

2022 Annual Report

Hermidale Public School



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Introduction

The Annual Report for 2022 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

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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.

In 2022, 11 students are enrolled with 5 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	2022 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

Socio-economic background: \$11,492.10

Literacy and numeracy: \$1,399.43

Location: \$13,436.16

QTSS release: \$1,723.82

Per capita: \$1,768.76

Low level adjustment for disability: \$12,493.04

Professional learning: \$4,823.00

Summary of progress

The focus for 2022 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 of 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 2022 was on reading progression and the complex cognitive process of reading and through working with the Primary Maths Specialist Teacher, staff adopted number talks to improve the teaching of numeracy.

Embedding whole school teaching practice regarding reading and reading comprehension occurred in 2022. High Impact Professional Learning, mentoring and monitoring have deepened teachers capacity to deliver explicit instruction through the slow release model of teaching reading. The benefits of communicating and sharing Learning Intentions and Success Criteria with students was evidenced in student feedback and growth in reading and writing attainment. School data attests that student vocabulary knowledge is a barrier to growth and therefore has been identified as an area of focus to achieve improved reading results.

Next year, with the guidance of the Assistant Principal Curriculum & Instruction (APCI), processes and practices will be embedded to gather and triangulate data to inform the teaching cycle across the school and for school reporting and monitoring purposes.

Student growth and attainment in reading will continue as a focus through engagement with Departmental English sample units and the K-6 Curriculum Professional Learning suite. Staff will undertake professional learning which will incorporate why vocabulary is critical, decisions about vocabulary instruction, developing confident vocabulary learners and what does explicit teaching of vocabulary look like in the classroom. The APCI will closely monitor bi weekly reading comprehension assessment data and provide additional support to staff to address targeted areas of reading comprehension teaching and learning. Mentoring will be provided by the Principal and APCI to continuously improve teaching and learning practice within our school and across the Leading and Learning Hub of schools.

The school will commit to whole school improvement in numeracy and undertake coaching and professional learning with guidance from the Small School's Primary Maths Specialist Teacher. All staff will undertake the Big Ideas, Starting Strong professional learning delivered by the Department of Education. Coaching, classroom observations and feedback will be embedded practice at our school.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
Year 3 and 5 students will be moving from the lower bound towards the upper bound in NAPLAN reading .	In 2022, no students were enrolled in year 5. Year 3 NAPLAN results indicated that achievement moved towards the upper bound.
Year 3 and 5 students will achieve in the the top two bands in NAPLAN at or above the lower bound system negotiated target in numeracy.	In 2022, no students were enrolled in year 5. Year 3 NAPLAN results indicated that achievement moved towards the upper bound.
Students in year 5 will be working towards showing expected growth in NAPLAN numeracy at or above the lower bound 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.
Students in year 5 will be working towards showing expected growth in NAPLAN reading at or above the lower bound 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

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

Professional learning: \$700.64

Aboriginal background: \$16,843.20

Integration funding support: \$12,233.00

Summary of progress

The focus for 2022 was teaching and learning in partnership with schools, families and community. The Hermidale Future Framers project delivered innovative and contextualised learning within and beyond the school environment.

Through the transition to school policy and school processes, the school provided families with supported transition from Pre School to school and from school to High Schools. The transition to school was successfully supported through the Community Safety Net program and continued connection with Early Childhood providers provided insights into students capacity and well being. Through the transition to high school, families received timely guidance and additional support from the school and the Learning and Support Teacher.

The Hermidale Future Framers project - Learning through delivering a contextualised curriculum enabled students to experience the full breadth of the NSW curriculum and included unique opportunities to connect with the Agricultural sector and experience meaningful cultural immersions . A strength of the program was that teachers deepened their capacity to deliver high quality teaching and learning through integrating key learning areas across the schools scope and sequence and exposing the students to learning beyond their rural and remote community. The partnerships that have been fostered with the local community will deliver ongoing benefits to the students as the project continues.

The Nyngan Aboriginal Education Consultative Group (AECG) is a valued member of the school's learning and support community. In 2022, the school participated in and hosted NAIDOC week events and monitored the successful inclusion of Aboriginal perspectives in teaching and learning programs.

Next year, we will extend in school professional learning led by the Principal and Assistant Principal Curriculum & Instruction to all staff to implement Learning Intentions and Success Criteria's across the key learning areas and staff will monitor the impact that the *Clarity* processes has on student learning outcomes. 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 and as such we will reengage with building whole school knowledge of Aboriginal Education and prepare to teach the Aboriginal Languages K-6 Syllabus in 2024. The Cropping Immersion project and Educational, Cultural and Social Immersion Project will continue to be responsive to the learning opportunities founded through the projects and teachers will make adjustments as they prepare for implementation of the new Syllabuses .

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 move towards excelling.	The school's on balance judgement is Sustaining and Growing in the element of Learning - Learning Culture.

In the element of Teaching - Effective classroom practice, the school's on balance judgement for this element will move towards excelling.	The school's on balance judgement is Excelling in the element of Teaching - Effective classroom practice.
Increase the proportion of students attending more than 90% of the time to the lower bound system negotiated target.	100% of Students are attending school more than 90% of the time which exceeds the lower bound system negotiated target.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$12,233.00</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"> • Learning in partnership <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 the following impact: 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 will be: Due to current student enrolment, funding will not be granted in 2023.</p>
<p>Socio-economic background</p> <p>\$11,492.10</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 <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 program implementation. • professional development of staff to support student learning <p>The allocation of this funding has resulted in the following impact: student writing and reading improvement evidenced in internal and external data sources.</p> <p>After evaluation, the next steps to support our students will be: continue to implement the literacy and numeracy activities to support our trajectory towards achieving targets.</p>
<p>Aboriginal background</p> <p>\$16,843.20</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> <ul style="list-style-type: none"> • Learning in partnership <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

<p>Aboriginal background</p> <p>\$16,843.20</p>	<p>Personalised Learning Plans</p> <p>The allocation of this funding has resulted in the following impact: all Aboriginal families engaging in the Personalised Learning Plan process and conversations are authentic, safe and respectful. Through student survey, Aboriginal students feel that their culture is valued at school.</p> <p>After evaluation, the next steps to support our students 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>\$14,128.04</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"> • Effective quality teaching with data 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"> • providing support for targeted students within the classroom through the employment of School Learning and Support Officers • 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 a Learning and Support Teacher <p>The allocation of this funding has resulted in the following impact: 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 will be: to further expand the impact of the learning support team, the school will provide additional support for identified students through the allocation of a school Learning and Support Teacher.</p>
<p>Location</p> <p>\$13,436.16</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"> • Effective quality teaching with data informed practice <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 the following impact: all students have 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 will be: to allocate identified funding to continue to provide equitable access to the contextualised school curriculum.</p>
<p>Professional learning</p> <p>\$5,523.64</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</p>

<p>Professional learning</p> <p>\$5,523.64</p>	<p>enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Learning in partnership • 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"> • engaging a specialist teacher to identify evidence-based approaches to teaching writing and exploring modelled, interactive, guided and independent writing <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 reading and numeracy resulting in improved internal student results.</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. Whole school professional learning in numeracy led by the Primary Maths Specialist Teacher/ Principal</p>
<p>Literacy and numeracy</p> <p>\$1,399.43</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"> • Effective quality teaching with data informed practice <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • targeted professional learning to improve literacy and numeracy • teacher release to engage staff in number talks, clarity and reading comprehension <p>The allocation of this funding has resulted in the following impact: teachers accessing professional learning and in school support from Principal mentoring sessions to build their capacity.</p> <p>After evaluation, the next steps to support our students will be: to continue to build the capacity of teachers to achieve positive outcomes for students in reading and numeracy.</p>
<p>QTSS release</p> <p>\$1,723.82</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>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 the following impact: 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 will be: in consultation with Departmental staff and Primary Maths Specialist Teacher, implement mentoring sessions to lead improvement in an area</p>

<p>QTSS release</p> <p>\$1,723.82</p>	<p>where teachers need support, such as literacy or numeracy.</p>
<p>COVID ILSP</p> <p>\$8,970.00</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>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 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. Providing additional in-class support for some students to continue to meet their personal learning goals continues to be prioritised.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	6	5	3	3
Girls	6	8	4	4

Student attendance profile

School				
Year	2019	2020	2021	2022
K	95.5			94.2
1	89.7	90.0		
2	93.1	91.8	93.3	
3	83.1		94.9	95.3
4	84.1	92.9		94.2
5	92.9	91.8	92.3	
6	81.1	93.9	79.8	80.2
All Years	89.2	92.0	91.9	90.4
State DoE				
Year	2019	2020	2021	2022
K	93.1			87.9
1	92.7	91.7		
2	93.0	92.0	92.6	
3	93.0		92.7	87.6
4	92.9	92.0		87.4
5	92.8	92.0	92.1	
6	92.1	91.8	91.5	86.3
All Years	92.8	91.9	92.2	87.3

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
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

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	150,194
Revenue	507,715
Appropriation	457,130
Sale of Goods and Services	702
Grants and contributions	48,729
Investment income	1,154
Expenses	-515,026
Employee related	-409,595
Operating expenses	-105,431
Surplus / deficit for the year	-7,311
Closing Balance	142,882

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	12,233
Equity Total	42,463
Equity - Aboriginal	16,843
Equity - Socio-economic	11,492
Equity - Language	0
Equity - Disability	14,128
Base Total	325,752
Base - Per Capita	1,769
Base - Location	13,436
Base - Other	310,547
Other Total	32,072
Grand Total	412,520

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

Each year the school is required to seek the opinions of parents, students and teachers about the school. Schools use appropriate evaluation instruments to collect relevant data.

Parents - Parents throughout the year are provided opportunities to raise concerns or discuss school related topics. These conversations occur during Parent/Teacher meetings, school events and phone or email communication. In 2022 concerns were addressed in a timely manner by the Principal with policy and procedures adhered to. The Hermidale Future Farmers initiative provided many opportunities for positive feedback from the parent group. Parents comments included:

- 'Our Teachers go over and above for our kids'
- 'The experiences they receive at Hermidale are incredible'
- 'We are so grateful to have trusting and caring staff'

Parents reported that they felt supported during transition programs and that the school communication channels were adapted to suit situations including messenger when travelling and the google forms for permission notes.

Students - the focus for 2022 was on developing student voice in the classroom through opportunities for effective feedback, expression and team work. The students were able to articulate what they were learning and why, who or where they could seek support from and how to improve their learning. Students recalled several aspects of the school year in a positive manner and teacher's saw evidence of students thriving, connecting and succeeding. Students identified that they feel safe and supported at Hermidale Public School.

Teachers - In 2022, the teaching staff cited the digital classroom officer role as beneficial to building their teaching capacity and as a resource to resolve ongoing technology issues. Planned learning opportunities were supported by pedagogical based evidence which included writing and reading guidelines imbedded in school practice. The school staff are a cohesive body that support each other and work in a collegial manner. Leadership within the school is encouraged and staff expressed that they feel valued and respected at school.

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.