

2022 Annual Report

Hay Public School



2145

Introduction

The Annual Report for 2022 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.

School contact details

Hay Public School
201-217 Lachlan Street
HAY, 2711
<https://hay-p.schools.nsw.gov.au>
hay-p.school@det.nsw.edu.au
02 6993 1270

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	2022 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Delivering
LEARNING: Curriculum	Delivering
LEARNING: Assessment	Delivering
LEARNING: Reporting	Delivering
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Delivering
TEACHING: Data skills and use	Working towards Delivering
TEACHING: Professional standards	Delivering
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Delivering
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
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

AP Curriculum & Instruction: \$67,500.00

Professional learning: \$10,000.00

QTSS release: \$21,680.00

Per capita: \$20,000.00

Socio-economic background: \$114,867.59

Low level adjustment for disability: \$22,496.25

Location: \$10,550.00

Summary of progress

In 2022 the school continued with its strong emphasis on effective instructional leadership to improve teaching and learning along with outcomes for students. There were four (4) focus areas addressed by the school:

1. The selecting quality texts and developing teaching plans for and about the selected quality texts
2. The implementation of a modified accelerated literacy sequence in classroom programs and teaching
3. Planning for the use of, and implementation of high quality guided reading in the classroom
4. Understanding and planning for the new K - 2 syllabuses.

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

In 2022 the school implemented high impact professional learning through structured staff meetings, stage meetings and APCI led workshops that focused on evidence based literacy teaching practices.

Term 1 professional learning focused on classroom practice that supported student wellbeing. The learning was led by the principal, supporting teachers in refining their classroom management practices. The effectiveness of the professional learning was monitored through the number of reports on the school wellbeing system. The result showed that the learning had a positive impact on classroom management across the school.

In Term 2 the professional learning focused on effective guided reading practices. At staff meetings, staff were led through a sequence of professional learning on guided reading in the classroom. Teaching practice was observed and feedback provided by APCI and APs. It was observed that the majority of teachers modified their guided reading, focusing more on individual students and their learning needs. During Semester 2 the professional learning focused on implementing a modified accelerated learning sequence to improve the teaching of reading and writing. This included a review of the use of quality texts in teaching literacy. Staff were supported in the classroom by APCI and other executive to plan appropriately and implement the teaching sequence in the classroom.

The practical implementation of the strategies was supported and monitored through APCI support programs and executive monitoring. During Term 4 teachers participated in report back, sharing and reflection sessions, and demonstrating their implementation of the strategies. This was enabled through the strategic use of meeting times and school development days. The APCI positions were also key in providing both professional learning sessions and direct support to staff. While significant progress was achieved, there were factors that impacted on the effective delivery of

the initiative. These included changes to staff timetables, moving excursions into term 4 and flood events. Another influence on implementation was the introduction of the new English and Mathematics Syllabuses.

There has been a positive uptake of change of practice in K - 2 with teachers successfully aligning their teaching practice with the new syllabus and incorporating the literacy strategies explored in professional learning sessions. Teachers in Years 3 - 6 have started using the accelerated literacy teaching pedagogy in literacy lessons. Teachers have been developing programs and resources to support the accelerated literacy teaching strategies.

The main barrier to success was the time allowed for the uptake of the modified teaching sequence with the demands of planning for two new syllabuses and the range of expertise of staff across the school.

Instructional Leadership

Instructional leadership was a focus of the whole school executive in 2022. The executive team engaged in a series of planning days throughout the year to evaluate the progress towards the Strategic Improvement Plan Initiatives, plan the next steps and co-ordinate the implementation of the plan. There was a strong focus on preparing staff for the new K - 2 syllabuses in English and Mathematics to be implemented in 2023 and the Year 3 - 6 English and Mathematics syllabuses to be implemented in 2024.

Throughout 2022, instructional leadership was an important element in driving school improvement. During Semester 1, the APCIs led staff through the curriculum reform professional learning modules as part of the School Development Days and staff meetings. Staff were also led through the new syllabuses, ensuring familiarity with the new structures and content in each syllabus. The Instructional Leader also provided staff with access to Reading Guides and other support material to increase understanding of the new syllabuses and the implications for classroom practice. Throughout Semester 2, release days were provided so that teams of teachers could work with the APCIs to write overviews, scope and sequences and draft teaching programs for English. By the end of 2022 these tasks had been completed to the extent that ES1 and Stage 1 teachers were prepared for the new syllabuses in 2023.

While the work was successfully completed, the timing of the release of the draft teaching units delayed some of the substantive programming work until later in the year. The school also recognised that the scope of the plan was large which meant that additional release was required to allow staff to complete work in preparation for the new syllabuses.

Next year the school will build on the syllabus preparation model that was developed for the new K - 2 syllabuses to prepare for the Year 3 - 6 English and Mathematics Syllabuses. The school will also focus on ensuring the effective implementation of the new syllabuses in K - 2. There will be a school-wide focus on the teaching and learning cycle, with particular emphasis on assessment, data analysis 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
Increased (uplift) percentage of students achieving expected growth NAPLAN reading by 4.9% (System negotiated target)	• Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.
Increased (uplift) percentage of students achieving expected growth NAPLAN numeracy by 4% (System negotiated target)	• Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.
Top 2 bands (or equivalent) NAPLAN reading increase (uplift of 4.6%) (System negotiated target)	• 2022 NAPLAN data indicates 40% of students are in the top two skill bands for reading indicating the school did not achieve the system negotiated target, however progressed beyond the target baseline by 1% .
Top 2 bands (or equivalent) NAPLAN numeracy increase (uplift of 5.13%) (System negotiated target)	• 2022 NAPLAN data indicates 27% of students are in the top two skill bands for numeracy indicating the school did not achieve the system negotiated target, however met the target baseline.

Strategic Direction 2: Wellbeing

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

Integration funding support: \$116,682.00
Socio-economic background: \$77,757.30
Low level adjustment for disability: \$80,444.70
Location: \$118,760.63
Professional learning: \$18,103.55
Per capita: \$32,810.05
AP Curriculum & Instruction: \$113,185.20
QTSS release: \$16,933.46
Aboriginal background: \$49,228.47
English language proficiency: \$15,773.98

Summary of progress

In 2022 the 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. Support for staff in effective classroom management
2. Connecting with the community to support student wellbeing
3. Cultural connections with the Aboriginal community
4. Developing capacity in building student resilience
5. Improving student attendance

Student Engagement

A range of positive initiatives were undertaken throughout 2022. During staff meetings in term 1, staff engaged in professional learning on classroom management that supported student learning. There was strong evidence of more consistent approaches to classroom management that supported improved student learning. Term 1 also saw the school executive commence its engagement with the community through Hay Community Mental Health Forums. The forums, which were held through the first half of the year, enabled the school to work with other agencies across the community to provide better access to mental health services for students and families. Throughout the year, processes for improving student attendance were further developed. Attendance data was reviewed daily 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 the community. The school regularly communicated with the school community about the importance of attendance and its affect on student achievement. In Semester 2 the executive started professional learning on Growth Mindset, to improve student resilience. Unfortunately, this was not completed due to the time requirements for school operational matters. Semester 2 also saw the completion of the school yarning circle, with the guidance of an aboriginal artist.

The school achieved most of its goals in this initiative. Unfortunately, the scope of activities and the time required for high priority tasks such as new syllabus implementation meant that some of the work on student resilience has been delayed.

In 2023 our school will continue to improve systems to promote student attendance. The school will continue with developing student wellbeing, including a continuation of a focus on student resilience. The school will also develop structures to better support both student wellbeing and behaviour.

Learning Support

During 2022 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. Data indicated the need for increased support for students across the school. The analysis led to the employment of additional SLSOs to support identified students. There was significant work in ensuring the effective integration of SLSOs into teaching and learning activities to support students. The school also significantly increased its interactions with departmental supports including Learning and Wellbeing Officers, Home School Liaison Officer and Network Facilitators. This proactive approach ensured that identified students were actively supported, improving their educational outcomes. The school also commenced work on developing its physical movement and play area, which will allow students to access a safe space to refocus when needed.

While the school has increased its level of support for students, the employment pool of the area has limited the school's ability to replace the Wellbeing Officer position that previously existed in the school and would support wellbeing across the school.

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. The school will explore new executive structures to better support the wellbeing of students.

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 5.0% (system-negotiated target)	Decreased percentage of students attending school 90% or more of the time by 4%.
Tell Them From Me Survey Advocacy at School - 86% of students with positive wellbeing Expectations for Success - 88% of students with positive wellbeing Sense of Belonging - 79% of students with positive wellbeing	The percentage of students reporting advocacy at school is 83% in Year 6 and averages 80% across all students surveyed The percentage of students reporting high expectations of success is 84% across all students surveyed The percentage of students reporting sense of belonging is 70% across all students surveyed

Strategic Direction 3: Community Engagement

Purpose

Our purpose is to engage families, parents and carers in the education of their child(ren) to benefit all students and support families who form our learning community.

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.

- Educational Connections
- Wellbeing Connections

Resources allocated to this strategic direction

Summary of progress

In 2022 the focus was on the implementation of practices that support parent and community engagement in the school. With the addition of this strategic direction to the Strategic Improvement Plan for 2022, a number of preliminary focus areas were developed:

1. Expansion of the school curriculum to better support student
2. Improvement to the transition to high school process
3. Development of new behaviour support processes and procedures

Educational Connections

A range of positive initiatives were undertaken throughout 2022. After consultation with staff and the community, the school established a partnership with the South West Conservatory of Music in the second half of 2022. The partnership saw a music tutor work with each class in the school, to deliver a music program that reflects the requirements of the NSW syllabus and promote an appreciation of performing arts within the school. Informal feedback indicated that the program has been very well received, with staff and students enthusiastically supporting the program. With the additional music support in the school, the school was able to re-establish the school choir. Staff and students, supported by the music tutor have developed their musical skills and were developing performance opportunities for the choir. The school also participated in a series of meetings with the high school to enhance the transition program for Year 6 students into the high school. A group of students regularly visited the high school during the year to participate in the Chess Club and inter school activities. There were enhanced opportunities for primary students to participate in activities such as assemblies, concerts and other events, at the high school throughout the year. This culminated with an expanded transition for Year 6 students, where they joined high school classes once each week over the 10 weeks the transition program ran.

While there was a positive response to the expanded transition program, there were communication difficulties between the schools that can be corrected for 2023.

In 2023 we will be looking to further expand connections with the high school. There will also be a commitment to developing a transition hub as part of the anticipated parent hub that the school is seeking to develop.

Wellbeing Connections

During 2022 the executive team engaged in the process of reviewing and enhancing the behaviour and support procedures across the school.

With the introduction of new Department of Education policies, the school commenced a review of all of its wellbeing, behaviour support, and associated procedures. In the first half of the year, time was allocated in staff meetings to familiarise teachers with the draft policies and discuss school procedures associated with wellbeing and behaviour support. Through these discussions it was identified that refinements were necessary to better support students experiencing difficulty. Executive staff undertook professional learning to improve understanding of evidence based practices to support wellbeing and behaviour. In Semester 2, the principal led the executive team in drafting new procedures, ensuring that there was ongoing consultation with the school community. As a result, new procedures have been implemented at the school that better support students and staff to maintain a safe and respectful culture at Hay Public School.

While the new procedures have been successfully implemented, staff require further professional learning on aspects of

evidence based programs such as Positive Behaviour for Learning and processes such as restorative practices.

Next year there will be a focus on professional learning to support staff with restorative practices, functional behavioral support and other evidence based behaviour programs.

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
Tell Them From Me Inclusive School - greater than 65% School Supports Learning greater than 70%	The percentage of students reporting being included at school is 75% across all students surveyed The percentage of students reporting the school supports learning is 83% across all students surveyed
Tell Them From Me School Supports Positive Behaviour than 70%	The percentage of respondents reporting positive behaviour at school is 84% across all students surveyed

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$116,682.00</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"> • Student Engagement <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • Employment of SLSO and support staff for classroom support of identified students <p>The allocation of this funding has resulted in the following impact: 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 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 specifically address each student's support needs.</p>
<p>Socio-economic background</p> <p>\$192,624.89</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"> • Instructional Leadership • Student Engagement <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 work as a full-time Literacy and Numeracy mentor with students performing below the expected stage level. • resourcing to increase equitability of resources and services • providing students without economic support for educational materials, uniform, equipment and other items <p>The allocation of this funding has resulted in the following impact: Year 3 Naplan showed an improvement of 13% of students achieving minimal standards in reading, with greater than 70% of students achieving minimum standards.</p> <p>After evaluation, the next steps to support our students will be: to continue to engage the literacy and numeracy mentor to support our trajectory towards achieving targets.</p>
<p>Aboriginal background</p> <p>\$49,228.47</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"> • Learning Support

<p>Aboriginal background</p> <p>\$49,228.47</p>	<p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional teacher to work as a full-time Literacy and Numeracy mentor with students performing below the expected stage level <p>The allocation of this funding has resulted in the following impact: NAPLAN results show an increase of 30% of Aboriginal students achieving top two bands for reading.</p> <p>After evaluation, the next steps to support our students will be: engaging a literacy and numeracy focused Aboriginal focused program to deliver differentiated and personalised support to Aboriginal students.</p>
<p>English language proficiency</p> <p>\$15,773.98</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"> • Learning Support <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 support delivery of targeted initiatives • additional staffing intensive support for students identified in beginning and emerging phase <p>The allocation of this funding has resulted in the following impact: EAL/D students are more confident and prepared to take risks with their language use, as noted in teacher observations and work samples.</p> <p>After evaluation, the next steps to support our students will be: to capitalise on teacher confidence and their capacity to design integrated writing units that reflect the needs of EAL/D learners.</p>
<p>Low level adjustment for disability</p> <p>\$102,940.95</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"> • Instructional Leadership • Student Engagement • Learning Support <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 through MultiLit and Errorless Learning to increase learning outcomes <p>The allocation of this funding has resulted in the following impact: There has been a 15% increase in the number of students achieving the top two bands in reading.</p> <p>After evaluation, the next steps to support our students 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>\$129,310.63</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</p>

<p>Location</p> <p>\$129,310.63</p>	<p>including:</p> <ul style="list-style-type: none"> • Instructional Leadership • Student Engagement <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 • partnership with external provider to deliver enhanced curriculum opportunities for students <p>The allocation of this funding has resulted in the following impact: increased subject opportunities and experiences for students.</p> <p>After evaluation, the next steps to support our students will be: to increase collaboration and overcome isolation.</p>
<p>Professional learning</p> <p>\$28,103.55</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 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 • Student Engagement <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Teachers were engaged to provide relief allowing staff to engage in professional learning supporting the implementation of the new syllabus. <p>The allocation of this funding has resulted in the following impact: increased capacity of all teachers to embed effective practices in the explicit teaching of writing.</p> <p>After evaluation, the next steps to support our students will be: personalised and targeted professional learning in the form of mentoring and co-teaching.</p>
<p>QTSS release</p> <p>\$38,613.46</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 • Learning Support <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 <p>The allocation of this funding has resulted in the following impact: improved staff confidence and teaching practice. 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 will be: employing a specialist to lead improvement in literacy for identified students.</p>
<p>COVID ILSP</p> <p>\$105,413.00</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 2022.</p>

<p>COVID ILSP</p> <p>\$105,413.00</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 <p>The allocation of this funding has resulted in the following impact: 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 will be: to continue the implementation of literacy and numeracy small group tuition using data sources to identify specific student need.</p>
<p>Per capita</p> <p>\$52,810.05</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students 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 • Student Engagement <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • Additional staff employed to support the implementation of new syllabuses • Purchase of teaching and learning resources to enhance literacy and numeracy <p>The allocation of this funding has resulted in the following impact: NAPLAN results show an improvement with 40% of students achieving in the the top two bands for reading.</p> <p>After evaluation, the next steps to support our students will be: to continue to provide release to staff to allow for the development of effective literacy and numeracy programs. The school will continue to enhance its teaching and learning resources to support effective classroom practice.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	95	95	103	103
Girls	83	85	106	98

Student attendance profile

School				
Year	2019	2020	2021	2022
K	95.6	90.1	91.7	87.2
1	94.9	93.3	86.5	88.4
2	95.9	94.1	92.5	83.0
3	92.1	95.6	94.1	85.5
4	93.8	93.4	91.8	89.6
5	91.6	93.1	92.5	87.7
6	90.4	89.1	92.7	86.9
All Years	93.1	92.6	91.9	87.1
State DoE				
Year	2019	2020	2021	2022
K	93.1	92.4	92.8	87.9
1	92.7	91.7	92.7	87.4
2	93.0	92.0	92.6	87.8
3	93.0	92.1	92.7	87.6
4	92.9	92.0	92.5	87.4
5	92.8	92.0	92.1	87.2
6	92.1	91.8	91.5	86.3
All Years	92.8	92.0	92.4	87.4

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 from 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 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.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2022, student attendance was impacted by a range of factors:

- Families evacuating and relocating due to NSW floods
- Sick students staying at home until a negative COVID-19 test was returned
- Household members testing positive to COVID-19
- The easing of COVID-19 border controls at the beginning of 2022 which allowed families to travel inter-state and overseas.

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)	3.2
Classroom Teacher(s)	8.41
Learning and Support Teacher(s)	0.7
Teacher Librarian	0.6
School Administration and Support Staff	2.52

*Full Time Equivalent

Workforce composition statement

From 2022 onwards, the new Assistant Principal Curriculum and Instruction (APCI) roles form part of entitlement. The FTE of these roles are counted as per entitlement in line with other non-deputy principal/head teacher executive positions as there is no off-set requirement from the teaching allocation. The APCI is included under the assistant principal(s) position grouping.

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 2022, 4.6% of the department's overall workforce identify as Aboriginal and/or Torres Strait Islander Peoples.

Aboriginal and Torres Strait Islander school workforce composition

Staff type	Benchmark ¹	2022 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.00%	4.10%
Teachers	3.00%	3.30%

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 2022 to 31 December 2022. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2022 Actual (\$)
Opening Balance	117,714
Revenue	3,223,201
Appropriation	3,079,572
Sale of Goods and Services	75,984
Grants and contributions	65,650
Investment income	1,995
Expenses	-3,107,581
Employee related	-2,807,572
Operating expenses	-300,009
Surplus / deficit for the year	115,620
Closing Balance	233,335

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.

	2022 SBAR Adjustments (\$)
Targeted Total	90,663
Equity Total	360,568
Equity - Aboriginal	49,228
Equity - Socio-economic	192,625
Equity - Language	15,774
Equity - Disability	102,941
Base Total	1,946,988
Base - Per Capita	52,810
Base - Location	129,311
Base - Other	1,764,867
Other Total	358,977
Grand Total	2,757,196

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

Student responses to the Tell Them From Me indicate high levels of satisfaction among students with the school. Student social engagement is significantly greater than the NSW average score within the school. Similarly, student behaviour within the school is rated above the average for NSW schools. Students report that quality instruction is a feature of the school, with Hay Public School scoring 8% above the NSW average. In factors associated with positive student outcomes and school engagement, Hay Public School was rated at or above NSW school averages in all 4 areas measured.

While staff report being highly satisfied with Hay Public School, survey data indicates that there are areas that require further action. Staff data indicate the 95% of staff find working at Hay Public School satisfying, that they feel personal accomplishment in their work and the school has the resources necessary to support teaching and learning. Feedback also indicates that wellbeing and safety are rated highly. The data indicates that improved communication processes and deeper collaboration would further improve the school.

Parent feedback on Hay Public School continued to be strongly positive and supportive. There are high levels of satisfaction with the school's teaching and learning, wellbeing, sporting and support programs.

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.