

# Hassall Grove Public School

## 2019 Annual Report



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## Introduction

The Annual Report for 2019 is provided to the community of Hassall Grove 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.

### School contact details

Hassall Grove Public School

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# School background

## School vision statement

Hassall Grove Public School aims to ensure students become confident, passionate and engaged lifelong learners in an ever changing world. Through building a welcoming, positive and productive school environment, our school community is strengthened. We consistently aim to build a whole school community of 'super heroes' who can confidently and positively support all students throughout their educational journeys.

The values of Respect, Responsibility, Honesty and Fairness are consistently modelled, frequently rewarded and always expected within our school community. Our students, their families and the staff demonstrate great pride in our school and a strong sense of belonging. Hassall Grove Public School consistently promotes deep understanding and valuing of the diverse backgrounds and cultures of our whole school community through a highly inclusive approach. We envision our students as future citizens of their community who are well equipped with empathy, understanding and the skills to work collaboratively.

Our teachers aim to constantly immerse students in high quality education to enhance their skills and understandings and engage them through their interests. Through a professional, enthusiastic staff we build high expectations for excellence in teaching and learning and a passion for education throughout our entire school community and well beyond our own school gates.

Our school community works together to give our students choices in their futures, and the strength of character to lead great innovation in the world in which they will live. Our students are learning to become the super heroes of their own futures.

## School context

Hassall Grove Public School is located in the Mount Druitt Network with an enrolment of approximately 710 students. 49% of our students have English as an Additional Language or Dialect (EAL/D) and 52 students identify as being of Aboriginal or Torres Strait Islander background.

The wellbeing and success of our students is the primary concern of the whole school community. We deliver a strong Social and Emotional curriculum through the program 'Second Step' to enhance learning readiness in our students. We engage students through programs such as Accelerated Literacy (AL), Language, Learning and Literacy (L3) and Targeted Early Numeracy (TEN). These approaches ensure students with a wide range of abilities are catered for in Numeracy and Literacy.

The wealth of resources at Hassall Grove Public School, particularly in technology, ensures students are consistently highly engaged in Project Based Learning and Science, Technology, Engineering and Mathematics (STEM) units of work. During their play time students have a vast, well-resourced playground to explore and a wide variety of special interest groups available to join.

Hassall Grove Public School collaborates with a range of additional experts in Literacy and Social and Emotional learning who facilitate targeted professional development. We also work closely with our colleagues from Early Childhood Centres and our local Public Education High Schools. This enhances our whole school community approach to student welfare and learning from before children officially enter our school, right through to when students integrate into high school.

## 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 school plan and annual report.

Our self-assessment 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	2019 School Assessment
LEARNING: Learning Culture	Excelling
LEARNING: Wellbeing	Excelling
LEARNING: Curriculum	Excelling
LEARNING: Assessment	Excelling
LEARNING: Reporting	Excelling
LEARNING: Student performance measures	Excelling
TEACHING: Effective classroom practice	Excelling
TEACHING: Data skills and use	Excelling
TEACHING: Professional standards	Excelling
TEACHING: Learning and development	Excelling
LEADING: Educational leadership	Excelling
LEADING: School planning, implementation and reporting	Excelling
LEADING: School resources	Excelling
LEADING: Management practices and processes	Excelling

## Strategic Direction 1

Success for every student.

### Purpose

Student success and wellbeing is enhanced in safe, welcoming learning environments where the development of positive, respectful relationships is highly supported.

Student responsibility for their own progress is developed with feedback, responsive assessment and high expectations for success.

### Improvement Measures

Student attendance rate is comparable to State.

Internal data and evidence indicates an increase in learning ready behaviours among students.

### Progress towards achieving improvement measures

**Process 1:** Deliver social and emotional learning to support growth mindset, positive behaviours and positive relationships.

Evaluation	Funds Expended (Resources)
Staff evaluations regarding self regulatory , learning ready behaviours and analysis of SEL practices on overall student behaviour.	

**Process 2:** Support teachers to set challenging yet achievable learning goals for all students.

Evaluation	Funds Expended (Resources)
Learning and Support leader to verify.	RAM funds for teacher release as required.

**Process 3:** Deliver strong student welfare processes and a range of extra curricular opportunities.

Evaluation	Funds Expended (Resources)
Attendance and behaviour data. Participation in extra curricular activities. Student, staff and community feedback.	

## Strategic Direction 2

High standard of teaching practices.

### Purpose

Well planned, well informed teaching takes place in positive, productive classroom environments that ensure a continuation of learning K–6.

Teachers are highly supported and professionally developed to consistently provide dynamic, student centred, evidence-based teaching that is differentiated to challenge every student.

### Improvement Measures

External and internal measures indicate an improvement in student academic results in Literacy and Numeracy.

There is an increase of STEM and Project Based Learning delivered across the school as a result of professional development.

### Progress towards achieving improvement measures

**Process 1:** Support the continued development of future focussed practices K–6 by implementing STEM and Project Based Learning throughout KLA units.

Evaluation	Funds Expended (Resources)
Supervisors to verify.	

**Process 2:** Deliver a wide range of professional development and networks to support teachers at varying levels of accreditation.

Evaluation	Funds Expended (Resources)
SCOUT data, staff evaluations, executive observations.	PL funds as required.

**Process 3:** Continue to enhance the delivery of Literacy and Numeracy curriculum through AL, TEN and/or L3.

Evaluation	Funds Expended (Resources)
Analysis of student achievement data in internal and external measures.	

### Strategic Direction 3

A strong, supported learning community.

#### Purpose

Learning alliances are developed to support students in smooth integration from their prior to school setting, into primary school and then onto high school.

The capacity of our community to support the education of students is enhanced by creating a genuine sense of belonging, a culture of high expectations and a shared responsibility for student engagement, development and success.

#### Improvement Measures

Internal data and evidence indicates improved engagement by families and the wider school community.

Internal data and evidence indicates increasing student confidence and engagement during transitioning periods.

#### Progress towards achieving improvement measures

**Process 1:** Deliver comprehensive transition programs and processes for our students and their families..

Evaluation	Funds Expended (Resources)
Evaluation from students.	

**Process 2:** Facilitate opportunities for students, families and staff to engage in education beyond the school gates.

Evaluation	Funds Expended (Resources)
Feedback from families, students, staff and outside agencies.	

**Process 3:** Enhance parental involvement in the education of students at the school.

Evaluation	Funds Expended (Resources)
Community evaluations, analysis of internal data and evidence regarding community engagement online.	

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>		ATSIC team to verify and analyses student achievement through internal data base.
<b>English language proficiency</b>		Feedback from students and their families . student assessment data.
<b>Low level adjustment for disability</b>		Learning Support Coordinator to verify.
<b>Quality Teaching, Successful Students (QTSS)</b>		Teacher feedback.
<b>Socio–economic background</b>		Executive to analyse STARs data.
<b>Support for beginning teachers</b>		Teacher feedback.

## Student information

### Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	394	395	385	383
Girls	382	368	351	344

### Student attendance profile

School				
Year	2016	2017	2018	2019
K	92.1	91.2	89.6	90.4
1	92.2	92	90.4	89.5
2	91.8	92.5	91.9	91
3	92.8	92.4	92.5	91.5
4	92.3	90.7	92.8	92.2
5	93.1	92	92.2	91.2
6	93.6	93.5	92.7	91.7
All Years	92.6	92.1	91.8	91.1
State DoE				
Year	2016	2017	2018	2019
K	94.4	94.4	93.8	93.1
1	93.9	93.8	93.4	92.7
2	94.1	94	93.5	93
3	94.2	94.1	93.6	93
4	93.9	93.9	93.4	92.9
5	93.9	93.8	93.2	92.8
6	93.4	93.3	92.5	92.1
All Years	94	93.9	93.4	92.8

### 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
Deputy Principal(s)	2
Assistant Principal(s)	4
Classroom Teacher(s)	27.73
Teacher of Reading Recovery	0.6
Learning and Support Teacher(s)	1.5
Teacher Librarian	1.2
Teacher ESL	1.8
School Counsellor	1
School Administration and Support Staff	4.47

\*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, scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2019, 3.9% of the Department's workforce identify as Aboriginal people.

### Workforce ATSI

Staff type	Benchmark <sup>1</sup>	2019 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
School Support	3.30%	7.20%
Teachers	3.30%	2.90%

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.

## Financial information

### Financial summary

The information provided in the financial summary includes reporting from 1 January 2019 to 31 December 2019. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2019 Actual (\$)
<b>Opening Balance</b>	1,243,655
<b>Revenue</b>	6,643,340
Appropriation	6,446,037
Sale of Goods and Services	27,549
Grants and contributions	160,325
Investment income	9,328
Other revenue	100
<b>Expenses</b>	-6,227,230
Employee related	-5,618,507
Operating expenses	-608,722
<b>Surplus / deficit for the year</b>	416,110

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.

	2019 <b>Approved SBA</b> (\$)
<b>Targeted Total</b>	41,278
<b>Equity Total</b>	921,359
Equity - Aboriginal	43,900
Equity - Socio-economic	391,376
Equity - Language	223,279
Equity - Disability	262,804
<b>Base Total</b>	4,879,800
Base - Per Capita	172,694
Base - Location	0
Base - Other	4,707,106
<b>Other Total</b>	469,353
<b>Grand Total</b>	6,311,790

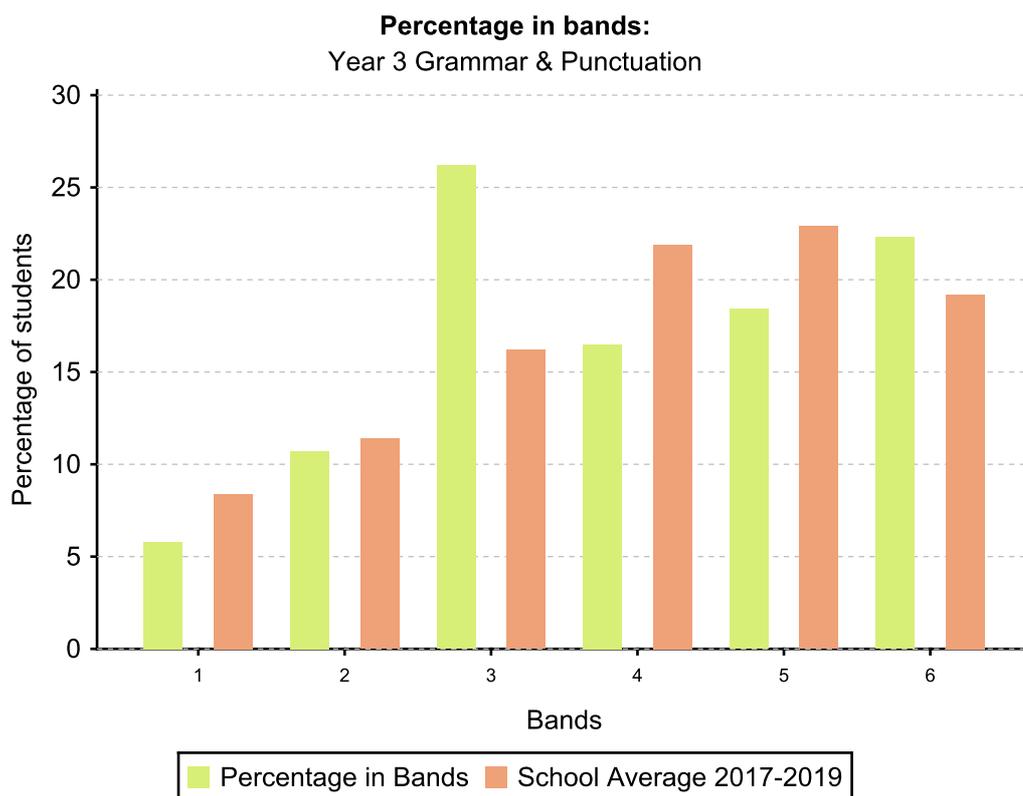
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## School performance - NAPLAN

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.

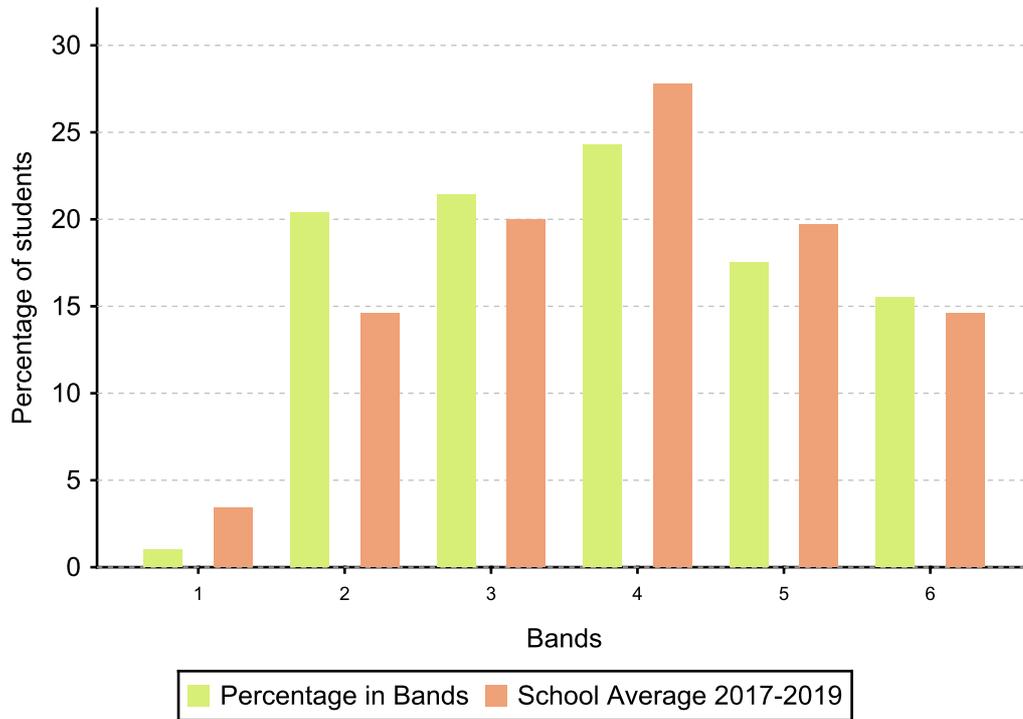
From 2018 to 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in NAPLAN on paper and others online. Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should be treated with care.

### Literacy and Numeracy Graphs



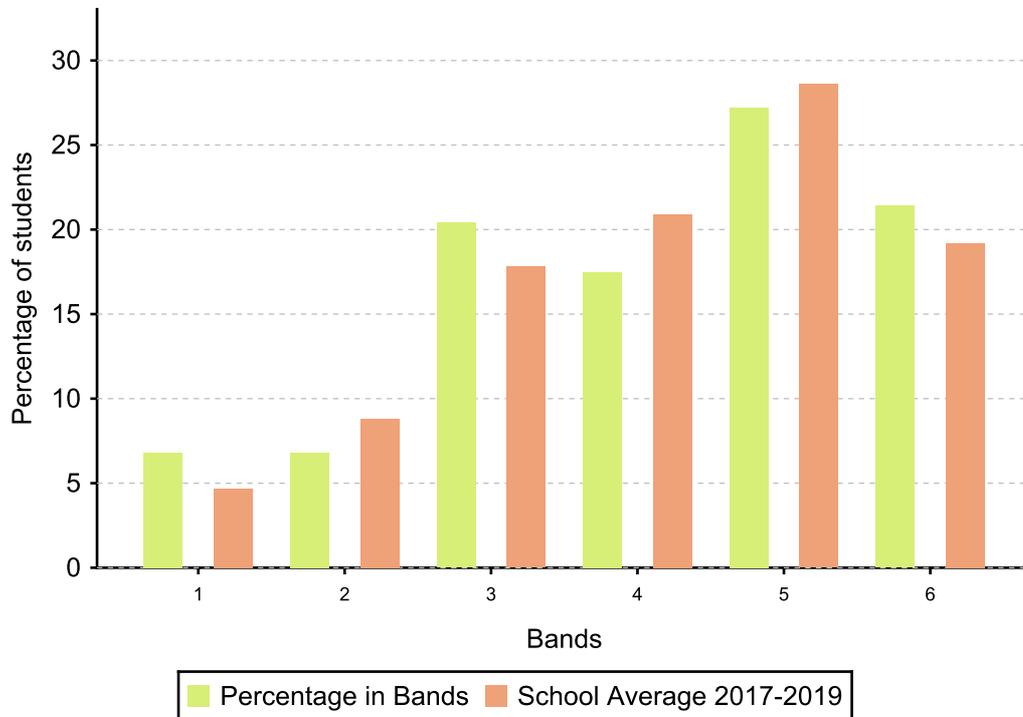
Band	1	2	3	4	5	6
Percentage of students	5.8	10.7	26.2	16.5	18.4	22.3
School avg 2017-2019	8.4	11.4	16.2	21.9	22.9	19.2

**Percentage in bands:**  
Year 3 Reading



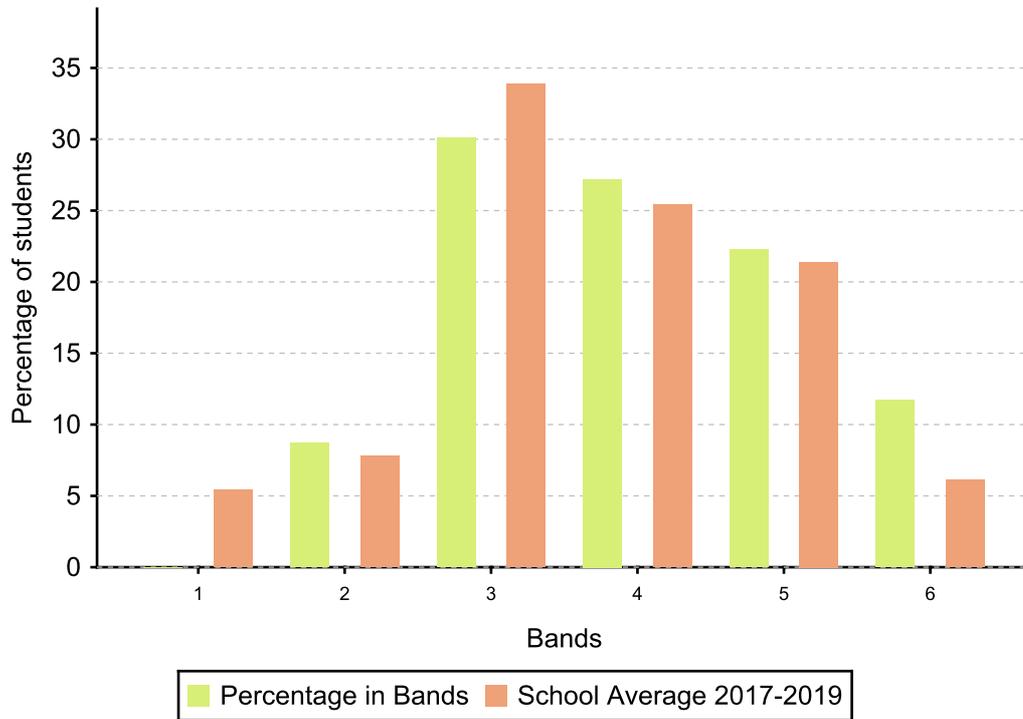
Band	1	2	3	4	5	6
Percentage of students	1.0	20.4	21.4	24.3	17.5	15.5
School avg 2017-2019	3.4	14.6	20	27.8	19.7	14.6

**Percentage in bands:**  
Year 3 Spelling



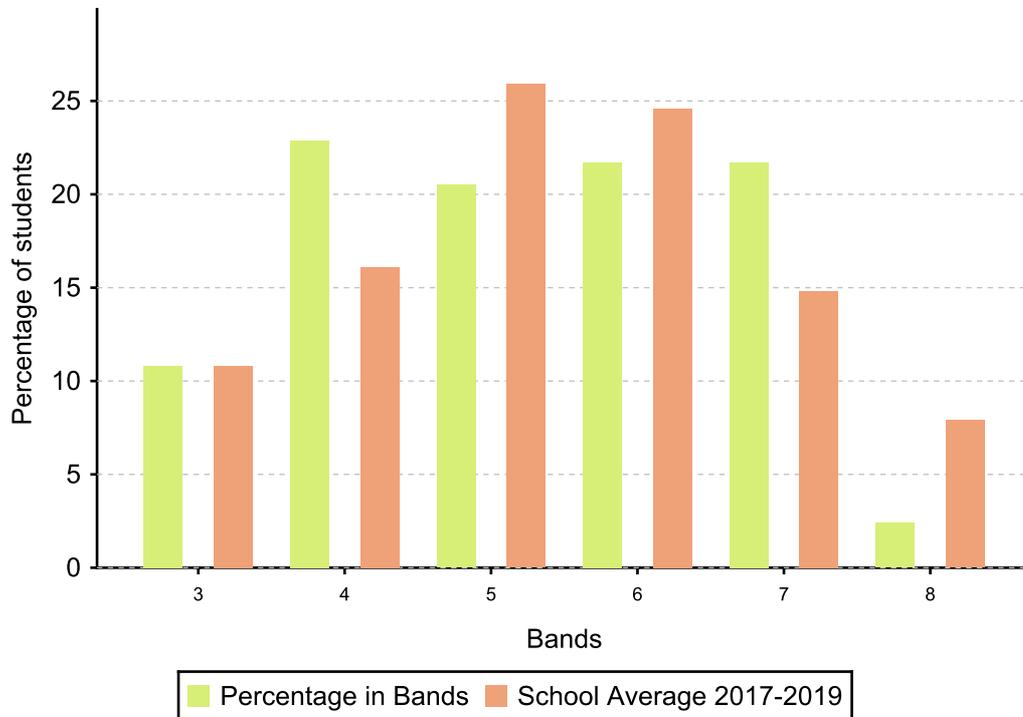
Band	1	2	3	4	5	6
Percentage of students	6.8	6.8	20.4	17.5	27.2	21.4
School avg 2017-2019	4.7	8.8	17.8	20.9	28.6	19.2

**Percentage in bands:**  
Year 3 Writing



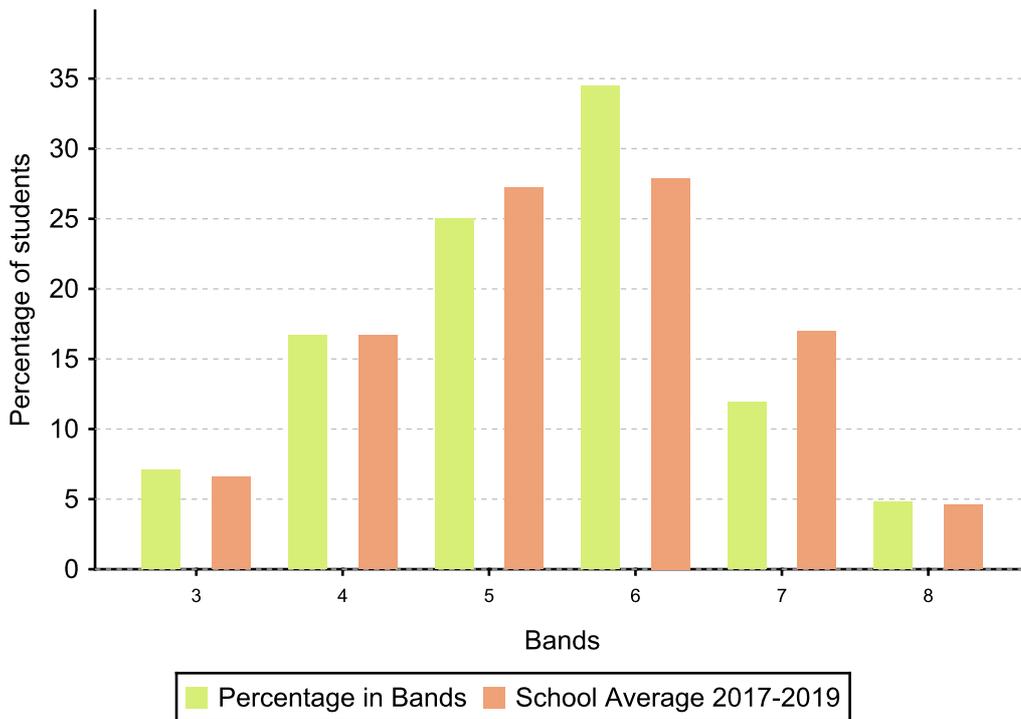
Band	1	2	3	4	5	6
Percentage of students	0.0	8.7	30.1	27.2	22.3	11.7
School avg 2017-2019	5.4	7.8	33.9	25.4	21.4	6.1

**Percentage in bands:**  
Year 5 Grammar & Punctuation



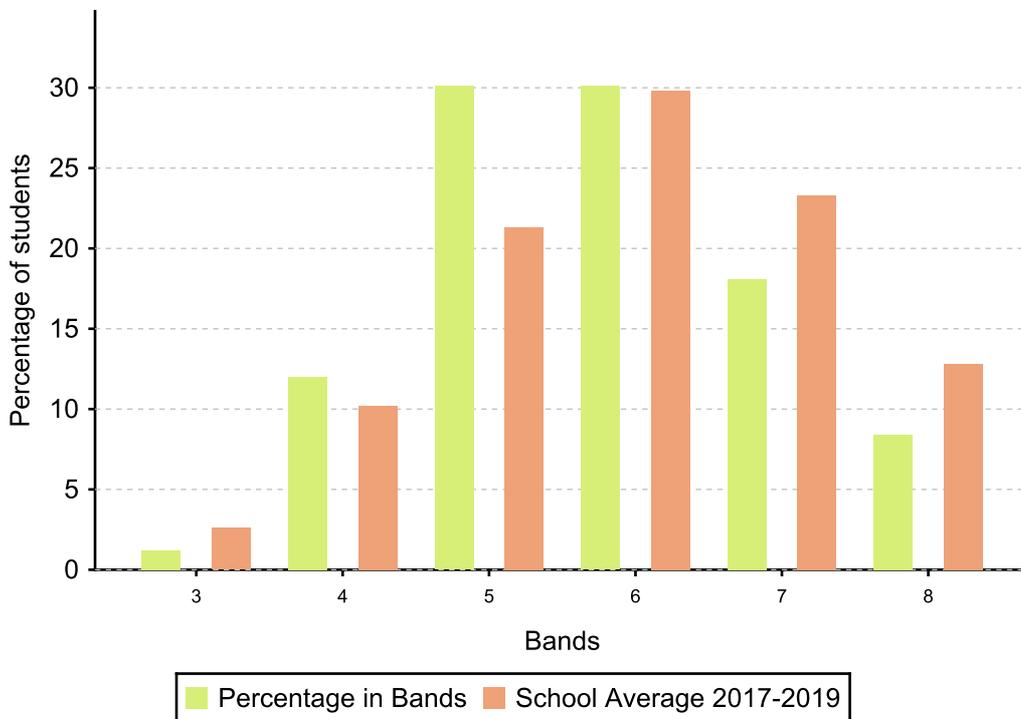
Band	3	4	5	6	7	8
Percentage of students	10.8	22.9	20.5	21.7	21.7	2.4
School avg 2017-2019	10.8	16.1	25.9	24.6	14.8	7.9

**Percentage in bands:  
Year 5 Reading**



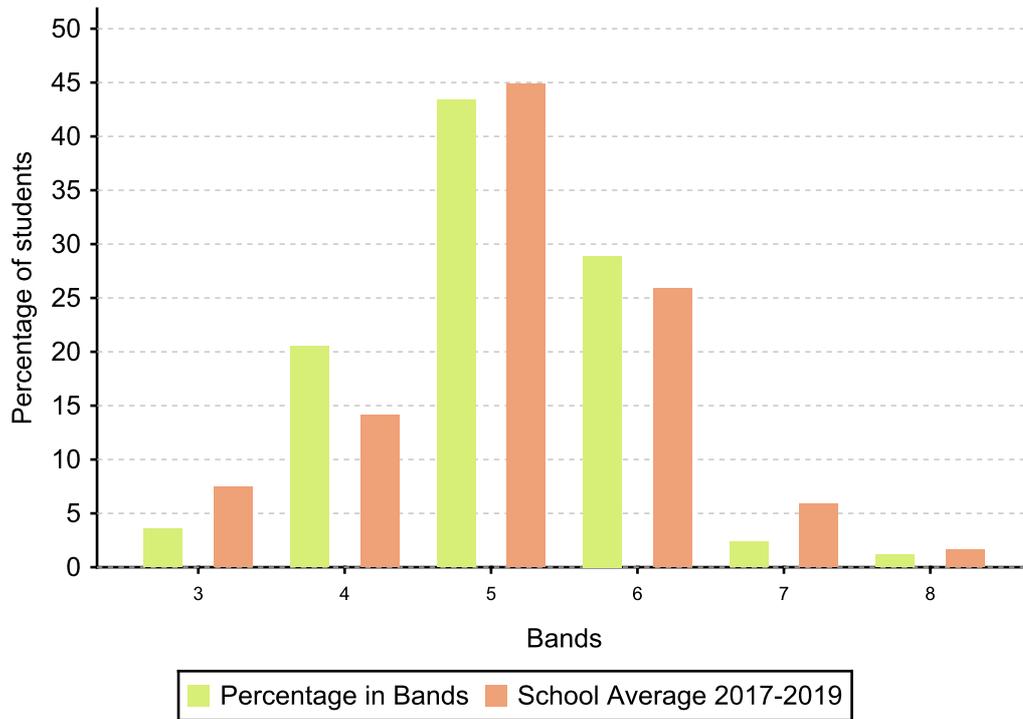
Band	3	4	5	6	7	8
Percentage of students	7.1	16.7	25.0	34.5	11.9	4.8
School avg 2017-2019	6.6	16.7	27.2	27.9	17	4.6

**Percentage in bands:  
Year 5 Spelling**



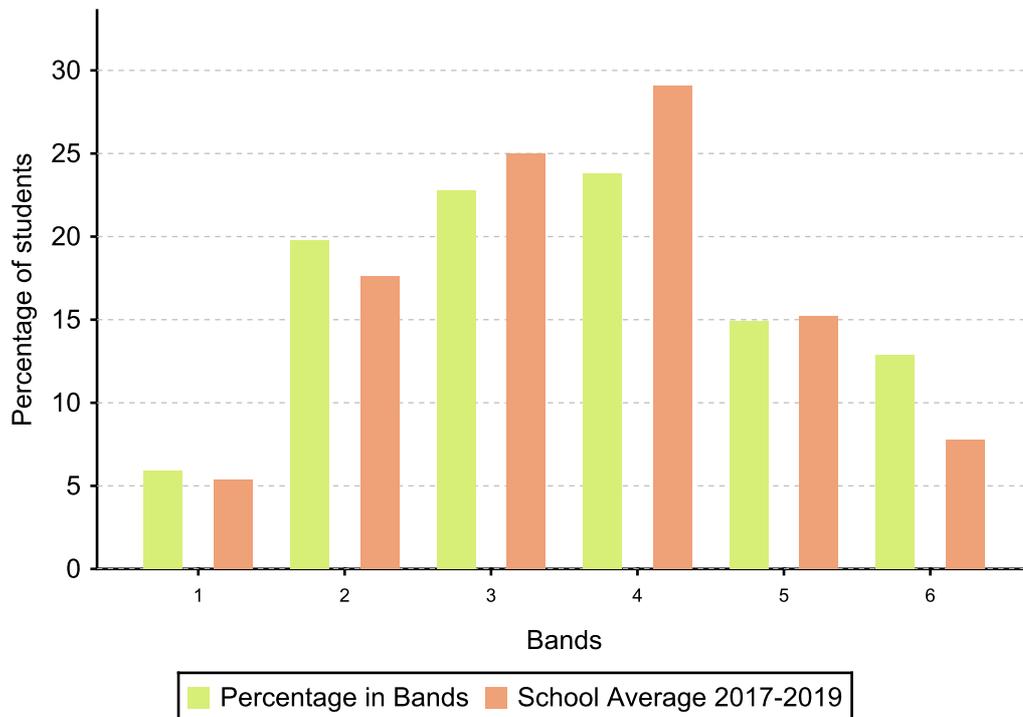
Band	3	4	5	6	7	8
Percentage of students	1.2	12.0	30.1	30.1	18.1	8.4
School avg 2017-2019	2.6	10.2	21.3	29.8	23.3	12.8

**Percentage in bands:**  
Year 5 Writing



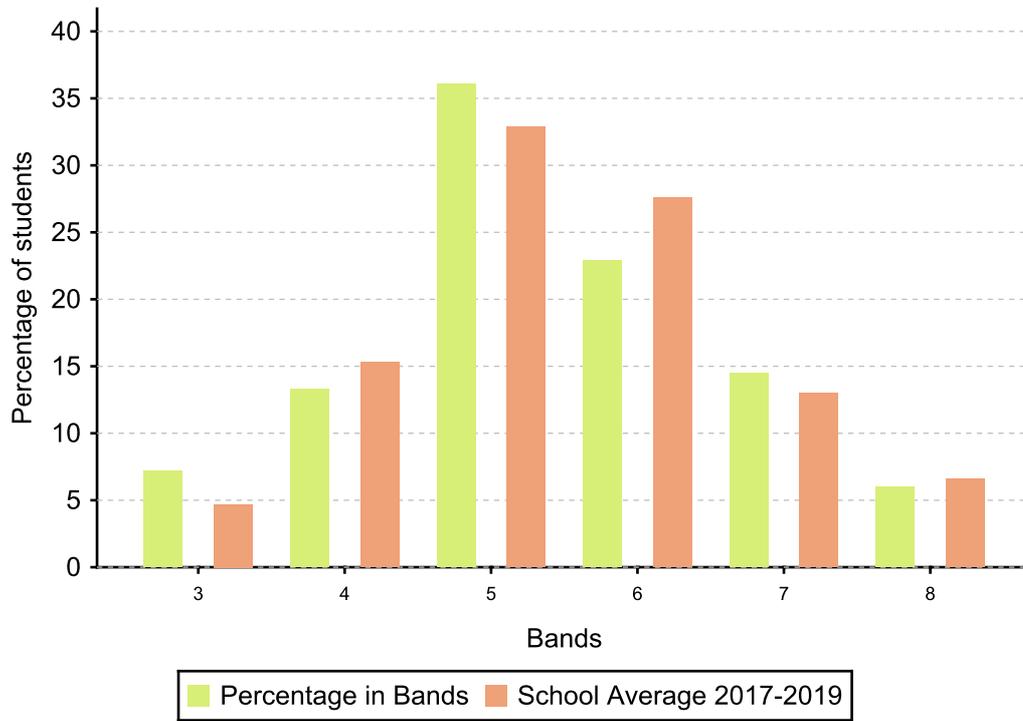
Band	3	4	5	6	7	8
Percentage of students	3.6	20.5	43.4	28.9	2.4	1.2
School avg 2017-2019	7.5	14.1	44.9	25.9	5.9	1.6

**Percentage in bands:**  
Year 3 Numeracy



Band	1	2	3	4	5	6
Percentage of students	5.9	19.8	22.8	23.8	14.9	12.9
School avg 2017-2019	5.4	17.6	25	29.1	15.2	7.8

**Percentage in bands:**  
Year 5 Numeracy

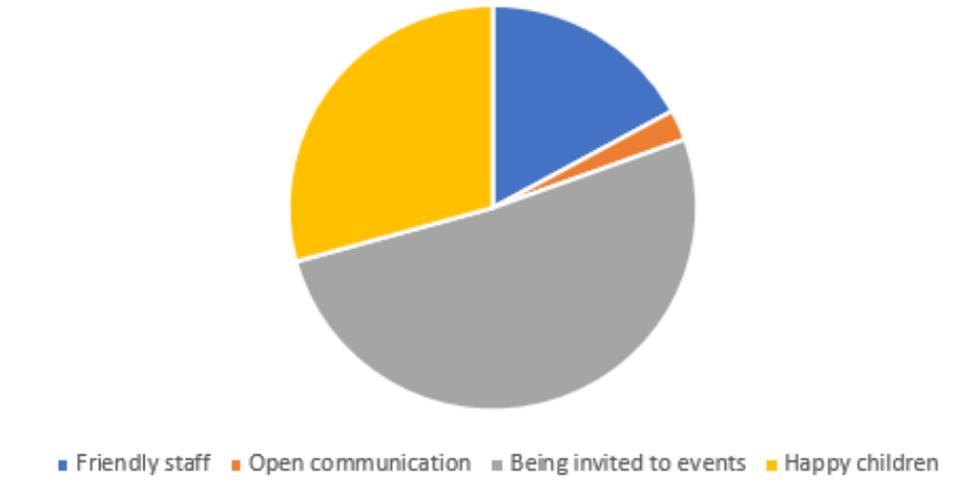


Band	3	4	5	6	7	8
Percentage of students	7.2	13.3	36.1	22.9	14.5	6.0
School avg 2017-2019	4.7	15.3	32.9	27.6	13	6.6

## Parent/caregiver, student, teacher satisfaction

Parents and caregivers were asked to complete an online survey in Term 3 of 2019 in regards to how welcome they felt at our school and what made them feel so welcome. Results showed that 95% of families feel very welcome at our school and that 51% of those families value our school wide events and the invitations we extend to them and the wider community. 29% of families feel welcome due to their children being very happy with the school or their teacher. The final 20% believe that friendly staff and open communication have contributed to them feeling very comfortable and welcome.

Reasons for Feeling Welcome at HGPS



# 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.