

2021 Annual Report

Hermidale Public School



2155

Introduction

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

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

Hermidale Public School
Mouramba St
Hermidale, 2831
<https://hermidale-p.schools.nsw.gov.au>
hermidale-p.school@det.nsw.edu.au
6833 0707

Message from the principal

Principal speech from the 2021 Presentation night.

I warmly welcome our families and invited guests to the Hermidale Public School presentation night for 2021.

Tonight, we gather on Wangaaypuwan Ngiyampaa country. We respect and honour Aboriginal and Torres Strait Islander Elders past, present and future. We acknowledge the stories, traditions and living cultures of the peoples on this land and commit to building a brighter future together.

Tonight we simply celebrate being together. Being with our family and friends within our community.

For your children, school is such a large part of their daily lives. I can say without a doubt that this year has shown us the power of caring, the strength that kindness brings, the value of trust and the unknown ability to rise above adversity.

During the first half of the year, students learnt happily and diligently in their classrooms, on the playground and in our community. We saw students thrive, overcome hurdles and achieve fantastic outcomes. Our playground was transformed into a beautiful masterpiece and I express our thanks to the Parents & Citizens Association for co funding the project.

In July, with our friends from Girilambone Public School, we headed to Perisher for a week of skiing. This was brilliant - the laughter intertwined with a few close disasters kept us all smiling the whole time. This week will be remembered forever.

Early term 3 saw the Bogan Shire join the list of communities that were locked down in a bid to protect us. In true Hermidale Public School style, the teachers, parents and students adapted. We turned our schools and houses upside down with daily zoom lessons which saw students submitting work through google classrooms and teachers sharing their screens, running break out rooms and delivering packages to mail boxes. We had some fun and laughter during these weeks with challenges, games, song writing and creativity. We were all very happy when on the last day of term 3, our doors opened up and we welcomed the students back to school.

This year, our student group has been capably led by Mac as this years' School Captain. Mac has displayed maturity, respect and thoughtfulness. He has a wonderful rapport with his teachers and looks out for others throughout his day - Mac is certainly a unique individual. Over the past few years, we have seen the purple sock phase, the beanie wearing phase, the long mullet, the short mullet, the shaved head and a few moments when he decided a sleep would be more preferable than listening to me talking! But Mac - you have influenced me and I am all the better for knowing you. Thank you Mac

Thank you to PJ for ensuring the kids arrive and leave school safely - his easy going nature helps me when I forget to tell him important information such as when mid term break is. The Parents & Citizens Association continues to be a great support to our School and I appreciate the positive working relationship that I have with this group.

I warmly thank our dedicated teachers and support staff, I couldn't do it without you! Our team is so committed to our school and I acknowledge the high level professionalism that you all bring.

We have some grand plans for 2022 - this includes a major project that will see the students immerse themselves in farming through sowing and harvesting a wheat crop with the aim being to fund a venture to the Northern Territory for a two week educational, agricultural and culture experience.

So my students, as you reach for the stars, remember this

Shine bright our wonderful ones.

Have a wonderful Christmas and holiday that brings you and your family peace and joy.

Message from the school community

Parents &Citizens Association Report - Presented by Katie Mudford, Parents &Citizens Association President.

Good evening. As 2021 draws closer to an end, I think that many of us are looking forward to taking a breath. I remember writing a speech for presentation night last year and I was determined not to say that dreaded C word that has been hindering us now for almost two years. I resolved again to not mention that word tonight, but thought I would get creative and list a few other C words as an overview of the Hermidale Parents &Citizens Association year that's been.

C is for calluses. The Hermidale Public School children have finally had the chance to grow some calluses from using our new play equipment that seemed to take forever to take shape. It looks amazing and has been the source of so much fun and laughter.

C is for charity. We have made contributions this year to Royal Far West to support their ongoing work for rural children, and also the Wells-Budd family to show our thoughts and support for a beautiful little boy.

C is for canteen. We decided to do a canteen trial which has proven very popular and successful, and we thank Little Brown Bag in Nyngan for providing the most delicious food for our students (and I believe staff) each Thursday.

C is for courageous. This is a word that I believe represents the whole HPS community, and we will certainly be showing courage and ambition next year as we take on a massive new project. Watch this space.

C makes a 'c' sound for Krispy Kreme Doughnuts. We revisited a favourite fundraiser this year and we again thank the communities of Nyngan, Hermidale and Cobar for their support. Perhaps another Krispy Kreme order will be on the horizon in the new year.

Finally, C is for challenges. This year we had another stint of home learning which for many families presented challenges; balancing work, home learning spaces, technology troubles, and new fangled ways of solving Maths problems that had more than a few of us stumped! We are all aware how lucky our children are to attend such a fabulous school, and we were again reminded how incredibly fortunate we are as we saw teachers go well and truly above and beyond to ensure our kids continued to learn, feel valued, and laugh every single day. A place is only ever as good as the people in it. And at Hermidale Public School, we have amazing families, resilient and determined children, and the most supportive, innovative and inspiring staff that we could ever hope for. This year, the staff of Hermidale Public School have requested that in lieu of presents, the Parents &Citizens Association donate to the Wells-Budd family of Hermidale. We have gladly made a monetary contribution and we continue to keep Thomas and family in our thoughts. We would like to acknowledge the staff by presenting a card to each of them.

Skye - you are professional, patient, and you genuinely care for every student in this school. For this we thank you.

Bek - you make our kids laugh, whilst also pushing them to achieve their very best. Thank you for your dedication.

Wendy - thank you for always pushing our kids to achieve their very best, and believing that they can achieve anything.

Kerrie - you are organised and persistent, and you really showed your sense of adventure this year on the ski trip. Thank you for everything you do.

Kristin - not only do you support the students in the classroom, you are always willing to pick up, drop off, and run any errand that you are asked. Thank you being so helpful.

Tim - thank you always getting involved, and being such a valuable source of learning support for our students.

Monique - thank you for always providing such valuable support behind the scenes. You are a valued member of our school.

Jacinta - we miss your smiling face around the school and look forward to seeing you again soon.

Paul - thank you for getting students to and from school safely, and for patiently allowing fun and laughter on the bus.

Aboriginal Education Consultative Committee (AECG) annual report - Presented by Maria Johnson, AECG President.

I would like to acknowledge the traditional custodians of the land the Wangaaypuwan people on which we stand, lead and learn. This land is and always will be Aboriginal land. I would also like to pay our respects to the elders both past, present and to those leaders emerging who will carry on the hopes and dreams of our nation into the future. I recognise the strength, resilience and spirit of our nation's first peoples.

2021 was a challenging year, with meetings being postponed due to COVID restrictions. I would like to thank all the educators for preparing the learning from home packs, the regular phone calls to check in on students and parents much appreciated.

The Nyngan Local AECG have met, when possible, throughout the year, and participated in Zoom meetings to engage with schools and agencies to provide advice on all matters relevant to education and training with the mandate that this advice represents the Aboriginal community viewpoint, with the premise that the most critically important part of the consultative process is the active involvement of Local AECG members and communities.

Raylene Weldon (Vice President) and I have been participated in Zoom calls with State AECG and attended the State Conference to keep abreast of the changes and updates within the education setting.

Nyngan Local AECG have total of 38 Members. 12 Full members and 26 Associate members

We have participated in Interview panels, cultural activities within the community, Connecting to Country (C2C) and attended community interagency meetings. Programs are run throughout the year to support our students with culture and identity, as well as maintaining high expectations and getting ready for the future.

Nyngan Local AECG have been an integral part of the NAIDOC week planning team and we successfully held another community day with COVID restrictions in place on the Bogan River. All schools have celebrated Harmony Day, National Sorry Day, Reconciliation Week and NAIDOC week within each school setting.

On behalf of the Nyngan local AECG Committee, I wish to thank everyone who has given their time and happily assisted the AECG without your assistance this would not be possible.

I extend my gratitude to the AECG committee for their encouragement and continuing support in a voluntary role to ensure our AECG is active and welcoming. The committee for 2021 was me as President. Vice president Raylene Weldon. Secretary Veneta Dutton and Melissa Selfe as treasurer.

School vision

At Hermidale Public School, we educate students within an engaging and culturally safe environment where each student is known, valued and cared for. The school culture is strongly focused on promoting educational aspiration, community partnerships, high expectations, explicit teaching and effective feedback.

School context

Hermidale Public School is a Teaching Principal 1 rural remote school on the traditional lands of the Wangaaypuwan Ngiyampaa people. Hermidale is a farming and mining community located 45 km west of Nyngan, within the Bogan Local Government area.

Currently 7 students are enrolled with 3 students identifying as Australia's first nation peoples. All students live in Hermidale and the surrounding district.

Our school is supported by the Mitchell network of schools and has strong partnerships with the families, Hermidale Public School Parents & Citizens Association and Nyngan Aboriginal Education Consultative Group. Our partnership with the Girilambone, Hermidale & Marra Creek Leading and Learning Hub and the role of the Primary Maths Specialist Teacher will support our School Improvement.

To effectively achieve student growth and attainment in literacy and numeracy, the school will continue to engage in the strong professional learning community that is inclusive, respectful and purposeful.

The school plays a critical role in the rural and remote community of Hermidale. Parents, staff, students and community members share a strong sense of ownership and commitment to the ongoing development of the School. The community supports students 'Reaching for the Stars' within a Positive Behaviour for Learning culture that promotes positive, respectful and responsible learners.

The school's focus is on student outcomes in literacy and numeracy. Student engagement through a broad range of activities; performing arts, cultural, leadership and sport, lead to learning opportunities beyond the school gate. The school has excellent facilities, which include well-maintained classrooms surrounded by an aesthetically pleasing and rich play environment. The school has a comprehensive library, quality literacy and numeracy resources and technology for student learning.

Through our situational analysis it has been identified that the school continue to improve the learning outcomes for students in literacy and numeracy through the following initiatives:

- Data informed practice
- Quality teaching practice
- Collaborative partnerships
- Effective feedback

The Strategic Improvement Plan will guide quality formative and summative assessment processes and procedures. Data collection practices will develop greater consistency of judgement within our school and across the Leading and Learning Hub. Student engagement will be supported by embedded practices and procedures around the key elements of the What Works Best in practice research (CESE), focusing on; High Expectations, Use of Data to Inform Practice, Explicit teaching, Effective Feedback and Assessment.

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	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	Delivering
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Excelling
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

Student growth and attainment in reading and numeracy will improve by embedding whole school processes to analyse, interpret and extrapolate data and implement evidence informed 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 quality teaching with data informed practice
- Growth and attainment in reading and numeracy through evidence informed practice

Resources allocated to this strategic direction

School support allocation (principal support): \$4,000.00

QTSS release: \$1,000.00

Socio-economic background: \$11,000.00

Professional learning: \$300.00

Aboriginal background: \$1,000.00

Literacy and numeracy: \$1,750.00

Summary of progress

The focus for 2021 was effective quality teaching with data informed practice to improve growth and attainment in reading and numeracy. A key element of this focus was staff participation in a range evidence based professional learning. The regular professional learning was complemented by the school processes that supported staff to pause and review knowledge, skills and understanding. The emphasis in 2021 was on reading progression and the complex cognitive process of reading. Working with the Primary Maths Specialist, staff adopted Big Ideas and Starting Strong to improve the teaching of numeracy.

Significant progress occurred in staff teaching practice regarding reading and reading comprehension. Learning led by Sheena Cameron and Lynn Sharratt have deepened teachers knowledge of explicit instruction, the slow release model of teaching reading and the benefits of communicating and sharing Learning Intentions and Success Criteria with students.

Following a review of the school's Assessment Schedule and Procedures, staff improved the triangulation of data to inform the teaching and learning cycle. The regular monitoring of student growth and attainment data informs the weekly teaching and learning cycle.

Next year, data will continue to be triangulated to inform the teaching cycle across the school. Student growth and attainment in reading, will continue to be supported through quality teaching and learning practice. The school will identify evidence based strategies to build teacher capacity and student comprehension skills.

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
Year 3 and 5 students will be working towards the top two bands lower bound, in NAPLAN reading .	Students' achievement in the top two bands in NAPLAN is working towards the system lower bound negotiated targets in Reading.
Year 3 and 5 students will be working towards the top 2 bands lower bound, in NAPLAN numeracy .	Students' achievement in the top two bands in NAPLAN is working towards the system negotiated targets in Numeracy.
Students in year 5 will have their growth monitored to determine their progress in NAPLAN numeracy .	Processes and practices are being developed to monitor growth in NAPLAN numeracy progression.

Students in year 5 will have their growth monitored to determine their progress in NAPLAN **reading**.

Processes and practices are being developed to monitor growth in NAPLAN reading progression.

Strategic Direction 2: Partners in learning

Purpose

Students, Staff and the Community are co constructors of quality learning in a culturally safe and effective learning environment.

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.

- Learning in partnership
- Creating a quality learning environment.

Resources allocated to this strategic direction

School support allocation (principal support): \$4,000.00

Aboriginal background: \$3,000.00

Summary of progress

The focus for 2021 was learning in partnership and creating a quality learning environment. Guided by the High Impact Professional Learning policy, the school focused on evidence based professional learning. The learning enabled teachers to complete professional reading of the text *Clarity, What Matters Most in Learning, Teaching and Leading* (Lyn Sharratt) and online learning tasks to develop quality teacher practice.

Learning in Partnership has been a key strategy that the school has committed to over the previous five years. Due to our small student cohort, we have identified the ongoing need to collaborate with a group of schools for educational, social, sporting experiences and for professional dialogue, support, professional learning and shared programming and assessment. Explicit teaching and assessment of narrative, informative and persuasive writing has provided the platform for teachers to collaborate and identify a consistent teaching and learning approach to support student writing.

The school actively liaises with Early Childhood providers and families to support the transition to school process. A Hermidale Public School transition to our school pack has been published and distributed. This will be an ongoing tool to support a number of families who are beginning their educational connection with Hermidale Public School.

The Nyngan Aboriginal Education Consultative Group (AECG) is a valued member of the school's learning and support community. Yarning on country will be a valuable way to bring our community together with a focus on reading and numeracy growth and attainment. In 2021, we were unable to meet at school so contact was maintained and discourse was undertaken when attending the Aboriginal Education Consultative Group meetings held twice a term.

Next year, we continue our learning with the Leading and Learning hub to analyse data to inform the teaching and learning of writing within our school and across the Hub. We will continue to create a quality learning environment and unwrap the core tenets of successful School Improvement Processes (as described by Lynn Sharratt). We remain committed to working in partnership with students, teachers, parents and the AECG executive to focus on growth and attainment in literacy and numeracy.

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 element of Learning - Learning culture, the school's on balance judgement for this element will be at sustaining and growing .	The school's on balance judgement is Sustaining and Growing in the element of Learning - Learning Culture and is working towards excelling.
In the element of Teaching - Effective classroom practice, the school's on balance judgement for this element will be sustaining and growing.	The school's on balance judgement is Excelling in the element of Teaching-Effective classroom practice. This exceeds our 2021 progress measure.

<p>Increase the proportion of students attending more than 90% of the time above the baseline.</p>	<p>69.92% of Students are attending school more than 90% of the time which is slightly below our lower bound target.</p>
--	--

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$9,643.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Hermidale 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"> • Other funded activities <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 • implementation of targeted programs to differentiate teaching and learning programs <p>The allocation of this funding has resulted in: all eligible students demonstrating progress towards their personalised learning goals. All Personalised Learning Plans were regularly updated and responsive to student learning needs and progress ensuring eligible students receive individualised learning and support within their own classrooms.</p> <p>After evaluation, the next steps to support our students with this funding will be: to monitor integration funding and make adjustments throughout the year in response to student Personalised Learning Plans reviews to ensure funding is used to specifically address each student's support needs.</p>
<p>Socio-economic background</p> <p>\$18,541.68</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Hermidale 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"> • Effective quality teaching with data informed practice • Growth and attainment in reading and numeracy through evidence informed practice • 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 support identified students with additional needs • professional development of staff to support student learning <p>The allocation of this funding has resulted in: student reading improvement evidenced in internal and external data sources.</p> <p>After evaluation, the next steps to support our students with this funding will be: continue to implement the literacy and numeracy activities to support our trajectory towards achieving targets.</p>
<p>Aboriginal background</p> <p>\$20,957.60</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Hermidale 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>

<p>Aboriginal background</p> <p>\$20,957.60</p>	<ul style="list-style-type: none"> • Learning in partnership • Growth and attainment in reading and numeracy through evidence informed practice • 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 additional staff to deliver personalised support for Aboriginal students • staffing release to support development and implementation of Personalised Learning Plans <p>The allocation of this funding has resulted in: all Aboriginal families engaging in the Personalised Learning Plan process and conversations are authentic, safe and respectful. Aboriginal students feel that their culture is valued at school.</p> <p>After evaluation, the next steps to support our students with this funding will be: allocating funding to part employ a classroom teacher to teach literacy and numeracy to deliver differentiated and personalised support to Aboriginal students.</p>
<p>Low level adjustment for disability</p> <p>\$13,615.81</p>	<p>Low level adjustment for disability equity loading provides support for students at Hermidale 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"> • Other funded activities <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 intervention to increase learning outcomes • employment of additional staff to support teachers to differentiate the curriculum and develop resources and classroom activities resulting in improvement for students with additional learning needs • employment of Learning and Support Teacher and interventionist teacher <p>The allocation of this funding has resulted in: the school achieving 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 School Learning and Support Officers.</p>
<p>Location</p> <p>\$7,929.06</p>	<p>The location funding allocation is provided to Hermidale 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"> • Other funded activities <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 <p>The allocation of this funding has resulted in:</p>

<p>Location</p> <p>\$7,929.06</p>	<p>all students having equal access to the full range of curriculum offerings including excursions, sporting events and cultural activities.</p> <p>After evaluation, the next steps to support our students with this funding will be: to allocate identified funding to continue to provide equitable access to varied components of the school curriculum.</p>
<p>Professional learning</p> <p>\$694.30</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Hermidale 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"> • Growth and attainment in reading and numeracy through evidence informed practice • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • engaging in professional learning to unpack evidence-based approaches to teaching reading and explore modelled, shared, guided and independent reading <p>The allocation of this funding has resulted in: Increased capacity of all teachers to embed effective practices in the explicit teaching of reading, resulting in improved internal student results.</p> <p>After evaluation, the next steps to support our students with this funding will be: Personalised and targeted professional learning in the form of mentoring and co-teaching.</p>
<p>Literacy and numeracy</p> <p>\$1,750.00</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Hermidale 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"> • Growth and attainment in reading and numeracy through evidence informed practice <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • comprehension Professional Learning • release time to engage in the Starting Strong and Big Idea Professional Learning with support from the Primary Maths Specialist. <p>The allocation of this funding has resulted in: teachers accessing Professional Learning through webinar with Sheena Cameron and in school support from Principal mentoring sessions.</p> <p>After evaluation, the next steps to support our students with this funding will be: to continue to build the capacity of Teachers to embed quality reading comprehension strategies Kindergarten to Year 6.</p>
<p>QTSS release</p> <p>\$2,018.12</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Hermidale 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 quality teaching with data informed practice

<p>QTSS release</p> <p>\$2,018.12</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"> • 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 and have a strong focus on formative assessment. Teachers have now embedded evidence-based, high impact teaching strategies within their classroom practice.</p> <p>After evaluation, the next steps to support our students with this funding will be: in consultation with Departmental staff and Primary Maths Specialist, implement mentoring sessions to lead improvement in an area where teachers need support, such as literacy or numeracy.</p>
<p>COVID ILSP</p> <p>\$11,212.00</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 funding include:</p> <ul style="list-style-type: none"> • employment of teachers/educators to deliver small group tuition • releasing staff to analyse school and student data to identify students for small group tuition groups and monitor progress of student groups • providing targeted, explicit instruction for student groups in literacy/numeracy • development of resources and planning of small group tuition <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</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. 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	3	6	5	3
Girls	8	6	8	4

Student attendance profile

School				
Year	2018	2019	2020	2021
K	95.7	95.5		
1	95.6	89.7	90	
2	95.3	93.1	91.8	93.3
3		83.1		94.9
4	92.2	84.1	92.9	
5	81.3	92.9	91.8	92.3
6	85.5	81.1	93.9	79.8
All Years	90.8	89.2	92	91.9
State DoE				
Year	2018	2019	2020	2021
K	93.8	93.1		
1	93.4	92.7	91.7	
2	93.5	93	92	92.6
3		93		92.7
4	93.4	92.9	92	
5	93.2	92.8	92	92.1
6	92.5	92.1	91.8	91.5
All Years	93.3	92.8	91.9	92.2

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)	0.24
Learning and Support Teacher(s)	0.1
Teacher Librarian	0.08
School Administration and Support Staff	0.9

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 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	240,140
Revenue	581,387
Appropriation	573,107
Sale of Goods and Services	258
Grants and contributions	6,627
Investment income	150
Other revenue	1,245
Expenses	-671,334
Employee related	-517,020
Operating expenses	-154,314
Surplus / deficit for the year	-89,947
Closing Balance	150,194

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	11,937
Equity Total	56,615
Equity - Aboriginal	22,458
Equity - Socio-economic	20,542
Equity - Language	0
Equity - Disability	13,616
Base Total	322,029
Base - Per Capita	3,205
Base - Location	14,929
Base - Other	303,895
Other Total	29,309
Grand Total	419,890

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

Parents were asked a series of questions in a survey conducted in Term 4, 2021. I feel welcome when I visit the school - Always; I am well informed about school activities - Usually or Always; Teachers listen to concerns that I have regarding my child - Always; Teachers have high expectations for my child to succeed - Always; My child is encouraged to do his/her best - Always; Teacher's consider my child's needs, abilities and interests - Always. In regards to school communication, Parents find texts, the fortnightly newsletter, emails and attending Parent and Citizen meetings, very useful forms of communication.

Students were asked a series of questions in a survey conducted in Term 4, 2021. The majority of students always felt safe and respected at school. Students agreed that they can talk to a friend or Teacher at school about their feelings. The school continues to pursue opportunities for peer engagement through Hub excursions, sporting teams, cultural experiences and promoting community events through the Newsletter. Students said that they felt well supported by their Teachers and that they had a clear understanding about the learning expectations.

Teaching Staff in 2021, trialed various communication channels to ensure part time Teachers were up to date with the School's programs and planning. Teachers felt well supported by the Principal and colleagues during the home learning weeks and cited the continuation of Professional Learning in line with our Strategic Improvement Plan as beneficial.

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.