

# Hassall Grove Public School

## Annual Report



2017



4598

## Introduction

The Annual Report for 2017 is provided to the community of Hassall Grove 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.

David Rodger

Principal

## School contact details

Hassall Grove Public School

Buckwell Drive

Hassall Grove, 2761

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

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

9835 1756

## School background

### School vision statement

Hassall Grove Public School aims to ensure students become confident, passionate and engaged lifelong learners in an ever changing world. Through building a welcoming, positive and productive school environment our school community is strengthened.

The values of Respect, Responsibility, Honesty and Fairness are consistently modelled, frequently rewarded and always expected within our school community. Our students demonstrate great pride in their school and a strong sense of belonging. Hassall Grove Public School consistently promotes deep understanding and valuing of the diverse backgrounds and cultures of our whole school community through a highly inclusive approach. We envision our students as future citizens of their community who are well equipped with empathy, understanding and the skills to work collaboratively.

Our teachers aim to constantly immerse students in high quality education to enhance their skills and understandings and engage them through their interests. Through a professional, enthusiastic staff we build high expectations for excellence in teaching and learning and a passion for education in our school community.

Our school community are working together to give our students choices in their futures and the strength of character to lead great innovation in the world in which they will live.

### School context

Hassall Grove Public School is located in the Eastern Creek District with an enrolment of 775 students. 51% of our students have English as an Additional Language or Dialect (EAL/D) and 46 students identify as being of Aboriginal or Torres Strait Islander background.

Our school community works hard to ensure a positive environment with high expectations for students of all backgrounds. Engaging students through programs such as Accelerated Literacy (AL), Language, Learning and Literacy (L3) and Targeted Early Numeracy (TEN) ensures students with a wide range of abilities are catered for in Numeracy and Literacy.

The wealth of resources at Hassall Grove Public School, particularly in Technology, ensures students are consistently highly engaged in all areas of learning. Even in their play time students have a vast, well-resourced playground to explore and a wide variety of special interest groups available to join. The values of the school are strongly emphasised in all we do.

Hassall Grove Public School is currently collaborating with a range of additional specialists to further enhance our whole school community approach to student welfare and learning, including the introduction of the Second Step Social and Emotional Learning program. The wellbeing of our students is the primary concern of the whole Hassall Grove Public School community.

## 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 and participated in an external validation. 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. During the external validation process, an independent panel of peer principals considered our evidence and assessment of the school's progress, aligned with the standards articulated in the School Excellence Framework.

The External Validation panel supported Hassall Grove Public School's on-balance judgement that our school is excelling in 12 of the 14 elements of the School Excellence Framework.

In the domain of Learning, Hassall Grove Public School is excelling in "Learning Culture", "Wellbeing", "Curriculum and Learning" and "Assessment and Reporting". In "Student Performance Measures" the school is sustaining and growing.

In the domain of Teaching, the school is sustaining and growing in the element of "Professional Standards". The school is excelling in "Effective Classroom practice", "Data Skills and Use", "Collaborative Practice" and "Learning and Development".

In the domain of Leading, the school is excelling in all elements – "Leadership", "School Planning, Implementation and Reporting", "School Resources" and "Management Practices and Processes".

Our self-assessment and the external validation 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

High standard of teaching practices adhering to the principles of future focused learning.

### Purpose

To ensure students achieve high standards in Literacy and Numeracy in a student centered environment with an ICT focus.

To provide quality differentiated support for teachers and leaders in achieving high teaching standards.

### Overall summary of progress

Throughout 2017, students at Hassall Grove Public School were provided a student centred environment with an ICT focus. There was quality, differentiated support offered to teachers and school leaders in providing quality teaching to students. This resulted in students achieving high standards in Literacy and Numeracy.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increased percentage of students performing in the highest bands of NAPLAN.	\$2000	Using combined Reading and Numeracy scores, 24% of our Year 5 students achieved in the top 2 bands of NAPLAN scores. This was an increase of 5% from 2016. Our Year 3 students continued to have 25% of students in the top 2 bands in 2017.
Reduced percentage of students performing in the lowest bands of NAPLAN.	\$2000	Using combined Reading and Numeracy scores, 17% of our Year 5 students scored in the lowest 2 bands of NAPLAN scores. This was a decrease of 5% from 2016. Our Year 3 students also had a decrease in students scoring in the lowest two bands – from 20% in 2016 to 15% in 2017.

### Next Steps

The strategies outlined in this direction of the 2015–2017 school plan will continue into Strategic Direction 2 of the 2018–2020 school plan "High Standard of Teaching Practices".

Our school will continue to deliver a wide range of professional development for teachers, differentiated to teacher need. Our teachers will continue to be highly supported in developing dynamic, student centred, evidence based teaching, through peer coaching and collaboration with expert staff. This will result in well planned, well informed teaching for all students.

Our school will continue to support the development of future–focused practices in classrooms, including STEM and Project Based learning. This will result in differentiated teaching for every student and positive, productive classroom environments that develop problem solving and critical thinking among our students.

## Strategic Direction 2

Engagement of students through the Quality Teaching Framework.

### Purpose

To provide early and effectively targeted intervention for students through a strong, collaborative PLP/ILP/IEP process.

To ensure evidence based practices and programs where teaching is differentiated, engaging and purposeful for students.

### Overall summary of progress

The LaST team at Hassall Grove Public School have delivered professional learning to staff about the learning support and ILP/PLP process. Teachers have participated in professional learning about formative and summative assessment in order to use the assessment process to respond to student need. This has facilitated relevant, achievable learning goals for students.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increased percentage of students performing in the highest bands of NAPLAN.	\$2000	Using combined Reading and Numeracy scores, 24% of our Year 5 students achieved in the top 2 bands of NAPLAN scores. This was an increase of 5% from 2016. Our Year 3 students continued to have 25% of students in the top 2 bands in 2017.
Reduced percentage of students performing in the lowest bands of NAPLAN.	\$2000	Using combined Reading and Numeracy scores, 17% of our Year 5 students scored in the lowest 2 bands of NAPLAN scores. This was a decrease of 5% from 2016. Our Year 3 students also had a decrease in students scoring in the lowest two bands – from 20% in 2016 to 15% in 2017.

### Next Steps

The strategies outlined in this direction of the 2015–2017 school plan will continue into Strategic Direction 1 of the 2018–2020 school plan "Success for every student".

Our school will continue to support teachers to set challenging yet achievable learning goals for all students through professional learning around goal setting and the ILP/PLP process. Teacher Professional Learning will be offered regarding the use of "Learning Intentions" and "Success Criteria" in classrooms.

Social and emotional learning programs will continue to be delivered within the school to support growth mindset, positive behaviours and positive relationships. This will be through the effective delivery of the "Second Step" program in classrooms, with mentoring by expert teachers within the school.

Hassall Grove Public School will continue to deliver strong student welfare processes and a range of extra curricular opportunities within the school. Playground programs and initiatives will be expanded upon, with students playing a leadership role in these programs.



### Strategic Direction 3

Foster a positive, productive and professional learning environment.

#### Purpose

To ensure students are given the opportunity to engage fully in their school environment.

To promote broad community engagement to support all students.

#### Overall summary of progress

Our community has been engaged in a positive manner through the "Hassall Grove Heroes" project – through involvement in school events and activities and engaging with digital spaces. Students have been engaged in planning their learning through project based learning units and participation in a variety of extra curricular activities. Positive behaviour among students has been facilitated through playground initiatives and social emotional learning programs throughout the school.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increased learning readiness and self-regulatory behaviours are observable among students.	\$1500	Students are more able to demonstrate learning readiness and self regulatory behaviours promoted through the second step program. This has been shown through a decrease in behaviour referrals and increased pro-social behaviours observed by school staff.
Data from Hassall Grove Heroes project indicates high levels of community engagement.	\$29000	Using an "evidence through a frame" approach, the Hassall Grove Heroes project leaders have documented increased levels of parent engagement in the school. They have also recorded higher levels of positive communication with the school from families and community members.

#### Next Steps

The strategies outlined in this direction of the 2015–2017 school plan will continue into Strategic Direction 3 of the 2018–2020 school plan "A strong, supported learning community".

Our school will continue to deliver comprehensive transition programs and process for our students. For our Kindergarten students this includes increased networking with local early childhood service providers as well as increased engagement for pre-schoolers through an expanded playgroup program. For our Year 6 students, transitioning to High School will be facilitated through continuing to develop closer partnerships with our local High School with increased visits, collaborative teaching and units of work and increased involvement in our Parent Cafe and Playgroup programs.

There will continue to be opportunities for students, families and staff to engage in education beyond our school gates through increased partnerships with local High Schools, Kids Xpress and other opportunities offered through the Hassall Grove Heroes Program.

Hassall Grove Public School will continue to enhance parental involvement in the education of students at the school through school events, parent showcases and adult learning events. Community involvement will be facilitated through Parent Cafe, Playgroup and networking with other local educational services.

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	\$33,090	Additional support through SLSO's and Learning Support Teachers was provided to Aboriginal and Torres Strait Islander (ATSI) students, with internal data showing improved student outcomes. All ATSI students have a Personalised Learning Plan (PLP). Funding was used to provide teacher release in order to consult with families when developing and monitoring PLPs. The school's ATSI Education Committee completed community and staff art projects, which have been displayed in the school grounds. The school continued to implement the "Accelerated Literacy" program, which supports the learning styles of Aboriginal and Torres Strait Islander students. The school continued to engage a Literacy Consultant to train and mentor new staff in the implementation of this program.
<b>English language proficiency</b>	\$215,800	Learning Support Teacher time and SLSO support was allocated to students with English as an Additional Language or Dialect. Additional support for students occurred in classrooms as part of the regular classroom program or through small targeted groups. In addition, the targeted "New Arrivals" program assisted our neediest students with English proficiency. Our data shows improved learning outcomes for students. Parent-Teacher Interviews and Parent Showcases were offered throughout the year to inform families about their child's progress and school priorities. These events enabled families to access this information in an informal, personalised context. Community events and parent workshops were offered to encourage all community members into the school and celebrate diversity. The school's community engagement initiatives through "Parent Cafe" and "Playgroup" have promoted engagement of all families and welcomed the diverse community within our school.
<b>Low level adjustment for disability</b>	\$63,804	Additional Learning Support Teachers were allocated throughout the school as well as additional SLSO support in order to provide assistance to students requiring learning assistance. School data shows improved student outcomes. Individual Learning Plans (ILP's) were developed by teachers in consultation with families. Funding was used to provide additional Teacher release to consult with families in the development and monitoring of these plans. The school provided Teacher Professional Learning regarding the writing of ILP's and making adjustments in the classroom to better support students with additional learning needs.. Concrete learning materials in a variety of subjects (including Maths, English and Technology) were purchased to support the learning needs of all students at the school, especially those with additional



<b>Low level adjustment for disability</b>	\$63,804	support needs.
<b>Socio-economic background</b>	\$429,000	Additional SLSO support was provided to all classrooms with school data showing improved student outcomes. The school's Trauma Informed Counsellor was employed to work directly with students as well as with teachers in developing strategies to assist students who have experienced trauma. Teacher Professional Learning about developing classroom practices to support students who have experienced trauma was undertaken. The "Second Sep" Social and Emotional Learning program was implemented in all classrooms, with extensive funding allocated to facilitate teacher mentoring and coaching from expert teachers. Playground initiatives, including targeted groups, social opportunities for students and SLSO support for "at need" students was implemented. As a result the school saw a significant decline in overall behaviour referrals in the classroom and on the playground.
<b>Support for beginning teachers</b>	\$83,196	Beginning Teachers were offered additional opportunities in professional development and to work with mentor colleagues. These included regular, weekly team teaching, observations and demonstration lessons. The school mentoring program worked with individual teacher areas of interest, school priority programs (such as L3, TEN and AL) and in Project Based learning. Funding was used to release expert teachers in order to implement these mentoring programs. A "Beginning Teacher" network was established in the school, with regular meetings and digital resource sharing spaces to develop the abilities of all. As a result, all nine "Graduate" teachers within the school had submitted applications for "Proficient" Teacher by the end of the year. Teachers involved in the school's mentoring initiatives reported that the knowledge gained was useful and applicable to their classrooms.

## Student information

### Student enrolment profile

	Enrolments			
Students	2014	2015	2016	2017
Boys	401	400	394	395
Girls	374	388	382	368

### Student attendance profile

School				
Year	2014	2015	2016	2017
K	93.5	92.5	92.1	91.2
1	93.2	92.3	92.2	92
2	93.2	93.4	91.8	92.5
3	93.8	92.6	92.8	92.4
4	94.2	93.1	92.3	90.7
5	92.6	92.9	93.1	92
6	92.6	93.4	93.6	93.5
All Years	93.3	92.9	92.6	92.1
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 strongly encouraged all students to be at school on time every day which has reduced lost learning time due to partial absences. The school has included attendance as a priority in the 2018–2020 school plan. Measures being taken to improve attendance include a range of extra curricular and playground initiatives as well as school reward systems to encourage student attendance.

The school provides clear information to parents regarding attendance requirements and has systems to monitor student absences. Attendance concerns are addressed in consultation with parents. The school asks for support from attendance officers in cases where students have identified attendance issues.

## Workforce information

### Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	2
Assistant Principal(s)	4
Head Teacher(s)	0
Classroom Teacher(s)	28.22
Teacher of Reading Recovery	0
Learning & Support Teacher(s)	1.7
Teacher Librarian	1.2
Teacher of ESL	1
School Counsellor	1
School Administration & Support Staff	4.67
Other Positions	0

\*Full Time Equivalent

The Australian Education Regulation 2013 requires schools to report on the Aboriginal Composition of their workforce.

Three of our staff members are Aboriginal. One staff member is an executive team member, one a classroom teacher and one a Learning Support teacher.

### Teacher qualifications

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

### Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	49
Postgraduate degree	51

### Professional learning and teacher accreditation

Staff at Hassall Grove Public School regularly engage in professional learning sessions that align with individual need and school priorities. The school leadership team promotes and models effective practice by teachers and identifies expert teachers within our school to share their knowledge. Teachers were able to access many meaningful, authentic opportunities within the school for professional

development, mentoring and collaboration in order to achieve best outcomes for their students.

Teachers have been heavily supported in 2017 in social and emotional learning, particularly in using the "Second Step" program. Teacher mentors and our Trauma Informed Specialist worked with teachers on a regular basis on implementing this program and other trauma informed strategies in their classrooms.

Staff learning was tailored to individual need through the availability of "opt-in" workshops on Staff Development Days and at staff meetings. Teachers also engaged in whole-school professional learning, interactive training sessions and sessions from external trainers. These included (but were not limited to) : Code of Conduct, CPR, Anaphylaxis training, Child Protection, Literacy, Numeracy, ILP & PLP Processes, Assessment, ICT, and Project Based Learning. There were networking opportunities and digital spaces set up for teachers at varying stages of their career – from those in the early stages of their teaching career to highly experienced and accomplished teachers.

The school leadership team continued to assist teachers in gaining their Proficient Teacher Accreditation. By the end of 2017, all graduate teachers had completed their Accreditation Report for Proficient Teacher.

## Financial information (for schools fully deployed to SAP/SALM)

### Financial summary

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

	2017 <b>Actual</b> (\$)
<b>Opening Balance</b>	491,749
<b>Revenue</b>	6,115,299
Appropriation	5,854,240
Sale of Goods and Services	27,247
Grants and Contributions	225,984
Gain and Loss	0
Other Revenue	0
Investment Income	7,828
<b>Expenses</b>	-5,873,058
Recurrent Expenses	-5,873,058
Employee Related	-5,412,723
Operating Expenses	-460,335
Capital Expenses	0
Employee Related	0
Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	242,240
<b>Balance Carried Forward</b>	733,989

Hassall Grove Public School is an LMBR School.

### Financial summary equity funding

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

	2017 <b>Actual</b> (\$)
<b>Base Total</b>	4,792,201
Base Per Capita	118,593
Base Location	0
Other Base	4,673,607
<b>Equity Total</b>	752,573
Equity Aboriginal	33,287
Equity Socio economic	329,570
Equity Language	132,685
Equity Disability	257,031
<b>Targeted Total</b>	35,370
<b>Other Total</b>	162,519
<b>Grand Total</b>	5,742,663

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 NAPLAN – Reading the number of students in the top two bands has increased in 2017 compared to the previous three years. The number of students in the lowest two bands has decreased.

In 2017 NAPLAN – Numeracy, the number of students in the top two bands has increased compared to the previous three years. The number of students in the lowest two bands has decreased.

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.

16.7% of Aboriginal Students scored on the top two bands of NAPLAN, compared to the state average of 14.3% for 2017.

## Parent/caregiver, student, teacher satisfaction

Our students, parents and teachers were surveyed about their satisfaction about the school through the "Your Voice" project. Students, parents and teachers overwhelmingly rated the school positively. Of particular note, families commented on the caring environment and committed staff. Most students reported about the positive atmosphere at the school. Staff commented on the school being a collaborative learning community with supportive staff who take pride in student achievements.

Parent surveys showed without doubt that parents feel comfortable contacting the school and feel welcome at the school. Using an "Evidence through a Frame" approach, school executive found that parent engagement with the school is increasing, with parents contributing to activities and events in the school. Families increasingly report that their child likes coming

to school, have positive peer relationships and show interest in learning.

Our streamlined, user-friendly website has led to families being able to access information about school and its events easily and quickly. Website analytics show that page has in excess of 1000 page visits per month. It is also used as a hub to showcase educational priorities within the school and what is happening in classrooms. Our school Facebook page has shown a 17% increase in likes from 12 months ago. Average post reach is in excess of 1300 people. This open, clear communication about the school and its priorities leads to an increased sense of pride in the school for families and students.

Events at the school were well attended by staff, families and students. Staff organised and were actively engaged in a number of events and programs for students – including sports events, performing opportunities, parent showcases, school discos, outdoor movie nights and many more. Such widespread and consistent commitment to these events for students above their regular teaching load is a strong indicator of a satisfied and engaged staff.

## Policy requirements

### Aboriginal education

Accelerated Literacy continued to be implemented across the school – a teaching pedagogy that supports the learning styles and achievement of Aboriginal students. SLSO support was allocated to students in need and all Aboriginal students had PLP's, developed in consultation with their families.

In developing new units for curriculum, Aboriginal perspectives and histories have been included across a range of Key Learning Areas. Harmony Day and NAIDOC week celebrations were promoted, with events happening across the school to mark these occasions. Our primary school assemblies have Aboriginal students speak the welcome to country introduction. The ATSI Education committee continued to create community artworks with students, families and staff to display around the school.

### Multicultural and anti-racism education

All students have access to programs and units of work which are designed to promote intercultural understanding. These units are across a variety of Key Learning Areas. Our staff continue to develop pride and respect for the many cultures that make a diverse Australian society. Community events and workshops were held to encourage engagement by all members of the community and to celebrate diversity. These included Harmony Day celebrations, playgroup events and parent cafe workshops. These received positive feedback from the community and on our social media forums.