2010 Annual School Report
Hargraves Public School

NSW Public Schools – Leading the way
Messages

Principal’s message

Hargraves Public School is a small, rural school located thirty five kilometres south west of Mudgee.

Our school has a strong focus on quality teaching and learning, and enjoys a close relationship with parents and the wider community.

The well-resourced classrooms, dedicated teachers and advanced technologies support productive learning.

CAP and PSP help direct and achieve yearly targets set by the school.

In 2010, a classroom delivered under the Building the Education Revolution has been a much-admired new addition to the school infrastructure and is now occupied by the K-2 class. A new COLA (covered outdoor learning area) has provided a pleasant and shady area for assemblies and playtime. Toilet refurbishment and a new General Assistant’s equipment shed have been welcome improvements.

I certify that the information in this report is the result of a rigorous school self-evaluation process and is a balanced and genuine account of the school’s achievements and areas for development.

Jane Rae

P & C message

This year has been another busy one for the P & C. The dedicated and enthusiastic members have continued to work extremely hard to raise funds to support our school and children. We have held many activities including:

- A Pizza and Disco night during the Christmas holidays;
- Home-cooked lunches for workers at the local mine;
- A Mother’s Day stall and Father’s Day stall;
- Catering at ‘Woolachlan’ clearing sale;
- Catering at Mudgee Small Farm Field Days in partnership with Hargraves Progress Association in July;
- Catering at the Cudgegong Zone athletics carnival;
- The annual village Christmas tree.

P & C has supported the school by:

- Providing funds for the employment of School Learning Support Officers;
- Providing funds for the hire of buses for swimming lessons;
- Providing funds for the hire of a bus for the Sydney excursion;
- Providing fortnightly Friday Canteen.

Louise O’Brien

Student representative’s message

Sarah Roach, Cameron O’Neil and Ryan Martin were the Hargraves School Leaders in 2010. It has been a great year for us at Hargraves Public School with many excellent achievements by the students. We were the champion school at the Small Schools Athletics Carnival and the runner up to the champion at the Swimming Carnival. We also won the Small Schools Super 8’s competition. We conducted the Anzac Day Service and joined with the community for the official opening of the new war memorial on Remembrance Day. Highlights of the year were the whole school excursion to Sydney and our participation in the DET’s Festival of Instrumental Music at the Opera House. We were very proud to be the Leaders of Hargraves Public School in 2010.

Ryan Martin, Cameron O’Neil, Sarah Roach
School context

Student information

It is a requirement that the reporting of information for all students must be consistent with privacy and personal information policies.

Student enrolment profile

A total of 31 students were enrolled at Hargraves Public School in 2010. At the end of the year 26 students from 17 families were enrolled.

Student attendance profile

Hargraves Public School regularly reviews attendance of all students. Attendance patterns and overall school profile can be impacted on by the non-attendance of a small number of students.

Management of non-attendance

The school has well documented and promoted expectations on school attendance. In some situations contact with homes and the support of the Home School Liaison Officer ensures positive attitudes to school attendance.

Class sizes

In March 2003 the Government announced its commitment to publish primary class sizes in annual school reports in order to provide parents with as much local information as possible.

The following table shows our class sizes as reported at the 2010 class size audit conducted on Wednesday 17 March 2010.

<table>
<thead>
<tr>
<th>Roll Class</th>
<th>Year</th>
<th>Total per Year</th>
<th>Total in Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>3/6</td>
<td>3</td>
<td>6</td>
<td>18</td>
</tr>
<tr>
<td>3/6</td>
<td>4</td>
<td>4</td>
<td>18</td>
</tr>
<tr>
<td>3/6</td>
<td>5</td>
<td>5</td>
<td>18</td>
</tr>
<tr>
<td>3/6</td>
<td>6</td>
<td>3</td>
<td>18</td>
</tr>
<tr>
<td>K-2</td>
<td>K</td>
<td>5</td>
<td>11</td>
</tr>
<tr>
<td>K-2</td>
<td>1</td>
<td>2</td>
<td>11</td>
</tr>
<tr>
<td>K-2</td>
<td>2</td>
<td>4</td>
<td>11</td>
</tr>
</tbody>
</table>

Structure of classes

In 2010 the students were organized into two classes. The infant’s class consisted of 13 students from Kindergarten to Year 2. The primary class, made up of Year 3 to Year 6 students had 18 enrolments. The students were divided into stage groups for both Literacy and Numeracy four days a week. This was possible through the use of Priority Schools (PSP) funding. This significantly improves the learning environment for all students and ensures additional teacher time for each student.
Staff information

It is a requirement that the reporting of information for all staff must be consistent with privacy and personal information policies.

Staff during 2010 consisted of a teaching principal, and two classroom teachers. School administrative and support staff consisted of a part-time Administration Manager, two part-time School Learning Support Officers and a part-time General Assistant.

Staff establishment

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching Principal</td>
<td>1</td>
</tr>
<tr>
<td>Classroom Teacher</td>
<td>1</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>.436</td>
</tr>
<tr>
<td>Total Teacher Entitlement</td>
<td>2.436</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>.896</td>
</tr>
</tbody>
</table>

No staff member at the school identifies as being Aboriginal or Torres Strait Islander.

In 2010 additional staff included:

- A teacher employed through the Priority Schools Program for an additional 0.3 per week to support Literacy and Numeracy;
- A teacher employed half day per week for two terms through Country Areas Program to support technology;
- Two Learning Support Officers employed each morning to support Literacy and Numeracy;
- A Learning Support Officer employed half a day per week through Priority Schools Program and Country Areas Program to support the Transition to School Program;
- A music teacher employed half a day per fortnight for one semester.

The school also hosted a practicum student from Charles Sturt University for two weeks.

Staff retention

In 2010 Mrs. Katriona Morgan was appointed as the Infants Teacher. Mrs. Julie Unicomb was appointed to the position following Mrs. Morgan’s resignation at the end of Term 2.

Financial summary

This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.

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<table>
<thead>
<tr>
<th>Date of financial summary:</th>
<th>30/11/2010</th>
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<tbody>
<tr>
<td>Income</td>
<td>$</td>
</tr>
<tr>
<td>Balance brought forward</td>
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</tr>
<tr>
<td>Global funds</td>
<td>53 893.29</td>
</tr>
<tr>
<td>Tied funds</td>
<td>42 102.01</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>27 273.44</td>
</tr>
<tr>
<td>Interest</td>
<td>2 378.16</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>1 755.00</td>
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<tr>
<td>Canteen</td>
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<tr>
<td><strong>Total income</strong></td>
<td><strong>171 824.27</strong></td>
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</table>

<table>
<thead>
<tr>
<th>Expenditure</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
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</tr>
<tr>
<td>Key learning areas</td>
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<tr>
<td>Excursions</td>
<td>19 225.91</td>
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<tr>
<td>Extracurricular dissections</td>
<td>599.19</td>
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<tr>
<td>Library</td>
<td>641.29</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>4 282.72</td>
</tr>
<tr>
<td>Tied funds</td>
<td>41 646.51</td>
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<tr>
<td>Casual relief teachers</td>
<td>3 644.08</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>15 489.94</td>
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<tr>
<td>School-operated canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Utilities</td>
<td>4 864.14</td>
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<tr>
<td>Maintenance</td>
<td>1 749.34</td>
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<tr>
<td>Trust accounts</td>
<td>7 779.96</td>
</tr>
<tr>
<td>Capital programs</td>
<td>9 933.23</td>
</tr>
<tr>
<td><strong>Total expenditure</strong></td>
<td><strong>131 764.78</strong></td>
</tr>
<tr>
<td><strong>Balance carried forward</strong></td>
<td><strong>40 059.49</strong></td>
</tr>
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</table>
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A full copy of the school’s 2010 financial statement is tabled at the annual general meetings of the School Council and/or the parent body. Further details concerning the statement can be obtained by contacting the school.

Teacher qualifications

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

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>100</td>
</tr>
</tbody>
</table>

Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools.
School performance 2010

Achievements

Arts
The students were provided with many opportunities to participate in a wide range of Creative and Performing Arts activities. In 2010 our students:

- Attended two Musica Viva performances;
- Submitted entries in the Mudgee Show. Jordyn Colley received a 2nd in the junior primary painting section, Annabel Suttor received a 2nd place for senior primary drawing, Dylan Batt received a 1st for senior primary painting and a prize for the best exhibit. The Infants class received a highly commended for their joint artwork;
- Won the Senior Primary Recorder shield at the Gulgong Prince of Wales Eisteddfod, while the Infants class received a 2nd;
- Attended a Cluster Rehearsal at Bathurst prior to attending the Festival of Instrumental Music at the Sydney Opera House;
- Performed at the Festival of Instrumental Music at the Sydney Opera House;
- Submitted artwork for the Henry Lawson Festival Art Show. Cameron O’Neil received a 2nd;
- Submitted poetry in the Henry Lawson Society Literary Competition. Cameron O’Neil received a Commended and Liam O’Brien received a Highly Commended;
- Competed in the Small Schools Public Speaking Competition. Rhees Hancock was placed 2nd in the Infants section, while Ebony Roach was Highly Commended. Alice Roach was placed 2nd in the 3/4 section, with Bianca Roach placed 3rd. Cody Lawson was Highly Commended. Sarah Roach placed 3rd in the senior section, with Cameron O’Neil awarded a Highly Commended;
- Played their recorders at the CWA International Day on Scotland. Reese Harley, Bronte O’Brien and Ebony Roach received awards for their entries in the colouring competition. All children took part in a video presentation on Scotland;
- Submitted artwork and writing for the CLC book;
- Submitted exhibits for the CLC art show;
- Performed at the CLC Gala Concert;
- Entered the ‘Across the Story Bridge’ Book Week Competition;
- Submitted entries in the School Magazine art competition. Francesca Dollin won a book prize;
- Attended the Small Schools Visual Arts Camp at Hill End.

Winners of the Mudgee Small Schools Public Speaking Competition
**Academic**

Students entered a number of external competitions.

- The primary children entered work in the RSL ‘My Country’ competition;
- Zoi Dent received a Credit in the University of New South Wales English Competition;
- Cody Lawson and Bianca Roach received Credits in the University of New South Wales Computer Competition;
- Zoi Dent, Annabel Suttor and Cameron O’Neil received Credits in the Primary Research Project while Brett Hancock and Ryan Martin received Merits;
- All Hargraves children successfully completed the Premier’s Reading Challenge;
- Early Stage 1 and Stage 1 students participated in the CAP online competition – Collie’s Garden Party.

**Sport**

All children are encouraged to increase their level of physical fitness and develop their sporting skills. This year our students participated in:

- Daily fitness, Brain Gym activities, teeth cleaning, the Breathe, Cough, Blow program and daily Fruit in the Morning;
- Hearing tests conducted by the District Nurse;
- Mudgee Small Schools swimming and athletics carnivals;
- The Premier’s Sporting Challenge in which all children K-6 received Gold awards;
- Active After Schools Community program with Mr. and Mrs. Roach;
- Go Go Golf day;
- Gymnastics Day;
- Quality Sports Assessment Day;
- Golden Circle School Fun Run;
- Royal Lifesaving Society Junior First Aid training;
- Learn to Swim lessons in early Term 1 and again late in Term 4;
- Circus Skills ‘Flips, Tricks and Spinning Sticks’ Day;
- Touch Football Gala day - primary class;
- Soccer Fun day;
- Super 8’s Cricket day – primary class; Hargraves Blue team were the winning Small Schools’ team with Hargraves White being placed 3rd;
- T-Ball Skills Day;
- Heart Foundation Jump Rope for Heart program and ‘Jump Off’ Day;
- Active After Schools Community (AASC) program.
Sporting achievements included:

- Stella Peppernell-Baks was juvenile girl runner-up, Liam O’Brien was junior boy champion, Annabel Suttor was junior girl champion and Ryan Martin was senior boy champion at the Mudgee District Small Schools swimming carnival;
- Cody Lawson, Annabel Suttor, Liam O’Brien, Dylan Batt and Ryan Martin represented the school at the Cudgegong Zone swimming carnival;
- Our relay team of Ryan Martin, Liam O’Brien, Cody Lawson and Dylan Batt competed at the Western Region swimming carnival in Dubbo;
- Eight children represented the school at the Cudgegong Zone Cross Country;
- Alice Roach and Cody Lawson attended the Western Region Cross Country at Wellington;
- At the Mudgee District Small Schools athletics carnival Ryan Martin was senior boy champion, Cody Lawson was junior boy champion, Liam O’Brien was junior boy runner up and Reese Harley was juvenile boy runner up. The school was placed 1st in the Tunnel Ball, 2nd in the Captain Ball and was the highest point-scoring school on the day;
- Nine children represented the school at the Cudgegong Zone athletics carnival;
- Ryan Martin represented the school at Western Region athletics carnival, competing in Shot Put;
- Annabel Suttor, Ryan Martin and Grace Angel represented the school at the Gulgong Horse Sports Day;
- Ryan Martin represented Hargraves Public School at the Kandos Horse Sports Day.

The children dressed up as characters from their favourite book for Book Week

Other

School excursions were:

- Whole school trip to Sydney;
- Courage to Care exhibition at Bathurst.

Stage Three students attended the ‘Courage to Care Exhibition’ at Bathurst

Other activities included:

- Infants Easter hat parade and egg hunt;
- Book Week character parade;
- Harhilleyer Days with Hill End and Windeyer schools, including Life Education Van, Questacon and Box o’ Tricks;
- Attendance at Green Day at AREC Mudgee;
“Get Hooked” education day at AREC Mudgee;

Visit to Mudgee Helicopters;

Easter and Christmas Church Services;

ANZAC and Remembrance Day services;

End of year play and presentation evening;

Bandanna Day fundraising for CanTeen.

Whole school Christmas lunch

NAPLAN

Five students in Year 3 and four students in Year 5 sat the nationwide NAPLAN assessment in Literacy and Numeracy in May.

The small number of students sitting the tests and protocols for reporting prohibit publication of comparative results.

Detailed analysis of student performance has enabled the development of individual learning plans and also identified priority areas for teacher professional learning. Analysis of student performance in Literacy indicates a need to focus on the development of reading and writing whilst in Numeracy the focus area will be Working Mathematically.

School based assessment is used widely to determine student achievement against the syllabus and is reported to parents formally and in incidental meetings.

At or Above Minimum Standard

<table>
<thead>
<tr>
<th>Percentage of Year 3 students achieving at or above minimum standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
</tr>
<tr>
<td>Writing</td>
</tr>
<tr>
<td>Spelling</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
</tr>
<tr>
<td>Numeracy</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Percentage of Year 5 students achieving at or above minimum standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
</tr>
<tr>
<td>Writing</td>
</tr>
<tr>
<td>Spelling</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
</tr>
<tr>
<td>Numeracy</td>
</tr>
</tbody>
</table>

Significant programs and initiatives

Aboriginal education

Aboriginal perspectives are taught across all key learning areas and reflect DET Aboriginal Education policy. A study of “Cultures” investigated indigenous links with the land through the Dreamtime stories.

Multicultural education

Multicultural perspectives are included in a number of KLAs especially Literacy, Music and Human Society and Its Environment. Studies of celebrations around the world were a feature of study in 2010.

Visiting performances by Musica Viva allowed students to see, hear and interact with musicians from around the world. All students participated in these concerts.

All students K-6 participated in activities to further their awareness of other cultures, with aspects of Scottish culture being studied in preparation for the CWA International Day at Grattai.
Respect and responsibility

The four principles of the “Fish” philosophy – Play, Be There, Make Their Day and Choose Your Attitude continue to form the basis of our school values and students are encouraged to incorporate these principles into their daily lives both at school and at home.

Individual responsibility and respect for self and others is emphasized. Anti-bullying programs continue to be implemented.

In 2010 the school participated in ANZAC and Remembrance Day Services supported by the National Servicemen’s Association in Mudgee. Students supported charities such as CanTeen and the National Heart Foundation.

Priority Schools Programs (PSP)

Each year our school receives support from the Priority Schools Program (PSP). In 2010, this support was an additional $11,800 and an extra teacher for half a day per week.

This year the funding and extra teaching time enabled our school to continue to teach Literacy and Numeracy in three stage groups for four days a week. This initiative resulted in a teacher to student ratio of no more than one to ten in Literacy and Numeracy.

The Priority Schools Program also enabled our school to run the very successful Transition to School Program by providing funds to employ a School Learning Support Officer for one semester. This program assisted young children to develop the social and academic skills necessary for successful school entry.

Very successful Parent Maths Workshops as well as the Triple ‘P’ Parenting Program of three workshops were also conducted by the PSP Partnership Officer, Donna Quinn.

Country Areas Program (CAP)

Our school benefits from Country Areas Program (CAP) Funding which aims to help schools and school communities improve the educational outcomes and opportunities of students who are disadvantaged because of geographical isolation, so that their learning outcomes match those of other students.

In 2010 CAP provided $11,612 of additional funding, consultancy support for whole school review and planning as well as access to professional development in technology.

A number of additional strategies supported student learning:

- A School Learning Support Officer was employed for one semester for the Transition Skills Program to assist young children to develop the social and academic skills necessary for successful school entry;
- A teacher was employed four hours a week during Semester 2 to support students in technology;
- One staff member accessed iPod touch training;
- Two staff members attended training in Critical Literacy;
- Two staff members attended Interactive Whiteboard training.

School Environmental Management Plan (SEMP)

With the assistance of the staff from Red Hill Environmental Education Centre, the children and staff of Hargraves Public School conducted an energy, waste and biodiversity audit to determine future directions for a SEMP.

The primary children assisted staff in the writing of our School Environment Management Plan which sets our goals for reducing our school’s carbon footprint.
Progress on 2010 targets

Target 1
To improve reading and writing outcomes for all students.

Our achievements include:

- Collegial analysis of Naplan;
- The purchase of reading resources through funds provided by Xstrata Coal and school funds to supplement the reading program;
- DET School Magazines and teaching units were used for reading in Stage 2 and 3;
- Staged groups for Literacy;
- The training of the K-2 teacher in Reading Recovery strategies.

Target 2
To improve students’ capacity to mentally compute, solve problems and to work mathematically.

Our achievements include:

- Collegial analysis of Naplan;
- Implementation of the “Go Maths” program K-6;
- Staged groups for Mathematics;
- Two parent Mathematics workshops were held;
- Staff were trained in the Numeracy framework.

Target 3
Focus on equipping teachers with the skills to integrate technology across the KLA’s.

Our achievements include:

- A teacher employed four hours a week in Semester Two to work with small ability based groups on ICT through CAP;
- Staff trained in IWB;
- Staff members attended Enriching Technology training as part of Mudgee Small Schools Country Areas Program Network Initiative.

Key evaluations

It is a requirement for all NSW public schools to conduct at least two annual evaluations – one related to educational and management practice and the other related to curriculum. In 2010 our school carried out evaluations on School Culture and HSIE.

Educational and management practice

Background

This year an evaluation of School Culture was undertaken. A modified School Map survey was given to all families and to staff members.

Findings and conclusions

Analysis of the survey responses (50% returned) indicated that:

- School leaders have a positive influence on the school culture;
- The school encourages students to achieve their best;
- Parents are proud of their child’s school;
- The school knows about the families and community in which it serves.

Future directions

Where necessary the school will make important changes to ensure all students’ needs are being met. The school leaders will continually look for ways to improve school performance and new students and their families will be encouraged to be involved in school activities.

Curriculum

Background

HSIE was selected for evaluation in 2011

Findings and conclusions

Analysis of the survey data indicated the following:

- Most parents believed that HSIE was an important subject for their child;
- All parents acknowledged that their child enjoyed learning about topics in HSIE;
- All parents felt they were informed through reports or interviews about their child’s progress in HSIE;
• The majority of parents would like to attend an information session about HSIE.

Future directions
An information session will be held during 2011 to inform parents of the contents of the HSIE syllabus and more specifically the topics of study for each stage during the year. Parents will be kept better informed of their child’s progress in HSIE through both reports and at interview times.

Parent, student, and teacher satisfaction
In 2010 the school sought the opinions of parents, students and teachers about the school. Responses were very positive with parents identifying the following strengths:

• The Transition Skills program is excellent;
• The children enjoy excellent personal relationships with staff;
• Individual learning programs;
• ‘Open Door’ policy where staff are always available.

Students expressed a high level of satisfaction with the following:

• Hargraves School is a safe and happy place where everyone is treated fairly;
• We have great excursions like the whole school trip to Sydney, the Opera House excursion for recorder, and day trips to Mudgee for Musica Viva and sport;
• We compete in lots of different sports such as Super 8’s cricket, touch football gala days, swimming and athletics carnivals as well as Harhilleyer days.

Teachers identified the following strengths:

• Teachers, administrative and support staff work together as part of a close-knit team;
• The students are given a wide range of opportunities.
• Parental support is very strong.

Professional learning
In addition to the three staff development days conducted at the beginning of Terms 1, 2 and 3, staff accessed a range of professional learning opportunities including:

• Interactive White Board
• The Hearing Impaired Child in the Classroom
• Kahootz
• Critical Literacy
• Numeracy Framework
• Reading Recovery
• Climate Clever Energy Savers
• Festival of Instrumental Music Teacher Workshop
• Seven Habits of Effective People
• Sports and Games Workshop
• Circus Skills
• Principals Conferences
• CAP District Initiative Planning Days
• Small Schools Principals meetings

In 2010 $4,282.72 was spent on professional learning.

School development 2009 – 2011
The school priorities focus on the three year cycle from 2009 to 2011 reflecting student needs, community expectations and Department of Education and Training priorities.

Targets for 2011
Target 1
To improve reading and writing outcomes for all students.

Strategies to achieve this target include:

• Collegial analysis of NAPLAN data to determine priority areas;
• K-2 teacher to investigate and purchase reading resources to supplement reading program;
• Utilising DET school magazines & teaching units for reading in Stage 2 & 3;
• Collegial sharing of programs and development of appropriate resources;
• Investigate spelling /grammar link for teaching/learning programs;
• Staged groups for literacy to support student learning will continue at 8 hours per week;
• SLSO increased time with targeted Stage 2 children.

Target 2
To improve students’ capacity to mentally compute, solve problems and work mathematically.

Strategies to achieve this target include:
• Collegial analysis of NAPLAN and school assessment data to determine priority areas.
• Assess & identify the professional learning needs of staff through support meetings, discussions & team teaching.
• Teaching mathematics across staged ability groups – 4 days per week.
• Use of iPod Touch as a learning tool to engage students
• Follow up Parent and community math workshop.

Target 3
Focus on equipping teachers with the skills to integrate technology across the KLA’s.

Strategies to improve this target include:
• Further development of digital portfolios to incorporate Stage 1;
• Employ teacher ½ day per week for 4 terms to work with small ability based groups on ICT;
• Implement iPod Touch program with primary students first & then K-2 students;
• Use of connected classroom technology to share lessons & strategies following Rich Allen workshops.

About this report
In preparing this report, the self-evaluation committee has gathered information from evaluations conducted during the year and analysed other information about the school’s practices and student learning outcomes. The self-evaluation committee and school planning committee have determined targets for the school’s future development.

Jane Rae – Teaching Principal
Julie Unicomb – Class Teacher
Danielle Wakely – Class Teacher
Nerida Rodrom – School Administration Manager

School contact information
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School Code: 2136

Parents can find out more information about Annual School Reports, how to interpret information in the reports and have the opportunity to provide feedback about these reports at: