

2020 Annual Report

Hermidale Public School



2155

Introduction

The Annual Report for 2020 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.

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Message from the principal

Principal's Speech - Hermidale PS Presentation night, December 2020.

I warmly welcome our families and invited guests to the Hermidale Public School presentation night for 2020. Tonight, we gather on Wongaibon country. I would like to acknowledge the traditional owners of the lands and I pay my respects to elders past and present.

I ended last years speech with this : When it rains we will dance and get wet and we won't care so let's hope this happens sooner rather than later!

On February the 4th, it did in fact rain. This was significant for a number of reasons. It was the first day of school for Jimmy and Riley, for our year 2 girls Abbie, Matilda, Marlie & Ruby T and Primary students Ruby, Oliver, Mac, Jade & Jayden.

The rainy day provided me with that feeling of calm and relief. That feeling you get when you really want something and then it finally happens. As the days went by, the green shoots started to appear, the feeling of quiet optimism was in the air. The animals returned and so did the flora.

Our students flourished too. We remarked how focused they were, so early in the year. They worked diligently in an environment of support, care and high expectations. The fun and laughs on the playground were matched in the classroom!

In early March, we travelled to Dubbo for an overnight excursion. We joined our mates from Marra & Girilambone to watch the hilarious performance of the 91 Storey Tree house followed by an educational visit to the art Gallery, We let off some energy at the Adventure playground and enjoyed a visit to Wambangalang.

Then our worlds changed. What became more important than anything was our family, our health and our community. We were on the run deciphering information as it was rapidly changing. Our number one priority was to meet the learning and well being needs of each student and to support our families.

Now at this point I want to pause and say Thank you. Thank you parents for - supporting our decisions - following protocols - teaching for your children - communicating with us- being optimistic - and looking after the well being of your families. A seemingly unimaginable task that in the end taught us all so much.

Term 2 saw us returning to the school routine with a great sense of appreciation. Catching up on some aspects of learning and traversing the world through technology.

At the beginning of term 3, we welcomed Charlize and Taylah as our 2 Kindergarten students. No longer were they the babies that everyone remembered.

Zoom has become a word of opportunity rather than dread! We did writing workshops with famous authors, watched a dance performance, went back in time to the 1900's to see how people lived and met with Glen to begin our Film by… journey.

The later half of the year saw us continue to progress with some school projects including painting a feature rock in the yarnning circle and finalising the play ground equipment which will be installed early February.

This year, our student group has been co led by Jayden & Jade as this years' School Captains. They have stepped up into the role showing leadership and care for all.

Thank you to our team of dedicated teachers and support staff. Never before has the team had to pull together as much as they have this year as we faced professional and personal challenges. Wendy, Bek and Lizz worked very hard during the transition to home learning phase and stepped in when I was away from school. Kerrie capably steered the ship when the seas were rough and her warmth and care saved us on many days. We look back in awe on all that was and has been achieved. Our school is so privileged to have truly quality staff.

To my students, the heart and soul of our school, thank you for your resilience, dedication, laughs and fun times. I am unbelievably proud of each and every one of you. So my students, as you reach for the stars in all that you do remember this Be a star, Keep on shining, keep on smiling and know that you are cared for by many.

With a good dose of optimism, we look forward to all that 2021 brings.

Message from the school community

P&C President, *Katie Mudford*

Report - Hermidale PS Presentation night, December 2020

Good evening. It would be all too easy to stand in front of you tonight and run through a list of 'have-nots'. When I first sat down to write this report, I thought I didn't have much to report on because we have not been a very active P&C this year for obvious reasons. However, that would be boring, and depressing, and completely useless. Instead I thought I would take the opportunity to just list a few 'haves' that have helped to make 2020 a year unlike any other.

We 'have' had some incredible rain which has helped to bring our landscape back to life after such a long and challenging dry period.

We 'have' had the opportunity to see how incredible our kids are in adapting to change, showing independence, resilience and courage.

We 'have' finally made a giant leap closer to new play equipment which will challenge and entertain many Hermidale Public School students in the years ahead.

We 'have' again been reminded how incredibly lucky our kids are to attend such an amazing school, as we saw all of the staff go above and beyond to support the continued individualised learning for our children. To acknowledge the incredible efforts of the HPS staff we would like to present some gifts.

Skye - you are cool, calm, and collected, even when things get crazy! Thank you for being such a capable leader.

Wendy - your commitment to the learning and wellbeing of our kids is greatly appreciated.

Jacinta - we always know when Wednesday is drawing near because the kids are so excited to see you.

Bek Coddington - you are so easy-going, but you still push our kids to achieve their best.

Kerrie - your dedication to our school is so valued and appreciated.

Kristin - you have seamlessly joined the HPS team and you clearly care about all of the students.

Melissa - thank you for always being there when needed for HPS.

Monique - thank you for all of the things you do behind the scenes.

Bec Lawson - every single visitor to our school can see your dedication to keeping HPS looking amazing.

Paul - thank you for getting our kids to and from school safely every day.

School vision

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

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>

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	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	Excelling
LEADING: Management practices and processes	Excelling

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.

Improvement Measures

- All students achieve expected growth in reading, writing and numeracy benchmark targets
- All students achieve expected growth in Personal Learning Plan goals.
- All students report growth in obtaining learning engagement and a sense of belonging.
- All students report growth in obtaining a greater sense of well being
- The school learning community engages with the PLP process.

Progress towards achieving improvement measures

Process 1: Innovative curriculum planning

Build the capacity of staff to deliver high quality innovative educational programs which enable students to achieve within a vibrant learning environment.

Evaluation	Funds Expended (Resources)
<p>Combining the elements of What works best, John Flemming - Explicit Direct Instruction, programming procedures, teacher PDP's and student PLP's, Staff are building their capacity to deliver high quality innovative educational programs which enables students to learn in a vibrant learning environment.</p> <p>Most students achieved at or above expected levels throughout 2020. Students achieved a range of personal goals that were set against the Syllabus outcomes and content.</p> <p>Each student showed progression in all aspects of literacy and numeracy and their progress has been reported to Parents.</p> <p>The GHMC Leading and Learning Hub has been an integral part of educational delivery at Hermidale. All three schools have contributed to the development of teaching units across all KLA's. In 2020, the Hub continued to work together under COVID restrictions which shows the depth of the collegiality. A plan has been devised for completion of the remainder of the units.</p>	<p>Funding Sources:</p> <ul style="list-style-type: none">• Professional learning (\$5000.00)

Process 2: Student well being

Implement a whole school integrated approach to student well being in which students can connect, succeed and thrive throughout their education journey.

Evaluation	Funds Expended (Resources)
<p>The school has implemented non classroom setting Positive Behaviour for Learning within the school and shared this with the school community through newsletters and a parent handbook. Consultation with the school community regarding the vision statement and values was undertaken and all staff have received training in PBL practices. Signage and processes established to monitor and acknowledge behaviour are in place.</p>	<p>Funding Sources:</p> <ul style="list-style-type: none">• Socio-economic background (\$8000.00)

Progress towards achieving improvement measures

The tell them from me student survey indicates that Students feel safe at school, have a trusted adult they can seek support from and that they know the school's expectations of them as a learner.

Process 3: Teaching & learning

Teachers will implement teaching practices which will develop student capacity to connect with their learning outcomes.

Evaluation	Funds Expended (Resources)
<p>Due to the covid restrictions in 2020, no Personal Learning Plan meetings were scheduled.</p> <p>Parents were able to share in their child's learning journey during home learning with daily support from the school. Student work samples are shared with families and parents are encouraged to contact the school to arrange a telephone meeting with their child's teacher.</p> <p>The PLP process will undertake a review in 2021 as the school moves towards tracking students through PLAN 2.</p>	<p>Funding Sources:</p> <ul style="list-style-type: none">• Literacy and numeracy (\$1000.00)

Next Steps

Through our situational analysis, we have identified a need to use data driven practices to inform teaching. The school has identified system-negotiated target areas in Reading and Numeracy. Teachers will clearly understand, develop and apply a full range of assessment strategies and use systematic and reliable assessment information to evaluate student learning over time and implement changes in teaching that lead to measurable improvement. All teachers will have a sound understanding of student assessment and data concepts and analyse, interpret and extrapolate data to inform planning, identify interventions and modify teaching practice. Learning goals for students will be informed by analysis of internal and external student progress and achievement data. School services will be utilised to build teacher capacity. Our work with individual students will be responsive and closely monitored with targeted support. Continual monitoring of student performance data will determine areas of need and success.

To effectively achieve student growth and attainment in literacy and numeracy, the school will develop a strong professional learning community that will progress effective teaching practice within our School. Effective Professional Learning collaboration will be inclusive, respectful and purposeful. DOE school services, the Primary Math's Specialist Teacher, the Lead Learner and the Leading & Learning Hub, will play key roles in refining teacher practice. The eight elements of CESE's (2020) What Works Best in practice and Lyn Sharratt's work on the 14 essential parameters of shared responsibility and accountability will be the guiding research for practice.

The school community will demonstrate aspirational expectations of learning progress and achievement for all students, in the pursuit of excellence.

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.

Improvement Measures

- Increased use of evidence informed pedagogy by all teachers in the teaching and learning environment..
- Staff indicate a stronger degree of collaboration across the school and network which enhances their capacity as educators and leaders.
- All students achieve value added growth across the curriculum.
- The learning community (students, parents) engage with learning experiences through the PLP process, parent/teacher meetings.

Progress towards achieving improvement measures

Process 1: Teaching Practice

Develop staff's capacity through professional learning to effectively assess and implement evidence based programming to ensure student learning growth, achievement, the meeting of curriculum requirements and reflective practices.

Evaluation	Funds Expended (Resources)
<p>In 2020, the school focused on tracking reading growth and attainment. The school reviewed its readers and as a result, purchased PM benchmark readers and Little Learners decodable texts. Resourcing these readers with the provision of comprehension sheets has enabled Teachers to target specific outcomes and content within the English Syllabus.</p> <p>Daily reading has been established in the school and access to quality texts at the child's reading level has lead to growth and attainment in reading.</p> <p>The Maths scope and sequence has undertaken a review in 2020 to align it with the schools term calendar and the K-6 setting. Processes to monitor student growth and attainment have been established and reporting to Parents is giving a clear indication of student knowledge, skills and understanding.</p>	<p>Funding Sources:</p> <ul style="list-style-type: none">• Literacy and numeracy (\$3000.00)• Aboriginal background loading (\$5000.00)• Socio-economic background (\$6000.00)

Process 2: Collaborative practice

Strengthen professional expertise through engaging in collaborative practice with colleagues within professional networks.

Evaluation	Funds Expended (Resources)
<p>The GHMC Leading and learning Hub has become an integral part of activities for staff and students alike. Principals have used the the collegial base to jointly plan for student learning with the 3 year scope and sequence in final stages of completion. Principals have coordinated joint professional learning, learning experiences for students and planned for future directions. Teaching staff have been given the opportunity to work to together during the Quality Teaching Rounds which provided students with a supportive environment with which to engage in high level professional dialogue.</p>	<p>Funding Sources:</p> <ul style="list-style-type: none">• Socio-economic background (\$6000.00)

Progress towards achieving improvement measures

The Hub is highly valued by each school. Everyone uses and contributes to the planning. We all have a focus on providing quality learning for all staff and students and have developed common goals and activities within our new strategic plans. Principals have worked closely on their situational analysis preparing for the new Strategic Improvement Plan and have common initiatives and activities in their new SIP.

Process 3: Multi stage learning

Develop, implement and evaluate collaborative multi stage programs within our school and build collective resources to be accessed by multi stage teaching practitioners.

Evaluation	Funds Expended (Resources)
The GHMC Leading and learning Hub continues to jointly plan for student learning with the 3 year scope and sequence in final stages of completion. Teaching units are shared in google drive with teachers unpacking the units with colleagues prior to teaching. At the conclusion of 2020, a team of teachers were identified to undertake a review of the first 2 years or the 3 year Scope and sequence to ensure the units reflect the current teaching practice, include assessment of/as and for learning, learning intentions and up to date resources and links.	Funding Sources: <ul style="list-style-type: none">• Professional learning (\$2000.00)• Literacy and numeracy (\$3000.00)

Next Steps

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The school community will demonstrate aspirational expectations of learning progress and achievement for all students, in the pursuit of excellence.

Key Initiatives	Resources (annual)	Impact achieved this year
Low level adjustment for disability	Funding Sources: <ul style="list-style-type: none"> • Socio-economic background (\$10 000.00) 	All students have shown growth in literacy and numeracy with point of need intervention provided and differentiation of student learning which includes both support and extension of student learning. Some students are working beyond their stage whilst others are working at stage outcomes.
Quality Teaching, Successful Students (QTSS)	Funding Sources: <ul style="list-style-type: none"> • Quality Teaching, Successful Students (QTSS) (\$1 500.00) 	Professional Learning was undertaken virtually with a focus on the CESE 'What works best' updated guidelines. Teachers within the school and across the Hub have a clear understanding of the eight elements as described and have reflected on their current practice with adjustments made to inform future practice.
Socio-economic background	Funding Sources: <ul style="list-style-type: none"> • Aboriginal background loading (\$7 000.00) • Socio-economic background (\$10 000.00) 	<p>The SLSO has been an integral part in the literacy and numeracy programs at Hermidale Public School. She has worked closely with teaching staff to develop skills to support student learning. The students that the SLSO has worked with have shown good growth in both literacy and numeracy.</p> <p>Hermidale continues to be an active participant at AECG meetings throughout 2020 and continues to consult with the Aboriginal community regarding cultural safety at our school.</p> <p>The school has funded a second teacher to support literacy and numeracy differentiation across the 4 stages. This targeted teaching has resulted in close monitoring of students based on assessment as, for and as learning, ongoing adjustments to the planning cycle to meet learning needs, support and extension and a focus on stage outcomes.</p> <p>2020 was a difficult year for all, staff worked particularly hard throughout the remote learning period in order to be able to upskill themselves with the Google suite to provide meaningful learning for students off site. Half of our students continued to attend school each day, whilst the other students learnt from home with daily phone calls to the teacher. Work packs and resources were provided to all students.</p>

Student information

Student enrolment profile

	Enrolments			
Students	2017	2018	2019	2020
Boys	4	3	6	5
Girls	5	8	6	8

Student attendance profile

School				
Year	2017	2018	2019	2020
K	84.5	95.7	95.5	
1	92.9	95.6	89.7	90
2	100	95.3	93.1	91.8
3	98.8		83.1	
4	96.4	92.2	84.1	92.9
5	81.5	81.3	92.9	91.8
6	100	85.5	81.1	93.9
All Years	92.2	90.8	89.2	92
State DoE				
Year	2017	2018	2019	2020
K	94.4	93.8	93.1	
1	93.8	93.4	92.7	91.7
2	94	93.5	93	92
3	94.1		93	
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	93.3	92.8	91.9

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
Classroom Teacher(s)	0.25
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, 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 ¹	2020 Aboriginal and/or Torres Strait Islander representation ²
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 Actual (\$)
Opening Balance	117,663
Revenue	572,911
Appropriation	555,913
Sale of Goods and Services	64
Grants and contributions	16,003
Investment income	313
Other revenue	617
Expenses	-450,433
Employee related	-395,469
Operating expenses	-54,964
Surplus / deficit for the year	122,477
Closing Balance	240,140

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 Approved SBA (\$)
Targeted Total	11,643
Equity Total	45,689
Equity - Aboriginal	14,107
Equity - Socio-economic	18,240
Equity - Language	0
Equity - Disability	13,342
Base Total	317,039
Base - Per Capita	2,886
Base - Location	13,998
Base - Other	300,155
Other Total	28,828
Grand Total	403,199

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 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

We have sought feedback from parents, students and teachers in regards to the schools management and function through the Tell Them From Me survey.

In 2020, students in years 4-6 completed the Tell them from me survey and Students in year 1-3 participated in informal classroom discussions regarding well being, participation and engagement in school activities.

The tell them from me data is a positive reflection of the school's daily interactions and on going support for students and their learning. Students have access to teachers for academic, social and well being support and the school knows, values and cares for every child.

Students In the key well being areas of the survey, Students results averaged 8.7.

When asked the following questions - Do you have a close friend at school that you can trust? , I talk to a friend at school about my feelings, I get along with others at school and I listen to my friends when making decisions - the results averaged 4.0. This low results would indicate that the students cohort is small with limited choice regarding social relationships within the group, a need to connect with students of a similar age & interest and touching base with a school counselor on a regular basis to explore feelings regarding positive relationships. The school continues to pursue opportunities for peer engagement through Hub excursions, sporting teams, cultural experiences and promoting community events through the Newsletter.

Parents completed the Tell them from me survey. The findings included that Parents feel welcome (9.2), Parents are informed (9.1), Parents met or talked with a teacher more than three times within the year, the School supports learning (9.3), the School supports positive behaviour (9.4), Safety at school (9.5), inclusive school (9.7)

Teachers and staff members have opportunities to share their satisfaction levels at regular professional learning meetings. Teachers work collaboratively to develop quality teaching practice at our school through engaging in professional learning and instructional mentoring. The school continues to formulate quality teaching programs within the Girilambone, Hermidale and Marra Leading and Learning Hub and have formed strong support networks with colleagues in the Mitchell Network, schools and school services. Staff members state that the school is a supportive and positive environment to teach and learn within. They feel connected to the Hermidale community and well supported by the parent group.

We value feedback from our school community.

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.