

# Hargraves Public School

## Annual Report



2018



2136

## Introduction

The Annual Report for **2018** is provided to the community of Hargraves Public School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

Jane Rae

Principal

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### Message from the Principal

It is my pleasure to present Hargraves Public School's Annual Report for the 2018 school year. As a Teaching Principal I am incredibly fortunate to work with a group of highly talented, dedicated and compassionate staff who work tirelessly to provide the best for your children, our students.

Hargraves Public School is a village community school where parents/carers and community members are always welcome. We provide a nurturing and caring environment where our students learn in vibrant, well-resourced classrooms in a picturesque, rural setting. All students feel valued and cared for and acknowledge that they have excellent, respectful relationships with all staff members.

We deliver engaging, quality educational programs, ensuring that the individual needs of our students are our priority. Our school continues to offer a differentiated curriculum and a diverse range of extra-curricular activities. 2018 has been a very successful year filled with many achievements for our students in academic growth, creative and performing arts and sport. Our whole school production of The Wizard of Oz in Term 3 was a highlight of the year along with our major excursion to Sydney for all students K–6. Primary students performed at the Festival of Instrumental Music at the Opera House in June and all students participated successfully at the Gulgong Eisteddfod.

Staff were engaged in a range of professional learning activities in 2018 that aligned to the School Plan, ensuring our students are engaged with the latest teaching strategies and curriculum.

The hard working Parents and Citizens Association (P&C) supported the school with contributions to our excursions and school based events as well as providing resources such as new furniture for the classrooms.

## School background

### School vision statement

To empower all students to be confident, capable and enthusiastic learners in a safe and supportive learning environment that promotes resilience, persistence and well-being.

### School context

Hargraves Public School is a small rural school situated 35 km south-west of Mudgee in the Central West of New South Wales. It features three well-resourced classrooms and library and a spacious, attractive playground. Hargraves School is an active member of the Mudgee Small Schools Network.

The 31 students enrolled attend from the village and surrounding rural areas. The students, parents and community members are proud of their school, which provides a focal point for the community. The school motto, 'The School with the Heart of Gold', encapsulates the link between the history of the school and the fundamental commitment to the social and educational needs of all students.

Hargraves Public School prides itself on providing a high quality education in a safe and nurturing learning environment. Our highly committed and professional staff are dedicated to supporting the learning needs of all students and helping them reach their full potential.

The school continues to focus on the quality of student outcomes in literacy and numeracy as well as providing students with a broad range of extra-curricular activities so that every student is given every possible opportunity to succeed.

## Self-assessment and school achievement

### Self-assessment using the School Excellence Framework

This section of the Annual Report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued. This year, our school undertook self-assessment using the School Excellence Framework. The framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

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

Our priorities in 2018 in the domain of Teaching were on effective classroom practice and learning and development. Effective and positive classroom management is evident across the school ensuring all students can engage in productive learning with minimal disruption. A whole school approach ensures the most effective teaching methods optimise learning progress for all students. Teachers regularly engage in professional discussion and collaborate to improve teaching and learning in their classes. Teachers share and discuss learning from targeted professional development with one another to improve whole school practice.

In the domain of Leading, the focus in 2018 was on management practices and processes. With the changeover to the new financial and administrative system, both the SAM and Principal attended extensive training days for familiarisation with the new system. All school staff have been supported to develop skills to enable effective use of the new administration systems and there is a whole school approach to improving our service delivery to enhance parent and community experience.

Our self-assessment process will assist the school to refine our school plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/sef-evidence-guide>



## Strategic Direction 1

### Quality Learning

#### Purpose

To provide a whole school approach to the delivery of quality learning experiences that meet the needs of all students. Positive, respectful and caring relationships across the school community will support the educational aspiration and wellbeing of all students so they can connect, succeed, thrive and learn.

#### Overall summary of progress

Hargraves Public School has focused on a whole school approach to the quality teaching of Literacy and Numeracy throughout 2018. Professional learning opportunities for all teaching staff have focused on research-based best practice and have become part of everyday classroom practice. Student Learning Support Officers have been employed to support identified students in their Literacy and Numeracy learning and all students progress has begun to be tracked on the Learning Progressions. All students who participated in the Tell Them From Me survey reported having positive and respectful relationships with all staff members and felt that they experienced a true sense of 'belonging' at Hargraves Public School

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Students will achieve their year appropriate expected growth in Literacy and Numeracy.	\$55 165 (Combined Equity Funding)  .2 teacher  .2 SLSO	All students made progress across the Learning Progressions for Literacy and Numeracy. Primary students set their personal learning goals each term and work towards achieving these, as well as the goals set by the teacher. Early identification of students requiring learning support and access to targeted programs continues to ensure all students achieve to their capacity.
Increase the proportion of students achieving proficiency in line with the Premier's Priorities.	Contribution toward Instructional Leader \$2 500	Most Year 5 students showed above expected growth in NAPLAN in Spelling, Punctuation, Reading, Writing and Numeracy.  33% of students achieved proficiency in line with the Premier's Priorities.
Improved levels of student wellbeing and engagement.		The teaching staff addressed the Wellbeing Framework at a series of staff meetings and highlighted the areas of resilience, self-esteem and risk taking in learning, as areas for further development. Physical wellbeing was a focus in 2018 with teaching and learning programs encouraging the importance of a healthy diet, plenty of sleep and physical exercise. Healthy lunch boxes were promoted to the students and wider school community with Waste Free Wednesday and Nude Food Friday, now being supported by most families.

#### Next Steps

A sustained focus on Literacy and Numeracy teaching and learning will continue in 2019. The learning domain of the School Excellence Framework will guide our work as we strive for excellence. With new staff members coming on board it will be vital that targeted professional learning is available for all to ensure quality teaching takes place in each classroom.

Embedding technology across the curriculum through the use of robotics, coding, Lego WeDo, Touch Typing, iPads and computers will be a focus for engaging our students in learning for the twenty first century.



## Strategic Direction 2

### Quality Teaching

#### Purpose

Our purpose is to deliver quality teaching within a collaborative and supportive environment that is engaging and evidence based. Each staff member will extend their capabilities by undertaking personalised professional learning that aligns with the school's plan for excellence. Particular focus will be on the teaching of Literacy and Numeracy skills across all learning areas.

#### Overall summary of progress

All staff members attended a range of professional learning during 2018 that aligned to the goals in our school plan. The Seven Steps to Writing Success training was undertaken by all teaching staff and is being successfully implemented in the primary classroom. All staff members participated in professional learning to become more confident users of the new Learning Progressions for Literacy and Numeracy and have begun to track students for Creating Texts, Spelling, Grammar and Punctuation. Targeted Early Numeracy (TEN) training was a focus for the K–2 teacher, with strategies being implemented successfully in the K–2 classroom.

#### 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"><li>• All teachers maintaining current accreditation standards.</li><li>• Increased use of evidence informed teaching strategies.</li><li>• Improved teacher supervision measures that include lesson observations, constructive feedback and program evaluations.</li></ul>	QTSS \$3 644  Professional Learning  \$6 814	Two teachers are currently at proficient standard and are accumulating professional learning hours to progress to the next level of maintenance. One teacher is preparing for the accreditation process at proficient level. Consolidation of teachers' understanding of best practice is reflected in teaching and learning programs. L3 and TEN are embedded practice in K–2 room and Seven Steps to Writing Success is improving students' writing in Years 3–6.

#### Next Steps

Professional learning in L3 for Kindergarten and Seven Steps to Writing Success will be undertaken by new staff members in 2019 to ensure quality teaching continues across the school with a particular focus on Literacy and Numeracy. This will ensure teachers' Professional Development Plans (PDP's) align with the school plan and meet the needs of both staff and students.

Professional Learning will continue with the Learning Progressions for all staff members so that eventually all students will be tracked for all sub elements of Literacy and Numeracy. All teaching staff will continue to gather and analyse data to inform teaching and future practice.

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	\$12 895	<p>The school receives additional funding to support Aboriginal students and improve their educational outcomes. In 2018 this funding was used to employ a teacher (.2) to work with targeted students.</p> <p>All Aboriginal students have a learning and support plan, developed in consultation with their parents and are making progress across the Literacy and Numeracy progressions. The students also have individual learning goals.</p>
<b>Low level adjustment for disability</b>	\$14 000	<p>In 2018, the school learning and support team coordinated intervention programs that supported learning in the classrooms. Student interventions were targeted based on PLAN2 data, reading levels and literacy and numeracy assessments.</p> <p>A School Learning Support Officer was employed to focus on interventions for targeted students including Multilit and Quicksmart. Identified students benefitted from individual or small group work and all students made measurable progress.</p>
<b>Quality Teaching, Successful Students (QTSS)</b>	\$3 644	<p>The principal was released to observe teaching practice, mentor fellow teachers and collaboratively analyse data. All staff developed their professional capacity.</p>
<b>Socio-economic background</b>	\$ 40 370	<p>This funding in 2018 supported the employment of an extra teacher to enable stage based literacy and numeracy classes so that individual student learning needs could be better supported.</p> <p>A specialist technology teacher was also employed one day per week to work with ability based groups across the school from K-6 to develop every student's technology skills and introduce coding to all. All students showed considerable growth in technology skills.</p> <p>A pre school teacher was employed part time to run our Transition program each Wednesday. As a result our new Kindergarten students begin the year 'more ready' for learning and the routines of school</p>

## Student information

### Student enrolment profile

	Enrolments			
Students	2015	2016	2017	2018
Boys	19	11	10	9
Girls	11	9	16	20

### Student attendance profile

School				
Year	2015	2016	2017	2018
K	92.9	95.4	97.6	97.1
1	92	92.5	95.8	92.8
2	88.3	97.8	96.8	96.4
3	93.7	91.7	93.5	95.5
4	93	92.4	93.6	94.7
5	93.4	93.9	93.5	96.1
6	96.7	90.7	99.6	90.1
All Years	92.4	93.2	96	94.6
State DoE				
Year	2015	2016	2017	2018
K	94.4	94.4	94.4	93.8
1	93.8	93.9	93.8	93.4
2	94	94.1	94	93.5
3	94.1	94.2	94.1	93.6
4	94	93.9	93.9	93.4
5	94	93.9	93.8	93.2
6	93.5	93.4	93.3	92.5
All Years	94	94	93.9	93.4

### Management of non-attendance

Non attendance at Hargraves Public School is monitored closely. School expectations for attendance are regularly posted in the school newsletter. Procedures are in place for contacting families in the event of student absences and for the follow up of unexplained absences. The Home School Liaison Officer is contacted if a student's attendance is not satisfactory. Given the size of our cohort, attendance rates are influenced by a small number of students.

## Workforce information

### Workforce composition

Position	FTE*
Principal(s)	1
Classroom Teacher(s)	0.56
Learning and Support Teacher(s)	0.1
Teacher Librarian	0.08
School Administration and Support Staff	0.7

\*Full Time Equivalent

One staff member identified as being of Aboriginal or Torres Strait islander background.

### 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

All staff were actively involved in professional learning opportunities throughout 2018.

Staff development days included mandatory training in CPR and anaphylaxis, Code of Conduct, Child Protection and Bush Fire Safety.

Teaching staff attended training in:

- Effective Reading in the Early Years
- TEN Training
- Early Action for Success
- Seven Steps to Writing Success
- Eight Ways
- New Science Syllabus
- Learning Progressions

School and Administrative Support staff attended SLSO conferences at Bathurst and Dubbo, eFPT training, SAP Report training, HR payroll training, Website training.

The Principal attended small schools network meetings, Primary Principals Association meetings, PSSA meetings, CLC meetings, Access Request training, Tough Conversations for School Leaders, FOIM workshop and EAFS network meetings.



## Financial information

### Financial summary

The information provided in the financial summary includes reporting from 1 January 2018 to 31 December 2018.

	2018 <b>Actual</b> (\$)
<b>Opening Balance</b>	77,146
<b>Revenue</b>	540,271
Appropriation	519,733
Sale of Goods and Services	0
Grants and Contributions	19,551
Gain and Loss	0
Other Revenue	0
Investment Income	988
<b>Expenses</b>	-533,649
Recurrent Expenses	-533,649
Employee Related	-476,180
Operating Expenses	-57,469
Capital Expenses	0
Employee Related	0
Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	6,622
<b>Balance Carried Forward</b>	83,768

The financial management processes are implemented by the Principal and School Administration Manager in accordance with the financial policy requirements of DET.

### Financial summary equity funding

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

	2018 <b>Actual</b> (\$)
<b>Base Total</b>	341,911
Base Per Capita	5,028
Base Location	9,399
Other Base	327,485
<b>Equity Total</b>	68,150
Equity Aboriginal	12,985
Equity Socio economic	40,370
Equity Language	0
Equity Disability	14,795
<b>Targeted Total</b>	0
<b>Other Total</b>	3,651
<b>Grand Total</b>	413,712

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.

Due to the small cohort of students in Years 3 and 5, we are unable to report on this area to protect anonymity of the students. In 2018 5 Year 3 students and 4 Year 5 students undertook NAPLAN testing.

Particularly pleasing was the growth of students from Year 3 to Year 5. Hargraves students were well above the expected growth rate for both the state and that of similar schools for reading, writing and numeracy.

From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should take into consideration the different test formats and are discouraged during these transition years.

Students in Year 5 placed well above the expected growth rate in Reading and Writing compared to similar schools and to the state as a whole. 100% of Year 3 students achieved in the top two bands for both Writing and Grammar and Punctuation.

The growth rate of Year 5 students in Numeracy was 16% higher than growth across the State. Students in Year 3 performed well in Numeracy with 60% achieving in the top two bands.

In accordance with the Premier's Priorities: Improving education results and State Priorities : Better services –

Improving Aboriginal education outcomes for students, schools are required to report their performance.

100% of our Year 5 students, identifying as Aboriginal, achieved at our above expected growth in all areas

100% of our Year 3 students, identifying as Aboriginal, achieved in the top two bands for Grammar, Punctuation and Writing.

## Parent/caregiver, student, teacher satisfaction

In 2018 students in Years 4, 5 and 6 took part in two 'Tell Them From Me' surveys which allowed them to reflect on various aspects of their school lives. 100% of the students surveyed felt a positive sense of belonging at our school and felt that they had excellent relationships with all staff members who valued them and cared for them. 100% of students felt that they demonstrated positive behaviour at school while 90% of students felt they were interested in their learning and were motivated to learn. All students reported that they enjoyed the range of opportunities offered to them such as whole-school excursions, sporting opportunities, the Sporting Schools program with expert coaches and the Stephanie Alexander Kitchen garden program.

All staff at Hargraves Public School appreciate the collegiality and support they receive from one another and the access to a wide range of up to date resources. They value the opportunities to engage in professional learning to improve practice and the teaching staff feel that their learning needs are being met. They appreciate the stage-based Literacy and Numeracy groups which enables individual student learning needs to be met more appropriately.

Parents also appreciated the smaller student to teacher ratio for Literacy and Numeracy and felt that their children's educational needs were being addressed more appropriately with the stage-based groups. Most parents were happy with the extra-curricular opportunities being offered at Hargraves School but some felt that more time should be devoted to sport and athletics preparation. All parents expressed satisfaction with the Transition programs offered and

appreciated the whole school major excursions offered to all children.



## Policy requirements

### Aboriginal education

Hargraves Public School is committed to fostering amongst all our students an awareness of the Aboriginal culture and heritage and a deep respect for, and tolerance of individual differences. Aboriginal perspectives are incorporated in teaching and learning programs across the range of Key Learning Areas. A combined Mudgee Small Schools NAIDOC Day celebration was held at Red Hill Environmental Education Centre during term three where students from Kindergarten to Year 6 participated in a range of activities including a smoking ceremony of welcome, indigenous games, art and craft and learning words from the Wiradjuri language.

30% of our student population identify as Aboriginal and we are committed to improving the educational outcomes and wellbeing of our Aboriginal and Torres Strait Islander students so that they achieve to the best of their ability in all areas of their education. Aboriginal funding was used to assist with the employment of an extra teacher for Literacy & Numeracy so that students' learning needs are being met and the literacy and numeracy achievements of students are being monitored.



## Multicultural and anti-racism education

The teaching staff ensure multicultural perspectives are included in all Key Learning Areas. Students across the school are engaged in units of work to further their understanding of multiculturalism. All students are taught about inclusiveness, respect and belonging for all Australians, regardless of cultural or linguistic background, united by a set of core Australian values.

All students took part in the CWA's International Day where we celebrated the culture of Poland. As part of their HSIE studies, students researched various aspects of Polish life and gave a digital presentation to the CWA which won first prize in the area competition.

All Hargraves students and staff participated in the National Day of Action Against Bullying and Violence in March. The students created posters with anti-bullying messages to display around the school and featured on the national website with our whole school message: "Bullying No Way."

We celebrated Harmony Day with our friends from Hill End Public School, creating a combined art work to celebrate Australian multiculturalism. As Australia is one of the most successful multicultural countries in the world, we celebrated this with our students and encouraged them to continue to do their part to maintain this.