

Hermidale Public School

Annual Report



2018



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Introduction

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

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

Skye Dedman

Relieving Principal

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Message from the Principal

Hermidale Public School students and staff meet and learn each day on the traditional lands of the Wongaibon people. In 2018, our school was supported by the NSW Department of Education Western Plains then Mitchell directorate, the Nyngan Aboriginal Education Consultative Group, Hermidale Public School P&C and Hermidale was an active member of the Girilambone, Hermidale & Marra Creek Leading and Learning hub.

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

The highly dedicated teaching team delivered quality learning in an environment that encompassed student well being, culture and academic aspiration. The school played an important role in the community. Parents, staff, students and community members shared a strong sense of ownership and commitment to the ongoing development of Hermidale Public School.

Below is the speech that I presented to our school community as part of our Annual Presentation Night in December 2018.

Tonight we come together to celebrate the achievements and highlights that have occurred throughout the year at our fantastic school. We gather on Nyampaa Wongaibon country and I pay my respects to elders both past and present. We acknowledge their spiritual connection to country and recognise the contribution that those within our community make to improve the educational outcomes for our children. Thank you to all members of our community who have joined us tonight – it's wonderful to see public education supported and celebrated.

At the beginning of the year, we welcomed Jade, Oliver and 3 new kinder students – Abbie, Matilda and Marlie to our school joining Clive, Makita, Lizzie, Jayden, Ruby and Ruby.

Our school day begins with the gorgeous sounds of children thanking Joan as they pour out of the school bus. Our sincere appreciation to Joan and her family for genuinely caring for the students at our school and very graciously transporting us to community events.

We have very focused learners in our classrooms. Students have been engaged in all areas of the curriculum. We're also fortunate to have had a great number of learning experiences beyond our school gate. These have included 3 small schools carnivals, the Nyngan High School transition and languages program, PLC service learning visit, Lake Burrendong smalls schools camp, theatre experiences, the Dubbo Eisteddfod and CWA public speaking to mention just a few.

"Reaching for the stars" is more than a school motto, it's a way for leading, learning and growing in our school. We have Successful learners, those who Try their best, students Acting safely and everyone Respecting each other. Throughout our days at school we continually witness students interacting, engaging and caring within this ethos of high expectations.

Our star students have really shone this year. Every child is on track to receive the highest levelled Gold star Certificates. Every child has had the opportunity to present their skills, abilities, beliefs and passions to an audience and every child has achieved academically and personally. Makita and Clive – you have both been very exceptional Captains. Your pride in our school, your self belief and your capabilities have blown us away. You both will be leaders in your futures and we'll think of you often as you continue to grow and learn throughout your educational journeys.

At the conclusion of term 2, the teaching staff and community were really feeling the pressures of the dry period. Within a few weeks of returning to school we received heart warming phone calls from 3 schools in eastern NSW. They phoned because they wanted to help. The three schools – Largs, Pennant hills & Marayla PS's raised a total of \$2,00. With a keen group of parent helpers and 4 very generous people – Robin Howell, James Dedman, Uncle Yo and Brady White the "cyclone proof BBQ area" and community cafe have now been constructed. Our schools looks forward to hosting community events in the coming years and we are grateful to these 3 school for reaching out their hand to us.

I have regularly told the students how lucky and grateful we are when others share their kindness with us. You know what – they get it….. they know…… because I hear them say to each other – we're so lucky. I wish this level of genuine appreciation stays with them in their future years and that they have the opportunity to give back to others.

Throughout the school year I have continually said the words WE and US. Because our school is a team effort. The TEACHING team of myself, Jacinta, Rebekah, Lizz & Wendy together with the school support team of Kerrie, Miranda, Ken, Monique, Tania, Lynn and Father Graham have each contributed to your child's education. We have educated, cared for, celebrated with, worried about, inspired, and nurtured your children. We have promoted the virtues of our unique school setting and been advocates for continued exposure to a broad range of opportunities.

Our school team and students have been well supported by all of our parents and I particularly thank the members of the P&C ably lead by Katie Mudford, for their practical ongoing contributions & support of student learning experiences. Kicking the year off with an investment in the gardens was a great start. Thank you to Jamie Thompson and ken Burt for finishing off the garden edging. To know that a further \$12,000 has been set aside for play equipment is simply wonderful.

I leave you tonight with a wish – a wish upon a star – I wish that each time you see a star that you will think of this.

If our Hermidale star was shining above us tonight we would see 5 shimmering arms . One would be you, the treasured parents of our students, another would be the teachers of our school who hold your child's hand, who open their minds and who nurture their hearts, another would be our extremely capable school support staff who are dynamic and committed. A fourth arm would shimmer representing the community who embrace and advocate for us and the final arm would be representing the history, culture and pride that is within Hermidale PS. So you ask, where are the most important people. Well they are at the very centre – shining bright, glowing in fact. For they are your children, our students and this communities future. I am so very proud of you Makita, Clive, Jade, Lizzie, Jayden, Ruby, Oliver, Ruby, Marlie, Abbie and Matilda and I love teaching with such a wonderful, vibrant and enriching team.

I am proud of the schools achievements in 2018 and present to you the Annual Report which show cases our school.

I certify that the information in this report is the result of a rigorous school self – assessment and review process undertaken with staff.

Message from the school community

Hermidale Public School Parents and Citizens Association 2018 Presidents Report –Presented by Katie Mudford

P&C Report

Good evening. It's hard to believe we are all here at the end of another school year. In what seems like a whirlwind of activity, I am very proud to say that we have had another incredibly successful year thanks to the continued support from parents, staff, and community members. It never ceases to amaze me just how much our tiny P&C committee can achieve and it is true that teamwork divides the tasks and multiplies the success.

This year we have held a number of successful fund–raisers that have left us in a fantastic position to continue to support the school, and most importantly all of these gorgeous children. We again held our Easter raffle which was well supported by the community and a huge thank you to everybody who sold tickets. We catered for the small school's Cross Country as well as the Nyngbar Cross Country and a special thank you to Nicole for stepping up and running the

canteen on the day. Together with the Hermidale Tennis and Fitness Centre, we were involved in the running of the Hermidale Movie Night. This event was very well supported by Uniting Care Dubbo, and ended up being a great fund-raiser as well as a really fun family night.

For the first time this year we ran a Krispy Kreme fund-raiser. This was very well received and supported across the Nyngan, Hermidale and Cobar communities. Thank you to everybody who bought donuts and helped to spread the word, and a special thank you to Jess for her enthusiasm and determination to get this new fund-raiser off the ground. Watch this space in future as it might become a regular fund-raising event.

Without a doubt, the highlight of our social calendar was the Schute Bell Hermidale Hoedown. This event came together through the collaborative efforts of many people. It would not have been possible without the generous support of businesses based in Hermidale, Nyngan, Cobar, Dubbo and even as far away as Brisbane, and would you believe it, New Zealand! To see businesses dig deep in one of the toughest times in recent memory is truly humbling. Our strong community spirit was evident on the night, and a special mention to every single person who volunteered their time to help make it an incredible success. The final result was a net profit of almost \$12,500. This money has been allocated to the purchase of new play equipment for the school, ensuring our children remain challenged, engaged and entertained in the playground! I'm not sure how we will ever manage to top this result, but I have a feeling we will continue to try!

This year we again supported families by subsidising the cost of a major school excursion. This support, combined with the financial contribution by the school means that our kids get the opportunity to gain incredible experiences whilst having a minimal financial impact on families. We also made a major contribution to the upgrade of the existing playground facilities and sandpit.

Thank you to Karen for continuing to support the P&C in her role as Secretary, and thank you to Jess for stepping up and doing a great job as Treasurer. Thank also to each and every family for their many and varied contributions and support of the Hermidale P&C. Lastly, thank you to the amazing staff of HPS for continuing to help our kids Reach for the Stars.

Skye, thank you for valuing every single one of our kids and helping them to aim high, Jacinta, thank for the energy, creativity, and dedication you bring to the classroom, Kerrie, thank you for always being there to keep everything running smoothly, Joan & Paul, thank you for getting our kids everywhere they need to, and going well above and beyond the call of duty, Miranda, thank you for being such a calm and patient role model for our kids, Bek, thank you for your enthusiasm and faith in the abilities of our children, Wendy, thank you for all of your support behind the scenes and for always stepping up when needed, Ken, thank you for keeping HPS looking so amazing and making it a beautiful place to show up to every day, Liz, thank you for magically appearing whenever you are needed with a smile on your face.

Nyngan Aboriginal Education Consultative Group Presidents report – Presented by Marea Johnson

The vision of the NSW Aboriginal Education Consultative Group Inc. is to provide advice on all matters relevant to education and training with the mandate that this advice represents the Aboriginal community viewpoint. The services and programs offered through the NSW AECG have significantly increased and our advocacy role has increased with the NSW AECG network supporting many parents and communities in accessing quality education and training.

Over the past 12 months, The Nyngan local AECG has met mostly Week 4 and Week 8 of each term and we have found this very successful. I would like to thank everyone for their ongoing commitment to the partnership with our local AECG. Our current membership is 7 Full Members, 23 Associate members. Total being 30 Members for the 2018 period.

We have been working on our partnership with local schools, organisations and businesses.

The Partnership Agreement has meaning, and it has purpose. It means accountability to the community as we continue to demand our right to an education and training system that acknowledges and respects Aboriginal people as belonging to the oldest living culture of humanity as well as the First peoples of this land.

We have participated in local Community events, such as NAIDOC week.

Our NAIDOC week of celebrations was outstanding with the theme being "Because of Her We Can". We hosted our first ever NAIDOC awards dinner with staff and community members. Special awards were given to staff and community members for their involvement, dedication and commitment to the betterment of Aboriginal education for our children.

In 2018, Raylene as Vice president and I represented AECG at school assemblies and we have spoken about our achievements at the end of year presentation nights with awards being given to students who have strived to achieve in their own learning.

Nyngan AECG has participated in Connecting to Country workshops with Nyngan High School. We arranged a day of learning with important Elders and guests from the State AECG. A day of absorbing Aboriginal ways and culture, with an excursion to visit local scarred trees to learn about the significance of our heritage.

On behalf of the current Nyngan AECG Committee, I wish to thank everyone who has given their time and assistance to

our AECG since my election as president.

I extend my thankyou to the other committee members for their support in ensuring our AECG is active and involving.

I would also like to acknowledge Aunty Lesly who has been the treasurer of Nyngan local AECG for many years. Lesly will remain an active member and continue to provide us with her knowledge of Aboriginal education and issues.

Regards

Marea Johnson

President

School background

School vision statement

At Hermidale Public School every student will continually grow as learners within an engaging and safe environment where each student is a valued member of our school. Students will participate in a rich academic environment within a strong network of partner schools. Providing a focus on learning opportunities that leads to academic success and engagement with the wider community is a priority. To engage life long learners, teachers will have an in depth knowledge of students through evidence based teaching practice.

School context

Hermidale Public School is on the traditional lands of Wongaibon country and is located within the Bogan Shire.

- Our school is supported by the NSW Department of Education Mitchell directorate, The Western Plains Small Schools group, the Nyngan AECG, Hermidale Public School P&C and is an active member of the Girilambone, Hermidale & Marra Leading and Learning hub.
- The school plays an important role in the community. Parents, staff, students and community members share a strong sense of ownership and commitment to the ongoing development of Hermidale Public School.
- The majority of students live within the Hermidale district. Some students travel to school by bus.
- In 2018, the schools enrolment is 11 students with 3 students identifying as Aboriginal.
- The school strongly focuses on quality student outcomes in literacy and numeracy. Student engagement through a broad range of activities; performing arts, cultural, leadership and sport lead to learning opportunities beyond the school gate.
- Hermidale Public School benefits from equity funding that supports the particular needs of our student population.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

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

During 2018, our school undertook self-assessment using the School Excellence Framework. The framework supports Public Schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

Learning

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

In the domain of **Wellbeing**, Hermidale is rated overall as Sustaining and growing. In regards to *caring for students*, every student can identify a staff member to whom they can confidently turn to for advice, support and assistance at school. *A planned approach to well being* sees students, staff and the community recognise that student wellbeing and engagement are important conditions for learning. The school plans for and monitors a whole school approach to student wellbeing and engagement. *Individual learning needs* means all students are explicitly addressed in teaching and learning programs, reflection of which is achieved through personalised learning plans. In regards to *behavior*, the school's wellbeing approach focuses on creating an effective environment for learning. The school operates within the framework of successful learning, trying your best, acting safely and respecting others. Teachers and other school staff explicitly communicate expectations of behavior across the school setting and encourage peer monitoring of positive behavior. The school will undertake Positive Behavior for Learning training in 2019 in accordance with the school plan.

In the domain of **Curriculum**, Hermidale is rated overall as Sustaining and Growing. In regards to *Curriculum provision*, 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. Teaching and learning programs describe expected student progression in knowledge, understanding and skill and the assessments that measure them. *Differentiation of curriculum* sees Teaching and learning programs across the school show evidence that they are adjusted to address individual student needs, ensuring that all students are challenged and all adjustments lead to improved learning. Teachers involve students and parents in planning to support learning, and share expected outcomes. Students are encouraged to articulate their learning and have an understanding of their progression of learning to enable continuous improvement.

In the domain of **Assessment**, Hermidale's on balance judgement for this domain is Sustaining and Growing. In regards to formative assessment, Teachers routinely use evidence of learning, including a range of formative assessments to inform their teaching, adapt their practice and meet learning needs of students. *Summative assessment* is a tool that supports learning across the school. Teachers use reliable assessments to capture information about student learning. *Student engagement* – Teachers share criteria for student assessment with students. Formative and summative assessments create opportunities for students to receive feedback on their learning. In the area of whole school monitoring of student learning, The school analyses summative assessment data to identify learning progress of individual students and student cohorts. Teachers use summative data to identify student learning and validate formative assessment practices.

In the domain of **Reporting**, Hermidale is rated overall as Excelling. In regards to *whole school reporting*, The school has explicit processes to collect, analyse and report specific internal and external student and school performance data, on a regular basis. *Student reports* contain personalised information about individual student learning progress and achievement, they are personalised and comprehensive, providing detailed, clear and specific information about student learning, growth, next steps and improvement measures, as well as relevant contextual and/or comparative data. The school previews plans for meeting future learning goals and *parent engagement* sees Teachers directly and regularly engage with parents to improve understanding of student learning and strengthen student outcomes. Reporting to parents has been enhanced in response to feedback received.

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

Teaching

The result of this self–assessment process indicates that in the domain of **Effective classroom practice**, Hermidale is rated overall as Excelling. In regards to *lesson planning*, lessons are systematically planned as part of a coherent program that has been collaboratively designed. Accommodations and adjustments are made to suit needs as they arise. In regards to *explicit teaching* Teachers are skilled at explicit teaching techniques such as questioning and assessing to identify students' learning needs, and use a range of explicit strategies to explain and break down knowledge. Considering *feedback* and *Classroom management*, Student feedback is elicited by teachers and informs their teaching and all classrooms and other learning environments are well managed within a consistent, school–wide approach.

In the domain of **Data skills and use**, Hermidale is rated overall as Delivering. In regards to *data literacy*, Teachers access and engage in professional learning that builds skills in the analysis, interpretation and use of student progress and achievement data. *Data analysis* sees the leadership team comprehensively analyses student progress and achievement data for insights into student learning and discusses results with the whole staff. *Data use in teaching* – Assessments are developed/sourced and used regularly across stages/year levels/subject areas or the whole school to help promote consistent and comparable judgement of student learning, monitor student learning progress, and identify skill gaps for improvement and areas for extension. *Data use in planning* provides clear and accurate analysis of student progress and achievement data informs planning that is shared with the school community in the Annual Report.

In the domain of **Professional Standards**, Hermidale is rated overall as Sustaining and Growing. We are sustaining and growing in *improvement of practice* where Teachers' Professional Development Plans are supported by a coordinated whole school approach to developing professional practice, informed by research. Whole school analysis of the teaching staff identifies strengths and gaps, with planning in place to build capabilities and source teachers with particular expertise to improve student learning outcomes. In terms of *accreditation*, Teachers' attainment of their professional goals in their Personal Development Plans and their maintenance of accreditation are supported by the school. In regards to *Literacy and Numeracy focus*, all teachers understand and explicitly teach literacy and numeracy to students at all levels of achievement, in all subject areas, with success that can be measured by improved student progress and achievement data.

In the domain of **Learning and Development**, Hermidale is rated overall as sustaining and growing. In regards to *collaborative practice and feedback* , staff meetings are used to review the curriculum and to revise teaching practices and learning programs to meet the needs of learners, based on evidence of student progress and achievement. Regular meetings occur with members of the Hermidale, Girilambone and Marra Leading and Learning Hub as well as the

Western Plains Small Schools Network to support teachers in quality teaching, programming in a multi stage setting and research informed practices. In regards to *coaching and mentoring*, the school's structure and organisation ensure that direct support is available to new staff members from experienced teachers and beginning teachers are mentored. 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. In terms of *Professional learning*, Teachers actively evaluate, share and discuss learning from targeted professional development with other staff in their school to improve whole school practice. *Expertise and innovation* – The school identifies expertise within its staff and draws on this to further develop its professional learning community. Areas for development in teacher expertise are identified and addressed. Teachers are supported to trial innovative or evidence based, future-focused practices. The school also receives strong support from Principal Support Lead, Director and school services.

Leading

The result of this self-assessment process indicates that in the domain of **Educational leadership**, Hermidale is rated overall as Sustaining and Growing. In regards to *instructional leadership*, Professional learning in the school emphasises developing effective instructional leadership, management skills and leadership attributes to facilitate whole school improvement. In terms of a *high expectations culture*, the leadership team ensures that the teacher performance and development policy is implemented in a culture of high expectations for every staff member. In regards to *Performance management and development*, Teaching and non-teaching staff proactively seek to improve their performance. The school supports collaborative performance development and efforts to continuously monitor improvement. In terms of *community engagement*, The school is recognised as excellent and responsive by its community because it uses best practice to embed a culture of high expectations, and effectively caters for the range of equity issues in the school.

In the domain of **School planning and implementation**, Hermidale is rated overall as Sustaining and Growing. In regards to *continuous improvement*, The leadership team actively supports change that leads to improvement, creating opportunities where feedback about the impact of change can be shared and monitored. In terms of the *school plan*, 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. Regarding 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.

In the domain of **School resources**, Hermidale is rated overall as Excelling. In regards to *staff deployment*, 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. In terms of *facilities*, the leadership team takes a creative approach to the use of the physical environment to ensure that it optimises learning, within the constraints of the school design and setting. In terms of *technology*, Technology that supports learning is available and expertly integrated into lessons by teachers. Administrative staff are expert users of available technology and systems. *Community use of facilities* –The school collaborates with the local community where appropriate on decisions about and access to school assets and resources, delivering benefit to both the school and the community. Regarding *financial management*, Longer-term financial planning is integrated with school planning and implementation processes to address school strategic priorities and meet identified improvement goals.

In the domain of **Management practices and processes**, Hermidale is rated overall as Sustaining and Growing. In regards to *administrative systems and processes*, the school makes informed choices about administrative practices and has systems in place, based on cost effectiveness, evidence and in response to local context and need. In terms of *service delivery*, Streamlined, flexible processes exist to deliver services and information and to support parental engagement and satisfaction. Regarding *community satisfaction*, The leadership team analyses responses to school community satisfaction measures.

Strategic Direction 1

Learning practices

Purpose

In our school every student is known, valued and cared for whilst engaging in a dynamic culture that is strongly focused on student wellbeing and innovative and collaborative learning practices. Students will be supported to gain mastery particularly in literacy and numeracy within a culture of educational aspiration.

Overall summary of progress

Throughout 2018, our school has had a particular focus on learning practices. Reviewing what our current practices are, evaluating and identifying the key elements of high quality teacher practice and reflecting on the practices currently implemented has integrated professional learning, research and the CESE document *What works best*. The teachers have undertaken a mentor program with a beginning teacher and aligned their PDP's with professional standards. Teaching staff have gained clarity and guidance from the professional learning that they have been engaged in during 2018 provided internally at weekly professional learning meetings and externally through the department or private providers. The school has continued to engage with the Hub partner schools and spent time observing learning and teaching practices at Gilgandra Public School. Teachers differentiate the teaching program at the point of need for each student and tracking students learning success informs ongoing learning opportunities. Students have shown growth in literacy and numeracy according to the set milestones.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
• All students achieve expected growth in reading, writing and numeracy benchmark targets	RAM equity funding, Principal release funds, professional learning allocation and QTSS funds.	Students achieved at or above expected growth in all areas of literacy and numeracy. These results have been determined through benchmarking, standardised tests and anecdotal records.
• All students achieve expected growth in Personal Learning Plan goals.	RAM equity funding, Principal release funds, professional learning allocation	100% attendance of families at termly PLP meetings. PLP communicated to students and teachers. learning targets embedded into teaching programs. all students achieved learning goals each term.
• All students report growth in obtaining learning engagement and a sense of belonging.	Student surveys, teacher judgement and engagement, parent feedback.	Students actively engaged in learning through the introduction of Explicit direct instruction, various learning resources and technology usage. Students reported a strong sense of belonging with the majority of students at above state attendance.
• All students report growth in obtaining a greater sense of well being	Student surveys, teacher judgement and engagement, parent feedback, Individualised learning plans.	The introduction of a whole school based well being framework has led to each student being known, valued and cared for. Teachers work closely with the LaST to implement IEP's and parents are active in the consultation process.

Next Steps

- Learning intentions need to be transferred from programs into the classroom for students to engage with.
- Students need to connect, familiarise themselves with the learning intentions and to use them as a goal.
- Learning intentions will need to be linked to progressions, PLP's and inspire high expectations.
- Hub focus during 2019 – Linking programs with learning intentions. *What works best* document to guide as will teacher observations in line with teaching standards.
- Parent interaction with PLP and high expectations continues to be communicated. All parents attend PLP meetings. Progressions – writing will be aligned with PLP's for term 1, 2019 and communicated to parents.
- Continued Professional Learning focusing on literacy and numeracy as will be evident in Professional development plans.



Strategic Direction 2

Evidence informed teaching

Purpose

Our school will use student assessment evidence to inform our teaching practice in a collaborative learning culture across professional hubs. Teaching staff, will build professional capacity and a shared understanding of effective multi stage programming within dynamic learning environments.

Overall summary of progress

Throughout 2018 the school under went a whole school review of teaching and learning plans, curriculum requirements, scope and sequence planning and the development and implementation of a program format that meets best practice, following the planning cycle. Teaching staff have embedded quality professional learning that has been obtained during the previous 12 months. The curriculum framework has been collaboratively achieved within the Girilambone, Hermidale and Marra Leading and Learning Hub.

The Literacy, Language and Learning program is occurring daily in the K–2 classroom whilst teachers are using the English Textual concepts to plan quality teaching units in English.

Regular evaluation of teaching programs and school practices are undertaken and reflected upon at Professional learning meetings. This enables me to gain insight into teachers professional knowledge, skills and understandings and enables staff to focus their professional learning needs in line with their PDP.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
• Increased use of evidence informed pedagogy by all teachers in the teaching and learning environment..	Teaching and learning programs, Staff development through professional learning.	Teachers have engaged with Professional learning – CESE what works best, cognitive load theory, consulted with Curriculum advisor, undertaken observations of John Fleming's practice and Explicit, direct instruction and sought guidance from Nyngan PS Instructional leader.
• Staff indicate a stronger degree of collaboration across the school and network which enhances their capacity as educators and leaders.	Attendance and engagement at professional learning, staff development days and Hub events/meetings	Professional learning has informed teacher practice through engagement in collaborative practice. The 3 year scope and sequence project has enabled a high level of capacity building.
• All students achieve value added growth across the curriculum.	Assessment data, well being observations	Students achieved at or above expected growth across the curriculum. Teaching program evaluations and student surveys show that student engagement has increased through the use of explicit teaching, learning intentions and the assessment guidelines.

Next Steps

- Implementation of the curriculum framework
- Aligning the framework to assessment expectations and schedule
- Building the units within the scope and sequence to develop the three year teaching cycle of the framework
- undertaking PBL training to address student well being and ongoing growth of our school and community
- Continue to engage parents in student learning through communicating learning intentions, achievements and teacher/home continuity of skills and understandings eg K–2 parent information evening.



Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	<p>3 way PLP meetings</p> <p>Allocation of funding to SLSO position</p> <p>Ongoing professional learning for staff member.</p>	<p>All Students had equitable access to extra curricular activities and excursions linked to syllabus outcomes.</p> <p>Aboriginal SLSO staff member supports the teacher in the classroom with Literacy and Numeracy initiatives. Evaluation of initiative saw targeted 1:1 support for students at point of need. Students develop rapport with staff member and teachers are supported with resource development and guided learning.</p> <p>All students show at or above growth in Literacy and Numeracy and are consistently achieving PLP goals.</p>
Low level adjustment for disability	<p>LaST funded position, Individual education plans.</p>	<p>All students learnt within a supportive environment that provided differentiated learning opportunities. Access to Technology resources, hands on resources, decodable readers, literacy centre resources and chrome books , ensured student learning was dynamic, varied and supported. Access to differentiated teaching and learning programs, to learning support and referral processes to support services/ health services as required means every student is known, valued and cared for. We teach individuals, therefore the student's families are an important element of the students success. We work in partnership through engaging in PLP meetings and regular conversations regarding student learning, health and well being.</p>
Quality Teaching, Successful Students (QTSS)	<p>Professional learning release for Hub meeting</p>	<p>Shared Professional Learning (Hub meetings) leads to rigorous professional discourse regarding teaching and learning, assessment, evaluation and reporting. Staff capacity and understanding has been strengthened and student Literacy and Numeracy outcomes have improved.</p>
Socio-economic background	<p>RAM allocation socio economic \$10 460</p>	<p>Hermidale Public School continues to implement established expectations that priorities student learning and teacher support. By enabling the multi stage split (ES1/S1 and S2/S3) within our school context, student learning outcomes are improved, student well being is closely monitored, feedback is provided to students and an in-depth analysis during reporting time is enabled.</p>



Student information

Student enrolment profile

	Enrolments			
Students	2015	2016	2017	2018
Boys	3	5	4	3
Girls	7	4	5	8

At the commencement of the 2018 school year, Hermidale Public school had 11 students enrolled, Kindergarten to year 6.

Student attendance profile

School				
Year	2015	2016	2017	2018
K		90.5	84.5	95.7
1	98.8		92.9	95.6
2	93.5	100	100	95.3
3	92.3	95.2	98.8	
4	95.1	79.2	96.4	92.2
5		97.6	81.5	81.3
6	95.1		100	85.5
All Years	94.1	90.9	92.2	90.8
State DoE				
Year	2015	2016	2017	2018
K		94.4	94.4	93.8
1	93.8		93.8	93.4
2	94	94.1	94	93.5
3	94.1	94.2	94.1	
4	94	93.9	93.9	93.4
5		93.9	93.8	93.2
6	93.5		93.3	92.5
All Years	93.9	94.1	93.9	93.3

Management of non-attendance

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

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Classroom Teacher(s)	0.24
Learning and Support Teacher(s)	0.1
Teacher Librarian	0.08
School Administration and Support Staff	0.9

*Full Time Equivalent

Staff at Hermidale Public School in 2018

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

Rebekah Harris – Teacher – Full time (above establishment)

Jacinta Edge – Teacher – 8 days /fortnight

Kerrie Pitkin – School Administration Manager – 5 days a fortnight, Librarian – 1 day a fortnight

Miranda Turk – Student learning support officer – 1 day / week, Second adult on site – 1 day /week

Ken Burt – Relieving General Assistant – 1 day/week

Tania Moody – School support officer – casual

Monique Wye – School support officer – casual

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	0

Professional learning and teacher accreditation

Two teaching staff members are accredited at Proficient Teacher level in accordance with the Australian teaching standards and will now enter the maintenance cycle for the coming 5 years.

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	104,679
Revenue	456,421
Appropriation	446,453
Sale of Goods and Services	0
Grants and Contributions	8,587
Gain and Loss	0
Other Revenue	0
Investment Income	1,381
Expenses	-474,618
Recurrent Expenses	-474,618
Employee Related	-409,656
Operating Expenses	-64,963
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	-18,197
Balance Carried Forward	86,482

The school has continued to prioritise Literacy and Numeracy learning within our school by funding a second teaching position 4 days per week. This enables Students to have consistency, small class sizes, in time feedback, direct instruction through a modelled, guided and independent learning structure and ensures every student is known, valued and cared for.

In 2018, the school was allocated an Above Establishment Teaching Position. The school's operating budget was used to pay wages with the expectation that the Department would reimburse the school throughout the year. The deficit figure is prior to the reimbursement of these wages. In December 2018 funds were reimbursed to the school held funding for the Above Establishment position.

A percentage of funds were carried forward in School and Community Fund. These have been committed to 6700 – Capital expenditure funds. These funds are being held to upgrade the tennis court surface, install

play equipment and expand the leadership room within the school to enable a meeting space and access to technology.

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	283,816
Base Per Capita	1,740
Base Location	12,047
Other Base	270,029
Equity Total	30,027
Equity Aboriginal	8,241
Equity Socio economic	10,411
Equity Language	0
Equity Disability	11,374
Targeted Total	0
Other Total	15,611
Grand Total	329,454

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.

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.

During 2018, two students from year five participated in NAPLAN – Literacy at Hermidale Public School

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

During 2018, two students in year five participated in NAPLAN – Numeracy at Hermidale Public School

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

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

At the completion of 2018, all students K–2 had met the reading benchmark targets.

All students showed growth across the 2018 school year along the literacy and numeracy continuum markers. This growth was shared with students, teaching staff and parents.

All students showed consistent growth in summative, formative, formal and in class assessments of, for and as learning. Student learning growth was consistent with learning capacity and was supported through differentiated teaching programs within the multi stage setting.

The school continues to build strong partnerships with the community, parent group and the Nyngan AECG. Through ongoing professional learning, sharing of knowledge and teacher practice, all students are connecting to their culture.



Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers in regards to the schools management and function.

In 2018, students completed the Kids matter survey, student learning environment survey and informal classroom discussions around wellbeing, participation and engagement in school activities. Students stated that they feel happy and safe at school, they have strong friendships and feel supported by their teachers. The delivery of learning is challenging and supportive. the learning environment is welcoming, interesting, assists with learning and is clean and easy to move around.

Parents completed the Kids Matter parent survey with 85% of parents undertaking the survey. Parents felt that the wellbeing of their children and the individual educational support given to their children were positive. The school's resources were adequate to address the learning needs of their child. Their children felt valued and supported at school. Parents reported that teachers were approachable, gave adequate support and communicated school information effectively. Overall Parent satisfaction was deemed to be at 80% – 85% across the parent group and constructive discussions around how the school community may improve, took place at a special meeting of the P&C in February 2018.

The Hermidale community completed a survey to ascertain community engagement in the school published Buzz Newsletter which is distributed once a term. 40% of parents returned the survey supporting the ongoing production and distribution of the newsletter. Further discussion was undertaken at the February P&C meeting and it was decided that the Buzz is an effective way to communicate an engage with past, present and future families in the Hermidale community.

Teachers and staff members have an opportunity to share their satisfaction levels at regular professional learning meetings. Teachers work collaboratively to develop quality teaching practice with the Girilambone, Hermidale and Marra Leading and Learning Hub and the Western Plains Small Schools Network. Staff receive support through engaging with professional learning, instructional lead mentoring and colleagues.



Policy requirements

Aboriginal education

We acknowledge that we meet and learn on the traditional lands of the Wongaibon people and pay our respects to Elders both past and present. All students have learnt to recite an acknowledgement of country in Ngyampa which is the language of the Wongaibon peoples. This sharing and learning of culture leads to students having a greater respect and understanding of traditional Aboriginal culture. In 2018, Hermidale Public School held a flag raising ceremony which has led to the Aboriginal flag being flown for the first time continuously on school grounds. At this ceremony, Miss Harris spoke of her connection to her own Aboriginal culture and students spoke about the history of the Aboriginal flag and their connection to their culture. Nyngan AECG representatives joined us for this occasion.

Nyngan High School languages students came to our school to undertake some tradition language learning experiences. The day was very valuable for students and teachers and we continue to acknowledge country in language, at each school events and at occasions throughout the school term.

Aboriginal education is embedded into many aspects of the classroom teaching programs. In 2018, stage 2 and 3 students undertook an English unit focusing on the text "What's your story" which compared the story of an Aboriginal girl to that of an English settler. Students also learnt about the strong connection Aboriginal people have to sacred sites, ceremonies and kinship rules during a Personal Development unit. Across all curriculum areas, teachers are sensitive to Aboriginal culture and history and reflect upon and include the Aboriginal historical and cultural stories.

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

Students from Hermidale Public attended the opening ceremony of NAIDOC week held in Nyngan and the school hosts a showcase days that the small schools join us for. On this day we learnt dance, symbols, music and a local dreamtime story. Students in stage 2 and 3 went to Mount Grenfell to be immersed in a sacred site and meeting place for Aboriginal people.



Multicultural and anti-racism education

In line with curriculum requirements, our students undertake learning about the world around them, how cultures are unique and similar, historical, religious and environmental traditions, languages and way of life. Students develop an understanding of the world through accessing library resources, watching Behind the news each week, through literary texts, sharing of knowledge and connecting with community members.

In 2017 the CWA country of study was Poland. We see the focused learning about a country as a way to deepen students knowledge of culture, religion and historical factors that shape the country. This provides students with a valuable understanding and awareness of other cultures, develops respect and understanding of traditions and beliefs. The learning concludes with a community cultural day where we shared food, dance, music, art and information about Poland.

Hermidale Public School fosters a tolerant, inclusive environment where all school community members learn in harmony. We are active participants in the Harmony day celebration. The students wore Orange clothes, shared traditional fables and made posters in line with the theme – Everyone Belongs. Our annual Nyngan Show display was based on living in harmony and Everyone belongs.

Other school programs

Throughout 2018 students at Hermidale Public School had the opportunity to be involved in many aspects of education.

Education, Art and Sport

- During 2017 a group of students from years 3– 5 participated in the University of New South Wales academic competitions.
- At the annual Dubbo Eisteddfod, the school entered the small schools verse speaking competition where they recited two contrasting poems and won first place. Several students also performed individual items gaining pleasing results.
- At the Nyngan and District annual show all students submitted a selection of art work and photography. Every student was awarded a prize in recognition of their work.
- Students competed in the small schools swimming, cross country and athletics carnivals. A small group of students were eligible to represent the school at district level.
- Dubbo Regional Theatre provided an opportunity for students to see live performances of Georges Marvellous Medicine and Josephine wants to dance.
- The 2018 presentation night was headed by a performance of What makes you squirm and Byamii which were well received by the audience. Throughout the preparation and rehearsal phase, each student participated with enthusiasm.
- Dart connections are a school based Department of Education Video conferencing program where students can link in with learning opportunities. We continued to embed these opportunities in our classroom programs 'visiting' the state museum, story factory and the sculptures by the sea
- Students connected with Largs Public School through video conferencing to connect with a fundraising opportunity that supported our drought affected school.
- Students had a morning of immersion in the Aboriginal culture guided by the stage 4 languages class.
- NAIDOC showcase was lead by Miss Harris and Mitch Munro and it featured dance, art and story telling.

Excursion

- All students attended the small schools week at Lake Burrendong. the week included outdoor education activities, socialisation, games nights and a chance to learn independence and life skills.
- All students participated in the Small Schools excursions that included healthy Harold, a theatre performance of 'Boy' at the Marra hall, 2 theatre performances in Dubbo, a Claymation workshop at Girilambone and the small schools swimming, cross country and athletics carnivals.

- Students attended the Nyngan ANZAC day march, Hermidale ANZAC day memorial service, and the Nyngan NAIDOC week opening ceremony.

Student leadership

- In 2018 Makita Turk and Clive Cromack were the school captain of Hermidale Public School. Their leadership role was developed throughout the year and aligned with the schools expectations around student engagement in leading peers, thanking guests and supporting the wellbeing of students.
- In 2018 the students in conjunction with a parent member, choose the Nyngan Multi Purpose Hospital as our charity to support, with monies raised from mufti days going to this charity.
Family and community programs
- The students and staff joined members of the Hermidale community and returned service men at an ANZAC day service held at the Hermidale memorial.
- Families and community members attended the school assemblies that occurred once a term as well as attending the annual presentation night.
- Three Students and a teacher from Presbyterian Ladies College (Sydney) joined us for a week as part of the schools service learning program. The rural immersion gave students an opportunity to connect with rural students, the Hermidale community and to undertake science based learning experiences.
- The P&C held fundraising events and had a very successful Hoe Down dance which was well supported.
- The school continued to produced the Hermidale Buzz which is a newsletter that is circulated to members of the community 4 times a year.