

2020 Annual Report

Hassall Grove Public School



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Introduction

The Annual Report for 2020 is provided to the community of Hassall Grove 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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School vision

Hassall Grove Public School aims to ensure students become confident, passionate and engaged lifelong learners in an ever changing world. Through building a welcoming, positive and productive school environment, our school community is strengthened. We consistently aim to build a whole school community of 'super heroes' who can confidently and positively support all students throughout their educational journeys.

The values of Respect, Responsibility, Honesty and Fairness are consistently modelled, frequently rewarded and always expected within our school community. Our students, their families and the staff demonstrate great pride in our school and a strong sense of belonging. Hassall Grove Public School consistently promotes deep understanding and valuing of the diverse backgrounds and cultures of our whole school community through a highly inclusive approach. We envision our students as future citizens of their community who are well equipped with empathy, understanding and the skills to work collaboratively.

Our teachers aim to constantly immerse students in high quality education to enhance their skills and understandings and engage them through their interests. Through a professional, enthusiastic staff we build high expectations for excellence in teaching and learning and a passion for education throughout our entire school community and well beyond our own school gates.

Our school community works together to give our students choices in their futures, and the strength of character to lead great innovation in the world in which they will live. Our students are learning to become the super heroes of their own futures.

School context

Hassall Grove Public School is located in the Mount Druitt Network with an enrolment of approximately 710 students. 49% of our students have English as an Additional Language or Dialect (EAL/D) and 52 students identify as being of Aboriginal or Torres Strait Islander background.

The wellbeing and success of our students is the primary concern of the whole school community. We deliver a strong Social and Emotional curriculum through the program 'Second Step' to enhance learning readiness in our students. We engage students through programs such as Accelerated Literacy (AL), Language, Learning and Literacy (L3) and Targeted Early Numeracy (TEN). These approaches ensure students with a wide range of abilities are catered for in Numeracy and Literacy.

The wealth of resources at Hassall Grove Public School, particularly in technology, ensures students are consistently highly engaged in Project Based Learning and Science, Technology, Engineering and Mathematics (STEM) units of work. During their play time students have a vast, well-resourced playground to explore and a wide variety of special interest groups available to join.

Hassall Grove Public School collaborates with a range of additional experts in Literacy and Social and Emotional learning who facilitate targeted professional development. We also work closely with our colleagues from Early Childhood Centres and our local Public Education High Schools. This enhances our whole school community approach to student welfare and learning from before children officially enter our school, right through to when students integrate into high school.

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>

Strategic Direction 1

Success for every student.

Purpose

Student success and wellbeing is enhanced in safe, welcoming learning environments where the development of positive, respectful relationships is highly supported.

Student responsibility for their own progress is developed with feedback, responsive assessment and high expectations for success.

Improvement Measures

Student attendance rate is comparable to State.

Internal data and evidence indicates an increase in learning ready behaviours among students.

Progress towards achieving improvement measures

Process 1: Deliver social and emotional learning to support growth mindset, positive behaviours and positive relationships.

Evaluation	Funds Expended (Resources)
Staff evaluations regarding self regulatory , learning ready behaviours and analysis of SEL practices on overall student behaviour.	Resources stocktake taken place and reviewed ready for 2021

Process 2: Support teachers to set challenging yet achievable learning goals for all students.

Evaluation	Funds Expended (Resources)
Evaluation and analysis by SEL coordinator	SEL data from internal measures

Process 3: Deliver strong student welfare processes and a range of extra curricular opportunities.

Evaluation	Funds Expended (Resources)
Attendance patterns have improved for targeted students.	Attendance plans

Next Steps

In 2021 HGPS will implement our 4 year Strategic Improvement Plan. After careful consultation with students, staff and parents as part of our Situational Analysis we will continue to deliver the SEL program 'Second Step' to support growth mindset, positive behaviours and positive relationships of all students. Another program called 'Anti- Bullying' will be purchased from Positive Pieces to complement the school's current social and emotional learning program. Staff will continue to support student attendance with a collaborative approach of working with parents, students and outside agencies. Attendance notes will be sent home each fortnight and staff will continue to make phone calls home to parents. Attendance plans will be created for targeted students.

Strategic Direction 2

High standard of teaching practices.

Purpose

Well planned, well informed teaching takes place in positive, productive classroom environments that ensure a continuation of learning K-6.

Teachers are highly supported and professionally developed to consistently provide dynamic, student centred, evidence-based teaching that is differentiated to challenge every student.

Improvement Measures

External and internal measures indicate an improvement in student academic results in Literacy and Numeracy.

There is an increase of STEM and Project Based Learning delivered across the school as a result of professional development.

Progress towards achieving improvement measures

Process 1: Support the continued development of future focussed practices K-6 by implementing STEM and Project Based Learning throughout KLA units.

Evaluation	Funds Expended (Resources)
Supervisors to verify	Nil

Process 2: Deliver a wide range of professional development and networks to support teachers at varying levels of accreditation.

Evaluation	Funds Expended (Resources)
Executive to verify	PD and networks

Process 3: Continue to enhance the delivery of Literacy and Numeracy curriculum through AL, TEN and/or L3.

Evaluation	Funds Expended (Resources)
Student assessment results. Executive to verify	PD and training

Next Steps

In 2021 HGPS will implement our 4 year Strategic Improvement Plan. After careful consultation with students, staff and parents as part of our Situational Analysis we will enhance our whole school assessment schedule and provide professional learning for staff to analyse and access the database to inform best teaching practice. STEAM will be a primary focus throughout the year. Quality project based and inquiry based teaching programs will be integrated with 21st century STEAM, drawing on a range of KLAs. STEAM days will be organised across each Stage. All staff will be supported and trained in whole school programs to enhance the delivery of Literacy and Numeracy across the school.

Strategic Direction 3

A strong, supported learning community.

Purpose

Learning alliances are developed to support students in smooth integration from their prior to school setting, into primary school and then onto high school.

The capacity of our community to support the education of students is enhanced by creating a genuine sense of belonging, a culture of high expectations and a shared responsibility for student engagement, development and success.

Improvement Measures

Internal data and evidence indicates improved engagement by families and the wider school community.

Internal data and evidence indicates increasing student confidence and engagement during transitioning periods.

Overall summary of progress

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Progress towards achieving improvement measures

Process 1: Deliver comprehensive transition programs and processes for our students and their families..

Evaluation	Funds Expended (Resources)
Delayed due to Covid -19 school processes.	Technology

Process 2: Facilitate opportunities for students, families and staff to engage in education beyond the school gates.

Evaluation	Funds Expended (Resources)
Engagement through online sources was extremely successful as seen in student, staff and community survey feedback.	school technology social media

Process 3: Enhance parental involvement in the education of students at the school.

Evaluation	Funds Expended (Resources)
Parents were able to celebrate school events via Social media. We would share our Zoomblies and Presentation assemblies with photos.	Community Staff

Next Steps

After extensive consultation and surveys from students, staff and parents for our Situational Analysis, our Strategic Improvement Plan will build on our ties with the local high school to enhance transitioning to year 7 and will continue our very successful Play Group to assist with transitioning our future students into our school. We will continue to use our school website and Facebook page to keep parents involved in all facets of their child's schooling. We will strengthen our ties with our local Aboriginal community and families.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading		ATSIC team to verify and analyses student achievement through internal data base.
English language proficiency		Feedback from students and families, analysis of student assessment data.
Low level adjustment for disability		Learning Support Coordinator to verify.
Quality Teaching, Successful Students (QTSS)		Exec to verify, teacher feedback.
Socio-economic background		Executive to analyse STARs data.
Support for beginning teachers		Teacher Feedback

Student information

Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	395	385	383	392
Girls	368	351	344	309

Student attendance profile

School				
Year	2017	2018	2019	2020
K	91.2	89.6	90.4	88.8
1	92	90.4	89.5	86.6
2	92.5	91.9	91	88.3
3	92.4	92.5	91.5	88.2
4	90.7	92.8	92.2	88
5	92	92.2	91.2	89
6	93.5	92.7	91.7	90.8
All Years	92.1	91.8	91.1	88.5
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
Deputy Principal(s)	2
Assistant Principal(s)	4
Classroom Teacher(s)	25.53
Literacy and Numeracy Intervention	0.6
Learning and Support Teacher(s)	1.5
Teacher Librarian	1.2
Teacher ESL	1.8
School Counsellor	1
School Administration and Support Staff	4.47

*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	1,659,765
Revenue	6,474,550
Appropriation	6,406,262
Sale of Goods and Services	21,268
Grants and contributions	44,176
Investment income	2,843
Expenses	-6,993,189
Employee related	-5,916,455
Operating expenses	-1,076,734
Surplus / deficit for the year	-518,639
Closing Balance	1,141,126

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	78,728
Equity Total	1,058,787
Equity - Aboriginal	73,659
Equity - Socio-economic	464,229
Equity - Language	250,050
Equity - Disability	270,849
Base Total	4,781,901
Base - Per Capita	174,847
Base - Location	0
Base - Other	4,607,055
Other Total	431,810
Grand Total	6,351,226

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

The overwhelming majority of parents, students and staff see our school as an inclusive and positive learning environment. Staff feel well supported by their supervisors, with the school fostering a culture of high expectations. All Aboriginal families that were surveyed feel their children are welcomed and supported at school. Teachers and parents communicate effectively for all educational, social and emotional needs.

The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May. During this time, staff were in regular contact with families, assisting them with learning online. Teachers asked students to check in and out each day and were extra vigilant in monitoring students' social and emotional well-being during this particular time.

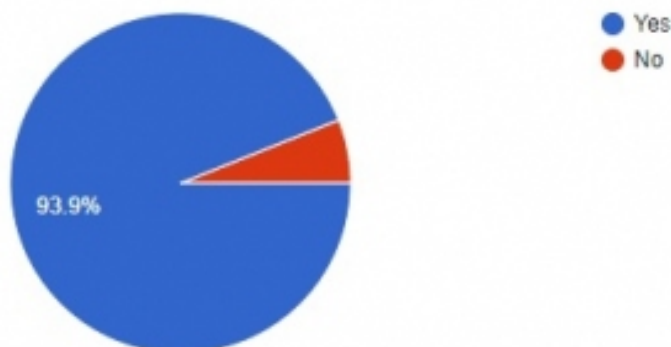
Our teachers deliver each and every day, quality education and learning to every one of our students. We cater to the needs of all students by differentiating and teaching individualised learning programs to ensure every student is feeling successful and challenged. Our staff consistently put the students first.

The school website and Facebook page continue to be a valuable method of communicating with our families., especially with Covid restrictions in place. The school regularly keeps families updated with what is happening throughout the school with a Zoomby presentation at least twice a term. We received good feedback and positive engagement was noted. Our Playgroup was put on hold due to Covid restrictions however 80% of parents surveyed wanted to see our Playgroup continue when restrictions eased.

Overall, our School continues to be a great place to work and learn and provides a safe, welcoming environment for our staff, students, parents and community members.

Does the school promote a culture of high expectations?

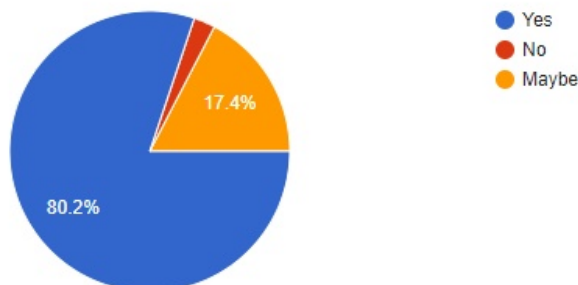
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Nearly 94% of staff who were surveyed said the school promotes a culture of high expectations.

Would you like to see Playgroup continue (when social distancing restrictions ease)?

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Over 80% of parents surveyed would like to see our Playgroup continue.

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.