

2020 Annual Report

Hargraves Public School



2136

Introduction

The Annual Report for 2020 is provided to the community of Hargraves Public School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

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Message from the principal

It is indeed an honour to be the Principal of Hargraves Public School. Our students embrace the wide range of learning opportunities given to them by a very professional and dedicated staff. This was particularly evident during 2020 - a year like no other. What a year it has been! The resilience and flexibility shown by our students, staff, parents and indeed the whole community must be commended in what would have to be one of the most challenging years in education.

I would like to particularly thank all our parents, grandparents, carers and community members for the very significant role you played in the education of our children during the Covid pandemic. Almost overnight, parents became facilitators of their child's learning and staff went into overdrive to provide quality work packs for students and learn new and innovative ways to teach online. The manner in which our staff facilitated learning from home and then the transition back to school was truly amazing and something of which I am very proud.

We look forward to 2021 and although our student numbers will be smaller, Hargraves Public School will continue to achieve great things.

School vision

To empower all students to be confident, capable and enthusiastic learners in a safe and supportive learning environment that promotes resilience, persistence and well-being.

School context

Hargraves Public School is a small rural school situated 35 km south-west of Mudgee in the Central West of New South Wales. It features three well-resourced classrooms and library and a spacious, attractive playground. Hargraves School is an active member of the Mudgee Small Schools Network.

The 31 students enrolled attend from the village and surrounding rural areas. The students, parents and community members are proud of their school, which provides a focal point for the community. The school motto, 'The School with the Heart of Gold', encapsulates the link between the history of the school and the fundamental commitment to the social and educational needs of all students.

Hargraves Public School prides itself on providing a high quality education in a safe and nurturing learning environment. Our highly committed and professional staff are dedicated to supporting the learning needs of all students and helping them reach their full potential.

The school continues to focus on the quality of student outcomes in literacy and numeracy as well as providing students with a broad range of extra-curricular activities so that every student is given every possible opportunity to succeed.

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 and participated in an external validation. 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 school plan and annual report. Every five years, our school undergoes an external validation process.

During the external validation process, an independent panel consisting of a Principal School Leadership and a peer principal considered our evidence and assessment of our school's progress against the School Excellence Framework.

Our self-assessment and the external validation process will assist the school to refine our school 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/school-excellence>

Self-assessment using the School Excellence Framework

Elements	2020 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Delivering
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1

Quality Learning

Purpose

To provide a whole school approach to the delivery of quality learning experiences that meet the needs of all students. Positive, respectful and caring relationships across the school community will support the educational aspiration and wellbeing of all students so they can connect, succeed, thrive and learn.

Improvement Measures

Students will achieve their year appropriate expected growth in Literacy and Numeracy.

Increase the proportion of students achieving proficiency in line with the Premier's Priorities.

Improved levels of student wellbeing and engagement.

Progress towards achieving improvement measures

Process 1: Curriculum and Learning

Deliver quality student centred learning experiences which enable students to understand how they learn and therefore how they contribute to and achieve their learning goals.

Evaluation	Funds Expended (Resources)
<p>All teachers at Hargraves Public School strive to implement explicit, quality teaching methodologies in every lesson. Practices are in place to develop the capabilities of every teacher to set challenging learning tasks and plan ways for all students to achieve. Staff are beginning to use learning intentions and success criteria in each lesson to ensure all students know what they are going to learn and where they are heading. This will continue to be an area of focus in 2021.</p> <p>During the 'learning from home' phase of the Covid pandemic, all teachers collaborated to develop high quality learning packs to ensure continued student engagement.</p>	Equity Funding - \$71 231

Process 2: Student Wellbeing

Implement a whole school integrated approach to student well being in which students can connect, feel valued, succeed, thrive and learn at each stage of their schooling.

Evaluation	Funds Expended (Resources)
<p>The Bounce Back program has continued K-6 with students reporting that they enjoy the lessons. A modified version was continued each week during the 'learning from home' phase which students embraced and appreciated. At this stage we are not yet hearing the 'language' of the program informally amongst the students as we would have hoped. The Bounce Back program will continue to be a focus in 2021.</p> <p>During Covid-19, all students were regularly contacted via phone and Zoom to ensure they stayed connected with their teachers and each other.</p> <p>Following our participation in the External Validation process in November 2020, the panel placed us in the Excelling category for Wellbeing. The evidence we presented showed that there is a planned whole school approach to student wellbeing at Hargraves School where students can connect, succeed, thrive and learn.</p>	

Strategic Direction 2

Quality Teaching

Purpose

Our purpose is to deliver quality teaching within a collaborative and supportive environment that is engaging and evidence based. Each staff member will extend their capabilities by undertaking personalised professional learning that aligns with the school's plan for excellence. Particular focus will be on the teaching of Literacy and Numeracy skills across all learning areas.

Improvement Measures

- All teachers maintaining current accreditation standards.
- Increased use of evidence informed teaching strategies.
- Improved teacher supervision measures that include lesson observations, constructive feedback and program evaluations.

Progress towards achieving improvement measures

Process 1: Effective Teaching Practice

Teachers are committed to understanding and implementing the most effective explicit teaching methods in literacy and numeracy. (L3, Seven Steps to Writing Success, TEN)

Evaluation	Funds Expended (Resources)
<p>Professional Learning in L3 for Year 1 was completed by our K-2 teacher.</p> <p>Excellent results in reading continue to be achieved with 80% of K-2 students reading at or above the expected level for their year.</p> <p>Professional Learning in the use of the Super Six comprehension skills was revisited and is in practice across the school to improve every student's reading comprehension skills across all subjects, not just in the reading lesson.</p> <p>The Seven Steps to Writing Success program has continued in the primary classroom with the majority of students showing a greater enthusiasm and willingness to write.</p> <p>All students have made progress along the literacy progressions in spelling, grammar and punctuation.</p>	Professional Learning \$5 091

Process 2: Professional Learning

Professional learning for every teacher is aligned with the school plan and its impact on the quality of teaching and student learning outcomes is evaluated. There are systems in place for collaboration and feedback to maintain quality teaching practice.

Evaluation	Funds Expended (Resources)
<p>All staff have engaged in professional learning based around their needs and identified goals in their PDP's. Much of this PL centred around learning to teach using the Google Classroom, Zoom, Class Dojo and videoing and uploading of daily lessons for students in response to the Covid-19 pandemic. All staff also took the opportunity to undertake a wide range of online learning from the DoE's Learning on Demand hub.</p> <p>Numeracy PL (Starting Strong K-2 and Big Ideas in Numeracy 3-6) that was planned for 2020 will now take place in 2021.</p>	

Progress towards achieving improvement measures

Process 3: Data Use

Student assessment data is used to identify student progress, teaching effectiveness and future learning directions as well as being used to place students on the learning progressions.

Evaluation	Funds Expended (Resources)
<p>Data walls were created for 'Understanding Texts' and 'Quantifying Numbers' to enable teachers to identify student progress and highlight areas of need. Targeted students have received extra support in the classroom to enable them to achieve their learning goals. All teachers use data to inform the next steps in learning but this will remain a focus area in 2021. Professional Learning will take place to ensure all teachers use data effectively and efficiently to identify student achievements and progress.</p> <p>Data is entered into PLAN2 at five weekly intervals for Reading, Writing and Numeracy.</p>	4 Casual days @ \$550 - \$2 200

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Funding Sources: <ul style="list-style-type: none"> • Aboriginal background loading (\$22 442.00) 	<p>The school receives additional funding to support Aboriginal students and improve their educational outcomes. In 2020 this funding was used to employ a teacher (.2) to work with targeted students.</p> <p>All Aboriginal students have a learning and support plan developed in consultation with their parents/carers as well as individual learning goals for each term which are negotiated with the student and teacher collaboratively. All Aboriginal students made progress across the Literacy and Numeracy Learning Progressions.</p>
Low level adjustment for disability	Funding Sources: <ul style="list-style-type: none"> • Low level adjustment for disability (\$15 679.00) 	<p>These funds are applied to staffing so that targeted students who require extra assistance and/or adjustments to their learning have access to consistent, quality teaching from experienced teachers and SLSO support in their classrooms. Small group and individual instruction was also provided at point of need.</p> <p>A School Learning Support Officer was employed to focus on interventions for targeted students including Multilit, Timed Reading, Spelling and Quicksmart. Identified students benefited from individual and small group work and all students made measurable progress.</p>
Quality Teaching, Successful Students (QTSS)	Funding Sources: <ul style="list-style-type: none"> • Quality Teaching, Successful Students (QTSS) (\$5 469.00) 	<p>The Principal was released from class to observe teaching practice across the school, provide feedback and mentor early career teachers as well as collaboratively analyse student data. All staff developed their professional practice.</p>
Socio-economic background	Funding Sources: <ul style="list-style-type: none"> • Socio-economic background (\$56 441.00) 	<p>This funding in 2020 contributed towards the employment of a third teacher to enable stage-based groupings for Literacy and Numeracy. This resulted in individual student learning needs being catered for more effectively.</p> <p>A specialist technology teacher was also employed one day per week to work with ability based groups across the school from K-6 to develop every student's technology skills including the use of coding, robotics, drawing programs and general skills. All students showed considerable growth in technology skills.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	10	9	9	12
Girls	16	20	18	17

Student attendance profile

School				
Year	2017	2018	2019	2020
K	97.6	97.1	96.2	96.2
1	95.8	92.8	99	96.2
2	96.8	96.4	95.7	97.9
3	93.5	95.5	98.4	95.5
4	93.6	94.7	93	81.1
5	93.5	96.1	95.8	83.7
6	99.6	90.1	97.7	93.6
All Years	96	94.6	95.7	92.5
State DoE				
Year	2017	2018	2019	2020
K	94.4	93.8	93.1	92.4
1	93.8	93.4	92.7	91.7
2	94	93.5	93	92
3	94.1	93.6	93	92.1
4	93.9	93.4	92.9	92
5	93.8	93.2	92.8	92
6	93.3	92.5	92.1	91.8
All Years	93.9	93.4	92.8	92

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. 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.

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)	1.4
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 2020, 3.7% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2020 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	6.30%
Teachers	3.30%	2.80%

Note 1 - The NSW Public Sector Aboriginal Employment Strategy 2014-17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

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.

In 2020, an additional School Development Day was included at the start of Term 2 to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2020 to 31 December 2020. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2020 Actual (\$)
Opening Balance	146,802
Revenue	657,571
Appropriation	648,245
Grants and contributions	9,128
Investment income	199
Expenses	-609,172
Employee related	-551,123
Operating expenses	-58,049
Surplus / deficit for the year	48,399
Closing Balance	195,201

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.

	2020 Approved SBA (\$)
Targeted Total	27,355
Equity Total	94,288
Equity - Aboriginal	22,442
Equity - Socio-economic	56,441
Equity - Language	0
Equity - Disability	15,405
Base Total	495,003
Base - Per Capita	6,494
Base - Location	9,817
Base - Other	478,693
Other Total	17,690
Grand Total	634,336

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.

2020 NAPLAN

As agreed by the Education Council, the National Assessment Program (or NAPLAN) did not proceed in 2020 due to the COVID-19 pandemic. This was to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

The Education Council also agreed to defer the full transition to NAPLAN Online from 2021 to 2022 and the continuation of current NAPLAN governance arrangements through 2021.

Parent/caregiver, student, teacher satisfaction

In 2020 Years 4, 5 and 6 students took part in the 'Tell Them From Me' survey giving them the opportunity to reflect on various aspects of their school lives including engagement in learning, social and emotional well being and relationships. 100% of students surveyed feel accepted and valued by their peers while 93% believed they had positive teacher /student relationships. They believe that schooling is useful in their everyday life and will have a strong bearing on their future. 100% of students are interested and motivated in their learning and try hard to achieve their best. 94% felt that the teachers had high expectations for their success.

All students K-6 were given the opportunity to reflect on their favourite aspects of Hargraves School life. Despite the restrictions forced upon us due to Covid-19, students were still able to list the following: performing in the annual musical, the Dubbo Zoo Snooze, the Stephanie Alexander Kitchen Garden Program, small class sizes, the Sporting Schools Program and weekly Chinese lessons.

All staff at Hargraves Public School value the collegiality and friendly working environment they enjoy. They appreciate the excellent resources available both to them and their students and the beautiful physical working environment they have. They are also appreciative of the range of professional learning opportunities available to them to ensure their teaching practice is constantly improving.

Prior to our External Validation in November 2020, parents were sent a Google form to give their views about Hargraves School in a variety of areas. 100% of families participated in the survey which was very pleasing. We encourage every parent/carer to have a voice and participate in the learning journey. From the responses received, parents were very satisfied with the school and the learning opportunities their children had access to. They particularly like the small class sizes and the one on one learning; the indigenous education and cultural awareness days; the access to modern technology; the range of extra-curricular activities available and the friendly, caring and approachable staff. All parents were very appreciative of the efforts the staff went to during the 'learning from home' phase to ensure their children's learning continued.

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

Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are 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.