 2018.

Stephanie Alexander Kitchen Garden Program

Our cooking and gardening lessons continued with students in Years 3–6 during 2017. The children thoroughly enjoyed 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 vegetables 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.

Festival of Instrumental Music

Students from Years 3–6 once again participated in the Combined Recorder ensemble at the Festival of Instrumental Music at the Opera House in August. Many hours of practice are required for the students to learn the diverse and challenging repertoire and only those students who can do this, perform at the concert. Hargraves Public School enjoys an excellent reputation for its recorder ensemble which gives students the opportunity to learn a range of recorders from descant to treble and tenor. All students from Kindergarten to Year 6 learn the recorder and are given the opportunity to perform at a range of venues.