

Hay Public School

Annual Report



2018



2145

Introduction

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

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

Carol Oataway

Principal

School contact details

Hay Public School

201-217 Lachlan Street

HAY, 2711

www.hay-p.schools.nsw.edu.au

hay-p.school@det.nsw.edu.au

02 6993 1270

School background

School vision statement

Hay Public School will inspire the development of confident, culturally aware, creative, resilient, socially responsible, innovative, active and healthy individuals in an inclusive and supportive learning environment that fosters critical thinkers, problem solvers and resourceful learners. The school will work collaboratively with parents, carers and the wider community to build the capacity for a brighter future for our students.

School context

Established in 1869, Hay Public School is located in an isolated, rural town on the banks of the Murrumbidgee River, with an approximate population of 2500. It has a current enrolment of 182 with 18% Aboriginal. A large percentage of our students are from low socio-economic backgrounds. Student numbers have remained stable over the past three years but enrolments are projected to decline in the next three years. Parents and members of the community make valuable contributions to the school's programs and the welfare of the students and the school has an active P&C and School Council. The school is part of the Early Action for Success strategy where the focus is improving early literacy and numeracy skills in students K–3. An Instructional Leader is employed to support literacy and numeracy teaching and learning across K–4. Literacy and numeracy are also an area of focus for students in Years 5&6. Programs are in place to develop the whole student with an increased focus on the arts, environment, technology, healthy lifestyle and a knowledge and appreciation of the local area. The school's attendance rate is below the state average and has been declining in recent years. The school attracts equity funding to support its targeted programs. More information about Hay Public School can be found through the following link:

<http://www.hay-p.schools.nsw.edu.au/>

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

This section of the Annual Report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework. The framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

Learning

- There is demonstrated commitment with the school community that all students make learning progress.
- Partnerships with parents and students support clear improvement aims and planning for learning.
- The school engages in strong collaborations between parents, students and the community that inform and support continuity of learning for all students at transition points, including highly mobile students and students with atypical enrolment.
- Attendance data is regularly analysed and is used to inform planning. Whole of school and personalised attendance approaches are improving regular attendance rates for all students, including those at risk.
- The wellbeing of students is explicitly supported by identified staff.
- The school collects, analyses and uses data including valid and reliable student, parent and staff surveys/feedback to monitor and refine a whole school approach to wellbeing and engagement, to improve learning.
- Well-developed and evidence-based approaches, programs and assessment processes identify, regularly monitor and review individual student learning needs.
- Expectations of behaviour are co-developed with students, staff and the community and are designed to ensure effective conditions for learning. They are explicitly, consistently and supportively applied across the school.
- The school's curriculum provision and evidence-based teaching practices provide a high expectations framework, within which all students effectively develop their knowledge, understanding and skills.
- The school monitors and reviews its curriculum provision to meet changing requirements of the students.
- Teaching and learning programs describe what all students are expected to know, understand and do.
- Differentiation of curriculum delivery within classrooms happens for some students with particular identified needs. The parents of affected students are advised about adjustments made.
- Teachers collect and use assessment data that monitors achievements and identifies gaps in learning to inform planning for particular student groups and individual students.
- Assessment is planned and undertaken regularly in all classes and data is systematically collected .
- Students know when and why assessment is undertaken.
- There is a whole school assessment strategy in place that is designed to ensure that the learning of all students is systematically monitored.
- The school has explicit processes to collect, analyse and report specific internal and external student and school performance data, on a regular basis.
- Individual student reports meet Department of Education requirements and include personalised descriptions of the student's strengths and growth.
- Schools provide parents/carers with information on the learning progress of their children, including reports and parent/teacher interviews as well as opportunities to discuss this progress.
- The school's value-add trend is positive.
- At least 35% of students achieve in the top two bands for NAPLAN reading, writing and numeracy.
- Students are aware of – and most are showing – expected growth on internal school progress and achievement data.
- School data shows that student progress and achievement on external measures is consistent with progress and achievement on internal assessments.

Teaching

- 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.
- Explicit teaching is the main practice used in the school, reflecting the current evidence base. Teachers routinely and explicitly review previous content and preview the learning planned with students in each class.
- Teachers respond promptly to student work. They check that students understand the feedback received and the expectations for how to improve.
- A school-wide approach to effective and positive classroom management is evident. Support is provided to teachers where needed, ensuring optimum learning.
- Teachers access and engage in professional learning that builds skills in the analysis, interpretation and use of student progress and achievement data.

- The leadership team regularly uses student progress and achievement data to inform key decisions such as resourcing and implementation of new programs or initiatives.
- Teachers review student assessment data and compare results from external assessments (e.g. NAPLAN, ICAS, PAT) with internal measures to build consistent and comparable judgement of student learning.
- Clear and accurate analysis of student progress and achievement data informs planning that is shared with the school community in the Annual Report.
- Teachers 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.
- Teachers' attainment of their professional goals in their PDPs and their maintenance of accreditation are supported by the school.
- Teachers are proficient in their teaching of literacy and numeracy, meeting the needs of students in their subject/stage.
- Executive, staff, faculty/stage, team and other 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.
- Formal mentoring or coaching to improve teaching and develop aspiring leaders is provided to teachers who request it or are identified as in need of support.
- Teachers actively evaluate, share and discuss learning from targeted professional development with other staff in their school to improve whole school practice.
- 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.

Leading

- The leadership team maintains a focus on distributed instructional leadership to sustain a culture of effective, evidence-based teaching and ongoing improvement so that every student makes measurable learning progress and gaps in student achievement decrease.
- The leadership team ensures that the teacher performance and development policy is implemented in a culture of high expectations for every staff member.
- 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.
- 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.
- The leadership team actively supports change that leads to improvement, creating opportunities where feedback about the impact of change can be shared and monitored.
- The leadership team embeds clear processes, with accompanying timelines and milestones, to direct school activity towards effective implementation of the school plan.
- Staff understand what they need to do to help address the school plan's strategic directions and meet the school's improvement measures.
- In the annual report, the school reports on the alignment of resource allocation, professional learning, and the monitoring of student data with the plan's strategic priorities.
- The leadership team deploys teaching and non-teaching staff to make best use of available expertise to meet the needs of students. The leadership team uses data to evaluate the effectiveness of management processes, and creates a culture of shared accountability to achieve organisational best practice.
- Physical learning spaces are used flexibly to meet a broad range of student learning interests and needs.
- Technology is effectively used to enhance learning and service delivery.
- Use of school facilities by the local community delivers benefits to students.
- Strategic financial management is used to gain efficiencies and to maximise resources available to implement the school plan.
- The school makes informed choices about administrative practices and systems in place, based on cost effectiveness, evidence, and in response to local context and need.
- Management practices and processes are responsive to school community feedback. There is a whole school approach to improving service delivery and customer (parent and/or student) experience.
- The leadership team measures school community (parent and student) satisfaction and shares its analysis and actions in response to the findings with its community.

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

Wellbeing

Purpose

Student resilience and wellbeing are essential for both academic and social development, and are optimised by safe, supportive and respectful learning environments. An environment where there is mutual respect, collegial support and shared vision among colleagues will promote positive educational outcomes for our students.

Overall summary of progress

Students are working towards individualised goals and are more engaged in their learning. Students are recognised for their achievements that are celebrated by the school community. Students feel positive about their achievements with an increased number of students willing to participate in extra curricula activities. These include: uke group, academic pursuits, leadership / public speaking opportunities and leading assemblies. The percentage of students displaying positive behaviours has increased with a decline in the number of recorded negative incidents in the past four years. Attendance rates are steadily improving with a consistent and continued focus.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none">An increased number of students demonstrating appropriate behaviour, social and leadership choices.	School Learning Support Officer \$53 383 School Chaplain \$11 000 Got it Program Funding \$6 000	SENTRAL data shows that the recorded number of negative incidents has reduced by 45% since 2016. 93% of students display positive behaviours at school. (Tell Them From Me survey 2018)
<ul style="list-style-type: none">Surveys reflect high satisfaction amongst teachers, parents and students in the achievement of educational outcomes and provision of a quality learning environment.	School Learning Support Officer \$53 383 School Chaplain \$11 000 EAfS Instructional Leader \$ 159 272 Aboriginal Funding \$32 955 Ready Set Kinder Teacher \$20 823 Ready Set Kinder SLSO \$20 823	97% of students value their education and 89% try hard to succeed in their learning. 78% of parents indicated that the school supports their child in their learning. (Tell Them From Me survey 2018) Teachers work collaboratively to plan, program and implement quality learning experiences for all students.
<ul style="list-style-type: none">Surveys reflect students are actively connected to their	School Learning Support Officer	83% of our students have a positive sense of belonging to the school and 89% have developed

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
learning, have positive and respectful relationships and experience a sense of belonging to their school and community.	\$53 383 School Chaplain \$11 000 Aboriginal Funding \$32 955 Equity Funding \$64 383	positive relationships.. (Tell Them From Me survey 2018)

Next Steps

In 2019, the school will be involved in a Building Resilience program through Intereach, will continue with the School Chaplaincy program and Fun Friends / Friends Forever program. Attendance will remain a focus in 2019. School Learning Support Officers will continue to provide targeted interventions to students to ensure they are reaching their maximum potential. The Instructional Leader will continue to support teachers plan and implement quality learning experiences for all students.

Strategic Direction 2

Integrated Learning

Purpose

Learners construct and produce knowledge by solving problems, conducting inquiry, engaging in reflection and building a repertoire of effective strategies. Integrated studies helps students to become life long learners and allows efficient coverage and delivery of curriculum in terms of expertise, resources and time.

Overall summary of progress

Teachers are programming with an integrated approach to maximise time spent on key learning areas. This has become a whole school focus with support from the Instructional Leader. Literacy and numeracy remain a focus with professional learning for teachers occurring in mathematics and writing. A greater focus has been placed on building students' number sense, promoting problem solving and inquiry based learning. Robotics and coding have been introduced to Stage 3 students.

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">Quality teaching is reflected across the school demonstrated through differentiated learning and the use of summative and formative assessment practices.	Instructional Leader \$159 272 Professional Learning \$2 500	The Instructional Leader works closely with all teachers K–6. The assessment schedule has been revised to include both summative and formative assessment tasks that will provide teachers with useful data about their students' learning..
<ul style="list-style-type: none">To increase the proportion of Year 3 and Year 5 students in the top two NAPLAN bands for reading and numeracy by 3% in 2018. (Premier's priority is by 8% in 2019)	Professional Learning \$13 500 Building Numeracy Leadership Program \$10 000	In Year 3 Reading, 59.2% of students were proficient (in the top two NAPLAN bands). This was an increase of 14.8% on the school average. In Year 5 reading, 25.7% of students were proficient, a decrease of 7.7% on the school average. In Year 3 Numeracy, 25% of students were proficient, which is on par with the school average. In Year 5 numeracy, 20% of students were proficient, which is on par with the school average.
<ul style="list-style-type: none">100% of students will demonstrate one year of learning growth on all aspects of the literacy and numeracy learning progressions and will be tracked against grade appropriate benchmarks.	Instructional Leader \$159 272 School Learning Support Officer \$53 000 Teacher – Equity Funds \$104 000	The learning progressions are not yet mandatory in NSW Departmental schools and teachers are beginning professional learning around the use of the progressions and tracking students against benchmarks. All students in K–6 are currently being tracked in two areas and are making substantial growth. Interventions are in place for students who are at risk of not achieving one year of learning growth.

Next Steps

In 2019, the school will continue to be involved in the Early Action for Success program and will employ an Instructional Leader for 5 days per week. The Instructional Leader will work in the classrooms with the teacher, and collaboratively with stage teams, focusing on planning and programming. Visible learning and high expectations will be embedded into the school culture. Teachers will deepen their knowledge of how to build students' number sense and robotics and coding activities will be expanded to include students from Years 3–6.

Strategic Direction 3

Parent Involvement

Purpose

Research has shown that when schools and families work together, children do better, stay in school longer, are more engaged with their school work, go to school more regularly, behave better, and have better social skills. Parent engagement also results in longer term economic, social and emotional benefits.

Overall summary of progress

Throughout 2018, there was an increase in the involvement of parents within the school. The school ran events throughout the year that attracted parents and community members to the school. A series of open days were held with parents being invited inside classrooms. All teachers engaged parents with the learning of each student through the See-Saw app and this has been well received by the parent body.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
• Student attendance rates will improve by 3% to come into line with state averages		Attendance figures have improved from 92% to 93%, which is still slightly below the state average. A continued focus on attendance will remain a priority.
• Formal Feedback to parents regarding literacy and numeracy progression will occur once per term in addition to the normal reporting processes	Professional Learning \$3 836 Bush Tucker Grant \$5 000	2018 saw an increase in parents using the See-Saw app and an increase in contact with parents regarding student learning. The school held a series of open days, and special events which resulted in an increase in the amount of parents visiting the school.

Next Steps

In 2019, the focus will continue around attracting parents and community members to the school. Special events are planned throughout the year designed to attract parents and community members into the classrooms. A specific focus will be on showcasing student learning. All teachers are now on-board with the See-Saw app and an attempt will be made to engage 100% of parents. Regular communication between school and home will be increased.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$47 038 School Learning Support Officer 0.2 Teacher 0.2	All Aboriginal students received targeted learning support in classrooms. School Learning Support Officers and Learning and Support Teachers delivered intervention programs on an individual or small group basis. Whilst most Aboriginal students are achieving national minimum standards in both literacy and numeracy, they remain behind expected benchmarks. Our attendance rate for Aboriginal students is lower than the school average.
English language proficiency	\$2 907 Teacher 0.1	Language support continued this year for two students under the EALD program. A teacher was utilised to support teaching and learning programs being delivered in the classroom.
Low level adjustment for disability	\$26 437 School Learning Support Officer 0.3	All students with low level learning disabilities received targeted learning support in classrooms. School learning support officers and learning support teachers delivered intervention programs on an individual or small group basis. Whilst most students are achieving national minimum standards in both literacy and numeracy, they remain one or two clusters behind expected benchmarks.
Quality Teaching, Successful Students (QTSS)	\$34 461 Teacher 0.3	Teachers were released to meet with instructional leaders and their mentors and additional executive release was provided for the two Assistant Principals. Teachers were able to work with an instructional leader in the classroom to refine curriculum delivery, classroom management and assessment strategies to assist with tracking.
Socio-economic background	\$160 461 Teacher 1.0 School Learning Support Officer 0.88	Students from low socio-economic backgrounds were provided with increased learning opportunities to improve learning outcomes. This included targeted learning support in classrooms. School learning support officers and learning support teachers delivered intervention programs on an individual or small group basis. Most of the students from low socio-economic backgrounds are achieving at least one year's learning growth for each school year.
Support for beginning teachers	\$13 000 Teacher 1.0	Beginning teachers were released for an additional 2 hours per week to collaborate with their mentor on programming, classroom management strategies and curriculum delivery. Teachers used the Quality Teaching Framework as a reference point to improve practice. Two beginning teachers were able to complete their accreditation towards Proficient Teacher with NESA.

Student information

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	97	99	104	102
Girls	105	98	99	80

Hay Public School has a current enrolment of 182 with 18% Aboriginal. A large percentage of our students are from low socio-economic backgrounds. Student numbers have remained stable over the past three years but enrolments are projected to decline in the next three years.

Student attendance profile

School				
Year	2015	2016	2017	2018
K	92.5	94.7	96.1	92.9
1	92	94	92.7	94.5
2	93.9	94.5	93.5	94.4
3	93.8	93.7	90.7	94.4
4	92.2	94.4	91.7	90.4
5	90.7	94.1	91.1	90.6
6	94.1	90.8	90.1	95.2
All Years	92.7	93.7	92	93
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

of below 85% are highlighted by the Home School Liaison Officer and are asked to attend a meeting with the Principal;

- Teachers phone parents to discuss attendance issues of students;
- Attendance plans are put in place to try and improve a student's attendance;
- Students whose attendance does not improve are referred to the Home School Liaison Program; and
- Compulsory School Orders are put into place through the court system if the above steps do not improve a student's attendance.

The school communicates the importance of good attendance through:

- Regular updates in the newsletter highlighting the benefits of good attendance;
- Celebration of good attendance at school assemblies;
- Attendance awards at the School's annual presentation day; and
- Class rewards.

Management of non-attendance

Attendance is closely monitored as follows:

- A text message is sent out to the caregivers of absent students on a daily basis;
- Medical certificates are requested for long-term illnesses;
- Parents of students who have an attendance rate

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	2
Classroom Teacher(s)	7.27
Teacher of Reading Recovery	0.21
Learning and Support Teacher(s)	0.7
Teacher Librarian	0.4
School Administration and Support Staff	2.12

*Full Time Equivalent

Hay Public School has twenty nine members of staff, 7% of whom are Aboriginal.

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	93
Postgraduate degree	7

Professional learning and teacher accreditation

Hay Public School has fifteen teachers on its staff, 7% of whom have graduate status with the New South Wales Educational Standards Authority (NESA). 93% of teachers have been accredited as proficient teachers with two teachers completing the accreditation process in 2018. Professional learning is ongoing and is essential for teachers to maintain their proficiency status with NESA. During 2018 teacher professional learning occurred in:

- Mathematics;
- English;
- Mandatory Requirements (eg Child Protection);
- Science and Technology; (K–6 syllabus, robotics and coding)
- Behaviour Management;
- Student Wellbeing; and
- Student Disabilities.

Financial information

Financial summary

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

	2018 Actual (\$)
Opening Balance	197,822
Revenue	2,428,237
Appropriation	2,289,948
Sale of Goods and Services	82,967
Grants and Contributions	52,512
Gain and Loss	0
Other Revenue	0
Investment Income	2,810
Expenses	-2,501,248
Recurrent Expenses	-2,501,248
Employee Related	-2,201,160
Operating Expenses	-300,088
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	-73,011
Balance Carried Forward	124,811

At Hay Public School, the Principal has overall financial responsibility of the school whilst the School Administrative Manager does the day to day transactions. The budget is prepared in consultation with executive teachers, teaching staff and the School Administrative Manager. The budget aligns closely with the School Plan and is presented and ratified at regular School Council meetings.

During 2019, the school employed an extra teacher above establishment to cover the day to day relief work when classroom teachers are absent. Due to a shortage of casual teachers in the Hay area, it is necessary to employ a teacher on a temporary contract to meet the school's short term and long term leave requirements.

Extra School Learning Support Officers were employed to work with students who require interventions in their learning. This was aligned closely with our School Plan.

The school requires regular maintenance in technology, buildings and grounds and the balance carried forward will be used to replace equipment, refurbish the grounds and maintain classrooms.

Financial summary equity funding

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

	2018 Actual (\$)
Base Total	1,656,064
Base Per Capita	39,254
Base Location	126,392
Other Base	1,490,418
Equity Total	309,723
Equity Aboriginal	47,038
Equity Socio economic	160,461
Equity Language	2,907
Equity Disability	99,316
Targeted Total	88,661
Other Total	152,596
Grand Total	2,207,043

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.

Students at Hay Public School sat the paper based tests and will transition to NAPLAN online in 2020..

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.

NAPLAN Year 3

Percentage of students in top 2 bands (proficient):

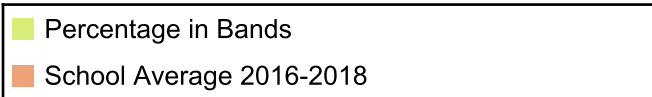
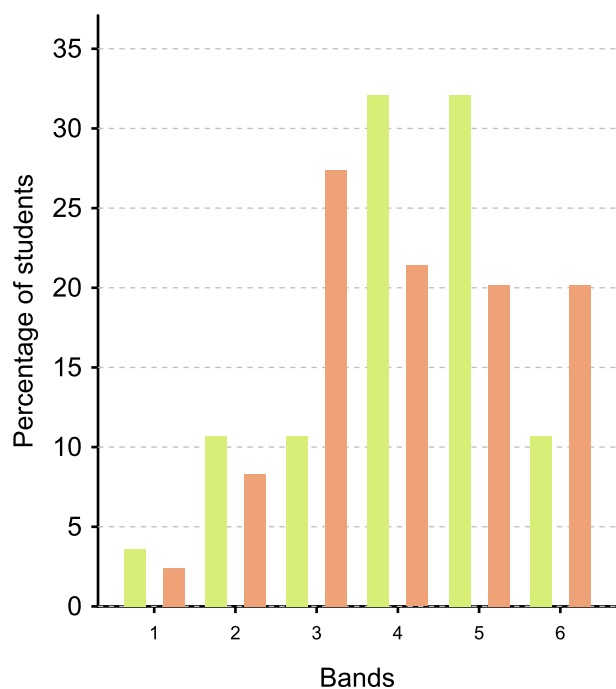
- Reading – 59.3%
- Grammar and Punctuation – 42.9%
- Spelling – 25%
- Writing – 28.6%

NAPLAN Year 5

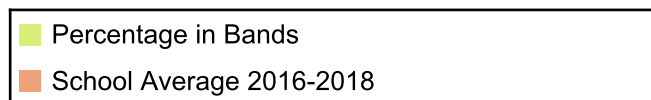
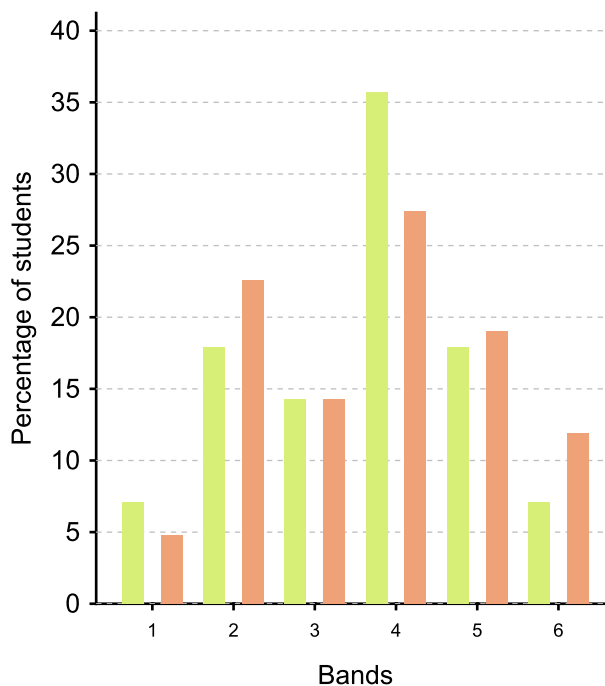
Percentage of students in top 2 bands (proficient):

- Reading – 25.7%
- Grammar and Punctuation – 22.2%
- Spelling – 22.2%
- Writing – 8.3%

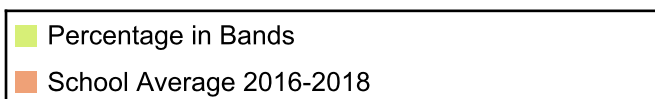
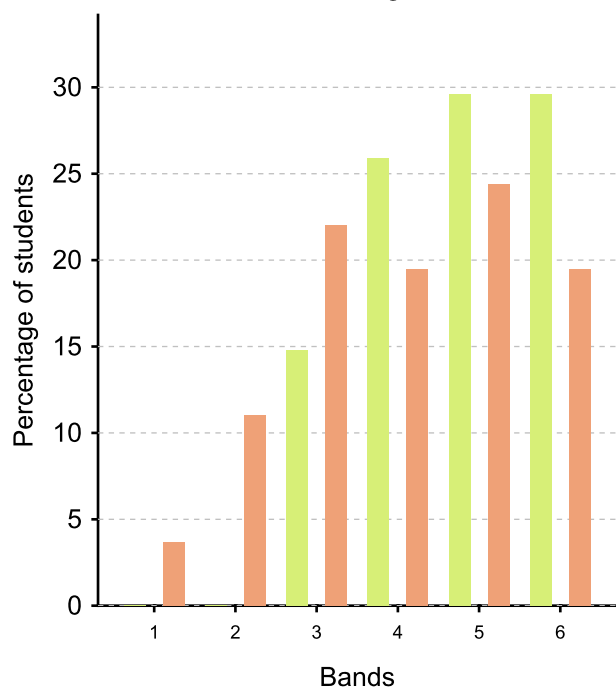
Percentage in bands:
Year 3 Grammar & Punctuation



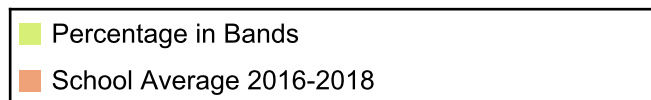
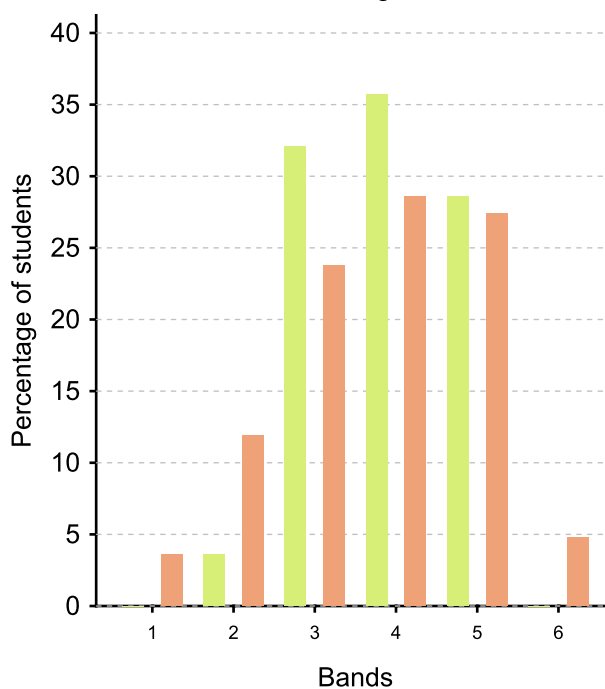
Percentage in bands:
Year 3 Spelling



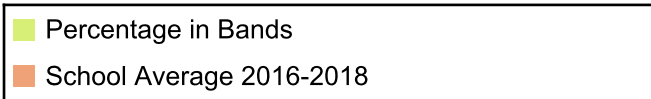
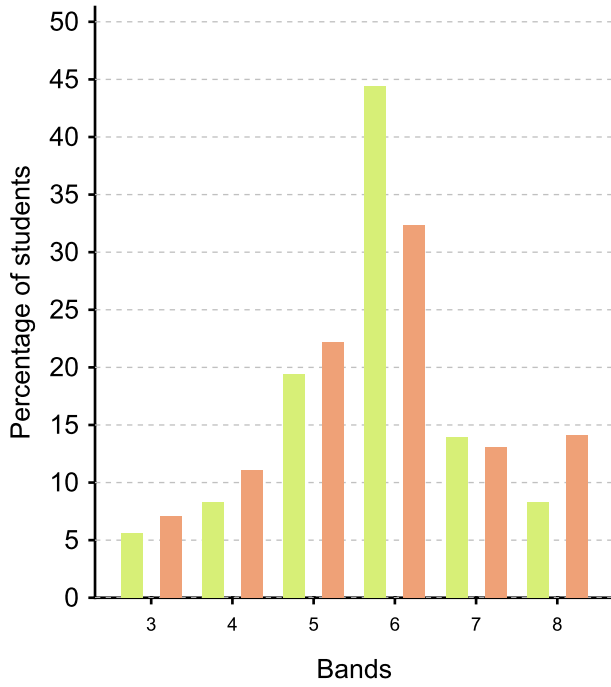
Percentage in bands:
Year 3 Reading



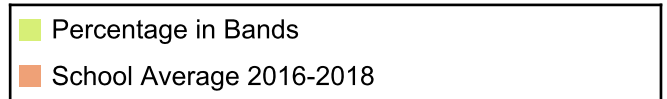
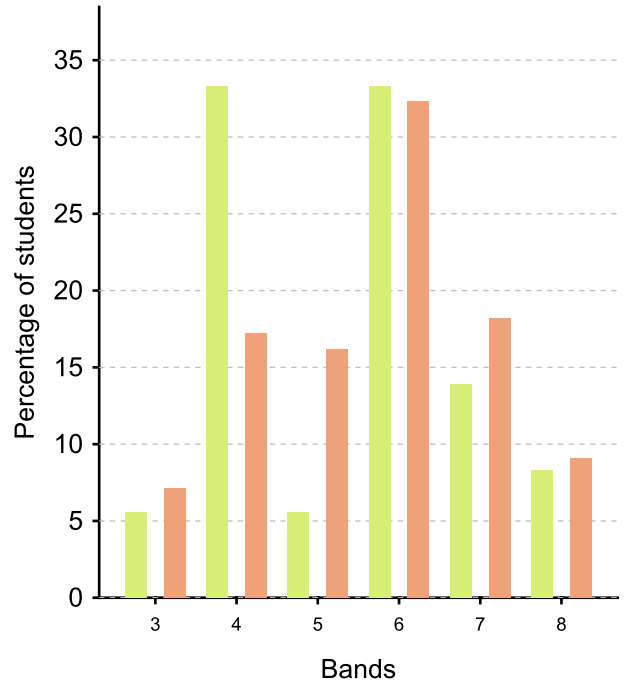
Percentage in bands:
Year 3 Writing



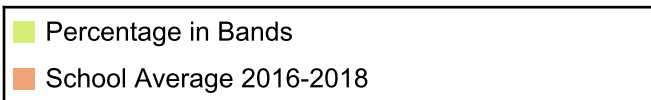
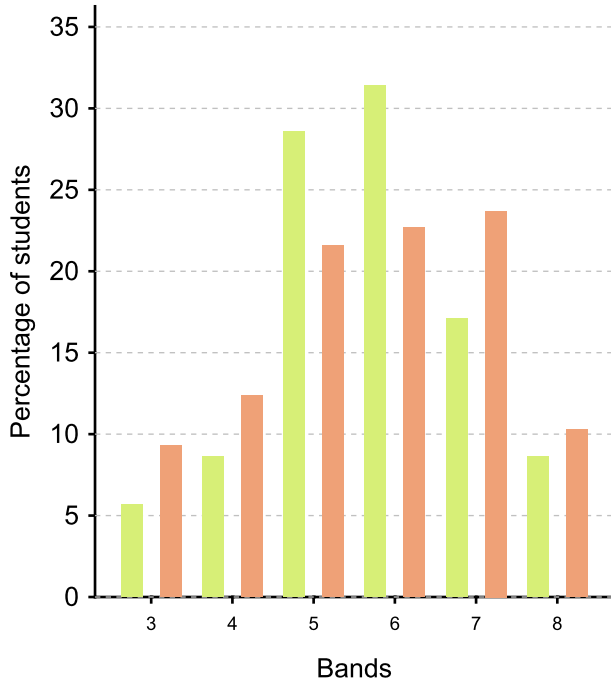
Percentage in bands:
Year 5 Grammar & Punctuation



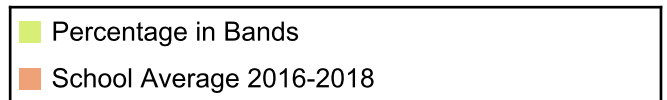
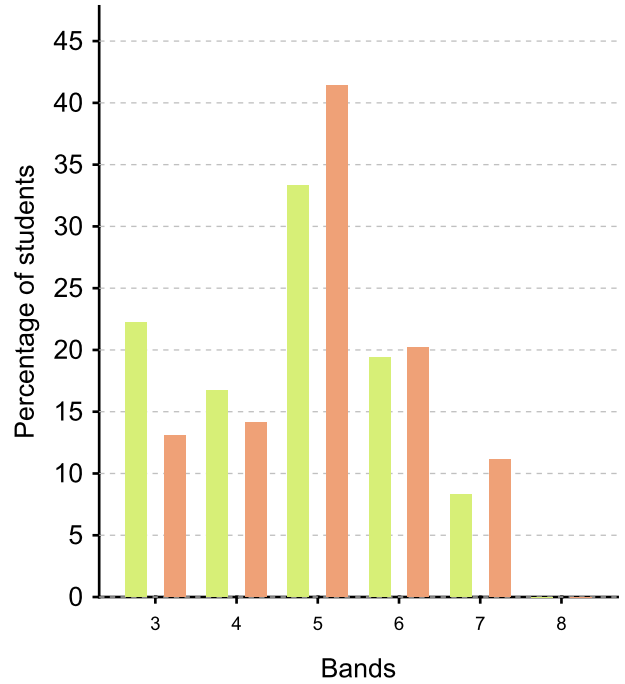
Percentage in bands:
Year 5 Spelling



Percentage in bands:
Year 5 Reading



Percentage in bands:
Year 5 Writing



NAPLAN Year 3

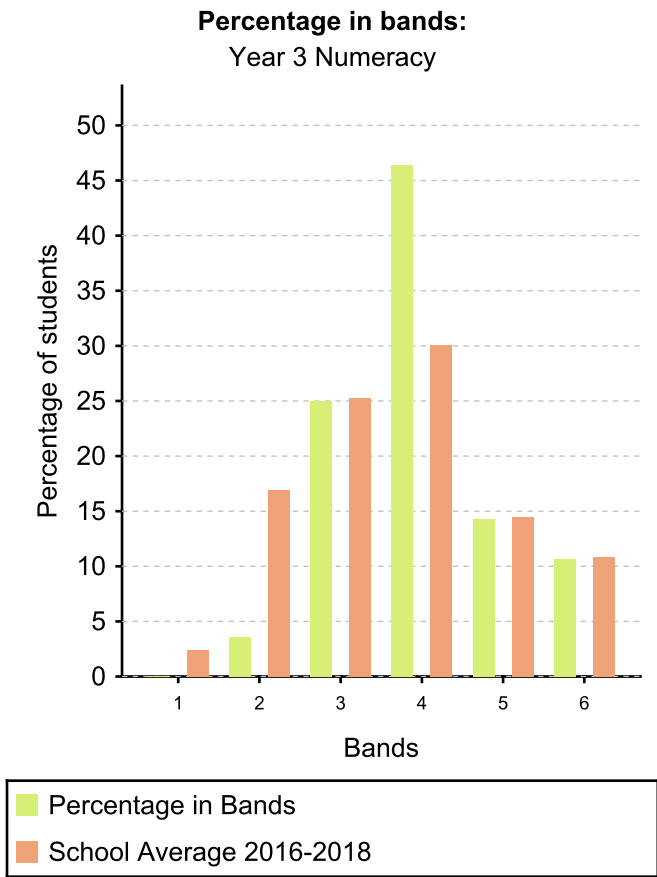
Percentage of students in top 2 bands (proficient):

- Numeracy – 25%

NAPLAN Year 5

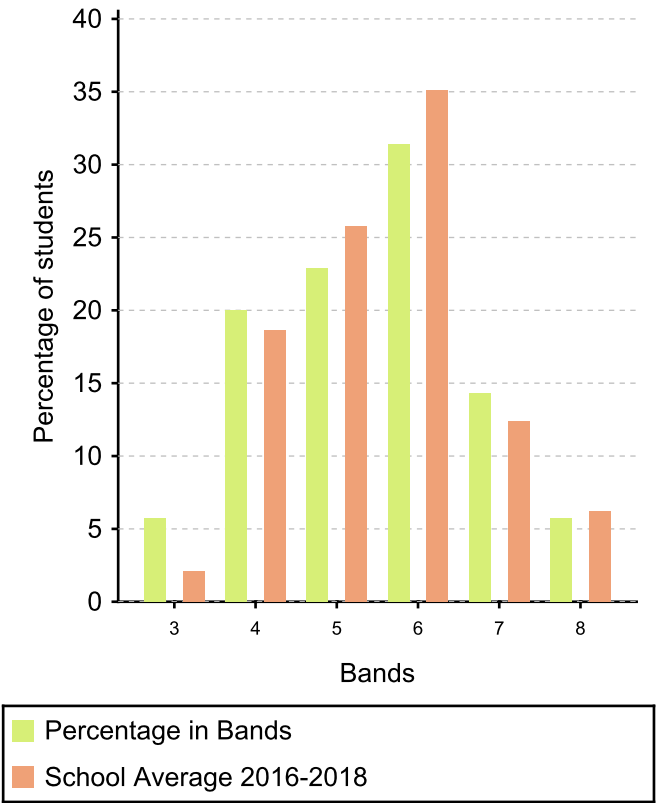
Percentage of students in top 2 bands (proficient):

- Numeracy – 20%



Percentage in bands:

Year 5 Numeracy



The My School website provides detailed information and data for national literacy and numeracy testing. Go to <http://www.myschool.edu.au> to access the school data.

In accordance with the Premier's Priorities of improving the percentage of students who achieve proficiency (results in the top two bands), Hay Public School had an average of 31.2% of students which is an improvement of 10.79% from 2015.

Student Growth – Year 5

Percentage of students who achieved 'at or greater than expected growth':

- Grammar and Punctuation – 63.6%
- Reading – 78.1%
- Numeracy – 62.5%
- Spelling – 63.6%
- Writing – 54.5% (below state average)

This was greater than the state and same school group averages in four out of the five subject areas.

Parent/caregiver, student, teacher satisfaction

Student Satisfaction

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

Quality Instruction – Hay PS – 8.1, NSW Government Norm – 8.2

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

Classroom Learning Climate – Hay PS – 7.3, NSW Government Norm – 7.2

Expectations for Success – Hay PS – 8.6, NSW Government Norm – 8.7

83% of students feel a positive sense of belonging to school (NSW Government Norm – 81%)

89% of students experience positive relationships at school (NSW Government Norm – 85%)

Teacher Satisfaction

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

Leadership – Hay PS – 8.1, NSW Government Norm – 7.1

Collaboration – Hay PS – 7.9, NSW Government Norm – 7.8

Learning Culture – Hay PS – 8.3, NSW Government Norm – 8.0

Data Informs Practice – Hay PS – 7.6, NSW Government Norm – 7.8

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

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

Inclusive School – Hay PS – 8.3, NSW Government Norm – 8.2

Parent Involvement – Hay PS – 7.4, NSW Government Norm – 6.8

Parent Satisfaction

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

Parents Feel Welcome – Hay PS – 8.3, NSW Government Norm – 7.4

Parents Are Informed – Hay PS – 7.4, NSW Government Norm – 6.6

Parents Support Learning at Home – Hay PS – 6.1, NSW Government Norm – 6.3

School Supports Learning – Hay PS – 7.8, NSW Government Norm – 7.3

School Supports Positive Behaviour – Hay PS – 8.1, NSW Government Norm – 7.7

Safety at School – Hay PS – 8.0, NSW Government Norm – 7.4

Inclusive School – Hay PS – 7.8, NSW Government Norm – 6.7

Policy requirements

Aboriginal education

Hay Public School received Aboriginal background funding in 2018.

Our plan included:

- One above establishment teacher to provide learning support to Aboriginal students in programs such as: Accelerated Literacy, Multilit, Errorless Learning, Sound Check and in focused mathematics groups;
- One early childhood educator and School Learning Support Officer to provide an extended transition to school program, 'Ready Set Kinder'. This programs ensures that all Aboriginal students are able to access a prior to school educational program;
- NAIDOC celebrations and the opening of a bush tucker garden within the kitchen–garden program;
- Continued literacy / numeracy intervention programs delivered by a School Learning Support Officer; and
- After School Homework Centre to assist students in the completion of homework.

As a result of this funding, all Aboriginal students were monitored using the literacy and numeracy progressions and received targeted interventions to support learning throughout the year. Further support will continue for Aboriginal students in 2019 with targeted intervention programs being delivered by learning support officers and a learning support teacher. Improving the attendance rates of Aboriginal students will remain a focus.

Multicultural and anti-racism education

In line with the School Plan, the school has reviewed its teaching and learning programs this year to ensure that culturally inclusive classroom and school practices are embedded. Further to this our programs foster students' understandings of culture, cultural diversity, racism and active citizenship within a democratic, multicultural society. Teachers participated in professional learning and included strategies for embedding multicultural and anti–racism education into their teaching and learning programs.