

# 2020 Annual Report

## Hay Public School



2145

# Introduction

The Annual Report for 2020 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.

## School contact details

---

Hay Public School  
201-217 Lachlan Street  
HAY, 2711  
[www.hay-p.schools.nsw.edu.au](http://www.hay-p.schools.nsw.edu.au)  
[hay-p.school@det.nsw.edu.au](mailto:hay-p.school@det.nsw.edu.au)  
02 6993 1270

## School vision

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 179 with 20% Aboriginal. A large percentage of our students are from low socio-economic backgrounds. Student numbers have been declining over the past three years but have stabilised. 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. 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 has been declining in recent years but is above the state average. 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

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

This year, our school undertook self-assessment using the School Excellence Framework and participated in an external validation. The Framework 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. Every five years, our school undergoes an external validation process.

During the external validation process, an independent panel consisting of a Principal School Leadership and a peer principal considered our evidence and assessment of our school's progress against the School Excellence Framework.

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

For more information about the School Excellence Framework: <https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/school-excellence>

### Self-assessment using the School Excellence Framework

Elements	2020 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Delivering
LEARNING: Reporting	Delivering
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Delivering
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	Delivering
LEADING: School resources	Excelling
LEADING: Management practices and processes	Sustaining and Growing

## 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.

#### Improvement Measures

- An increased number of students demonstrating appropriate behaviour, social and leadership choices.
- Surveys reflect high satisfaction amongst teachers, parents and students in the achievement of educational outcomes and provision of a quality learning environment.
- Surveys reflect students are actively connected to their learning, have positive and respectful relationships and experience a sense of belonging to their school and community.

#### Progress towards achieving improvement measures

##### Process 1: Student Development

Deliver experiences that develop character, by promoting mindfulness (self-regulation and behaviour), curiosity, courage, resilience, ethics and leadership that benefit children and young people as they grow and develop.

Evaluation	Funds Expended (Resources)
All students have completed a series of lessons using 'The Resilience Project' with a dedicated Student Welfare teacher. The program delivered emotionally engaging lessons providing practical, evidence-based, positive mental health strategies to build resilience and happiness.  Students have been supported emotionally and socially to regulate emotions, develop relationships and build resilience so that they are able to function more effectively in the school environment. Support to students is given by the classroom teacher, Student Support Officer, School Chaplain, School Learning Support Officers and the Learning Support Team which includes the School Counsellor.	Youth Outreach Worker - 0.8  \$74 964 - Equity Funding  Student Welfare Teacher - 1.0  \$109 384 - Rural Exchange Program

##### Process 2: Professional Learning

Teachers will undergo professional learning in the area of student wellbeing to deliver effective and engaging programs within the school environment.

Evaluation	Funds Expended (Resources)
Teachers have a greater understanding of students who present with a background of trauma and can effectively make accommodations and adjustments in the classroom to support students in their learning. Students who present with additional needs have individual education plans and behaviour management plans in place. All school leaders have completed the Disability Standards training.	Professional Learning - School Development Days  \$1 000 - Professional Learning Funds

##### Process 3: Staff Collaboration

The leadership team will provide opportunities for staff to develop positive relationships within their professional community.

Evaluation	Funds Expended (Resources)
------------	----------------------------

## Progress towards achieving improvement measures

Teachers have been supported to provide teaching and learning programs that meet syllabus requirements and school requirements. Programs include overviews, syllabus content, outcomes, differentiation, learning intentions and evaluations. Work is registered when completed. Programs all reflect the syllabus, the school's scope and sequence and evidence of teaching is in the students' work samples.

Teachers work collaboratively in teams, with the Instructional Leader and as a whole staff. A culture of receiving effective feedback to improve teaching has been embedded in the school.

EAfS Instructional Leader - 0.6

\$100 401 - EAfS Funding

Deputy Principal - 0.4

\$66 934 - Equity Funding

Additional Release for Teachers

QTSS Funding - \$33 800

## 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.

#### Improvement Measures

- Quality teaching is reflected across the school demonstrated through differentiated learning and the use of summative and formative assessment practices.
- 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)
- 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.

#### Progress towards achieving improvement measures

##### Process 1: Professional Learning

Build understanding and capacity of staff to collect, interpret, analyse and use data to develop differentiated classroom programs to support literacy and numeracy.

Evaluation	Funds Expended (Resources)
<p>Teachers have become familiar with two more aspects of the learning progressions in the areas of understanding texts and additive strategies. The learning progressions were used as a diagnostic tool and data was collected every 10 weeks and analysed by the classroom teacher and the Instructional Leader. The data informed the future directions of the students' learning. Differentiation of strategies and future directions were noted in the teaching program. Comprehension strategies were explicitly taught in every class, along with building number sense.</p> <p>Teachers worked through the 'What Works Best' modules in staff meetings to inform the future directions of our school in the 2021-2024 strategic planning cycle.</p>	Professional Learning Funds - \$2000 - Teacher Release

##### Process 2: Quality Learning

Teachers are utilising quality programs and effective teaching strategies to engage students through explicit instruction and active learning.

Evaluation	Funds Expended (Resources)
<p>All staff have completed the online training modules of the Seven Steps writing program. Writing programs reflect the 'Seven Steps to Writing' and teachers worked collaboratively with the Instructional Leader in teaching the program. Teachers co-designed lessons, had their lessons observed and received explicit feedback with recommendations to improve practice.</p> <p>Staff meetings encouraged professional dialogue around the 'Seven Steps' and acted as a forum for additional professional learning. An evaluation of the program occurred in Term 4 to investigate the effectiveness of this program in our school and its sustainability.</p>	Professional Learning Funds - \$3 000 - Teacher Release & Seven Steps Online Training Module & Tool Kit

**Process 3: Innovative Practice**

Teachers use innovative practices to embed higher-order thinking skills in all student interactions to foster critical and creative learners.

Evaluation	Funds Expended (Resources)
<p>Teaching programs reflect higher order thinking skills across all Key Learning Areas. Teachers program with an integrated approach to allow time for special programs to run in the school such as Kitchen-Garden, technology lessons and Creative and Practical Arts groups. There is a consistent approach to programming across the school by all teachers. The Instructional Leader supervised all programs K-6 to ensure consistency, time allocations to each Key Learning Area is correct and analytical thinking / problem solving is a key feature in all programs.</p>	<p>EAfS Instructional Leader - 0.6 \$100 401 - EAfS Funding Deputy Principal - 0.4 \$66 934 - Equity Funding Additional Release for Teachers QTSS Funding - \$33 800</p>



## 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.

#### Improvement Measures

- Student attendance rates will improve by 3% to come into line with state averages
- Formal Feedback to parents regarding literacy and numeracy progression will occur once per term in addition to the normal reporting processes

#### Progress towards achieving improvement measures

##### Process 1: Student Attendance

Implement a revised school attendance policy where students and teachers take an active role in monitoring and encouraging attendance.

Evaluation	Funds Expended (Resources)
<p>The school has devised and implemented a revised Attendance Policy that includes a range of interventions for students who have an attendance rate below 90%. Classroom teachers have developed attendance monitoring plans to encourage improved attendance by students.</p> <p>Attendance rates for many students have not improved despite repeated attempts from the school. Lack of parent engagement was the main reason for the lack of progress. There was little external support from the Home School Liaison Officer as the position was vacant for the majority of the year and has only just been filled. Attendance will be a key initiative in the 2021-2024 Strategic Improvement Plan.</p>	

##### Process 2: Parent Feedback

Formulate an action plan to ensure that regular and effective feedback to parents is occurring.

Evaluation	Funds Expended (Resources)
<p>100% of teachers are using the See-Saw app and are in regular communication with parents. Teachers share students' work samples and provide regular feedback to parents with a focus on literacy and numeracy. See-Saw has been used as a platform to send homework to encourage student engagement in this activity.</p>	

##### Process 3: Inclusive Community

Create an inclusive environment where parents are welcomed into the school community

Evaluation	Funds Expended (Resources)
<p>Due to COVID-19, events were mainly cancelled in the school environment and parents / carers were unable to attend. Assemblies, parliamentary speeches and Presentation Day were livestreamed across Facebook so that parents could engage virtually. This was well received by the school community.</p>	<p>Equity Funding - Special Events - \$5000</p> <p>Aboriginal Funding - Special Events - \$2000</p>

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	\$38 959 = Aboriginal Background	All Aboriginal students are receiving targeted learning support in classrooms and have a Personalised Learning Plan. School Learning Support Officers and learning and support teachers are delivering intervention programs on an individual or small group basis. Our attendance rate for Aboriginal students is significantly lower than the school average and students need to be supported to engage more in their learning.
<b>English language proficiency</b>	<p>\$3 381 = English Language Proficiency</p> <p>0.4 staffing allocation - Semester 1 EALD New Arrivals Program</p> <p>0.2 staffing allocation - Semester 2 EALD New Arrivals Program</p>	Four students are receiving additional language support from the New Arrivals Program delivered by a classroom teacher. Students are targeted in a one on one situation and supported in the classroom environment.
<b>Low level adjustment for disability</b>	\$101 126 = Low Level Adjustment for disability	<p>All students with low level learning disabilities receive targeted learning support in classrooms. SLSOs and learning support teachers deliver intervention programs on an individual or small group basis. Students' learning is tracked and monitored and adjusted according to need.</p> <p>The Instructional Leader tracks students' progress using the learning progressions and ensures that students who are not meeting their learning benchmarks are provided with targeted support.</p>
<b>Quality Teaching, Successful Students (QTSS)</b>	\$33 800 = QTSS	Teachers are released for an extra one hour per week to meet with the Instructional Leader. Additional release is provided to the two Assistant Principals to work on executive duties around external validation and the new School Planning cycle. Teachers work with the Instructional Leader in the classroom to refine curriculum delivery, classroom management and assessment strategies. Student data is tracked and monitored every term.
<b>Socio-economic background</b>	<ul style="list-style-type: none"> <li>• Additional 0.4 Deputy Principal Instructional Leader to cover 4-6</li> <li>• SLSO targeted learning support in classrooms</li> <li>• SLSO targeted interventions in literacy / numeracy</li> <li>• 0.8 Student Support Officer providing social / emotional support to students</li> </ul>	<p>The Instructional Leader works 5 days per week to support all teachers K-6. Regular meetings are planned to discuss student progress, lesson delivery, programming, planning and assessment strategies.</p> <p>Targeted students are receiving additional support in the classroom in literacy / numeracy through the support of an School Learning Support Officer (SLSO) or learning support teacher. Direct intervention is applied for students who require this to gain further understandings in literacy / numeracy. This is delivered by an SLSO trained in Multilit, phonics and errorless learning.</p> <p>A Student Support Officer works 4 days per week to provide support to students socially</p>

<b>Socio-economic background</b>	<ul style="list-style-type: none"> <li>• Additional 0.4 Deputy Principal Instructional Leader to cover 4-6</li> <li>• SLSO targeted learning support in classrooms</li> <li>• SLSO targeted interventions in literacy / numeracy</li> <li>• 0.8 Student Support Officer providing social / emotional support to students</li> </ul>	and emotionally. Students are referred on a needs basis by a classroom teacher, their parents or the Learning Support Team and receive intervention either weekly or fortnightly. This has assisted our students in focusing on their learning within the classroom environment and in some cases has assisted with school attendance and engagement in learning.
<b>Early action for success</b>	\$100 401 = EAfS allocation	An Instructional Leader (IL) is tracking and monitoring the progress of students in literacy and numeracy using L3 data, PLAN 2 data and other internal data. The IL works closely with all classroom teachers to improve their pedagogy and delivery of curriculum in the classroom environment. Professional Learning is planned and delivered in weekly staff meetings to ensure that knowledge and practice remains current. This is well received and has had a positive impact on programming, teaching, classroom practice and behaviour management.
<b>Integration funding support</b>	\$139 219 = Integration Funding Support	All students are receiving targeted support according to their Individual Learning Plans. Progress is tracked and monitored using PLAN 2 data.
<b>Literacy and numeracy</b>	\$4 829 = Literacy and Numeracy	Targeted students are making good progress in literacy and numeracy. Regular support from learning support teachers to students in Stage 1 is ensuring that benchmarks are being met. Students' learning is tracked and monitored closely using the learning progressions.
<b>Location (from base school allocation)</b>	\$124 707 = Location Allowance	All students are receiving support in various ways. This includes being able to access opportunities such as breakfast club, homework club, kitchen-garden program, Ready Set Kinder program or receiving financial assistance to help with lunches, uniforms or excursion payments. Some activities such as excursions, visiting performances and university competitions are subsidised by the school to keep costs down.
<b>Professional learning</b>	\$22 435 = Professional Learning Funds	Due to the COVID-19 pandemic, there was a disruption to face to face professional learning. Teachers engaged in online training courses which incurred costs. This included the 'Seven Steps to Writing' and other literacy and numeracy courses. Teachers were released from class to undertake online training and in-school training.

## Student information

### Student enrolment profile

	Enrolments			
Students	2017	2018	2019	2020
Boys	104	102	95	95
Girls	99	80	83	85

### Student attendance profile

School				
Year	2017	2018	2019	2020
K	96.1	92.9	95.6	90.1
1	92.7	94.5	94.9	93.3
2	93.5	94.4	95.9	94.1
3	90.7	94.4	92.1	95.6
4	91.7	90.4	93.8	93.4
5	91.1	90.6	91.6	93.1
6	90.1	95.2	90.4	89.1
All Years	92	93	93.1	92.6
State DoE				
Year	2017	2018	2019	2020
K	94.4	93.8	93.1	92.4
1	93.8	93.4	92.7	91.7
2	94	93.5	93	92
3	94.1	93.6	93	92.1
4	93.9	93.4	92.9	92
5	93.8	93.2	92.8	92
6	93.3	92.5	92.1	91.8
All Years	93.9	93.4	92.8	92

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

### 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
Assistant Principal(s)	2
Classroom Teacher(s)	7.25
Literacy and Numeracy Intervention	0.21
Learning and Support Teacher(s)	0.7
Teacher Librarian	0.4
School Administration and Support Staff	2.12

\*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, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2020, 3.7% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

## Workforce ATSI

Staff type	Benchmark <sup>1</sup>	2020 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
School Support	3.30%	6.30%
Teachers	3.30%	2.80%

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.

In 2020, an additional School Development Day was included at the start of Term 2 to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

## Financial information

### Financial summary

The information provided in the financial summary includes reporting from 1 January 2020 to 31 December 2020. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2020 <b>Actual</b> (\$)
<b>Opening Balance</b>	289,433
<b>Revenue</b>	2,638,306
Appropriation	2,526,408
Sale of Goods and Services	67,448
Grants and contributions	43,654
Investment income	396
Other revenue	400
<b>Expenses</b>	-2,826,732
Employee related	-2,535,610
Operating expenses	-291,123
<b>Surplus / deficit for the year</b>	-188,426
<b>Closing Balance</b>	101,007

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.

	2020 <b>Approved SBA</b> (\$)
<b>Targeted Total</b>	139,219
<b>Equity Total</b>	331,013
Equity - Aboriginal	38,959
Equity - Socio-economic	187,547
Equity - Language	3,381
Equity - Disability	101,126
<b>Base Total</b>	1,701,444
Base - Per Capita	42,810
Base - Location	124,707
Base - Other	1,533,928
<b>Other Total</b>	237,721
<b>Grand Total</b>	2,409,398

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.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to [myschool.edu.au](https://myschool.edu.au) to access the school data.

### 2020 NAPLAN

---

As agreed by the Education Council, the National Assessment Program (or NAPLAN) did not proceed in 2020 due to the COVID-19 pandemic. This was to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

The Education Council also agreed to defer the full transition to NAPLAN Online from 2021 to 2022 and the continuation of current NAPLAN governance arrangements through 2021.

# 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 -8.4, NSW Government Norm - 8.4

Classroom Learning Climate - Hay PS - 7.2, NSW Government Norm - 7.2

Expectations for Success - Hay PS - 8.7, NSW Government Norm - 8.7

73% of students feel a positive sense of belonging to school (NSW Government Norm - 81%)

82% of students experience positive relationships at school (NSW Government Norm - 85%)

89% of students exhibit positive behaviours at school (NSW Government Norm - 83%)

74% of students are interested and motivated in their learning (NSW Government Norm - 78%)

83% of students try hard to succeed in their learning (NSW Government Norm - 88%)

## Teacher Satisfaction

Sixteen 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 - 8.8, NSW Government Norm -7.1

Collaboration - Hay PS - 7.8, NSW Government Norm- 7.8

Learning Culture - Hay PS - 8.2, NSW Government Norm - 8.0

Data Informs Practice - Hay PS - 7.7, NSW Government Norm - 7.8

Teaching Strategies - Hay PS - 8.2, NSW Government Norm - 7.9

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

Inclusive School - Hay PS - 8.5, NSW Government Norm - 8.2

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

## Parent Satisfaction

Thirty six 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 - 8.0, NSW Government Norm - 7.4

Parents Are Informed - Hay PS - 7.5, NSW Government Norm - 6.6

Parents Support Learning at Home - Hay PS - 7.8, NSW Government Norm - 6.3

School Supports Learning - Hay PS - 7.9, NSW Government Norm - 7.3

School Supports Positive Behaviour - Hay PS - 8.2, NSW Government Norm - 7.7

Safety at School - Hay PS - 7.8, NSW Government Norm - 7.4

Inclusive School - Hay PS - 8.0, NSW Government Norm - 6.7

# 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.