

# Hassall Grove Public School

## Annual Report



2018



4598

## Introduction

The Annual Report for **2018** 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.

David Rodger

Principal

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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 741 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

### Self-assessment using the School Excellence Framework

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 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.

Hassall Grove Public School's on-balance judgement is that the school is excelling in 13 of 14 elements of the School Excellence Framework.

In the domain of Learning, Hassall Grove Public School is delivering in "Student Performance Measures". Hassall Grove

Public School is excelling in the areas of "Learning Culture", "Wellbeing", "Curriculum", "Assessment", and "Reporting".

In the domain of "Teaching", the school is excelling in all elements – "Effective Classroom Practice", "Data Skills and Use", "Professional Standards" and "Learning and Development".

In the domain of "Leading", the school is excelling in all elements – "Educational Leadership", "School Planning, Implementation and Reporting", "School Resources" and "Management Practices and Processes".

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/sef-evidence-guide>

## 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.

### Overall summary of progress

Throughout 2018, students were encouraged to attend school through special events on days where student attendance is lower (for example, last day of term). In addition, programs involving Project Based learning and STEM activities were implemented throughout the school to increase student engagement. These were well received by students, with positive feedback given by students and staff. A range of playground programs were implemented to support students during play time, with senior students trained to play a leadership role in these.

Teachers were supported to set challenging yet achievable learning goals for their students. This was through professional learning about learning intentions and success criteria as well as support in using ILP's, IEP's and PLP's to improve student outcomes.

The "Second Step" program continued to be implemented across the school – with highly visible playground signage and other resources purchased. Staff were supported in the implementation of the program through training for new staff. A "Second Step" committee was formed, providing resources and ideas to staff in providing warm classroom environments and assisting students in developing "learning ready" behaviours. Staff evaluations regarding these behaviours showed overall improvement.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Student attendance rate is comparable to State.	\$2,000	A range of events and activities were offered to students to increase engagement and attendance.
Internal data and evidence indicates an increase in learning ready behaviours among students.	\$13,000	Analysis of behaviour data showed less students with behaviour referrals. Staff assessment of student behaviour showed an increase in learning ready behaviours through the year.

### Next Steps

Our school will continue to prioritise Social and Emotional learning in our students through the "Second Step" program. Staff will continue to monitor learning ready behaviours from students, with this data used to target students in need of specific interventions. Fortnightly focus messages will be delivered at assemblies and the "Play Patrol" program will continue to train senior students to take a leadership role in the playground. Our School Psychologist will deliver workshops for students and staff in areas of need.

Our school will continue to support teachers in setting challenging yet achievable learning goals for all their students. Staff will be supported through a range of "learning communities", enabling them to share staff expertise within the school. Staff professional learning on literacy and numeracy strategies will be offered, as well as continuing support in implementing ILP's, IEP's and PLP's to improve student outcomes.

Hassall Grove Public School will continue to deliver strong student welfare processes and a wide range of extra curricular opportunities for our students. Attendance will be a priority for 2019, with school reward systems and additional procedures in place for monitoring attendance patterns of concern. Highly engaging programs (such as STEM programs) will continue to be offered to increase student engagement.

## 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.

### Overall summary of progress

Teachers at Hassall Grove Public School were supported by a wide range of professional learning networks and school supervision systems. They were supported to complete all mandatory training and also to join learning networks targeted to their needs – as outlined in their PDP goals. Professional learning was targeted to individual teacher need and based on teacher feedback.

Future focussed practices have continued to be developed, with STEM, project based learning and robotics trialled in classrooms. Cross curricular units of work were prepared by the leadership team and implemented in all classrooms.

Literacy and Numeracy Curriculum delivery continued to be enhanced in the Accelerated Literacy (AL), Targeted Early Numeracy (TEN) and Language Learning and Literacy (L3) programs. Teachers participated in professional development activities – such as peer observations and demonstration lessons to support the delivery of effective, differentiated pedagogy in these programs.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
External and internal measures indicate an improvement in student academic results in Literacy and Numeracy.	\$5,000	Pre and Post Assessments in English and Maths show improvement in academic results.
There is an increase of STEM and Project Based Learning delivered across the school as a result of professional development.	\$10,000	Teachers have engaged in STEM and Project Based learning in every classroom across the school, through STEM days and the use of cross–curricular units in every stage.

### Next Steps

Teacher Professional Learning will continue in delivering effective, differentiated future focused pedagogy. Staff will be supported in integrating future focused practices and Project Based learning into their programs The Cross Curricular Team will continue to to embed Project Based Learning Units across all stages. The ICT scope and sequence will be developed into "I Can" statements to deliver learning goals.

A wide range of professional networks will be delivered to support teachers at varying levels of accreditation. Mandatory training as well as a wide range of other professional development opportunities will be offered to staff. Teachers will continue to work towards professional goals. They will have professional learning targeted to those goals through the school's supervision processes and Learning Communities. Supervisors will observe teachers on a regular basis to provide effective feedback and promote an atmosphere of learning for all.

The school will continue to enhance the delivery of Literacy and Numeracy through school programs – namely Accelerated Literacy (AL), Targeted Early Numeracy (TEN) and Language, Learning and Literacy (L3). Stage supervisors will provide targeted observation and demonstration lessons in these programs. Professional Development and/or peer observations in these programs will be available to all staff. Assessment rubrics will be evaluated and teachers will receive support in using marking guides in order to enhance consistent teacher judgement.

## 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.

### Overall summary of progress

During 2018, Hassall Grove Public School delivered comprehensive transition programs and processes for our students and their families. Our school worked in partnership with Chifley College, Bidwill – with Stage 3 students making visits to the high school and High School Students completing sports coaching programs at our school. We also worked in partnership with local early childhood providers – with local preschools making visits to kindergarten rooms and our school. This served to assist students in feeling confident about transitioning into or out of our school.

Our school facilitated many opportunities for families, students and staff to engage in education beyond our school gates. Our school engaged with Kids Xpress and Life Skills to support some of our more vulnerable students. Student work and achievements were showcased online for parents to access. The Student Media Team promoted events and curriculum achievements at our school. Our school community worked together to support students at the school and in the local area.

Parental involvement in the education of students at our school was enhanced. Playgroup continued to grow in popularity and was expanded to twice a week. A variety of showcases and parent information events were incorporated to assist and involve parents in the educational priorities of the school. These were well attended by families with positive feedback given.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Internal data and evidence indicates improved engagement by families and the wider school community.	\$32,420	Parent events continue to be well attended and well received by families, especially the playgroup program. Metrics show a high level of engagement with online resources.
Internal data and evidence indicates increasing student confidence and engagement during transitioning periods.	Funding provided by Chifley College, Bidwill.	Students reported that the Stage 3 transition program assisted them in feeling confident in their transition to High School. Students who attended the additional visits with Early Childhood Services were generally more confident and settled during orientation programs, feeling more at ease in the school environment.

### Next Steps

Comprehensive transition processes will continue throughout 2019 for students coming into or going out of our school. Our Stage 3 students will continue visits to and from Chifley Bidwill, as well as completing a common core unit of work for Year 6 and 7, developed in partnership with the English department at Chifley Bidwill. Our Play Group program will continue to engage students for the 2020 cohort, providing opportunity for them to become confident in our setting and for their families to become acquainted with the educational priorities of the school.

We will continue to facilitate opportunities for all of our stakeholders to engage within and beyond our school. We will provide opportunities for networking between ourselves, Chifley Bidwill and Early Childhood providers to promote sharing of expertise and values. Educational resources will be online for all families to access, providing a point of contact for those who cannot attend during school hours. Through these opportunities our community can work together to support our students.

Parental involvement will continue to be enhanced at the school. This will be through parent Showcase events, parent workshops and the Parent Helper program. Online avenues for student work and educational priorities will continue to be promoted to reach parents with limited opportunity to attend the school. Our school is looking to encourage a sense of belonging and enhance positive engagement with all families.

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	\$39,307	Additional support was provided to students with Aboriginal and Torres Strait Islander (ATSI) backgrounds. This support was provided through additional SLSO's in the classroom and in playground initiatives. All ATSI students have a Personalised learning Plan (PLP), developed in collaboration with families. The school's ATSI committee developed a community art project on the wall of the school hall – with information and unveiling to the students and community during NAIDOC Week celebrations. The school continued to support the implementation of the "Accelerated Literacy" program, which supports the learning styles of Aboriginal and Torres Strait Islander students. A Literacy Consultant was engaged to train and mentor new staff in this program.
<b>English language proficiency</b>	\$163,777	Learning and Support Teacher (LaST) and School Learning Support Officer (SLSO) time was allocated to support students with English as an Additional Language or Dialect (EAL/D). Additional support for students occurred in classrooms as part of the regular classroom program or in small targeted groups. Additional teachers were employed to assist with students in the "new arrivals program", assisting our neediest students with English proficiency. The school's community engagement initiatives through "Playgroup" and "Afternoon Play Sessions" continue to build partnerships with all of our families and promote engagement with our diverse community.
<b>Low level adjustment for disability</b>	\$244,658	Additional LaST and SLSO's were provided throughout the school to provide additional assistance to our most vulnerable students. Additional executive release was provided, in part to provide for mentoring and coaching of teachers in making low-level adjustments for students with additional support needs. Individual learning Plans (ILP's) were developed by teachers for students in need in consultation with families. Funding was used to provide additional teacher release to develop ILP's and consult with families. The school provided Teacher Professional Learning in providing adjustments for students with low level disability. Additional resources in a variety of Key learning Areas were purchased to support the learning needs of all students in the school, especially those with additional support needs.
<b>Quality Teaching, Successful Students (QTSS)</b>	\$134,618	Additional executive release was funded to allow for systematic team teaching, reflective conversations and collegial discussion about teaching practice for all teachers. School executive worked closely with teachers – providing observations of practice, demonstration lessons and the opportunity to observe other expert teachers in the school. Teachers reported these systems were useful

<b>Quality Teaching, Successful Students (QTSS)</b>	\$134,618	and the knowledge gained from these systems contributed to improved classroom practice.
<b>Socio-economic background</b>	\$323,682	Additional SLSO support was provided to all classrooms and in playground initiatives. The "Second Step" program continued throughout the school, with targeted Teacher Professional Learning for staff new to the school and extensive coaching and mentoring from expert teachers. Additional resources and playground signage were purchased to further embed the messages from the program into school culture. Social groups, sporting groups and a range of opportunities were offered to all students, with vulnerable students targeted. There was additional assistance in the playground and through external programs such as "Kids Xpress" and "Life Skills". The school continued to see a significant improvement in student behaviour – and in turn improved academic outcomes for students.
<b>Support for beginning teachers</b>	\$15,017	As part of the School Supervision Program, beginning teachers had ongoing, systematic professional mentoring by their supervisors. This involved fortnightly visits for demonstration, team teaching or observations of practice, coupled with reflective conversations and ongoing feedback. The "Beginning Teacher" network continued, with regular meetings and support targeted at teachers in the beginning phase of their career.

## Student information

### Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	400	394	395	385
Girls	388	382	368	351

### Student attendance profile

School				
Year	2015	2016	2017	2018
K	92.5	92.1	91.2	89.6
1	92.3	92.2	92	90.4
2	93.4	91.8	92.5	91.9
3	92.6	92.8	92.4	92.5
4	93.1	92.3	90.7	92.8
5	92.9	93.1	92	92.2
6	93.4	93.6	93.5	92.7
All Years	92.9	92.6	92.1	91.8
State DoE				
Year	2015	2016	2017	2018
K	94.4	94.4	94.4	93.8
1	93.8	93.9	93.8	93.4
2	94	94.1	94	93.5
3	94.1	94.2	94.1	93.6
4	94	93.9	93.9	93.4
5	94	93.9	93.8	93.2
6	93.5	93.4	93.3	92.5
All Years	94	94	93.9	93.4

### Management of non-attendance

The school continues to strongly encourage all students to be on time every day, in order to reduce lost learning time due to partial absences. A range of extra-curricular and playground initiatives are being promoted to increase student engagement and attendance, as well as special events on days where non-attendance is traditionally higher (such as STEM days during the last week of term).

The school provides clear information to parents regarding attendance requirements and has systems to monitor absences. Attendance concerns are addressed in consultation with parents. The school asks for support from attendance officers in cases where students have identified attendance issues.

## Workforce information

### Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Assistant Principal(s)	4
Classroom Teacher(s)	27.8
Learning and Support Teacher(s)	1.5
Teacher Librarian	1.2
Teacher ESL	1.2
School Counsellor	1
School Administration and Support Staff	4.47

\*Full Time Equivalent

The Australian Education Regulation 2013 requires schools to report on the Aboriginal Composition of their workforce. Two of our staff members are Aboriginal. One staff member is a classroom teacher and one a Learning Support teacher.

### Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools.

### Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	53
Postgraduate degree	47

### Professional learning and teacher accreditation

Staff at Hassall Grove Public School regularly engage in professional learning opportunities that align with individual need and school priorities. The school executive were provided with additional release time in order to regularly mentor, coach and collaborate with teachers to enhance teacher capacity. All teachers worked through the "Performance and Development Framework" to set goals for their own professional growth.

Teachers were supported in 2018 through voluntary "Learning Communities", targeted towards school priorities. Regular meetings with expert teachers, resource sharing and targeted observation of practice assisted teachers in learning about their chosen area. Learning Communities had a high rate of participation

from staff and were rated as "useful" or "very useful" by staff in terms of being applicable in their classroom practice.

Staff learning was also tailored to individual need through opt-in workshops at staff meetings and staff development days. Teachers engaged in whole school professional learning, interactive training sessions and sessions from external trainers. These included (but were not limited to): Child Protection, Code of Conduct, Learning Support, Classroom Management, CPR, e-emergency care, robotics in classrooms, Literacy Strategies, Maths strategies, Project based learning, Sports and Games in teaching, Athletics and World Book online. There were networking opportunities and digital spaces set up for teachers at varying stages of their career – from early career teachers to highly experienced and accomplished school leaders.

## Financial information

### Financial summary

The information provided in the financial summary includes reporting from 1 January 2018 to 31 December 2018.

	2018 <b>Actual</b> (\$)
<b>Opening Balance</b>	733,989
<b>Revenue</b>	6,272,780
Appropriation	6,033,625
Sale of Goods and Services	28,142
Grants and Contributions	200,976
Gain and Loss	0
Other Revenue	100
Investment Income	9,937
<b>Expenses</b>	-5,763,113
Recurrent Expenses	-5,763,113
Employee Related	-5,259,323
Operating Expenses	-503,791
Capital Expenses	0
Employee Related	0
Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	509,666
<b>Balance Carried Forward</b>	1,243,655

Hassall Grove Public School is an LMBR school.

### Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

	2018 <b>Actual</b> (\$)
<b>Base Total</b>	4,817,422
Base Per Capita	147,541
Base Location	0
Other Base	4,669,881
<b>Equity Total</b>	771,425
Equity Aboriginal	39,307
Equity Socio economic	323,682
Equity Language	163,777
Equity Disability	244,658
<b>Targeted Total</b>	56,100
<b>Other Total</b>	241,042
<b>Grand Total</b>	5,885,989

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.

A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

## 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 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting 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 take into consideration the different test formats and are discouraged during these transition years.

In NAPLAN – Reading, the Year 3 cohort had 21% of students in the bottom two bands and 39% of students in the top two bands. The Year 5 cohort had 27% of students in the bottom two bands and 23% of students were in the top two bands. In NAPLAN Writing, Year 3

had 21% of students in the top two bands. 24% of students were in the bottom two bands. The Year 5 cohort had 9% of students in the top two bands and 4% of students in the bottom two bands. In NAPLAN –Spelling, 32% of the Year 3 cohort and 21% of the Year 5 cohort were in the top two bands. 21% of the Year 3 cohort and 17% of the Year 5 cohort were in the bottom two bands. In Grammar and Punctuation, Year 3 and Year 5 had 24% and 31% of students in the bottom two bands respectively. There were 32% of students in the top two bands for Year 3 and 21% of students in Year 5.

In NAPLAN – Numeracy both the Year 3 and Year 5 cohort had a higher number of students in the top two bands than three years prior. The Year 3 cohort had 25% of students in the bottom two bands, compared to 22% in 2015. The Year 5 cohort had 26% of students in the bottom two bands, compared to 29% in 2015.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to <http://www.myschool.edu.au> to access the school data.

In NAPLAN reading, the Year 3 cohort had 39% of students in the top two bands. The Year 5 cohort had 23% of students in the top two bands. In NAPLAN numeracy, The Year 3 cohort had 22% of students in the top 2 bands. The Year 5 cohort had 16% of students in the top two bands.

## Parent/caregiver, student, teacher satisfaction

Our parents and community were surveyed about their satisfaction with the school throughout the year. The response was overwhelmingly positive. Of particular note, parents commented on the caring staff, the availability of community engagement initiatives and the wide variety of programs available to students.

Using "Staged Success Criteria", school executive have found levels of parent and community engagement increasing. There is a higher level of participation in school, with well attended family events and high levels of engagement with the school website and Facebook page. Parents are starting to offer their own expertise, through volunteering in classrooms and at playgroup events. Parents are engaging in partnerships with classroom teachers in supporting students through ILP's and PLP's. Families report to school staff that their children like coming to school, have positive peer relationships and show interest in learning.

Our website and school Facebook page continue to grow in audience, providing up-to date, accurate and streamlined information to our families. This open, clear communication about the school and its priorities leads to an increased sense of pride in the school for students and families.

School events (such as sports events, performance events, school discos and showcases) were well attended by students, staff and families. Such widespread and consistent commitment to these events by staff is a strong indicator of a satisfied and engaged staff.

## Policy requirements

### Aboriginal education

Accelerated Literacy continued to be enhanced across the school – a teaching pedagogy that supports the learning styles and achievement of Aboriginal students. SLSO and Learning Support Teacher time was provided to students in need. All Aboriginal students had PLP's, developed in consultation with students and their families.

In developing new units for curriculum, Aboriginal perspectives and histories have been included across a range of Key Learning Areas. Project Based Learning units have provided learning in context, using hands on materials – strategies that suit all learners, particularly those of an ATSI background. Harmony Day and NAIDOC celebrations were promoted, with events across the school to mark these occasions. Our primary assemblies had Aboriginal students speak the "Welcome to Country" introduction. The ATSI Education Committee created a community artwork on the hall, with an unveiling ceremony for students and community.

### Multicultural and anti-racism education

All students have access to programs and units of work which are designed to promote intercultural understanding. Our community engagement initiatives are inclusive and work to promote engagement of all families – celebrating the diversity of our school community. Our staff continue to develop pride and respect for the many cultures that make up our diverse Australian society.