

2021 Annual Report

Hay Public School



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Introduction

The Annual Report for 2021 is provided to the community of Hay Public School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the 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.

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School vision

At Hay Public School we inspire the development of confident, culturally aware, creative, resilient, socially responsible, innovative, active and healthy individuals in an inclusive and supportive learning environment that fosters critical thinkers, problem solvers and resourceful learners.

School context

Established in 1869, Hay Public School is located in an isolated, rural town on the banks of the Murrumbidgee River, with an approximate population of 2500. The school is a focal point of the community and has a current enrolment of 207 with 18% Aboriginal. A large percentage of our students are from low socio-economic backgrounds. Student numbers have increased over the past three years due to the stability of an experienced staff, leadership and a positive school direction.

Extra-curricular opportunities in sport, science and technology and creative and performing arts, enable our students to excel through a range of different experiences. Hay Public School has a proud history and promotes student responsibility, respect, lifelong learning and a desire for students to strive for their best.

Parents and members of the community make valuable contributions to the school's programs and the welfare of the students and the school has an active P&C.

The school is part of the Early Action for Success strategy where the focus is improving early literacy and numeracy skills in students K-3. An Instructional Leader is employed to support literacy and numeracy teaching and learning across K-3. Literacy and numeracy are also an area of focus for students in Years 4-6. Structures are put in place to identify students who need intervention and support in their learning.

The management of wellbeing practices has had a positive effect on maintaining engagement of students and stabilising attendance rates. We set high expectations for ourselves to ensure all students and their families feel a genuine sense of belonging and connection to our school.

Continual monitoring of student performance data will determine areas of need and success at a class and school level and the involvement of the whole school community in this process will be essential for success.

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	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Delivering
LEARNING: Reporting	Delivering
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	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	Sustaining and Growing

Strategic Direction 1: Student growth and attainment

Purpose

Our purpose is to build strong foundations for academic success through explicit and research informed teaching. Teachers will use student assessment data and maintain a culture of instructional leadership to inform effective teaching practices.

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
- Instructional Leadership

Resources allocated to this strategic direction

New Arrivals Program: \$7,934.00
Aboriginal background: \$47,670.00
COVID ILSP: \$131,766.41
Low level adjustment for disability: \$103,039.97
Professional learning: \$22,424.00
Literacy and numeracy: \$4,829.37
English language proficiency: \$11,358.75
Socio-economic background: \$74,365.00
Location: \$20,000.00
Early Action for Success (EAfS): \$102,907.78
QTSS release: \$33,186.93
Literacy and numeracy intervention: \$23,544.78

Summary of progress

In 2021 our school continued with its strong emphasis on effective instructional leadership to improve teaching and learning along with outcomes for students. There were three elements to the approach undertaken:

1. Analysis of data on student outcomes including both external and internal data.
2. A strong, year long focus on professional learning for all staff with a focus on literacy and numeracy.
3. Classroom practice supported by coaching and mentoring according to need

Through these three elements, our focus for 2021 was on the evaluation of current reading and numeracy practices to improve our delivery of explicit teaching strategies with a focus on comprehension, connecting ideas and vocabulary in reading. In numeracy we focused on multiplicative thinking and place value. Staff engaged in High Impact Professional Learning to develop a collective understanding of explicit teaching strategies and to embed these practices into their reading and numeracy programs.

Effective Classroom Practice

There was a strong focus on building staff capacity to improve classroom practice through targeted, quality professional learning for staff. This process commenced in Term 1 and continued throughout the year.

It involved the school undertaking analysis of data to identify strengths and weaknesses and plan for areas of improvement. Data was analysed by the Instructional Leader and the Executive Team to evaluate the effectiveness of the teaching of reading across the school, from K - 6. Starting in Term 2, staff were identified to undertake professional learning. The Executive team identified the most appropriate for teachers as focus on Understanding Texts (Blended Learning), focus on fluency and focus on vocabulary. During Term 3 teachers engaged in these professional learning modules as well as professional learning provided during staff meetings. During these sessions, teachers were introduced to the Digital Learning Hubs, explicit teaching strategies and the use of data to support teaching.

There were observable improvements in classroom practice during classroom observation and mentoring sessions. Data from PLAN2 was also regularly monitored to evaluate student growth against identified subelements of the Literacy Progressions. Both the data and observations confirmed that there was a transfer of skills into the classroom through the professional learning of teachers. Teachers planned quality activities to develop student's vocabulary and comprehension skills. These improvement activities were enabled by the allocation of funding to ensure a focus on

Unfortunately, there was some disruption to the improvement plan with staff undertaking additional planning and preparation work through the period of learning from home. As a result there was a loss in continuity in professional learning and support for staff. As a school, we also recognise that the scope of the plan was too large to effectively implement all that was envisaged. This, combined with the disruption to the plan, meant some activities were not fully realised and will be carried over to 2022.

The Executive team and Instructional Leader used data analysis in Term 4 to evaluate the success of the the efforts to build effective classroom practice. The expectation that the Super6 comprehension strategies, SMART Spelling and explicit strategies to improve fluency in reading, were met in K - 4 classes. It has been determined that for 2022 there continues to be a need to improve the use of effective strategies to improve fluency and a greater focus on guided reading in K - 6.

Instructional Leadership

Throughout 2021, instructional leadership was an important element in driving school improvement. The focus on Instructional Leadership was a year long process. In Term 3 2020, a Literacy Action Team was formed, led by our Instructional Leader. This team was responsible to plan and deliver professional learning in our school as well as analysing data, undertaking learning walks and performing lesson observations. In Term 4 2020 guided student support across the school was also planned for 2021.

During the year, our Instructional Leader worked with individual staff and groups of teachers to analyse the effectiveness of their practices and embed effective teaching in classrooms. This was achieved through modelling good practice to teachers and mentoring staff. Our Instructional Leader also provided staff with access to Reading Guides -Effective Reading Kindergarten K-2 and Improving Comprehension 3-8 as well as improving student support through restructuring the delivery of MultiLit and Errorless Learning for targeted students. Early Action for Success funding enabled our school to employ a quality Instructional Leader. Other funding, shown in the SIP, gave the school the ability to support staff with professional learning as well as to provide direct classroom support to students. The COVID ILSP also allowed targeted support of students, along with the employment of additional SLSOs, who provided classroom support as well as implementing MultiLit and other interventions. The strong emphasis on Instructional Leadership and the employment of additional staff is seen as important in driving improvement in the school.

Unfortunately, there was some disruption to the improvement plan as the school experienced a period of learning from home. There was a loss in continuity in the support for staff around instruction and classroom practise. As a school, we also recognise that the scope of the plan was too large to effectively implement all that was envisaged. As a school, we also recognise that the scope of the plan was too large and the disruption through learning from home had led to a review of the plan's scope. With the introduction of the APCI into schools, the model of Instructional Leadership will be formalised and will present great opportunities to revise this initiative.

The role of Instructional Leader was established to drive teaching and learning in Years K - 2 under the EAFS model. This limited the scope for improvement through mentoring and coaching to a section of the school. While expectations for the support of teachers to improve their practice was met, it is envisaged that the opportunity provided through the APCI position will drive change across the school. The improved model for student support in literacy will continue in 2022.

Next year in this initiative we will reduce the number of activities to focus on using quality texts to explicitly teach language features, text structure, audience and purpose, connecting ideas and vocabulary. In numeracy the focus will be on multiplicative thinking and fractions and proportional reasoning. The AP Curriculum and Instruction will work with staff to establish consistency of coaching and mentoring and establish a regular time for providing feedback and further support. This will provide further improvement in reading and numeracy practices across the 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
Increased (uplift) percentage of students achieving expected growth NAPLAN reading by 2% (System negotiated target)	<ul style="list-style-type: none"> The proportion of Year 5 students achieving expected growth in NAPLAN numeracy has increased by 23.37%. The proportion of Year 5 students achieving expected growth in NAPLAN reading has decreased by 5.89%.
Increased (uplift) percentage of students achieving expected growth	

NAPLAN numeracy by 2% (System negotiated target)	
<p>Top 2 bands (or equivalent) NAPLAN reading increase (uplift of 2.5%) (System negotiated target)</p> <p>Top 2 bands (or equivalent) NAPLAN numeracy increase (uplift of 2.5%) (System negotiated target)</p>	<p>NAPLAN scores indicate a decrease in the percentage of students in the top two skill bands for reading (2.3%) and an increase in the percentage of students in the top two bands for numeracy (2.42%)</p>

Purpose

Our purpose is to create a school where the wellbeing of students is valued, enabling them to engage in a positive learning environment that fosters success in learning.

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.

- Student Engagement
- Learning Support

Resources allocated to this strategic direction

School support allocation (principal support): \$13,737.88

Professional learning: \$538.33

Socio-economic background: \$94,861.20

Integration funding support: \$94,430.00

Aboriginal background: \$1,906.21

Location: \$105,426.72

Summary of progress

In 2021 our focus was on the implementation of practices that support student wellbeing, creating a safe environment that ensures connectedness, engagement in learning, improved attendance and promotion of social and emotional skills. There were several approaches taken to improve student wellbeing:

1. General Support to improve engagement across all students
2. Specific support to assist identified students with learning
3. Specific support for students with attendance and other social / emotional matters
4. Improved transition processes to assist students in their educational journey at critical junctures

Through these elements, our focus for 2021 was on the importance of student attendance to promote learning, supporting families through a social work program, and engaging with families. Students with additional learning, health, social and emotional needs were supported with enhanced processes across our school.

Student Engagement

Processes to improve student engagement were implemented throughout 2021. Term 1 involved the school executive in the process of analysing data and familiarization with attendance resources available through the Department of Education. The remainder of 2021 saw our school engage in a planned process to improve attendance and improve the processes used to support student attendance.

A number of positive initiatives were undertaken throughout 2021. Attendance data was reviewed more regularly and students whose attendance was in the 80-90% range were identified and supported to improve. This included direct communication with students and families as well as more general communication with our community. Staff were introduced to the Attendance Matters resources so that every teacher contributed to the monitoring and support of students within their own class. Students who were most at risk were supported with Attendance Plans. Students whose attendance improved were identified and celebrated.

While the initiatives were implemented, a period of learning from home disrupted our work in this area. The disruption to students physically attending the school site each day made it difficult for some families to re-establish a routine when students did return for face-to-face learning. For part of 2021 the school did not have the support of a Home School Liaison Officer. This also impacted the opportunities to improve student attendance.

Students need to be at school and engaged in learning to improve their literacy and numeracy skills. Given the external factors influencing student attendance, there was an expectation that student attendance would improve by at least 1% against state and similar school group attendance over 2021. This would be supported through the regular review of attendance data by teachers and executive staff, strengthened communication about attendance and the direct support of students to attend school.

The processes and procedures that we expected to implement were largely achieved across the school. The expected

change in attendance patterns was achieved despite some of the difficulties encountered.

Attendance data shows:

* In 2020 the school had a +1.4% attendance rate compared to the state, while in 2021 the school had a 2.3% attendance rate compared to the state. This is close to the 1% change envisaged.

* In 2020 the school had a +2.8% attendance rate compared to similar school groups, while in 2021 the school had a +3.1% attendance rate compared to similar school groups. This represents a 0.3% improvement.

In 2022 our school will continue to improve systems to promote student attendance. The school will continue to communicate through a variety of channels the importance of attendance to allow for successful learning. Teachers will continue to monitor attendance data and communicate with families when there are attendance concerns. The executive team will continue to monitor attendance data regularly. It is envisaged in 2022 that there will be more direct contact with students who are absent to reduce the number of unexplained absences across the school.

Learning Support

During 2021 the learning support processes across the school were strengthened. After the executive team undertook data analysis these processes were implemented during terms 2, 3 and 4.

A number of significant improvements were implemented throughout the year. The Learning and Support Team met regularly to identify students who required support in learning and wellbeing and teachers developed and monitored individualised learning plans to promote a positive sense of belonging and wellbeing. Communication with parents was regular and ongoing and review meetings took place for funded students. Teachers ensured that learning programs reflected differentiation of individual student learning needs and programs were set up to foster student engagement. Transition programs for students entering Kindergarten and Year 7 in 2022 have been successfully implemented. In addition, a Youth Outreach worker was funded. This worker supported families and at risk students to remain engaged with their education and provided programs to develop student resilience and social / emotional skills.

Families and students were significantly impacted by the period of learning from home that took place in 2021. This had a greater impact on some "at risk" students than the rest of the school cohort. As a result, some students did not make the educational progress that had been anticipated.

The processes that were introduced were designed to provide greater support for students who were experiencing learning delays. There was improved analysis of data and the use of evidence based learning support processes such as MultiLit and Errorless Learning. The employment of an SLSO dedicated to working with students through these programs was introduced and has been successful. Data indicates that student sense of belonging has improved by 5% during 2021. However, other measures, such as expectations for success have declined by approximately 1%

Next year the Learning Support teacher will continue to work with the Home School Liaison Officer, Family and Community Services, the school counsellor and the school social worker, teachers, parents and students to monitor and promote school attendance. The learning support teacher will continue to meet regularly and a positive sense of belonging, and wellbeing will be promoted through individualised learning plans, behaviour support plans and differentiated learning in the classroom. Further professional learning and school-based visits with the Assistant Principal learning Support - Griffith will enable staff to better cater for students with behavioural difficulties and specific learning needs.

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
Whole-school percentage of students attending over 90% increases by 2.5% (system-negotiated target)	• The whole-school percentage of students attending over 90% of the time is 74.4%
Tell Them From Me Survey Advocacy at School - 85% of students with positive wellbeing	Tell Them From Me data indicates 89.26% of students report a positive sense of wellbeing (Expectations for success, advocacy, and sense of belonging at school)

Expectations for Success - 87% of students with positive wellbeing

Sense of Belonging - 75% of students with positive wellbeing

Funding sources	Impact achieved this year
<p>New Arrivals Program</p> <p>\$7,934.00</p>	<p>The New Arrivals Program funding provides on arrival, intensive English tuition for eligible, newly arrived English as an additional language or dialect (EAL/D) students at the beginning and emerging phases of English language proficiency at Hay 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"> • Effective Classroom Practice <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employing a specialist teacher to provide intensive English language support focusing on language development to participate successfully in schooling <p>The allocation of this funding has resulted in: Students been supported in the classroom enabling them to access content resulting increased understanding of the English language. Individualised learning plans and small group tuition has resulted in growth in reading and writing during the year. PLAN 2 data indicates some students have made significant progress in reading and writing and exceeded stage benchmarks.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continue targeted intervention in speech, reading and writing both within the classroom and in small groups. We will continue to employ staff to support students.</p>
<p>Integration funding support</p> <p>\$94,430.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Hay Public School in mainstream classes who require moderate to high levels of adjustment.</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"> • Learning Support <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing to assist students with additional learning needs • staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs) • employment of staff to provide additional support for students who have high-level learning needs • implementation of targeted programs to differentiate teaching and learning programs • release for classroom teachers to liaise with carers and stakeholders to develop and conduct regular reviews of students' personalised learning and support plans (PLSP) <p>The allocation of this funding has resulted in: All eligible students demonstrating progress towards their personalised learning goals. All PLSPs were regularly updated and responsive to student learning needs and progress ensuring eligible students receive personalised learning and support within their own classrooms.</p> <p>After evaluation, the next steps to support our students with this funding will be: To formally incorporate integration funding decision making into the learning and support team meeting agenda to ensure funding use is regularly reviewed. The use of integration funding will be adjusted throughout the year in response to student PLSPs reviews to ensure funding is used to specifically</p>

<p>Integration funding support</p> <p>\$94,430.00</p>	<p>address each student's support needs. The school will continue to employ support staff for students with additional learning needs.</p>
<p>Socio-economic background</p> <p>\$169,226.20</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Hay 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"> • Learning Support • Effective Classroom Practice <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • equitable access to specialist resources • engage with external providers to support student engagement and retention • employment of additional staff to support Multi Lit/ Sound check/ Writing program implementation. • resourcing to increase equitability of resources and services <p>The allocation of this funding has resulted in: Numeracy NAPLAN results achieving above state and statistically similar school groups (SSSG) Year 3 NAPLAN Reading above both state and SSSG Year 3 and 5 NAPLAN Numeracy above SSSG</p> <p>After evaluation, the next steps to support our students with this funding will be: Continue to engage the literacy and numeracy mentor to support our trajectory towards achieving targets. We will continue to engage Student Learning Support Officers in the classroom to support student learning. Next year the school will continue to work with external providers and families to improve student engagement.</p>
<p>Aboriginal background</p> <p>\$49,576.21</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Hay 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"> • Effective Classroom Practice • Learning Support <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 Learning and Support Teacher (LaST) to support Aboriginal students • staffing release to support development and implementation of Personalised Learning Plans • creation of school literacy resources embedding local language • community consultation and engagement to support the development of cultural competency • employment of specialist additional staff Student Learning and Support Officer (SLSO) to support Aboriginal students <p>The allocation of this funding has resulted in: An increase in Aboriginal families engaging in the PLP (personalised learning plan) process and, more importantly, conversations became more authentic, at times continuing for more than an hour as a result of the welcoming and informal setting. Tell Them From Me data indicated .78% of</p>

<p>Aboriginal background</p> <p>\$49,576.21</p>	<p>Aboriginal students feel like their culture is valued at school</p> <p>After evaluation, the next steps to support our students with this funding will be: Continue to engage Student Support Officers to deliver differentiated and personalised support to Aboriginal students.</p>
<p>English language proficiency</p> <p>\$11,358.75</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Hay 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"> • Effective Classroom Practice <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • provision of additional EAL/D support in the classroom and as part of differentiation initiatives • additional staffing intensive support for students identified in beginning and emerging phase • withdrawal lessons for small group (developing) and individual (emerging) support <p>The allocation of this funding has resulted in: student progress showing high growth on the EAL/D learning progressions, with 50% of EAL/D students achieving expected or above expected growth. EAL/D students are more confident and prepared to take risks with their language use, as noted in teacher observations and work samples. An increase in students achieving in the middle two bands for literacy in NAPLAN reading.</p> <p>After evaluation, the next steps to support our students with this funding will be: Provide PL to teachers to increase confidence and their capacity to design integrated reading and writing units that reflect the needs of EAL/D learners. Ongoing professional learning will identify language and cultural demands across the curriculum. Personalised and targeted programs will be developed to provide each student with support they require to successfully access the curriculum. The school will continue to employ additional staffing to support reading across the curriculum.</p>
<p>Low level adjustment for disability</p> <p>\$103,039.97</p>	<p>Low level adjustment for disability equity loading provides support for students at Hay 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"> • Effective Classroom Practice <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • providing support for targeted students within the classroom through the employment of School Learning and Support Officers • targeted students are provided with an evidence-based intervention Multi Lit and Errorless Learning to increase learning outcomes • employment of SLSO to improve the development of students by implementing speech and OT programs developed by specialists • employment of LaST and interventionist teacher • development of a needs-based learning and support program in which specialist staff collaborated with classroom teachers to build capacity in meeting the literacy needs of identified students <p>The allocation of this funding has resulted in: an increase of students achieving at or above expected growth in NAPLAN</p>

<p>Low level adjustment for disability</p> <p>\$103,039.97</p>	<p>results. The school achieved a more consistent approach to student learning support and interventions with an increased number of learning support referrals and subsequent collaborative learning support activities</p> <p>After evaluation, the next steps to support our students with this funding will be: To further expand the impact of the learning support team, the school will provide additional support for identified students through the employment of trained SLSOs.</p>
<p>Location</p> <p>\$125,426.72</p>	<p>The location funding allocation is provided to Hay 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"> • Effective Classroom Practice • Instructional Leadership • Learning Support <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • subsidising student excursions to enable all students to participate • technology resources to increase student engagement • incursion expenses <p>The allocation of this funding has resulted in: Increased access to online assessment tools and learning and increased subject opportunities such as Kitchen Garden, Robotics, interactive science and geography lessons for students. The allocation of these funds have increased student engagement through access to school based activities and extra curricula activities.</p> <p>After evaluation, the next steps to support our students with this funding will be: Developing and delivering professional learning, supporting the school to increase collaboration and overcome isolation. Funds will continue to be allocated to support learning using technology and learning activities.</p>
<p>Literacy and numeracy</p> <p>\$4,829.37</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Hay 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> <ul style="list-style-type: none"> • Effective Classroom Practice <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • 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 • purchasing of literacy resources such as quality picture books for guided and shared instruction • employment of an additional Learning and Support intervention teacher <p>The allocation of this funding has resulted in: an increase in the average benchmark level in Kindergarten from 9 to 13 an increase in the average Year 1 benchmark level from 17 to 21 a 20% increase in Stage 1 students participating regularly (weekly) in the home reading program</p> <p>After evaluation, the next steps to support our students with this funding will be: The school will no longer receive these funds from the beginning of 2022.</p>
<p>Early Action for Success (EAfS)</p>	<p>The early action for success (EAfS) funding allocation is provided to improve</p>

<p>\$102,907.78</p>	<p>students' performance at Hay Public School through targeted support in the lowest quartile of NAPLAN performance in literacy and numeracy.</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"> • Instructional Leadership <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • employment of Instructional Leader to support literacy and numeracy programs • employment of Instructional Leader EAfS to train staff and assist with data analysis in Literacy and Numeracy • employment of Instructional Leader to facilitate and support K-2 teachers in building the capacity of teachers to explicitly teach, assess and implement quality literacy and numeracy learning opportunities for all students <p>The allocation of this funding has resulted in: an increased in percentage of students in the top two bands in reading from 44% to 51% an increased in percentage of students in the top two bands in numeracy from 23% to 42% value-add for K-3 is Sustaining and Growing value add for 3-5 is Delivering</p> <p>After evaluation, the next steps to support our students with this funding will be: The school will no longer receive these funds from the beginning of 2022</p>
<p>QTSS release</p> <p>\$33,186.93</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Hay 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"> • Instructional Leadership <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • additional staffing to support staff collaboration in the implementation of high-quality curriculum • implementation of instructional rounds to strengthen quality teaching practices • staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff <p>The allocation of this funding has resulted in: Improved staff confidence and teaching practice. Teachers use learning intentions, success criteria in most key learning areas and have a strong focus on formative assessment. Teachers developing their understanding of evidence-based, high impact teaching strategies and beginning to embed these within their classroom practice.</p> <p>After evaluation, the next steps to support our students with this funding will be: Employing an Assistant Principal Curriculum and Instruction to lead improvement in literacy and numeracy, mentoring staff and supporting students learning. Implementing plus one growth model to identify future professional learning and actions. Formative assessment will be prioritised across the school, focusing on immediate feedback.</p>
<p>Literacy and numeracy intervention</p> <p>\$23,544.78</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Hay Public School who may be at risk of not meeting minimum standards.</p>

<p>Literacy and numeracy intervention</p> <p>\$23,544.78</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"> • Instructional Leadership <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • employment of interventionist to support the delivery of evidence-based literacy and numeracy programs and data driven practices • employment of an instructional leader to address literacy and numeracy learning needs and implement differentiated and personalised intervention for students <p>The allocation of this funding has resulted in: Differentiated teaching through on-going formative assessment followed by targeted literacy programs for identified students performing below the expected level for their stage.</p> <p>This intensive approach has resulted in improved engagement in learning. Evidence can be seen in a combination of reading assessment, writing samples, teacher observation and NAPLAN data. The percentage of students attaining the lower bands in NAPLAN decreased and the students attaining the middle bands significantly increased from 2020 to 2021.</p> <p>After evaluation, the next steps to support our students with this funding will be: The school will no longer receive these funds from the beginning of 2022.</p>
<p>COVID ILSP</p> <p>\$263,532.82</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"> • Effective Classroom Practice • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • releasing staff to participate in professional learning • employment of teachers/educators to deliver small group tuition • providing targeted, explicit instruction for student groups in literacy/numeracy - [focus area] • providing intensive small group tuition for identified students who were... • releasing staff to participate in professional learning • employment of additional staff to support the monitoring of COVID ILSP funding <p>The allocation of this funding has resulted in: The majority of the students in the program achieving significant progress towards their personal learning goals 100% of students correctly answered at least 30% of questions in reading in NAPLAN 55.2% of students answered all additive and multiplicative questions correctly in the Term 4 Check-in assessment</p> <p>After evaluation, the next steps to support our students with this funding will be: To continue the implementation of literacy and numeracy small group tuition using data sources to identify specific student need. The school learning and support processes have been revised and will now involve regular monitoring of students as they transition back into classrooms. Providing additional in-class support for some students to continue to meet their personal learning goals will also be a priority.</p>

COVID ILSP \$263,532.82	The school will employ additional staff with these funds to support students whose learning has been impacted through disruption to schooling.
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Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	102	95	95	103
Girls	80	83	85	106

Student attendance profile

School				
Year	2018	2019	2020	2021
K	92.9	95.6	90.1	91.7
1	94.5	94.9	93.3	86.5
2	94.4	95.9	94.1	92.5
3	94.4	92.1	95.6	94.1
4	90.4	93.8	93.4	91.8
5	90.6	91.6	93.1	92.5
6	95.2	90.4	89.1	92.7
All Years	93	93.1	92.6	91.9
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
Assistant Principal(s)	2
Classroom Teacher(s)	7.23
Literacy and Numeracy Intervention	0.21
Learning and Support Teacher(s)	0.7
Teacher Librarian	0.4
School Administration and Support Staff	2.52

*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	101,007
Revenue	2,917,641
Appropriation	2,777,728
Sale of Goods and Services	85,645
Grants and contributions	53,142
Investment income	126
Other revenue	1,000
Expenses	-2,840,186
Employee related	-2,549,340
Operating expenses	-290,846
Surplus / deficit for the year	77,455
Closing Balance	178,462

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	94,430
Equity Total	333,201
Equity - Aboriginal	49,576
Equity - Socio-economic	169,226
Equity - Language	11,359
Equity - Disability	103,040
Base Total	1,744,114
Base - Per Capita	44,373
Base - Location	125,427
Base - Other	1,574,315
Other Total	273,982
Grand Total	2,445,728

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

The parents and community of Hay Public School responded to a range of questions in the comprehensive Tell Them from Me process. Their responses strongly indicate that parents feel that our school is performing strongly. In each measure, Hay Public School parents scored the school more positively than the average parent response for schools across N.S.W. For welcoming, parents rated Hay Public School 5% higher than the state average, while they rated the school 14% higher than state for being informed. Rating the school's support for positive behaviour, parents rated the school 5% above the state average. 54% of parents indicated they would recommend Hay Public School, while there no responses disagreeing or strongly disagreeing that they would recommend the school to others. This indicates very high levels of satisfaction with the school.

Teacher responses to the Tell Them from Me, also indicate high levels of satisfaction in the school. The staff rated the school above state averages by more than 5% in Leadership, Learning Culture, Teaching Strategies, Inclusion and Parent Involvement. Students in Years 4, 5 and 6 reported positive advocacy at school, with the school scoring 6% above the state average and 7% above similar schools. In measures of expectations for success, responses at Hay Public were 1% above the state average. For a sense of belonging the school scored 7% higher than the state average. In general, these responses equate to a high level of satisfaction among staff, parents and students.

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.