

Hermidale Public School Annual Report



2017



“Reach for the Stars”

2155

Introduction

The Annual Report for **2017** 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

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Message from the Principal

Hermidale Public School students and staff meet and learn each day on the traditional lands of the Wongaibon people. In 2017, our school was supported by the NSW Department of Education Western Plains directorate, The Western Plains Small Schools Network, the Nyngan Aboriginal Education Consultative Group, Hermidale Public School P&C and was an active member of the Girilambone, Hermidale & Marra Leading and Learning hub.

The school strongly focuses on quality student outcomes in literacy and numeracy. Student engagement through a broad range of educational experiences; performing arts, cultural immersion, leadership and sport lead to learning opportunities beyond the school gate.

The highly dedicated teaching team deliver quality learning in an environment that encompasses student well being, culture and academic aspiration. 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.

I am proud of the schools achievements in 2017 and present to you the Annual Report which show cases our school.

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 Small School Network will be maintained to provide academic, social and professional learning opportunities for students, staff and parents.

School context

Hermidale Public School 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 students 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.

During 2017, 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

The result of this self–assessment process indicates that in the domain of **Learning culture** , Hermidale is rated overall as Delivering. In regards to *high expectations*, progress in learning and achievement is identified and acknowledged. The aspirations and expectations of students and parents are known and inform planning for learning. Regarding *transitions and continuity of learning*, Hermidale PS collects and analyses information to inform and support students' successful transitions. The school seeks to collaborate with parents of students whose continuity of learning is at risk. The school supports the transition programs run by Nyngan Pre school and Nyngan High school and has teaching staff actively engaged in the transition processes. *Attendance* data is regularly and accurately monitors attendance and the school takes prompt action to address issues with individual students. The school community celebrates regular and improved attendance.

In the domain of **Wellbeing**, Hermidale is rated overall as Delivering. In regards to *caring for students*, every student can identify a staff member to whom they can confidently turn for advice and assistance at school. *A planned approach to well being* sees students, staff and the community recognise that student wellbeing and engagement are important conditions for learning. The school plans for and monitors a whole school approach to student wellbeing and engagement. *Individual learning needs* means all students are explicitly addressed in teaching and learning programs. In regards to *behavior*, the school's wellbeing approach focuses on creating an effective environment for learning. Teachers and other school staff explicitly communicate expectations of behavior across the school setting.

In the domain of **Curriculum**, Hermidale is rated overall as Sustaining and Growing. In regards to *curriculum provision*, the school offers a curriculum that meets requirements of the Department of Education and the NSW Education Standards Authority and provides equitable academic opportunities for all students. *Teaching and learning programs* describe expected student progression in knowledge, understanding and skill and the assessments that measure them. *Differentiation of curriculum* sees teachers differentiating curriculum delivery to meet the needs of

students at different levels of achievement, including adjustments to support learning or increase challenge. Most students can articulate their learning and understand what they need to learn next to enable continuous improvement.

In the domain of **Assessment**, Hermidale is rated overall as Delivering. In regards to *formative assessment*, Teachers collect and use assessment data that monitors achievements and identifies gaps in learning to inform planning for particular student groups and individual students. *Summative assessment* sees that assessment is planned and undertaken regularly in all classes and data is systematically collected. *Student engagement* – Teachers share criteria for student assessment with students. Formative and summative assessments create opportunities for students to receive feedback on their learning. In the area of whole school monitoring of student learning, we are assessed at working towards delivering and this is a strategic direction focus in the 2018 – 2020 school plan.

In the domain of **Reporting**, Hermidale is rated overall as Sustaining and Growing. In regards to *whole school reporting*, the school analyses internal and external assessment data to monitor and report on student and school performance. *Student reports* contain personalised information about individual student learning progress and achievement. The school previews plans for meeting future learning goals and *parent engagement* sees parents are presented with clear information on what and how well their children are learning. Parents receive regular information in accessible formats about how to support their children's progress. The school solicits feedback on its reporting from parents.

In the domain of **Student performance measures**, Hermidale is rated overall as Delivering. In relation to *value – add*, The school's value-add trend is positive. *NAPLAN* results are positive. *Student growth* sees the school identifying growth targets for individual students, using internal progress and achievement data. The school uses internal as well as external assessments (such as *NAPLAN*) to assess student progress and achievement against syllabus outcomes.

Teaching

The result of this self-assessment process indicates that in the domain of **Effective classroom practice**, Hermidale is rated overall as Delivering. In regards to *lesson planning*, Teachers regularly review and revise lesson plans and sequences, ensuring that the content is based on the curriculum and the teaching practices are effective. Teachers regularly use student progress and achievement data to inform lesson planning. In regards to *explicit teaching* Hermidale is working towards delivering and has sighted this as an area for improvement during 2018– 2019. Considering *feedback*, Teachers respond promptly to student work. They check that students understand the feedback received and the expectations for how to improve. *Classroom management*, a school-wide approach to effective and positive classroom management is evident. Support is provided to teachers where needed, ensuring optimum learning.

In the domain of **Data skills and use**, Hermidale is rated overall as Delivering. In regards to *data literacy*, Teachers access and engage in professional learning that builds skills in the analysis, interpretation and use of student progress and achievement data. *Data analysis* sees the leadership team regularly using student progress and achievement data to inform key decisions such as resourcing and implementation of new programs or initiatives. *Data use in teaching* – Teachers review student assessment data and compare results from external assessments (e.g. *NAPLAN*, *ICAS*,) with internal measures to build consistent and comparable judgement of student learning. *Data use in planning* provides clear and accurate analysis of student progress and achievement data informs planning that is shared with the school community in the Annual Report.

In the domain of **Professional Standards**, Hermidale is rated overall as Delivering. We are working towards delivering in *improvement of practice* where Teachers will use the Australian Professional Standards to measure themselves, reflect on their practice and plan for and monitor their own professional development to improve their performance. In terms of *accreditation*, Teachers' attainment of their professional goals in their Personal Development Plans and their maintenance of accreditation are supported by the school. In regards to *Literacy and Numeracy focus*, the school provides/facilitates professional learning that builds teachers' understanding of effective strategies in teaching literacy and numeracy skills and knowledge.

In the domain of **Learning and Development**, Hermidale is rated overall as Delivering. In regards to *collaborative practice and feedback* , staff meetings are used to review the curriculum and to revise teaching practices and learning programs to meet the needs of learners, based on evidence of student progress and achievement. Regular meetings occur with members of the Hermidale, Girilambone and Marra Leading and Learning Hub as well as the Western Plains Small Schools Network to support teachers in quality teaching, programming in a multi stage setting and research informed practices. In regards to *coaching and mentoring*, the school's structure and organisation ensure that direct support is available to new staff members from experienced teachers and beginning teachers are mentored. In terms of *Professional learning*, Teachers engage in professional learning targeted to school priorities, the needs of their students and the achievement of their professional goals. *Expertise and innovation* – The school identifies expertise within its staff and draws on this to further develop its professional learning community. Areas for development in teacher expertise are identified and addressed. Teachers are supported to trial innovative or evidence based, future-focused practices. The school also receives strong support from PSL and curriculum advisor.

Leading

The result of this self–assessment process indicates that in the domain of **Educational leadership**, Hermidale is rated overall as Delivering. In regards to *instructional leadership*, the leadership team ensures that implementation of syllabus and associated assessment and reporting processes meet NESA and Department of Education requirements, forming a sound basis for student learning. In terms of a *high expectations culture*, the leadership team ensures that the teacher performance and development policy is implemented in a culture of high expectations for every staff member. In regards to *Performance management and development*, the leadership team undertakes annual staff performance and development reviews for teaching and non–teaching staff. Poor performance is identified and managed promptly and effectively. In terms of *community engagement*, parents and community members have the opportunity to engage in a range of school–related activities which help build the school as a cohesive educational community.

In the domain of **School planning and implementation**, Hermidale is rated overall as Delivering. In regards to *continuous improvement*, the leadership team engages in a process of planning, implementation, monitoring and self–assessment and leads the collaborative development of evidence–based school plans. In terms of the *school plan*, the school plan aligns to student and system priorities and ensures responsiveness to emerging needs. Staff, students, parents and the broader school community are welcomed and engaged, where possible, in the development of the vision, values and priorities of the school. Regarding the *annual report*, the school collects and analyses learning and wellbeing data to monitor the achievement of milestones and review, self–assess and report performance annually.

In the domain of **School resources**, Hermidale is rated overall as Sustaining and Growing. In regards to *staff deployment*, the leadership team allocates non educational administrative tasks to appropriate non–teaching staff. All staff use technology available to streamline the administrative practices of the school. In terms of *facilities*, the leadership team takes a creative approach to the use of the physical environment to ensure that it optimises learning, within the constraints of the school design and setting. In terms of *technology*, technology is effectively used to enhance learning and service delivery. *Community use of facilities* – The school plans for community use of school facilities. Regarding *financial management*, strategic financial management is used to gain efficiencies and to maximise resources available to implement the school plan.

In the domain of **Management practices and processes**, Hermidale is rated overall as Delivering. In regards to *administrative systems and processes*, the school makes informed choices about administrative practices and has systems in place, based on cost effectiveness, evidence and in response to local context and need. In terms of service delivery, all school staff are supported to develop skills for the successful operation of administrative systems and a positive customer service ethic is evident. Regarding community satisfaction, the leadership team measures school community satisfaction.

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

Teaching staff have gained clarity and guidance from the professional learning that they have been engaged in during 2017. Teaching staff have undertaken training in either English textual concepts or L3. Focusing on student's individual learning needs is an aspect of teaching that is highly successfully at Hermidale Public School. Teachers differentiate the teaching program at the point of need for each student and tracking students learning success informs ongoing learning opportunities. Students have shown growth in literacy and numeracy according to the set milestones.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Sustained percentage of Kinder to Year 2 students achieving Reading Benchmark targets of approximately 90%.	RAM equity funding enabled a second teacher to be employed at the school to provide explicit teaching through the Language, literacy & learning (L3) program.	At the completion of 2017 all students K–2 had met the reading benchmark targets.
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.	RAM equity funding enabled a second teacher to be employed at the school. The teaching team provided explicit teaching through the L3 program, English textual concepts and firefly educational programs. Teachers assessed students in literacy and numeracy and collated data using PLAN.	All students showed growth across the 2017 school year in the continuum markers. This growth was shared with students, teaching staff and parents
100%of students to achieve at least one of their PLP goals throughout the year.	RAM equity funding enabled a second teacher to be employed at the school. This ensured the division of K–2 /3–6 students lead to consistent learning opportunities and PLP's could be individually met for all students.	Frequent reference to personal learning goals throughout the year ensured that students were able to achieve more than one of their goals and show constructive growth in at least 1 other goal area.

Next Steps

- In light of the 2018 – 2020 school plan student learning will be strengthened through an indepth analysis of student assessment data.
- In 2018 and beyond, teachers will continue to develop and implement high quality literacy and numeracy programs with ongoing professional learning and connection with hubs and networks.
- Staff will be released twice a term to analyse and input student data using PLAN and PLAN version 2.
Professional learning will be undertaken by teaching staff to support the transition to the learning progressions.

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

Teaching staff have embedded quality professional learning that has been obtained during the previous 12 months. The Literacy, Language and Learning program is occurring daily in the K–2 classroom whilst teachers are using the English Textual concepts to plan quality teaching units in English.

Teaching staff are evaluating their teaching units regularly to gain insight into their professional knowledge, skills and understandings. This also enables staff to focus their professional learning needs and to gain support from colleagues and training opportunities.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Evidence of aligned professional goals, the annual performance and development cycle, and selected Teaching Standards and the Principal Standards.	These funds are allocated to accessing training and causal teaching costs associated with the training.	Teaching staff form their annual professional learning goals in consultation with leaders (Principal/ Director). These goals are established after evaluation of classroom programs, teaching practice, emerging research and teaching standards requirements. Professional learning funds were allocated.
Provision of quality professional learning aligned to school learning goals; system requirements; and professional career aspirations of staff.	Professional learning funds were used to enable teachers to attend training.	In 2017, all staff completed mandatory training requirements as directed by the Department of Education. Teaching staff also undertook training to strengthen their understanding of the English syllabus, literacy programming and literacy teaching strategies.

Next Steps

In light of the 2018 – 2020 school plan, teaching staff will develop a scope and sequence of professional learning requirements after analysing students learning growth through the collation of data. Teachers will undertake research into quality teaching and learning practices to inform professional learning requirements.

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

During 2017 parents, teachers and students have actively shared student work samples, joined for PLP meetings, shared learning success through the weekly school newsletters and teachers have taken the opportunity to report formally and informally around student achievement and growth.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
At least one parent is an active member on school teams at least 80% of the time.		Due to the demands of work and family, our school has been very mindful of how we engage with the parent community and our expectations of their availability. Although parents have been limited in their ability to participate in school teams, we have had enormous parent support at P&C meetings, fundraising events, school assemblies, school excursions and other school events such as the Nepal cultural day.
Positive student, staff and parent satisfaction levels with school learning, culture and environment is greater than 85%.		Parents were surveyed as part of the 2018 – 2020 school plan consultation process. All families returned a survey with 3 positive statements pertaining to the school, the learning environment, student engagement and student well being.
Welfare Policy and Procedures reflect a positive school culture.		At Hermidale Public School each student is respected, cared for and given equal opportunity to learn and prosper. In 2017 we implemented a school poem that reflects these wellbeing qualities of our learning environment. Student well being is analysed across the school by teaching staff annually through the wellbeing framework. Students participated in the <i>Tell them from survey</i> and teaching staff reflected on their practice during staff meetings. As part of the school plan 2018 –2020 consultation process students provided their personal reflections on the school and their place within the peer group.

Next Steps

- Teaching staff will be undertaking a review of the wellbeing procedures in 2018 and implementing improvements.
- Students will be part of developing classroom expectations, student rewards and acknowledging kindness within the school setting.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$4 990	<p>All students at Hermidale Public School had a personalised learning plan in 2017 that was reviewed each term.</p> <p>Specific support by teaching staff was implemented to ensure students achieve learning growth.</p> <p>To enable students to participate in the full range of educational opportunities offered by the school including excursions, performances and sporting events, the school supported students and their families.</p> <p>The Nyngan AECG and Hermidale Public School continued to develop a relationship that had a shared belief around Aboriginal education. Nurturing students and families connection with the school, education and their community, leads to positive participation.</p>
Low level adjustment for disability	\$10 884	<p>This funded position – Learning and Support Teacher (LaST) enabled each student who required adjustment and learning support to be catered for within the classroom learning environment and other whole school strategies. Student wellbeing was supported through access to the School Counsellor and individualised learning plans were established in consultation with families.</p>
Other key school operational area	\$10 157	<p>Equity socio economic funding enabled the school to employ a teaching staff member to engage students in literacy and numeracy learning.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	7	3	5	4
Girls	8	7	4	5

At the commencement of the 2017 school year, Hermidale Public school had 11 students enrolled. 2 students left the school as the family moved to a larger regional centre for employment. During term 2 and 3, 9 students were enrolled at Hermidale Public school with two additional enrollments received at the commencement of term 4.

Student attendance profile

School				
Year	2014	2015	2016	2017
K	98.4		90.5	84.5
1	95.6	98.8		92.9
2	92.2	93.5	100	100
3	92.8	92.3	95.2	98.8
4		95.1	79.2	96.4
5	94.3		97.6	81.5
6	98.2	95.1		100
All Years	94.9	94.1	90.9	92.2
State DoE				
Year	2014	2015	2016	2017
K	95.2		94.4	94.4
1	94.7	93.8		93.8
2	94.9	94	94.1	94
3	95	94.1	94.2	94.1
4		94	93.9	93.9
5	94.8		93.9	93.8
6	94.2	93.5		93.3
All Years	94.8	93.9	94.1	93.9

Management of non-attendance

Overall the attendance at Hermidale Public School is on par with state average. The school works closely with families, Home School Liaison Officer and the Department of Education wellbeing unit to address issues of attendance. Families are required to send notes to explain the absence and this is being

supported through reminders from the school.

Class sizes

Class	Total
PLAN 2017	9

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	0
Head Teacher(s)	0
Classroom Teacher(s)	0.23
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	1
Other Positions	0

*Full Time Equivalent

Staff at Hermidale Public School in 2017

Skye Dedman – Relieving Principal – Full time, LaST – 1 day a fortnight

Jacinta Kiss – Teacher – 7 days /fortnight

Kerrie Pitkin – School Administration Manager – 4 days a fortnight, Librarian – 1 day a fortnight

Leah McClelland – Student learning support officer – 1 day / week

Andrew McLeod – General Assistant – 1 day/week

Ken Burt – Relieving General Assistant – 1 day/week

Cathryn Hoare – Teacher – casual

Tania Moody – School support officer – casual

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 one teaching staff member completed the requirements for and achieved their accreditation at Proficient Teacher standard and therefore will now enter the maintenance cycle for the coming 5 years.

Two pre – 2004 service teaching staff will be accredited at Proficient Teacher Standard for the commencement of the 2018 school year and begin their 5 year maintenance cycle.

1 staff member completed the requirements for the English Textual Concepts professional learning.

2 staff members completed LMBR training

1 staff member completed the requirements for Literacy, Language and Learning ES1 training.

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	87,367
Global funds	73,586
Tied funds	19,920
School & community sources	2,228
Interest	1,008
Trust receipts	125
Canteen	0
Total Receipts	96,867
Payments	
Teaching & learning	
Key Learning Areas	9,105
Excursions	793
Extracurricular dissections	734
Library	1,860
Training & Development	970
Tied Funds Payments	12,597
Short Term Relief	0
Administration & Office	15,582
Canteen Payments	0
Utilities	5,772
Maintenance	3,577
Trust Payments	125
Capital Programs	1,199
Total Payments	52,313
Balance carried forward	131,921

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	138,571
Appropriation	133,862
Sale of Goods and Services	0
Grants and Contributions	4,585
Gain and Loss	0
Other Revenue	0
Investment Income	125
Expenses	-33,892
Recurrent Expenses	-33,892
Employee Related	-17,732
Operating Expenses	-16,160
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	104,679
Balance Carried Forward	104,679

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.

On the 31st August 2017, Hermidale Public School moved from the OASIS accounting system to the new SAP. Staff have undergone extensive training in this new system and all future financial transactions will be on this platform.

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	263,750
Base Per Capita	1,375
Base Location	12,001
Other Base	250,373
Equity Total	26,032
Equity Aboriginal	4,990
Equity Socio economic	10,157
Equity Language	0
Equity Disability	10,884
Targeted Total	0
Other Total	21,543
Grand Total	311,325

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.

During 2017, three students from years 3–5 participated in NAPLAN – Literacy and Numeracy at Hermidale Public School

Due to the small cohort of students it is impossible to compare our results against the state without identifying individual students. Individual students results in literacy and numeracy have been discussed with their parents.

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.>

At the completion of 2017, all students K–2 had met the reading benchmark targets.

All students showed growth across the 2017 school year along the literacy and numeracy continuum markers. This growth was shared with students, teaching staff and parents.

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 2017, students completed the Tell them from survey, school plan consultation student survey and informal classroom discussions around wellbeing, participation and engagement in school activities. Students stated that they feel happy and safe at school, they have strong friendships and feel supported by their teachers.

Parents completed a survey as part of the 2018 – 2020 school plan consultation, asking for 3 things we do well at Hermidale Public School, 3 "even better if..." statements and any further comments. Parents felt that the wellbeing of their children and the individual educational support given to their children were positive. The connections with other small schools supported their children socially and gave opportunities for interacting and learning within a larger cohort. Parents were also very supportive of teaching staffs professional learning opportunities. Parent satisfaction was deemed at 75% – 85% across the parent group

and constructive discussions around how the school community may improve, took place at a special meeting of the P&C in September 2017.

The Hermidale community completed a survey to ascertain community participation and engagement in the school. From this survey a number of initiatives will be undertaken in 2018 to further build relationships between the school and local community.

Teachers and staff members have an opportunity to share their satisfaction levels at regular staff meetings. In 2018 this will occur through surveys linked with the milestones in the 2018 school plan. Teachers work collaboratively to develop quality teaching practice with the Girilambone, Hermidale and Marra Leading and Learning Hub and the Western Plains Small Schools Network. Staff also receive support through engaging with professional learning, the curriculum adviser and colleagues.

Policy requirements

Aboriginal education

In 2017 Aboriginal education was embedded into many aspects of the classroom teaching programs. One example is during PE lessons, students were taught a variety of traditional Aboriginal games from the Yulunga Traditional Indigenous games resource pack.

Across all curriculum areas. teachers are sensitive to Aboriginal culture and history and reflect upon and include the Aboriginal historical and cultural stories.

Our school continues to build connections with the Aboriginal community through the Nyngan AECG, open and transparent communication with families around their child's learning and personal learning plan and all staff foster and support family engagement in the school.

Students from Hermidale Public attended the opening ceremony of NAIDOC week held in Nyngan. At each school event, members are welcomed to country and Acknowledgment of Country is undertaken. We openly acknowledge that we meet and learn on the lands of the Wongaibon people.

Multicultural and anti-racism education

In 2017 1 staff member completed the Anti racism contact officer training. As part of this training, this staff member oversees the education, negotiation, mediation and resolution of any matters of racism within the school context. The wellbeing of all students, building relations amongst ethnic groups and fostering positive learning experiences around cultural identity and knowledge is undertaken by all staff members.

In 2017 the CWA country of study was Nepal. We see the focused learning about a country as a way to deepen students knowledge of culture, religion and historical factors that shape the country. This provides students with a valuable understanding and awareness

of other cultures, develops respect and understanding of traditions and beliefs.

Hermidale Public School fosters a tolerant, inclusive environment where all school community member learn in harmony.

Other school programs

Throughout 2017 students at Hermidale Public School had the opportunity to be involved in many aspect of education.

Education, Art and Sport

- During 2017 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 and won first place. Several students also performed individual items gaining pleasing results.
- At the Nyngan and District annual show all students submitted a selection of art work and photography. Every student was awarded a prize 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.
- Dubbo Regional Theatre provided an opportunity for students to see live performances of *Mr Stink* and *We're going on a bear hunt*.
- The 2017 presentation night was headed by a performance of *Pirates* which was well received by the audience. Throughout the preparation and rehearsal phase, each student participated wholly.
- Dart connections are a school based Department of Education Video conferencing program where students can link in with learning opportunities. We continued to embed these opportunities in our classroom programs.
- Students connected with Engonnia Public School through video conferencing to learn a Nepalese dance and with Girilambone Public School through Adobe classrooms.
- Students travelled to Girilambone Public school on 4 occasions in 2017 to undertake learning opportunities. These included the Life Education van, Martial Arts session, Illustrator visit with Tom Jellet and a "Live" adobe classroom session for stage 3 students.
- Girilambone students joined us in term 4 to participate in a 2 day technology discovery journey with Ben and Bree from Games and Gadgets.
- Students had a morning of immersion in the Aboriginal culture guided by Ms Raylene Weldon – AEO at Nyngan High School.

- The majority of students joined students from Girilambone PS and Marra PS for a 5 day excursion to Canberra which included tours of Parliament house, Questacon, The Canberra museum, Old Parliament house – democracy museum, the National Art Gallery and the Dinosaur museum. Students found the excursion very valuable. We thank FlyOrana for providing the transport for this excursion at no cost to the school.
- All students participated in the Small Schools Super Camp held bi annually in Nyngan. This camp brings together students for social interaction; art, technology, sport and dance immersion and provides an opportunity to develop their independence and life skills.
- Students attended the Nyngan ANZAC day march, Hermidale ANZAC day memorial service, the opening of the Nyngan Solar Farm and the Nyngan NAIDOC week opening ceremony.

Student leadership

- In 2017 Georgia Mudford was the school captain of Hermidale Public School. Georgia's leadership role was developed throughout the year and aligned with the schools expectations around student engagement in leading peers, thanking guests and supporting the wellbeing of students.
- In 2017 the students choose the RSPCA as our charity to support, with monies raised from mufti days going to this charity.

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.
- 4 Students and a teacher from Presbyterian Ladies College (Sydney) joined us for a week as part of the schools service learning program. The rural immersion gave students an opportunity to connect with rural students, the Hermidale community and to undertake science based learning experiences.
- The P&C held fundraising events at Bunnings Dubbo and The Hermidale Hotel which were well supported.
- The school continued to produced the Hermidale Buzz which is a newsletter that is circulated to members of the community 4 times a year.

Excursion