

2021 Annual Report

Hargraves Public School



2136

Introduction

The Annual Report for 2021 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 Strategic Improvement 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

<https://hargraves-p.schools.nsw.gov.au>

hargraves-p.school@det.nsw.edu.au

6373 8524

School vision

At Hargraves Public School we strive to prepare all students to become lifelong learners and responsible citizens ready to meet the challenges of the future. In partnership with families and community, our goal is to deliver high quality, differentiated learning experiences that challenge all students to perform at their highest potential and develop the knowledge, critical thinking skills, and resilience necessary to succeed in a technologically advanced world.

School context

Hargraves Public School with a current enrolment of 15 students, is a small rural school situated 35 kilometres south-west of Mudgee in the Central West of N.S.W. Numbers have fallen significantly in 2021 due to a large Year 6 cohort in 2020. We anticipate that student enrolments will range from 10-15 in the next few years.

Our Aboriginal student population fluctuates and is currently 20% of our student enrolments.

Our F.O.E.I. (Family Occupation & Education Index) is 149 and I.C.S.E.A. (Index of Community Socio-Educational Advantage) is 881, identifying us as a low socio-economic rural school.

The school fosters a culture of high expectations and students have access to high levels of technology for learning and a wide range of extra-curricular opportunities.

Hargraves School has excellent facilities featuring three well-resourced classrooms and library and a spacious, attractive playground.

The school currently has 2 full time teachers, one part-time teacher, a part-time School Learning Support Officer, School Administrative Manager and General Assistant. As part of the Early Action for Success (EAFS) Strategy, we also have an Instructional Leader one day per week. A small but enthusiastic P&C support the staff and students.

Through our Situational Analysis we have identified two areas of focus for Strategic Improvement Plan 2021-2024:

1. Student Growth and Attainment

When analysis was conducted against the student outcome measures it was evident that although the number of students at or above expected growth in reading and numeracy overall is above the state average and above that of statistically similar schools, not every student makes the expected growth target for reading and numeracy. This will be an area for explicit focus in the new school plan. The NAPLAN gap analysis indicated the areas of focus include:

Reading: - reading, viewing and comprehension strategies in different media and technologies.

Numeracy: - whole number and measurement.

Our whole school focus to improve student growth and achievement in reading and numeracy is underpinned by the evidence base provided by What works best: 2020 update and What Works Best in Practice. As the literature suggests, we will focus on developing and sustaining whole school processes for collecting and analysing student data to inform teaching and learning programs to embed evidence-informed teaching strategies for every student.

2. Quality Teaching

Through our situational analysis, we have identified the need for a continued emphasis on embedding quality teaching practices in literacy and numeracy. Our school focus will be on developing high impact teaching strategies, including learning intentions and success criteria as part of the quality teaching and learning cycle. This will become embedded practice across the school. Using high impact teaching strategies will provide opportunities for teachers to reflect and evaluate the effectiveness of current practices and use current research (What Works Best) to improve teacher practice.

Teaching staff will also focus on developing their skills and knowledge to use assessments strategically and effectively (for, of and as learning).

Through our situational analysis, we have also identified a need to use data driven practices in our teaching to ensure all students have access to stage appropriate learning. Teachers' data literacy and their capacity to use data in planning will be an area for professional development. The monitoring of student performance data will determine areas of need at an individual and whole-school level to ensure ongoing student and school improvement.

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 Strategic Improvement Plan and annual report.

Our self-assessment process will assist the school to refine our Strategic Improvement 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	2021 School Assessment
LEARNING: Learning Culture	Excelling
LEARNING: Wellbeing	Excelling
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Excelling
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Excelling
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Excelling
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Excelling
LEADING: Management practices and processes	Excelling

Strategic Direction 1: Student growth and attainment

Purpose

In order to maximise learning outcomes for every student in reading and numeracy and to build strong foundations for academic success, all staff will use relevant and quality data to understand the learning needs of every student.

Our focus will be to deliver high quality learning experiences that enables student growth across all key learning areas. Students will demonstrate autonomy & initiative to identify their learning goals and become self-directed learners.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Effective Classroom Practice/Personalised Learning
- Data Skills and Use

Resources allocated to this strategic direction

Professional learning: \$3,850.00

School support allocation (principal support): \$4,400.00

Socio-economic background: \$24,881.80

Low level adjustment for disability: \$11,211.80

Location: \$10,340.65

Per capita: \$5,649.00

QTSS release: \$3,300.00

Summary of progress

Every student at Hargraves Public School received explicit and systematic instruction in all components of reading and numeracy during 2021. High impact professional learning (The Science of Reading, Starting Strong in Numeracy K-2 and Big Ideas in Numeracy 3-6) by all teachers, enabled student growth across all key learning areas. All teachers used formative assessment data to track and monitor student achievement across the Literacy and Numeracy progressions. Learning Intentions, Success Criteria and Feedback are an embedded practice in both classrooms.

Teachers collaborated to share student data and effective teaching strategies, cooperatively tracking student progress on data walls and PLAN2 every five weeks. Teaching and learning programs are becoming more responsive to the needs of individual students. A whole school system is in place to capture, store and use quantitative data and an individual assessment folder including work samples and assessment results is used for every student.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
Increase % of students achieving expected growth in reading towards the lower bound of 60%	The percentage of students achieving expected growth in reading increased to 88% indicating achievement well beyond the lower bound target.
Increase % of students achieving expected growth in numeracy towards the lower bound of 60%	The percentage of students achieving expected growth in Numeracy increased to 88% indicating achievement well beyond the lower bound target.
70% of students will achieve or exceed expected growth in Literacy & Numeracy using the progressions, PLAN 2 data and syllabus indicators.	82% of students achieved or exceeded expected growth in Literacy and 88% of students achieved or exceeded expected growth in Maths..
Value add for 3-5 is trending toward Sustaining & Growing	Value added for 3-5 is Delivering Value add for K-2 is Sustaining & Growing

Value add for K-2 is Sustaining & Growing	
To be at or above the current attendance level of 95.6% for students attending school more than 90% of the time.	61.1% of students attended school more than 90% of the time.
<p>Improvement in the percentage of students in the Lithgow Network achieving in the top 2 bands to be progressing toward the Lithgow Network lower bound system-negotiated target in reading of 49.2%.</p> <p>Improvement in the percentage of students in the Lithgow Network achieving in the top 2 bands to be progressing toward the Lithgow Network lower bound system-negotiated target in numeracy of 25.9%.</p>	All students have made progress toward their personalised learning goals in Reading and Numeracy.

Strategic Direction 2: Quality Teaching

Purpose

To ensure teaching and learning programs are dynamic, differentiated and show evidence of revisions based on feedback, teaching effectiveness, consistent & reliable student assessment data & continuous tracking of student progress & achievement.

All teachers will understand and implement the most effective, explicit teaching methods with the highest priority given to evidence-based teaching strategies.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Assessment Practices

Resources allocated to this strategic direction

School support allocation (principal support): \$1,650.00

Summary of progress

Staff participated in professional learning based on the School Excellence Framework, the What Works best in Practice document and Lyn Sharratt's Parameter 3 "Quality Assessment Informs Instruction" as a starting point to reflect on assessment practices. We successfully focused on the first three elements of effective classroom practice (establishing learning intentions, creating success criteria and providing explicit, descriptive feedback to students) and this is now embedded practice in both classrooms. Assessment is used to monitor, plan and report on student learning across the curriculum and high expectations are held for student learning and achievement. Effective quality teaching is embedded practice at Hargraves Public School.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
In the Learning domain Assessment - trending Sustaining and Growing In the Teaching domain Data Skills and Use - trending Sustaining and Growing In the Teaching domain Professional Standards- Sustaining and Growing In the Teaching domain Effective Classroom Practice - Sustaining and Growing	In the Learning domain Assessment - Sustaining and Growing In the Teaching domain Data Skills and Use - Sustaining and Growing In the Teaching domain Professional Standards- Sustaining and Growing In the Teaching domain Effective Classroom Practice - Sustaining and Growing
In the Leading domain Educational Leadership - Sustaining and Growing	In the Leading domain Educational Leadership - Sustaining and Growing

Funding sources	Impact achieved this year
<p>Socio-economic background</p> <p>\$51,562.80</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Hargraves Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Data Skills and Use • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • additional staffing to implement stage-based literacy and numeracy groups to support identified students with additional needs • professional development of staff through Science of Reading and Numeracy PL to support student learning • employment of speech pathologist to support students with additional learning needs <p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> * Teachers collaborating to share student data, curriculum knowledge and effective teaching strategies to enhance student learning. * Teachers collecting quality, reliable and meaningful data from all stages of the learning process to use as evidence of where to next for student learning. * Student improvement evidenced by speech pathologist testing results, internal assessment data, PLAN2 data and Year 5 NAPLAN results achieving above state and statistically similar school groups (SSSG) in all areas. <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>Continue to engage a speech pathologist half a day per week to work with targeted students with speech and language needs. With a change of staff in 2022, high impact professional learning to build teacher capabilities, knowledge and understanding of data literacy, data analysis and data use may again be needed to support our trajectory towards achieving targets.</p>
<p>Aboriginal background</p> <p>\$20,942.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Hargraves Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of specialist additional staff (SLSO) to support Aboriginal students <p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> * An SLSO/Occupational Therapist supporting Aboriginal students in the classroom. * The creation of a sensory motor pathway leading into the K-2 classroom which has assisted students transferring from the playground to the classroom which has improved concentration levels and learning outcomes. <p>After evaluation, the next steps to support our students with this funding will be:</p>

Aboriginal background \$20,942.00	<p>* Continue to employ a full time SLSO/OT to deliver differentiated and personalised support to Aboriginal students.</p>
Low level adjustment for disability \$11,211.80	<p>Low level adjustment for disability equity loading provides support for students at Hargraves Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Data Skills and Use <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of an additional teacher to enable small group tuition in ability groups for Literacy and Numeracy • targeted students are provided with an evidence-based intervention (Quicksmart and Speech Therapy) to increase learning outcomes <p>The allocation of this funding has resulted in: Students being taught in small ability based groups for Literacy and Numeracy. Targeted students have received extra support as required, enabling them to achieve syllabus outcomes at their level.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continue to employ an extra teacher so students will be taught in two classes - a K-2 and a Years 3 -6. This will enable greater differentiation and targeted teaching to suit the needs of all students.</p>
Location \$10,340.65	<p>The location funding allocation is provided to Hargraves Public School to address school needs associated with remoteness and/or isolation.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Data Skills and Use <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • additional staffing for teaching • additional casual staffing for teacher release <p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> * Subsidising the cost of an extra teacher to enable stage based learning to take place. Students have benefited from the smaller group tuition with 88% of students achieving expected growth in Maths and Reading. Year 5 NAPLAN results were in the top 2 bands for all areas and were well above both state and statistically similar school results. * Casual staff being employed which has enabled teachers to collaborate twice a term to analyse student data for reading and numeracy to determine the next stage of the teaching cycle. <p>After evaluation, the next steps to support our students with this funding will be: * Continue to subsidise the cost of an extra teacher to enable students to be taught in two classes. Wherever possible, teachers to be released to collaboratively plan and evaluate student data.</p>
Literacy and numeracy \$2,228.40	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Hargraves Public School from Kindergarten to Year 6.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p>

<p>Literacy and numeracy</p> <p>\$2,228.40</p>	<ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • staff training and support in literacy and numeracy • targeted professional learning to improve literacy and numeracy • resources to support the quality teaching of literacy and numeracy • updating reading resources to meet the needs of students <p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> * All teaching staff have been up skilled in the teaching of Reading and Numeracy and teaching methods and practices have been adapted accordingly for the benefit of all students. All students have shown growth in Reading and Numeracy and increased student engagement, particularly in Maths, is evident. * New resources for Reading and the teaching of Numeracy are being well used and incorporated into teaching and learning programs. <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>With a change in teaching staff, professional learning requirements in Literacy and Numeracy will need to be assessed to determine where the funding needs to be spent. Up skilling of teachers will be a priority for the funding.</p>
<p>QTSS release</p> <p>\$3,300.00</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Hargraves Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Data Skills and Use <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff • staffing release to work with Instructional leader & Principal to build staff capacity with the Learning Progressions and the development of Focus Areas for targeted teaching • staffing release to work with Teaching Principal to build staff capacity on effective Feedback in the classroom. <p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> * Improved staff confidence with using the Learning Progressions and focus areas to develop quality teaching tasks. * Improved staff confidence in providing students with relevant, explicit and ongoing feedback about their performance against learning outcomes from the syllabus. * 100% of teachers provided students with ongoing feedback. <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>Determining the professional learning needs of new staff and planning accordingly to meet the targets within the School Plan.</p>
<p>COVID ILSP</p> <p>\$17,050.00</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2021.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted</p>

<p>COVID ILSP</p> <p>\$17,050.00</p>	<p>funding include:</p> <ul style="list-style-type: none"> • employment of teachers/educators to deliver small group tuition • providing targeted, explicit instruction for student groups in literacy/numeracy <p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> * The majority of the students in the program achieving significant progress towards their personal learning goals. * All students in the program showed growth on internal assessment data at the end of Term 4. <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>To continue the implementation of literacy and numeracy small group tuition using data sources to identify specific student need. Providing additional in-class support for some students to continue to meet their personal learning goals will also be a priority.</p>
--------------------------------------	---

Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	9	9	12	10
Girls	20	18	17	7

Student attendance profile

School				
Year	2018	2019	2020	2021
K	97.1	96.2	96.2	77.7
1	92.8	99	96.2	94.1
2	96.4	95.7	97.9	88.9
3	95.5	98.4	95.5	75.6
4	94.7	93	81.1	93.6
5	96.1	95.8	83.7	95.6
6	90.1	97.7	93.6	93.1
All Years	94.6	95.7	92.5	90.8
State DoE				
Year	2018	2019	2020	2021
K	93.8	93.1	92.4	92.8
1	93.4	92.7	91.7	92.7
2	93.5	93	92	92.6
3	93.6	93	92.1	92.7
4	93.4	92.9	92	92.5
5	93.2	92.8	92	92.1
6	92.5	92.1	91.8	91.5
All Years	93.4	92.8	92	92.4

Attendance

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 2020. 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.

Attendance figures in 2021 were calculated differently to align with the third edition of ACARA's National Standards for Student Attendance Data and Reporting. Changes include treating partial absences over 120 minutes as a half day absence (instead of their actual value, calculated as a proportion of a nominal 6-hour day) and covers all weeks during Semester 1. Prior to 2021, the final week of Term 2 was excluded.

Furthermore, the Department implemented an automated attendance feed (AAF) system in Semester 1 2021. AAF transfers data automatically from third-party attendance management systems to the Department's centralised data warehouse every night. The AAF has significantly improved data quality in 2021, which has affected data comparability with previous years.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2021, COVID-19 continued to affect student attendance. Analysis of attendance codes showed a change in the structure of absence reasons in 2021.

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)	0.27
Learning and Support Teacher(s)	0.1
Teacher Librarian	0.08
School Administration and Support Staff	0.7

*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 2021, 4.3% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2021 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	4.40%
Teachers	3.30%	3.20%

Note 1 - The NSW Public Sector Aboriginal Employment Strategy 2019-2025 takes a career pathway approach in that it sets an ambitious target of 3% Aboriginal employment at each non-executive grade of the public sector by 2025.

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 2021 to 31 December 2021. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2021 Actual (\$)
Opening Balance	195,201
Revenue	499,193
Appropriation	487,341
Grants and contributions	11,785
Investment income	67
Expenses	-580,252
Employee related	-536,134
Operating expenses	-44,118
Surplus / deficit for the year	-81,058
Closing Balance	114,142

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.

	2021 SBAR Adjustments (\$)
Targeted Total	0
Equity Total	92,385
Equity - Aboriginal	21,939
Equity - Socio-economic	54,768
Equity - Language	0
Equity - Disability	15,679
Base Total	347,830
Base - Per Capita	7,149
Base - Location	10,341
Base - Other	330,340
Other Total	12,780
Grand Total	452,995

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.

Parent/caregiver, student, teacher satisfaction

Seeking feedback from our key stakeholders at Hargraves Public School is very important to us. 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 2021 in the form of a google survey with 37% of families responding. Those who did, commented on the high quality, tailored education their children receive in a quiet learning environment. Further comments were appreciative of the use of current technology in learning, looking after student wellbeing, and the advantage of an 'excellent teacher-student ratio'.

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

Multicultural Education Policy

Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is 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.