

Hay Public School

Annual Report



2017



2145

Introduction

The Annual Report for **2017** 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.

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Principal

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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 201 with 17% 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. This year the school was part of the Early Action for Success – Phase 2 project that focused on improving literacy and numeracy standards of K–2 students. 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.

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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

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 tracking students' learning progressions every five weeks. An Instructional Leader has worked with K–2 teachers throughout the year, with a specific focus on improving the delivery of literacy and numeracy teaching in the classroom. Teachers have undertaken professional learning in L3, writing, early numeracy strategies and mathematics. Teachers collect relevant worksamples 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)	Funds Expended (Resources)	Progress achieved this year
All teachers will engage effectively with the Quality Teaching model.	Instructional Leader, School Learning Support Officers, Learning Support Teachers, Assistant Principal (3–6) <ul style="list-style-type: none">• Quality Teaching, Successful Students (QTSS) (\$20315.00)• Support for beginning teachers (\$20315.00) Instructional Leader, SLSO support, Assistant Principal (3–6) <ul style="list-style-type: none">• Low level adjustment for disability (\$11173.00)	Teachers evaluated continuum data every five weeks. Report data and NAPLAN data was used to monitor learning growth of all students. An analysis of continuum data, report data and NAPLAN data was done to monitor the learning growth of all students in literacy and numeracy.

Next Steps

As part of the Early Action for Success strategy, teachers will work towards tracking students using the literacy progressions and the numeracy learning progressions for some of the elements. They will undergo professional learning in understanding the progressions and measuring student growth. An Instructional Leader will be employed for five days per week to explicitly work with K–4 teachers in improving lesson delivery, formulating effective assessment tasks, collecting work samples, tracking students and formulating individualised learning plans.

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

As part of the Early Action for Success strategy, teachers have worked on five weekly cycles of collecting work samples to correctly track the learning of every student. Students who were at risk of not reaching expected benchmarks received targeted interventions delivered by Learning Support Officers and Learning Support Teachers. This process was led by an Instructional Leader in K–3 and the Assistant Principal 4–6.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<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.	<p>Instructional Leader, School Learning Support Officers, Classroom Teachers, Assistant Principals, Professional Learning funds, Mathematics syllabus.</p> <ul style="list-style-type: none">• Aboriginal background loading (\$30472)• Socio-economic background (\$99965)• Low level adjustment for disability (\$129946)• Support for beginning teachers (\$20315)	<p>Continuum data, report data and NAPLAN data was evaluated to monitor learning growth of all students. Teachers were trained in L3, Accelerated Literacy and the Anita Chin mathematics model and have developed engaging lessons for students using these pedagogies. Students have demonstrated sound learning progression in literacy and numeracy based on analysis of PLAN data, report data and NAPLAN data. The school achieved a 'value added' score in the range of excelling for learning growth of students between Years 3–5.</p>

Next Steps

An Instructional Leader (K–4) 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. Teachers will develop individualised learning plans for the students based on the literacy and numeracy learning progressions. Students will be tracked and will receive targeted intervention if required. 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 Kids in Performing Arts program provided learning experiences for students that were highly engaging. The P&C funded ukulele and calisthenic lessons for students on a weekly basis. 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. Parents also hold the school in high regard and a large number attend school events on a regular basis.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none">An increase of students showing positive behaviours for effective learning	Classroom Teachers, Assistant Principals, PrincipalClassroom Teachers, SLSOs, Specialist Teachers, School Chaplain <ul style="list-style-type: none">Socio-economic background (\$8000.00)	All sources of communication provide a positive image to the school and local community. Performances have occurred throughout the year demonstrating the newly acquired skills of students. The School Chaplain has developed positive working relationships with the school community and provides a support network for students. The number of negative incidents recorded on SENTRAL has reduced by 25% this year.

Next Steps

Parental involvement is extremely important and will be an area of focus in the 2018–20 School Plan. Assemblies will be revamped in an attempt to get more parents involved and parents will be encouraged to join the P&C. The school will run the 'Got It' program in 2018 where parents, students, teachers and interagency supports will work together on a social skills / friendship program within the school. 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	Resources (annual)	Impact achieved this year
Aboriginal background loading	Equity Loading – Aboriginal Background (\$28 382)	All Aboriginal students received targeted learning support in classrooms. School Learning Support Officers and Learning and 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.
English language proficiency	Equity Loading – English Language Proficiency (\$2466) 0.2 – staffing allocation (\$20 314)	Language support continued this year 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.
Low level adjustment for disability	Equity Loading – Low level adjustment for disability (\$92 580)	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.
Quality Teaching, Successful Students (QTSS)	QTSS – 0.143 – staffing entitlement (\$14 525)	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.
Socio-economic background	Equity Loading – Socio-economic background. 0.3 – Staffing allocation (\$30 472) Flexible funding – (\$115 072)	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.
Support for beginning teachers	Beginning Teacher Support – \$24 238	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. Two beginning teachers were able to complete their accreditation towards Proficient Teacher with NESA.

Student information

Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	103	97	99	104
Girls	105	105	98	99

Student attendance profile

School				
Year	2014	2015	2016	2017
K	94.5	92.5	94.7	96.1
1	91.8	92	94	92.7
2	95.2	93.9	94.5	93.5
3	90.1	93.8	93.7	90.7
4	92.7	92.2	94.4	91.7
5	95.1	90.7	94.1	91.1
6	93.9	94.1	90.8	90.1
All Years	93.1	92.7	93.7	92
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 school has systems in place to manage non-attendance of students. Student absences are notified to parents via text message and followed up each day, analysing the reasons for the absence. Patterns of non attendance are managed firstly by the classroom teacher, and then escalated to the Principal and Home School Liaison Officer if improvement of attendance is not evident. Meetings are held between parents and other relevant personnel to discuss reasons for non attendance. Students who have not responded to intervention are referred to the Home School Liaison Program and placed on an improvement plan. Excellent attendance is celebrated through assemblies, newsletters, awards and letters home. Newsletter articles are published weekly to

highlight the importance of good attendance and its impact on student learning.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	2
Head Teacher(s)	0
Classroom Teacher(s)	7.08
Teacher of Reading Recovery	0.21
Learning & Support Teacher(s)	0.7
Teacher Librarian	0.4
Teacher of ESL	0
School Counsellor	0
School Administration & Support Staff	2.12
Other Positions	0

*Full Time Equivalent

Hay Public School's workforce composition is made up of 94% of non-Aboriginal teachers and 6% of Aboriginal teachers.

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 mathematics, writing, L3 (Language, Learning and Literacy), the forms of assessment, literacy, numeracy and the use of continuums. An Instructional Leader provided in-school professional learning to all teachers K-3 in literacy and numeracy.

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.

Income	\$
Balance brought forward	201,956
Global funds	176,643
Tied funds	178,733
School & community sources	46,265
Interest	2,506
Trust receipts	3,029
Canteen	38,462
Total income	445,637
Expenditure	
Teaching & learning	
Key learning areas	43,382
Excursions	865
Extracurricular dissections	21,321
Library	4,788
Training & development	8,426
Tied funds	216,540
Short term relief	8,996
Administration & office	30,954
School-operated canteen	42,775
Utilities	23,784
Maintenance	8,921
Trust accounts	3,732
Capital programs	15,091
Total expenditure	429,573
Balance carried forward	218,020

The information provided in the financial summary includes reporting from 1 December 2016 to 19 July 2017

	2017 Actual (\$)
Opening Balance	0
Revenue	592,813
Appropriation	522,053
Sale of Goods and Services	35,839
Grants and Contributions	34,479
Gain and Loss	0
Other Revenue	0
Investment Income	441
Expenses	-394,991
Recurrent Expenses	-394,991
Employee Related	-194,714
Operating Expenses	-200,276
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	197,822
Balance Carried Forward	197,822

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	1,619,561
Base Per Capita	30,107
Base Location	125,253
Other Base	1,464,201
Equity Total	268,972
Equity Aboriginal	28,382
Equity Socio economic	145,544
Equity Language	2,466
Equity Disability	92,580
Targeted Total	78,540
Other Total	129,795
Grand Total	2,096,868

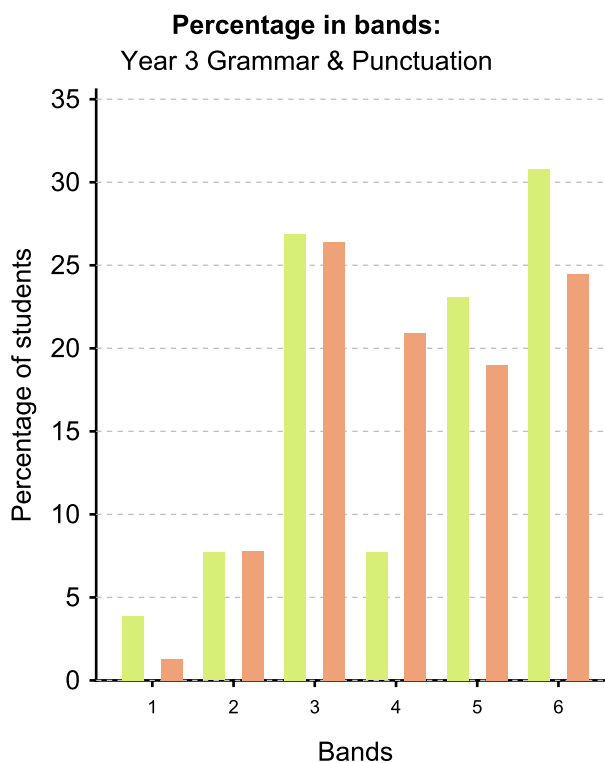
Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

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

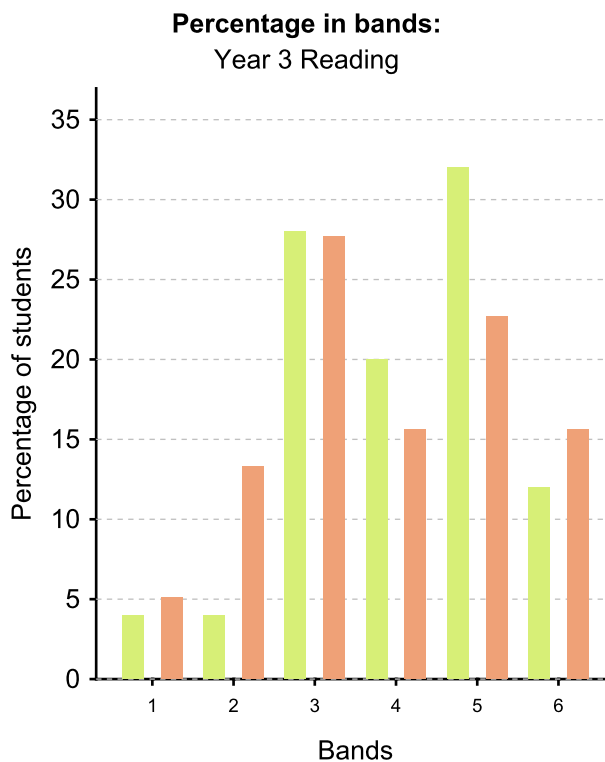
NAPLAN

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.



Percentage in Bands
School Average 2015-2017

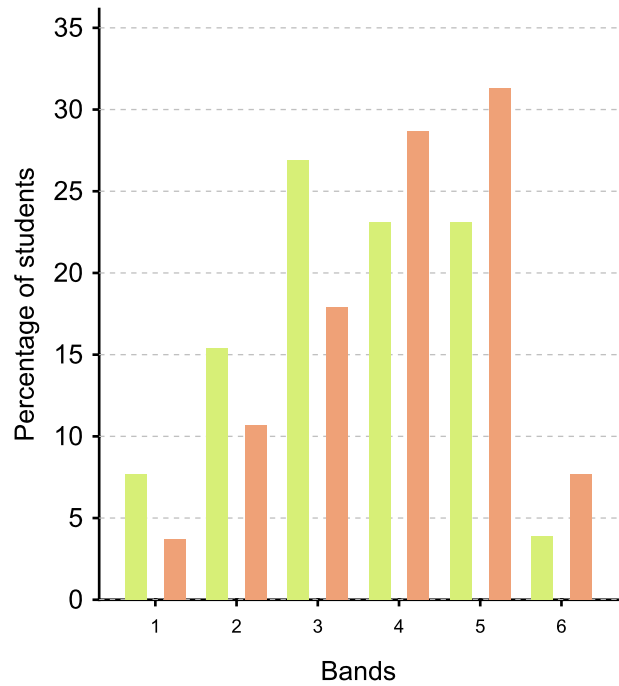
Band	1	2	3	4	5	6
Percentage of students	3.9	7.7	26.9	7.7	23.1	30.8
School avg 2015-2017	1.3	7.8	26.4	20.9	19.0	24.5



Percentage in Bands
School Average 2015-2017

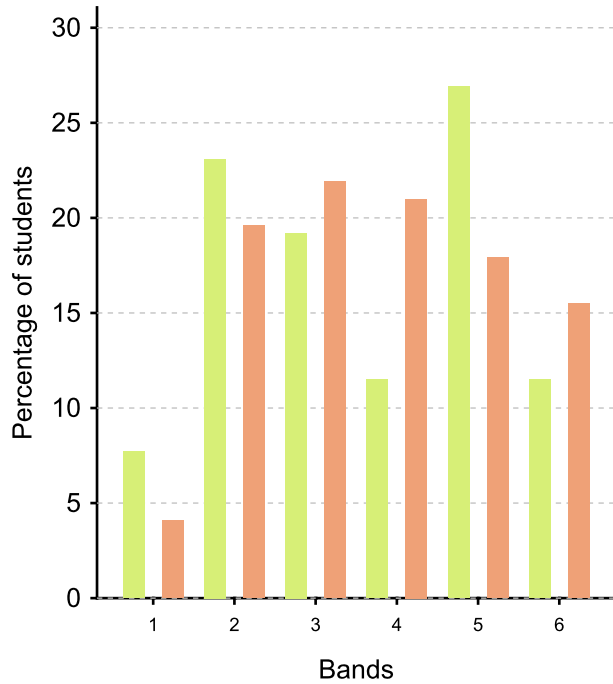
Band	1	2	3	4	5	6
Percentage of students	4.0	4.0	28.0	20.0	32.0	12.0
School avg 2015-2017	5.1	13.3	27.7	15.6	22.7	15.6

Percentage in bands:
Year 3 Writing



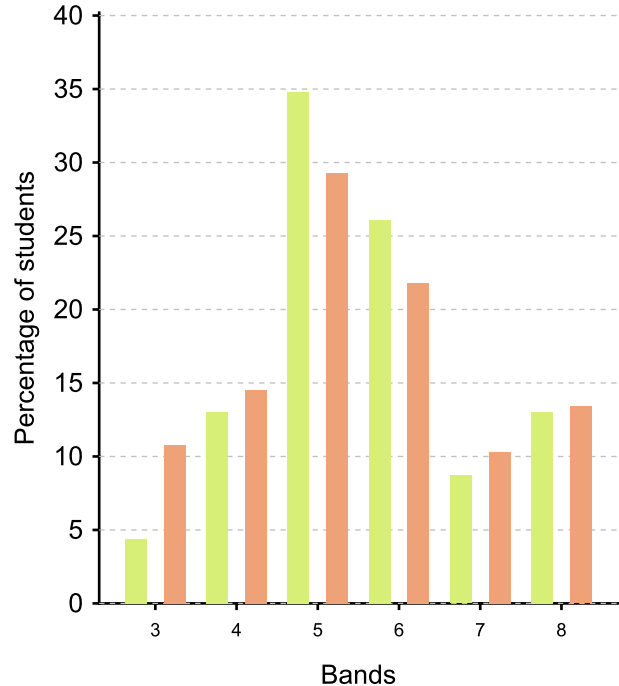
Band	1	2	3	4	5	6
Percentage of students	7.7	15.4	26.9	23.1	23.1	3.9
School avg 2015-2017	3.7	10.7	17.9	28.7	31.3	7.7

Percentage in bands:
Year 3 Spelling



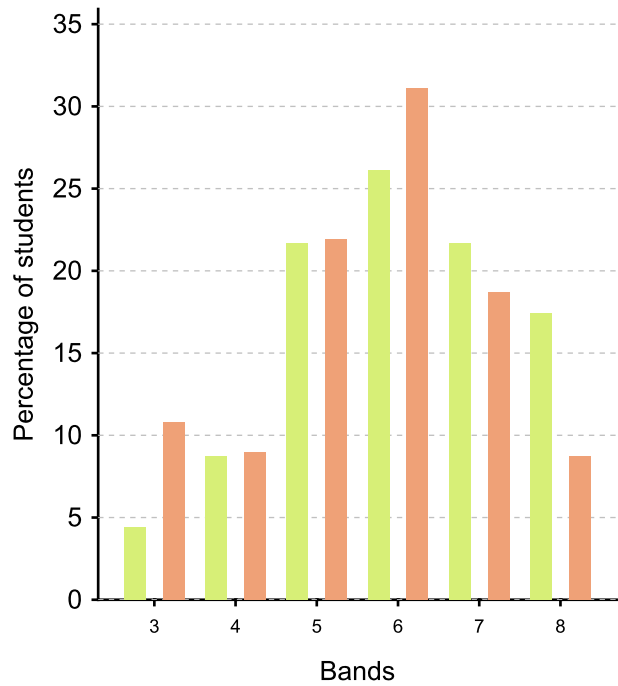
Band	1	2	3	4	5	6
Percentage of students	7.7	23.1	19.2	11.5	26.9	11.5
School avg 2015-2017	4.1	19.6	21.9	21.0	17.9	15.5

Percentage in bands:
Year 5 Grammar & Punctuation



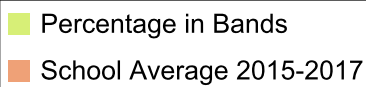
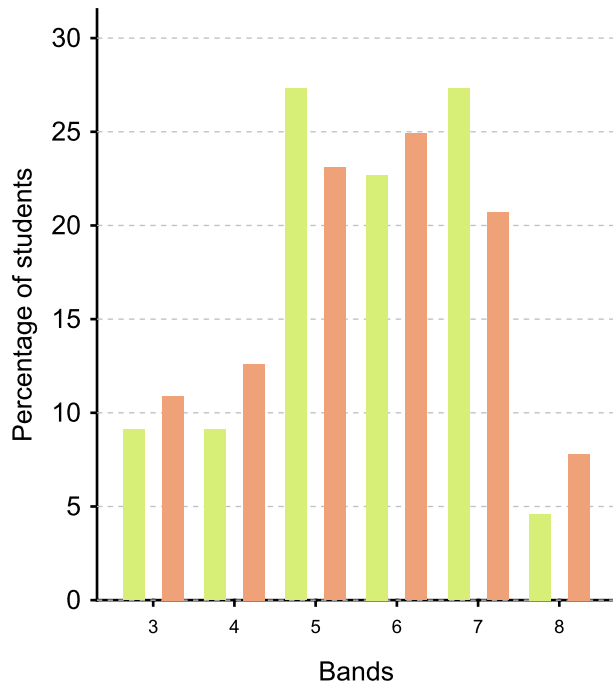
Band	3	4	5	6	7	8
Percentage of students	4.4	13.0	34.8	26.1	8.7	13.0
School avg 2015-2017	10.8	14.5	29.3	21.8	10.3	13.4

Percentage in bands:
Year 5 Spelling



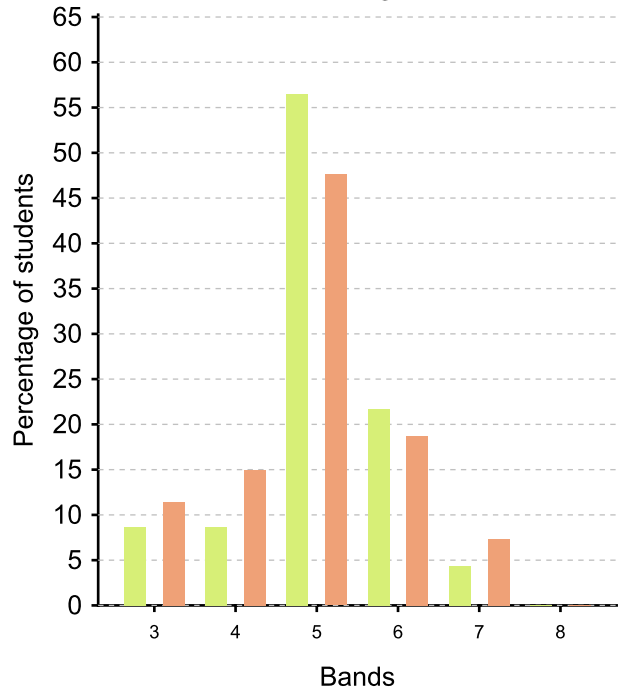
Band	3	4	5	6	7	8
Percentage of students	4.4	8.7	21.7	26.1	21.7	17.4
School avg 2015-2017	10.8	9.0	21.9	31.1	18.7	8.7

Percentage in bands:
Year 5 Reading



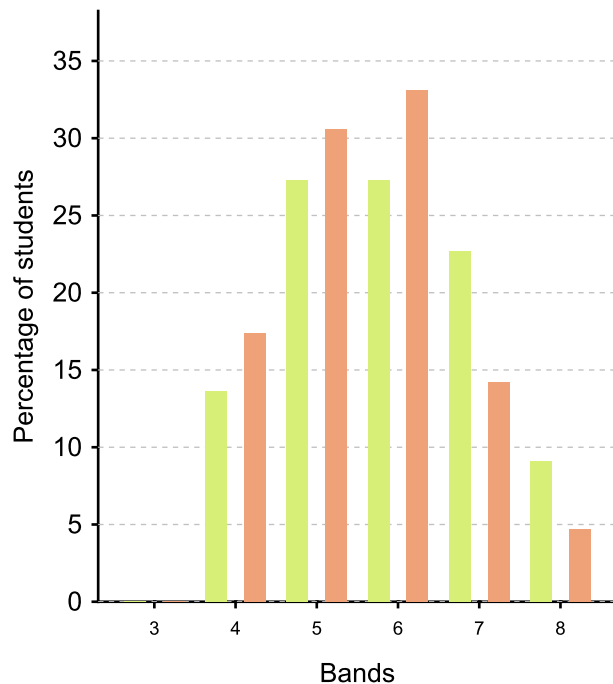
Band	3	4	5	6	7	8
Percentage of students	9.1	9.1	27.3	22.7	27.3	4.6
School avg 2015-2017	10.9	12.6	23.1	24.9	20.7	7.8

Percentage in bands:
Year 5 Writing



Band	3	4	5	6	7	8
Percentage of students	8.7	8.7	56.5	21.7	4.4	0.0
School avg 2015-2017	11.4	15.0	47.6	18.7	7.3	0.0

Percentage in bands:
Year 5 Numeracy



Percentage in Bands
School Average 2015-2017

Band	3	4	5	6	7	8
Percentage of students	0.0	13.6	27.3	27.3	22.7	9.1
School avg 2015-2017	0.0	17.4	30.6	33.1	14.2	4.7

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.

In accordance with the *Premier's Priorities: Improving education results*, Hay Public School has an average percentage of students in the top two bands as follows:

NAPLAN 3 Numeracy – 32%

NAPLAN 5 Numeracy – 31.82%

NAPLAN 3 Reading – 44%

NAPLAN 5 Reading – 31.82%

The total average, across all strands has increased by 9.4% from 2016 – 2017 to 35.11%.

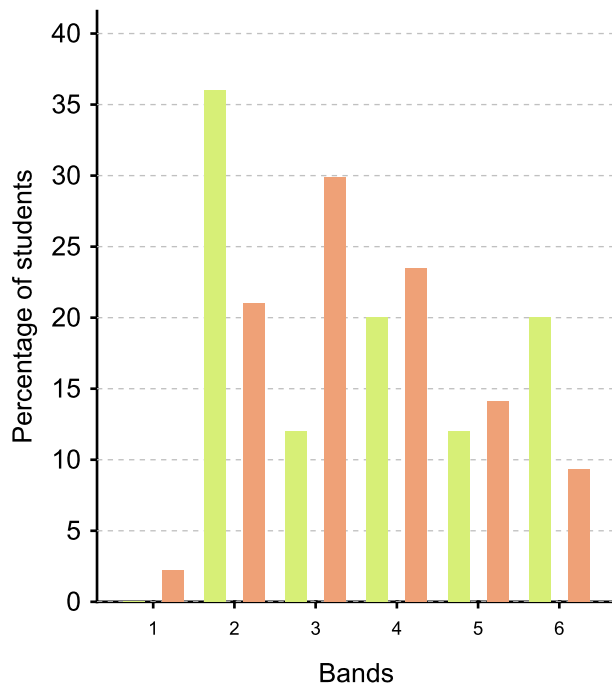
In accordance with the *State Priorities: Better services – Improving Aboriginal education outcomes* for students in the top two NAPLAN bands, Hay Public School has the following results:

NAPLAN 3 Numeracy – 28.57%

NAPLAN 3 Reading – 28.57%

NAPLAN 5 Reading – 25%

Percentage in bands:
Year 3 Numeracy



Percentage in Bands
School Average 2015-2017

Band	1	2	3	4	5	6
Percentage of students	0.0	36.0	12.0	20.0	12.0	20.0
School avg 2015-2017	2.2	21.0	29.9	23.5	14.1	9.3

The total average, across all strands has increased by 4.55% from 2016 – 2017 to 22.73%.

Parent/caregiver, student, teacher satisfaction

Student Satisfaction

Students in Years 4–6 completed two surveys throughout the year to gauge student engagement. Research by The Learning Bar found that there were considerable differences among schools in their levels of engagement and only some of this variation was attributable to students' family backgrounds. Five school-level factors were consistently related to student engagement: quality instruction, teacher–student relations, classroom learning climate, teacher expectations for success, and student advocacy. The average scores on a ten-point scale for each factor for Hay Public School compared with NSW Govt norms are as follows:

Quality Instruction – Hay PS – 8.5, NSW Government Norm – 8.2

Positive Teacher – Student Relationships – Hay PS – 8.5, NSW Government Norm – 8.4

Classroom Learning Climate – Hay PS – 7.4, NSW Government Norm – 7.2

Expectations for Success – Hay PS – 8.8, NSW Government Norm – 8.7

Teacher Satisfaction

Fifteen teachers completed The Focus on Learning Survey which is a self-evaluation tool for teachers and schools. The results for the Eight Drivers of Student Learning are provided. The scores for the Likert format questions (i.e., strongly agree to strongly disagree) have been converted to a 10-point scale, then averaged and reported by question and by topic. A score of 0 indicates strong disagreement, 10 indicates strong agreement, and 5 is a neutral position (neither agree nor disagree). The average scores on a ten-point scale for each factor for Hay Public School compared with NSW Govt norms are as follows:

Leadership – Hay PS – 8.0, NSW Government Norm – 7.1

Collaboration – Hay PS – 8.0, NSW Government Norm – 7.8

Learning Culture – Hay PS – 7.9, NSW Government Norm – 8.0

Data Informs Practice – Hay PS – 7.8, NSW Government Norm – 7.8

Teaching Strategies – Hay PS – 8.1, NSW Government Norm – 7.9

Technology – Hay PS – 6.6, NSW Government Norm – 6.7

Inclusive School – Hay PS – 8.0, NSW Government Norm – 8.2

Parent Involvement – Hay PS – 6.7, NSW Government Norm – 6.8

Parent Satisfaction

Twenty nine parents completed The Partners in Learning Parent Survey which is based on a comprehensive questionnaire covering several aspects of parents' perceptions of their children's experiences at home and school. The survey includes seven separate measures, which were scored on a ten-point scale. The scores for the Likert-format questions (i.e., strongly agree to strongly disagree) have been converted to a 10-point scale, then averaged and reported by question and by topic. A score of 0 indicates strong disagreement; 10 indicates strong agreement; 5 is a neutral position (neither agree nor disagree). The average scores on a ten-point scale for each factor for Hay Public School compared with NSW Govt norms are as follows:

Parents Feel Welcome – Hay PS – 7.7, NSW Government Norm – 7.4

Parents Are Informed – Hay PS – 7.3, NSW Government Norm – 6.6

Parents Support Learning at Home – Hay PS – 7.0, NSW Government Norm – 6.3

School Supports Learning – Hay PS – 7.6, NSW Government Norm – 7.3

School Supports Positive Behaviour – Hay PS – 8.0, NSW Government Norm – 7.7

Safety at School – Hay PS – 7.3, NSW Government Norm – 7.4

Inclusive School – Hay PS – 7.3, NSW Government Norm – 6.7

Policy requirements

Aboriginal education

Hay Public School received Aboriginal background funding in 2017.

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, and focused mathematics groups;
- One early childhood educator and School Learning Support Officer to provide an extended transition to school program, 'Ready Set Kinder'. This programs 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; and
- After School Homework Centre to assist students in the completion of homework.

As a result of this funding, all Aboriginal students were monitored using the literacy and numeracy continuums and achieved against learning growth by moving at least one cluster over the year. Further support will continue for Aboriginal students in 2018 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 2017 participation level of students in sporting activities 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 leaguetag competitions. 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, cross country, AFL and cricket. They included: Jack Headon (AFL, athletics); Jim Houston (swimming, athletics); Tashana Walliss (swimming); Paul Vula (swimming); Lachlan Clark (cross country); Lucy Shea (athletics); Will Simpson (athletics) and Darci Masters (athletics).

Highlights of the year included:

- Winning the Deniliquin District shield for both swimming and athletics carnivals;
- Jack Headon's selection in two Riverina teams – AFL and athletics;
- Jim Houston's selection in two Riverina teams – swimming and athletics;
- Jim Houston named Junior Boy champion at both Deniliquin District Swimming and Athletics Carnivals and Larissa Sorensen Junior Girl at the District Swimming Carnival;
- Skye Lilburne breaking a long standing record in the Senior Girls' shot put and Will Simpson breaking the Senior Boys' discus record at our annual athletics carnival;
- Our tennis team (Daniel Stewart, Jack Headon, Olivia Huggins and Skye Lilburne) reaching the Riverina finals of the state knockout competition;
- Victory for the Hay Cutters in the Stage 3 Deniliquin 'Big Bash' cricket day and the Hay Lions runners-up, Stage 2;
- Milo T20 Blast School Cup clinics at the Hay Park ovals, led by Murrumbidgee Development Officer, Luke Olsen;
- Clinics conducted by Country Rugby League Development Officers Andrew Herbert and Andrew Lavaka, with assistance from Hay War Memorial High School students;
- The introduction of rugby union to our sporting calendar.

Jack Headon was named Sportsman of the Year at the annual presentation day awards' ceremony after representation in two sports at Riverina level, competing at State Championships. He participated in a number of Deniliquin District trials and was also a valued member of many school sporting teams.