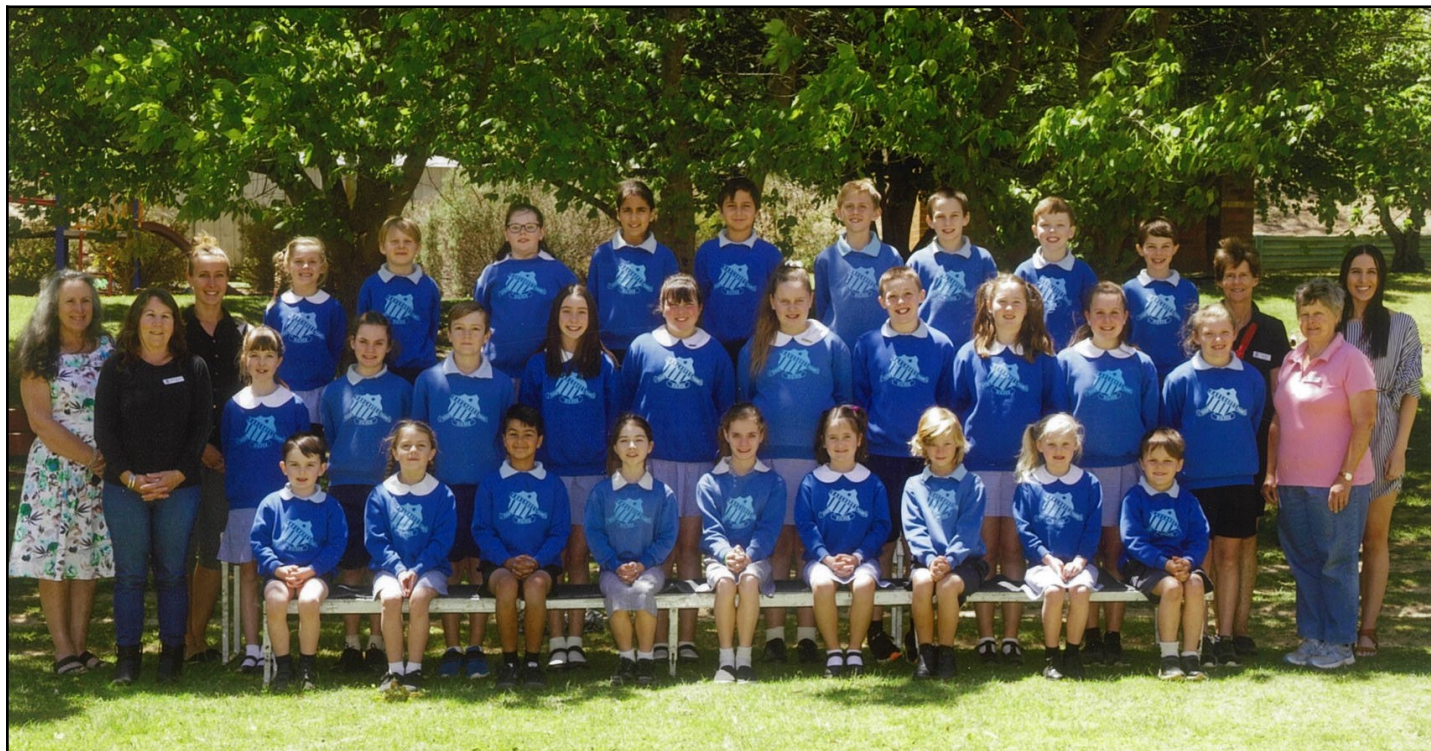


Hargraves Public School

2019 Annual Report



2136

Introduction

The Annual Report for 2019 is provided to the community of Hargraves Public School as an account of the school's operations and achievements throughout the year.

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

School contact details

Hargraves Public School
Merinda St
Hargraves, 2850
www.hargraves-p.schools.nsw.edu.au
hargraves-p.school@det.nsw.edu.au
6373 8524

Message from the principal

It is my pleasure to present Hargraves Public School's Annual Report for the 2019 school year. As a Teaching Principal I am incredibly fortunate to work with a group of talented, dedicated and compassionate staff who work tirelessly to provide the best for our students.

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

We deliver engaging, quality educational programs, ensuring that the individual needs of our students are our priority. Our school continues to offer a differentiated curriculum and a diverse range of extra-curricular activities. 2019 has been a very successful year filled with many achievements for our students in academic growth, creative and performing arts and sport. Our whole school production of Once Upon a Time in Term 3 was a highlight of the year, showcasing the varied talents of our students. Our combined Mudgee Small Schools major excursion to Broken Bay Sport and Recreation Centre for all students K–6 was another highlight. Primary students performed at the Festival of Instrumental Music at the Opera House in June and all students participated successfully at the Gulgong Eisteddfod.

Staff were engaged in a range of professional learning activities in 2019 that aligned to the School Plan, ensuring our students are engaged with the latest teaching strategies and curriculum.

The hard working Parents and Citizens Association (P&C) supported the school with contributions to our excursions and school based events as well as providing resources such as a Lego Wedo Schools kit and trolley for which the staff and students are very grateful.

School background

School vision statement

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

School context

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

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

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

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



Self-assessment and school achievement

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 is a statement of what is valued as excellence for NSW public schools, both now and into the future. 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.

Each year, we assess our practice against the Framework to inform our school plan and annual report.

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/school-excellence>

Self-assessment using the School Excellence Framework

| Elements | 2019 School Assessment |
|--|------------------------|
| LEARNING: Learning Culture | Sustaining and Growing |
| LEARNING: Wellbeing | Sustaining and Growing |
| LEARNING: Curriculum | Sustaining and Growing |
| LEARNING: Assessment | Delivering |
| LEARNING: Reporting | Sustaining and Growing |
| LEARNING: Student performance measures | Sustaining and Growing |
| TEACHING: Effective classroom practice | Sustaining and Growing |
| TEACHING: Data skills and use | Delivering |
| TEACHING: Professional standards | Sustaining and Growing |
| TEACHING: Learning and development | Sustaining and Growing |
| LEADING: Educational leadership | Sustaining and Growing |
| LEADING: School planning, implementation and reporting | Sustaining and Growing |
| LEADING: School resources | Sustaining and Growing |
| LEADING: Management practices and processes | Sustaining and Growing |

Strategic Direction 1

Quality Learning

Purpose

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

Improvement Measures

Students will achieve their year appropriate expected growth in Literacy and Numeracy.

Increase the proportion of students achieving proficiency in line with the Premier's Priorities.

Improved levels of student wellbeing and engagement.

Overall summary of progress

Hargraves Public School has continued to focus on a whole school approach to the quality teaching of Literacy and Numeracy during 2019. All teaching staff attended targeted professional learning which aligned with the targets in our school plan and focused on research based 'best practice'. L3 (Language, Learning and Literacy) teaching strategies are embedded in the K–2 classroom with students achieving excellent growth in reading and writing. Two School Learning Support Officers have been employed to support targeted students with Literacy and Numeracy and each student's progress is tracked on the Learning Progressions. Results from the Tell Them From Me surveys indicate that 100% of students surveyed, felt a positive sense of 'belonging' at Hargraves School and were interested and motivated in their learning. When surveyed at the end of Term 4, primary students reported enjoying the 'Bounce Back' program and finding the lessons useful and meaningful.

Progress towards achieving improvement measures

Process 1: Curriculum and Learning

Deliver quality student centred learning experiences which enable students to understand how they learn and therefore how they contribute to and achieve their learning goals.

| Evaluation | Funds Expended (Resources) |
|--|----------------------------------|
| <p>All students made progress across the Learning Progressions for Literacy and Numeracy.</p> <p>All Primary students worked towards achieving their personal learning goals each term.</p> <p>Most Year 5 students performed well above expected growth in NAPLAN in Numeracy, Reading, Writing, Spelling, Grammar and Punctuation.</p> <p>37.5% of Year 3 and 5 students achieved in the top two bands for Literacy and Numeracy in line with the Premier's Priorities. This was an increase of 4.5% from 2018.</p> <p>The Hargraves Public School assessment schedule has been refined to reflect the needs of teachers and students. Staff expressed concerned about the 'over testing' of students and the time taken away from core teaching & some changes were made so that GAP Reading/Spelling & Vocabulary is completed at the beginning & end of each year for the primary.</p> <p>Class programs are beginning to reflect the needs of targeted students at each step of the learning continuum. Adjustments are made for students requiring extension as well as those students working below stage level. This will be an area for further development in 2020.</p> | <p>Equity Funding – \$55 509</p> |

Progress towards achieving improvement measures

Process 2: Student Wellbeing

Implement a whole school integrated approach to student well being in which students can connect, feel valued, succeed, thrive and learn at each stage of their schooling.

| Evaluation | Funds Expended (Resources) |
|---|---|
| <p>All teaching staff are impressed with the 'Bounce Back' program to date. The children are responding well to it & enjoying the lessons. The primary students engage in excellent discussions in their weekly lessons and are able to draw on personal experiences that relate to the value or key idea being taught each week. When surveyed about the Bounce Back program 66% of the primary students gave it a 4 or 5 out of 5 and every student agreed they were enjoying the weekly activities in the program. Some students said they would like to do more lessons each week.</p> <p>We are currently situated as 'Sustaining & Growing' for Wellbeing on the SEF.</p> <p>No changes or adjustments need to be made at this stage as it is possibly too early in the program to really see change. The lessons will continue to be taught weekly across K-6 in 2020 and then re assessed at the end of Term 2.</p> | <p>School Counsellor service</p> <p>Bounce Back training for 4 staff members – \$636</p> <p>Bounce Back Manuals – \$338</p> |



Strategic Direction 2

Quality Teaching

Purpose

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

Improvement Measures

- All teachers maintaining current accreditation standards.
- Increased use of evidence informed teaching strategies.
- Improved teacher supervision measures that include lesson observations, constructive feedback and program evaluations.

Progress towards achieving improvement measures

Process 1: Effective Teaching Practice

Teachers are committed to understanding and implementing the most effective explicit teaching methods in literacy and numeracy. (L3, Seven Steps to Writing Success, TEN)

| Evaluation | Funds Expended (Resources) |
|--|-------------------------------|
| <p>Attendance at L3 professional development for our K–2 teacher has had a profound influence on both teacher and student learning. Outstanding results have been achieved for reading (K–2) where 4 students are reading well above expected level. Our Year 1 student is reading well above expected level while in Year 2, the majority of students are at expected level. Excellent results have also been achieved with Kindergarten writing where all students are either above or at expected level.</p> <p>Writing in Years 3–6 has shown improvement (following Seven Steps to Writing Success PL) in students' willingness to write and the quantity they are writing but the focus for 2020 will be more on the mechanics of the writing – spelling, grammar and punctuation.</p> <p>The teaching of Numeracy is an area for further development. In the absence of any suitable face to face PL, all teaching staff began the online training of mbb4n (Building Blocks for Numeracy) with teachers finding it only mildly useful given the time involved in the training. There will be a focus on Numeracy PL in 2020 where all teaching staff hope to attend the 3 days of 'Effective Primary Mathematics Practices' training being offered by the Department of Education.</p> | Professional Learning \$8 069 |

Process 2: Professional Learning

Professional learning for every teacher is aligned with the school plan and its impact on the quality of teaching and student learning outcomes is evaluated. There are systems in place for collaboration and feedback to maintain quality teaching practice.

| Evaluation | Funds Expended (Resources) |
|---|---|
| <p>Staff have a shared understanding of evidence informed quality teaching strategies in Literacy and are willing to trial and adopt new strategies following attendance at courses, professional reading, staff discussions etc, as deemed appropriate to our multi-stage classrooms.</p> <p>Quality teaching strategies in Numeracy will be explored further in 2020 when staff will undertake a range of professional learning opportunities and</p> | Quality teaching Successful Students (QTSS) – \$3 735 |

Progress towards achieving improvement measures

develop a deeper understanding of the Numeracy framework to ensure student needs in numeracy are being met.

Process 3: Data Use

Student assessment data is used to identify student progress, teaching effectiveness and future learning directions as well as being used to place students on the learning progressions.

| Evaluation | Funds Expended (Resources) |
|--|----------------------------|
| Targeted students identified through data collection have received extra support in the classroom – some ongoing and others on a point of need basis. Classroom programs annotate specific needs & areas for future focus. Classroom teachers work hard to differentiate learning so that every student is catered for and their academic needs addressed. | SLSO costs – \$21 736 |



| Key Initiatives | Resources (annual) | Impact achieved this year |
|---|---|--|
| Aboriginal background loading | Funding Sources: <ul style="list-style-type: none"> • Aboriginal background loading (\$17 853.00) | <p>The school receives additional funding to support Aboriginal students and improve their educational outcomes. In 2019 this funding was used to employ a teacher (.2) to work with targeted students.</p> <p>All Aboriginal students have a learning and support plan developed in consultation with their parents/carers as well as individual learning goals for each term which are negotiated with the student and teacher collaboratively. All Aboriginal students made progress across the Literacy and Numeracy Learning Progressions. All Aboriginal students (for whom comparison results were available) achieved well above expected growth in every aspect of NAPLAN in 2019.</p> |
| Low level adjustment for disability | Funding Sources: <ul style="list-style-type: none"> • Low level adjustment for disability (\$10 672.00) | <p>In 2019 the School Learning and Support team coordinated intervention programs that supported learning in the classrooms. Student interventions were targeted based on PLAN2 data, reading levels and literacy and numeracy assessments.</p> <p>A School Learning Support Officer was employed to focus on interventions for targeted students including Multilit, Timed Reading, Spelling and Quicksmart. Identified students benefited from individual and small group work and all students made measurable progress.</p> |
| Quality Teaching, Successful Students (QTSS) | Funding Sources: <ul style="list-style-type: none"> • Quality Teaching, Successful Students (QTSS) (\$3 735.00) | <p>The Principal was released from class to observe teaching practice across the school, provide feedback and mentor fellow teachers as well as collaboratively analyse student data. All staff developed their professional practice.</p> |
| Socio-economic background | Funding Sources: <ul style="list-style-type: none"> • Socio-economic background (\$10 672.00) | <p>This funding in 2019 contributed towards the employment of a third teacher to enable stage-based groupings for Literacy and Numeracy. This resulted in individual student learning needs being catered for more effectively.</p> <p>A specialist technology teacher was also employed one day per week to work with ability based groups across the school from K-6 to develop every student's technology skills and introduce Robotics. All students showed considerable growth in technology skills.</p> <p>A pre school teacher was employed part time to run our Transition program each Wednesday. As a result our new Kindergarten students begin the year 'more ready' for learning and the routines of school</p> |

Student information

Student enrolment profile

| | Enrolments | | | |
|----------|------------|------|------|------|
| Students | 2016 | 2017 | 2018 | 2019 |
| Boys | 11 | 10 | 9 | 9 |
| Girls | 9 | 16 | 20 | 18 |

Student attendance profile

| School | | | | |
|-----------|------|------|------|------|
| Year | 2016 | 2017 | 2018 | 2019 |
| K | 95.4 | 97.6 | 97.1 | 96.2 |
| 1 | 92.5 | 95.8 | 92.8 | 99 |
| 2 | 97.8 | 96.8 | 96.4 | 95.7 |
| 3 | 91.7 | 93.5 | 95.5 | 98.4 |
| 4 | 92.4 | 93.6 | 94.7 | 93 |
| 5 | 93.9 | 93.5 | 96.1 | 95.8 |
| 6 | 90.7 | 99.6 | 90.1 | 97.7 |
| All Years | 93.2 | 96 | 94.6 | 95.7 |
| State DoE | | | | |
| Year | 2016 | 2017 | 2018 | 2019 |
| K | 94.4 | 94.4 | 93.8 | 93.1 |
| 1 | 93.9 | 93.8 | 93.4 | 92.7 |
| 2 | 94.1 | 94 | 93.5 | 93 |
| 3 | 94.2 | 94.1 | 93.6 | 93 |
| 4 | 93.9 | 93.9 | 93.4 | 92.9 |
| 5 | 93.9 | 93.8 | 93.2 | 92.8 |
| 6 | 93.4 | 93.3 | 92.5 | 92.1 |
| All Years | 94 | 93.9 | 93.4 | 92.8 |

Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

Workforce information

Workforce composition

| Position | FTE* |
|---|------|
| Principal(s) | 1 |
| Classroom Teacher(s) | 1.39 |
| Learning and Support Teacher(s) | 0.1 |
| Teacher Librarian | 0.08 |
| School Administration and Support Staff | 0.9 |

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2019, 3.9% of the Department's workforce identify as Aboriginal people.

Workforce ATSI

| Staff type | Benchmark ¹ | 2019 Aboriginal and/or Torres Strait Islander representation ² |
|----------------|------------------------|---|
| School Support | 3.30% | 7.20% |
| Teachers | 3.30% | 2.90% |

Note 1 – The NSW Public Sector Aboriginal Employment Strategy 2014–17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

Note 2 – Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice.

Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2019 to 31 December 2019. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

| | 2019 Actual (\$) |
|---------------------------------------|-------------------------|
| Opening Balance | 83,768 |
| Revenue | 628,805 |
| Appropriation | 610,569 |
| Grants and contributions | 17,552 |
| Investment income | 684 |
| Expenses | -565,771 |
| Employee related | -506,981 |
| Operating expenses | -58,790 |
| Surplus / deficit for the year | 63,034 |

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.



Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

| | 2019 Approved SBA (\$) |
|-------------------------|-------------------------------|
| Targeted Total | 25,428 |
| Equity Total | 83,824 |
| Equity - Aboriginal | 17,853 |
| Equity - Socio-economic | 50,915 |
| Equity - Language | 0 |
| Equity - Disability | 15,056 |
| Base Total | 477,927 |
| Base - Per Capita | 6,805 |
| Base - Location | 10,044 |
| Base - Other | 461,079 |
| Other Total | 15,361 |
| Grand Total | 602,540 |

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.

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 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in 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 be treated with care.

Literacy and Numeracy Graphs

Literacy data – The information in this report must be consistent with privacy and personal information policies. Where there are fewer than 10 students in a cohort, summary statistics or graphical representation of student performance is not available. The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data.

Numeracy data – The information in this report must be consistent with privacy and personal information policies. Where there are fewer than 10 students in a cohort, summary statistics or graphical representation of student performance is not available. The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data.

2019 NAPLAN results for Hargraves Public School showed the majority of Year 5 students achieving well above the expected growth for Reading, Writing, Spelling, Grammar and Punctuation and Numeracy. The number of students achieving in the top two bands for Reading and Numeracy in line with the Premier's Priorities, increased by 5.5% in 2019. Year 3 students achieved results well above the state average in all areas of NAPLAN. All Aboriginal students (for whom comparison results were available) achieved well above expected growth in every aspect of NAPLAN in 2019.



Parent/caregiver, student, teacher satisfaction

In 2019 Years 4, 5 and 6 students took part in the 'Tell Them From Me' survey giving them the opportunity to reflect on various aspects of their school lives including engagement in learning, social and emotional well being and relationships. 100% of students surveyed feel accepted and valued by their peers and by others at their school. They believe that schooling is useful in their everyday life and will have a strong bearing on their future. 100% of students are interested and motivated in their learning and try hard to achieve their best.

All students K–6 were given the opportunity to reflect on their favourite aspects of Hargraves School life. Responses included: performing in the annual musical, excursion opportunities, sporting opportunities, the Stephanie Alexander Kitchen Garden Program, small class sizes, the Sporting Schools Program, the opportunity to perform at the Opera House, learning to read and weekly Chinese lessons.

All staff at Hargraves Public School value the collegiality and friendly working environment they enjoy. They appreciate the excellent resources available both to them and their students and the beautiful physical working environment they have. They are also appreciative of the range of professional learning opportunities available to them to ensure their teaching practice is constantly improving.

All parents were given the opportunity to reflect on our school performance during 2019 in the form of "Two Stars and a Wish" with only 33% of parents responding. Those who did, commented on the open communication between staff and parents/carers and the availability of staff to discuss student progress or concerns at any time as a positive feature. Parents also enjoyed the extra-curricular activities provided to the students in the form of excursions and other sporting and cultural events and the financial assistance available if required. The enthusiasm of the staff with fitness and healthy eating was also seen as a positive feature of our school. Areas for improvement suggested by parents included an earlier and improved transition to high school program, a continuation of the fortnightly Stephanie Alexander Kitchen Garden program and the opportunity for more outside learning.



Policy requirements

Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

Anti-Racism Policy

All teachers are responsible for supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. Principals are responsible for examining school practices and procedures to ensure they are consistent with the policy. All schools have an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.

