

Hannam Vale Public School

Annual Report



2016



2131

Introduction

The Annual Report for **2016** is provided to the community of **Hannam Vale 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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Principal

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School background

School vision statement

Student learning of the highest quality.

We will achieve this by

- providing a challenging, nurturing and caring learning environment that encourages high expectations for success through quality teacher instruction.
- equipping our students for the demands and opportunities of the 21st century by providing a differentiated, effective curriculum, where children can achieve full potential in their academic, creative, personal, physical and moral development.
- promoting a safe and supportive environment where each students' self esteem is fostered by positive relationships with students and staff.
- striving to have our parents, teachers and community members actively involved with our students learning.

School context

The Three Mountains Alliance Schools (3MAPS) comprises Hannam Vale, Johns River and Herons Creek Schools. We share support of 90 students from K–6. The rural and isolated settings mean that the schools plan and develop opportunities for differentiated learning and social engagement beyond local environments. 3MAPS are committed to becoming Positive Behaviour for Learning Schools focussing on building a strong focus on the mental health and wellbeing of our students. Our school culture is developed by living the positive behaviours that underpin our core values. Respect for each other as professionals and the importance placed on the partnership with our families in children's learning and development are tenets that will support us to achieve our purpose as schools of excellence. 3MAPS provides quality teaching and learning in a warm, supportive environment, within two multi stage classrooms at each 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, 3 MAPS 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.

In the domain of Learning, energy has focused on creating positive and respectful relationships between students and staff, promoting student wellbeing and ensuring the creation of ideal learning environments. Values are prioritised, with explicit teaching across the whole school developed for K–6 specifically for the 3MAPS schools. This year we undertook our Tier 1 Universal Prevention School Wide Systems Training leading to shared expectations; developing and delivering shared Lesson Plans for behaviour expectations in Non-Classroom Settings; development and implementation of our Well-Being Procedures Handbook and student participation in shared learning activities. 3MAPS Principals presented at the North Coast PBL EXPO.

Added to our school focus has been a strengthening commitment among leaders and staff to establish an active partnership and work collaboratively. This alliance, which has consolidated and become part of school practice, was

formed based upon curriculum and learning commitments, ensuring continuity and learning for students, and befitting the strategic direction of collaborative practice.

Our major focus in the domain of Teaching has been on quality teaching programs across 3MAPS schools, including Focus on Reading, and collaborative practices, for example shared professional learning days with curriculum advisors across staffs. Teachers have incorporated data analysis (PLAN data, numeracy and literacy clusters and continuum plotting) in planning and learning. 3MAPS teachers work together using collaboratively designed lesson observation outlines to mentor and support their use of quality teaching strategies. This enhances teacher ability to differentiate curriculum delivery to meet the needs of individual students. Teachers have participated in professional learning targeted to school priorities and their professional needs. Every teacher has successfully outlined at least three professional goals in their 2016 Professional Development Plans which align with 3MAPS school plan. Teachers continued to build strategies around Focus on Reading and L3 programs. There is a strong commitment by teachers to undertake further professional development.

In the domain of Leading, the priority has been to progress leadership and management practices and processes. Further development of our 3MAPS Alliance has meant working closely with leadership personnel from the School Excellence Unit and closely monitoring development of practice and systems across the schools. Our school-wide responsibility is evidenced through our leadership planning sessions in 2016 and ongoing sessions planned for 2017.

3MAPS' acknowledges and celebrates a wide diversity of student, staff and community achievements. The self-assessment process will further assist leadership to refine the strategic priorities in our school plan, leading to further improvements in the delivery of education to our students.

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For more information about the School Excellence Framework:

<http://www.dec.nsw.gov.au/about-the-department/our-reforms/school-excellence-framework>

Strategic Direction 1

Quality Teaching and Leading

Purpose

To build the capacity of teachers to implement a cohesive school wide approach to quality teaching and learning programs.

To improve the learning growth and achievement of every student in literacy and numeracy.

To promote a culture of excellence providing challenging and stimulating learning experiences and opportunities that enable all students to explore and build on their gifts and talent.

To support teaching practice that enables students to be creative and collaborative learners.

Overall summary of progress

In 2016 we built the capacity of teachers to implement a cohesive school wide approach to quality teaching and learning programs with the final version of our PDP processes ensuring all staff worked in collaboration. In 2017 we will be introducing the PDP process to non-teaching staff.

To promote the learning growth and achievement of every student in literacy, all students K–6 were placed on the continuum and demonstrated expected growth throughout the year as a result of explicit instruction in FoR.

We promoted a culture of excellence by providing challenging and stimulating learning experiences and opportunities that enabled all students to explore and build on their gifts and talents.

Students were supported to be creative and collaborative learners using FoR strategies as evidenced by peer observations and peer mentoring to refine best practice.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Numeracy Teachers will have a broad range of consistent assessment strategies for , as and of learning as measured by the consistency between work samples, anecdotal records and continuum data. All teachers have a deep knowledge of content and explicit teaching as evidenced by peer observations and self-evaluation.	The achievement of this improvement measure will start in 2017.	
Teacher Performance and Development 2015–2016 Our combined PDP focus on Literacy and Numeracy has resulted in students receiving learning specifically tailored to their identified literacy and numeracy needs. As a result students are demonstrating growth and achieving expected	Agreed across-school observation and feedback activities builds a culture of improvement through collaboration. Shared milestone plans demonstrate evidence of achievement of aligned APTS.	QTSS funds utilised to relieve teachers to participate in lesson observation process.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
cluster goals.	Agreed across-school observation and feedback activities builds a culture of improvement through collaboration. Shared milestone plans demonstrate evidence of achievement of aligned APTS.	
STEAM (Science, Technology, Engineering, Arts & Maths) 2017 Teachers jointly construct units of work in line with a developed scope and sequence that aligns the key outcomes of Science, Technology, engineering, art and mathematics. Early analysis of student achievement indicates stronger engagement in these connected syllabus areas.	The achievement of this improvement measure will start in 2017.	
Focus on Writing 2015–17 Common assessment tasks and meetings across the 3MAPS schools has developed consistency of teacher judgement and moderation of assessment for all 3MAPS students. This has resulted in more accurate placement of students on the writing continuum, greater evidence of differentiated teaching and a noticeable increase in student ownership of learning and self directed learning.	All students K–6 are accurately placed in writing on the Literacy continuum. Common assessment rubrics are developed across the 3MAPS Shared writing tasks lead moderation activities to develop CTJ across the Cos. Shared writing tasks are used to celebrate writing across the 3MAPS	
LMBR Principals and SAM admin. staff demonstrate growth in understanding and confidence in all aspects of LMBR and commit to continued guidance from Herons Creek 229 school.	The achievement of this improvement measure will start in 2017.	
Focus on Reading All students K–6 from the 3MAPS are accurately placed in reading on the Literacy Continuum and demonstrate expected growth throughout each year. All students have an individualised reading progress plan and have achieved expected growth. Parent feedback surveys indicate a growing confidence within the community to support home reading activities. Ongoing implementation and	All students K–6 from the 3MAPS are accurately placed in reading on the Literacy Continuum. All students have an individualised reading progress plan and have achieved expected growth. The processes and strategies of Focus on Reading (FoR) are evident in call programs and explicitly taught as a result of completion of module 4. Parent feedback surveys indicate a growing confidence within the community to support home reading activities. Three principals trained in FoR School Leader Training	\$1800.00 TPL funds utilised to relieve principals to complete FoR Leader Training.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
success of FoR achieved through three principals trained in FoR School Leader Training.	All students K–6 from the 3MAPS are accurately placed in reading on the Literacy Continuum. All students have an individualised reading progress plan and have achieved expected growth. The processes and strategies of Focus on Reading (FoR) are evident in all programs and explicitly taught as a result of completion of module 4. Parent feedback surveys indicate a growing confidence within the community to support home reading activities. Three principals trained in FoR School Leader Training	

Next Steps

Reflective Practices and Professional Development will be ongoing in 2017 and no longer require separate focus.

Focus on Reading strategies will be further developed with ongoing Teacher Observations and development of resources for FoR and L3 across the three schools.

Implement L3 pedagogy across K–6.

Ongoing Parent Information sessions about FoR and L3 strategies.

Students will have improved 2 clusters for each marker (writing and vocabulary, as measured by progression on Literacy Continuum and be using high order vocab as measured by students writing samples, enthusiastically engaging in writing task as evidenced by self and peer reflections, student writing samples of plans, editing and published work and teacher observation notes. Teachers will have a broad range of consistent assessment strategies for, as and of learning as measured by the consistency between work samples, anecdotal records and continuum data. Teachers will have a deep knowledge of content and explicit teaching as evidenced by peer observations and self– evaluation. Teachers will implement explicit teaching in their daily practice as evidenced by peer observations and programs. Involved in regular peer monitoring to refine best practice. 3MAPS teachers will be involved in regular classroom observations and actively seek support to improve best practice as evidenced by video records and observational reflection.

LMBR, STEAM and Numeracy will become an improvement measure focus in 2017.

Strategic Direction 2

Creative and Successful Learners

Purpose

To enhance support for every student to build positive emotional and mental health and well being and develop personal values and attributes such as honesty, resilience, empathy and respect for others. *(Melbourne Declaration on Educational Goals Young Australians)*

To create confident and creative students that have a sense of self-worth, self awareness and personal identity that enables them to manage their emotional, mental and physical well being. *(Melbourne Declaration on Educational Goals Young Australians)*

To achieve our vision of creative and successful learners who are responsible and resilient, curriculum priorities will provide students with the skills and strategies to engage with, and better understand their world at a range of levels. Learners will gain success when programs are highly relevant developing the knowledge and skills of all students with evidence based teaching practices and innovative delivery mechanisms used where appropriate.

Overall summary of progress

In 2016 every student was supported to build positive emotional and mental health through the development of 3MAPS PBL expectations and the ongoing analysis of Big 5 data to inform priorities and lessons for intensive instruction.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Analysis staff, student and parent survey demonstrates strong community alignment of PBL processes and expectations. CAMP OUT data indicates 98% of parents will increase their knowledge of their child's development needs and their skills have increased to support this development.	Student, staff and the broader 3 MAPS Community understand the behaviours, attitudes and expectations that enhance wellbeing and lead to enhanced student outcomes. Each school successfully devised a set of school wide behaviour expectations, which were explicitly taught to students. Visual displays have been assembled across all schools.	\$1200.00 TPL funds were utilised to cover accommodation expenses and relieve principal to attend Tier 1 Universal Training in Coffs Harbour.

Next Steps

Schools to continue on with universal training and follow 3MAPS PBL Action Plan.

Strategic Direction 3

Strong Community Partnerships

Purpose

Research demonstrates that effective schools have high levels of parental and community involvement" (*Family School Partnerships Framework*)

To achieve our vision that "families and schools work together as partners in the education of children and young people" the school community including staff, students, parents and the broader community will be welcomed into and engaged with the development of school programs. In turn the school will contribute positively to community events and actions endorsing and promoting the integrity of its role in this partnership.

Learners gain a strong sense of belonging and are able to provide responsible input into future directions for the local community, including environmental and social actions.

Overall summary of progress

To achieve our vision that "families and schools work together as partners in the education of children and young people" the school community including staff, students, parents and the broader community were welcomed into and engaged with the development of the following 3MAPS programs:

Harmony Day

Grandparents Day

FoR Parent Workshop

PBL Parent Information Session

Colour Run

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Parent surveys indicate high levels of satisfaction and involvement in school improvement plans. Surveyed parents demonstrate an understanding of how our schools teach reading, numeracy and STEAM and support student well being through PBL.	Parent surveys indicate high levels of satisfaction and involvement in school improvement plans. There is increased opportunities for parents to be involved in school based programs. Parents demonstrate an understanding of how our schools teach reading, writing and support student wellbeing through PBL.	

Next Steps

Ongoing information sessions with parents, presented at combined 3MAPS activities eg. Harmony Day, Grandparents Day to include Numeracy, L3 and STEAM.

Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	Improved student learning with all identified students achieving or exceeding expected growth in reading on the literacy continuum.	1243.00
Low level adjustment for disability	Improved student learning with all identified students achieving or exceeding expected growth in reading on the literacy continuum.	10960.00
Quality Teaching, Successful Students (QTSS)	Teachers relieved for lesson observations as part of our PDP process.	0.00

Student information

Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	13	10	13	7
Girls	8	7	10	16

Student attendance profile

School				
Year	2013	2014	2015	2016
K	96.3		97.8	99.2
1	92.5	96.2		94.5
2	98	87.8	98.9	97.3
3	98.2	97.8	85	100
4	98.3	98.5	98.1	92
5	98.9	98.4	96.9	100
6	97.2	94.6	97.3	98.1
All Years	96.9	95.5	95.5	97
State DoE				
Year	2013	2014	2015	2016
K	95		94.4	94.4
1	94.5	94.7		93.9
2	94.7	94.9	94	94.1
3	94.8	95	94.1	94.2
4	94.7	94.9	94	93.9
5	94.5	94.8	94	93.9
6	94.1	94.2	93.5	93.4
All Years	94.7	94.8	94	94

Management of non-attendance

Parents are required to explain the absences of their children from school promptly and within seven days to the school. An explanation for absence must be provided to the school within 7 days of the first day of any period of absence

Unexplained absences are followed up with absentee notes sent home to parents. Followed by family contact if note not returned. After two days of an unexplained absence classroom teacher is to make contact with family.

The learning and support team regularly discusses the welfare and well being of students. Attendance reports are analysed every five weeks. If an attendance issue

is identified by the LST, school staff will informally discuss it with students and parents. If a pattern of poor attendance is identified a formal meeting will be convened to discuss positive attendance strategies. If attendance issues continue following the above interventions a parent meeting will be convened and a school attendance plan will be developed and implemented. If above interventions are unsuccessful the student will be referred to the Regional Attendance Team for action while school interventions continue.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Classroom Teacher(s)	0.13
Learning and Support Teacher(s)	0.1
Teacher Librarian	0.08
School Administration & Support Staff	0.8
Other Positions	0.38

*Full Time Equivalent

One SASS Temporary Staff member working one day a week identifies as being aboriginal.

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	50

Professional learning and teacher accreditation

A key focus of 2016 was to continue to build staff capacity within our 3MAPS to achieve our three strategic directions. We have a Focus on Reading Lead Trainer who is training the remaining 3MAPS staff in Focus on Reading.

Throughout the 2016 school year staff were also able to take part in professional development which included:

Child Protection

Emergency Care

LMBR/SALM

Anaphylaxis

CPR and Senior First Aid

PBL Universal Training

Robotics and Coding

Focus on Reading

Gymnastics

Focus on Reading School Leader training

Focus on Reading Phase 2 training

Peer Mentoring and Lesson Observations

Financial information (for schools using OASIS for the whole year)

Financial information

This summary financial information covers funds for operating costs to 30/11/2016 and does not involve expenditure areas such as permanent salaries, building and major maintenance.

Income	\$
Balance brought forward	77 341.82
Global funds	51 647.08
Tied funds	30 732.14
School & community sources	18 990.16
Interest	1 543.00
Trust receipts	641.00
Canteen	0.00
Total income	180 895.20
Expenditure	
Teaching & learning	
Key learning areas	6 865.25
Excursions	18 727.52
Extracurricular dissections	1 704.42
Library	270.68
Training & development	0.00
Tied funds	36 533.93
Short term relief	3 176.11
Administration & office	23 146.58
School-operated canteen	0.00
Utilities	7 433.71
Maintenance	16 581.56
Trust accounts	804.61
Capital programs	0.00
Total expenditure	115 244.37
Balance carried forward	65 650.83

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, and 5 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 for national literacy and numeracy testing. Click on the link <http://www.myschool.edu.au> and insert the school name in the Find a school and select Go to access the school data.

Parent/caregiver, student, teacher satisfaction

In 2016, the school sought the opinions of parents, students and teachers about the school. Their responses are presented below:

Most parents, students and staff agreed or strongly agreed they felt welcomed in the school.

The school provides helpful information about their child's progress.

The school is always looking for ways to improve what it does.

They share in the education of their child.

The school is a safe and secure environment.

The teachers provide a stimulating and challenging environment for their child.

The school has high expectations of its students.

Parents reported some of the positive attributes of the school are small school community feel, teachers available for discussions, inclusive, positive and caring school environment, respect and trust the students have for their teachers and amazing teachers that love their job.

The programs and activities that the parents, students and staff believe the students enjoyed and benefited from are swim school, Quick Smart, Multi-Lit, Mini-Lit, 3MAPS Grandparent's Day, 3MAPS Harmony Day, Canberra, sport clinics, 3MAPS Colour Run and robotics.

Aboriginal perspective is present in all units of work to foster empathy and understanding of issues. Our school is committed to the development of cultural awareness and promoting Aboriginal history. The students participated in a cultural awareness day and NAIDOC celebrations. Acknowledgement of Country is used at school assemblies, meetings and professional learning.

Multicultural and anti-racism education

Multicultural Education is addressed across the curriculum and includes all students at Herons Creek Public School. As the school population is primarily Anglo-European background, school planning ensures students experience other cultures. 3MAPS held a combined Harmony Day celebration.

A staff member is trained as an Anti-Racism Contact Officer within the school environment. It is their role to ensure that instances of racism are dealt with effectively to ensure a continuing harmonious school environment.

Policy requirements

Aboriginal education