

# Hanwood Public School

## Annual Report



2016



2132

## Introduction

The Annual Report for 2016 is provided to the community of Hanwood 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

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### Message from the Principal

What a very busy year 2016 has been! I do believe this has been the busiest and most challenging thus far.

We are seeing outstanding academic progress in Infants students who learn in an L3 environment. Looking at our data as much as 70% of these students are achieving at a much higher level than expected in reading and comprehension. We are now seeing these results flow through to the primary years. Our Year 3 to 6 students and their teachers have been undertaking extensive training and learning in writing through the "Writing in The Middle Years" program.

This year we have trialled flexible learning spaces in three classes and project based learning in others. Flexible learning spaces in classrooms provide students with an environment that best suits their learning style. They move into areas that best suits them depending on whether they wish to undertake tasks individually, as a small group or a whole class situation.

The results of project based learning this year are outstanding. This style of teaching and learning provides students with real opportunities to take their learning into real life situations and provides a purpose to their learning. The Year 5/6 students planned and built their Haunted House for the fete. They were required to negotiate a budget with me, purchase resources and organise the advertising. Stage 1 students took "selfies" and created self portraits. They were required to critique, draft and edit their portraits using feedback and critical analysis to make their changes. 3CK planned and developed a music wall for a local preschool. They enlisted local tradesmen to interview and help with the design and construction of their music wall. Next year teachers will undertake further training in the provision of flexible learning spaces and project based learning. All classes will be involved in these new initiatives.

Thanks to all parents and community members who help throughout the year to support our students.

Monica St Baker

Principal

### Message from the school community

The hard work of the Hanwood Public School P&C volunteers has again raised funds for the benefit of the students of Hanwood Public School.

Our major fund raising events for 2016 were the school fete, gun club catering and pie drive. The P&C also held numerous other smaller activities throughout the year. Thank you to all the parents and staff who have helped, organised and supported any of our fundraising opportunities to raise money for the benefit of our children.

I would like to thank all the local businesses that supported our events throughout the year. The fete in particular requires significant parent and community support to be a success.

Our annual provision of \$10,000 of funding for School Learning Support Officers has continued to be a major contribution to the school from our fundraising efforts.

The P&C was a recipient of a community donation from Stuart McWilliam. This donation along with donations from Baiada has gone toward the new Kindergarten Sanctuary.

Our P&C meetings are held on the first Tuesday of each month and fresh input is always welcome. These meetings offer parents and the community the opportunity to hear what is going on in the school and provide input into where our money is spent. We are always looking for new faces and ideas so please consider coming along.

Thank you.

Kristy Bartrop

Hanwood PS P&C President

## School background

### School vision statement

Hanwood Public School is committed to providing a quality education for all students in an equitable, caring, inclusive and engaging environment that supports and develops active, confident, creative and independent learners. All students are valued as individuals and are equipped to participate, and achieve their potential, in an ever changing and diverse society.

### School context

Hanwood Public School is situated in the village of Hanwood near the town of Griffith in the Riverina, New South Wales. The school was founded in 1913.

There are 265 students enrolled for 2016. Enrolments at the school have been steadily increasing since 2004, and over the last few years have remained stable.

Culturally, there are students enrolled at the school with an Italian, Indian, Filipino, New Zealand, Pacific Islander and Aboriginal backgrounds.

Students come mainly from Hanwood and the surrounding farms. However, some students come from Griffith. Some travel to school by bus, whilst others walk to school or parents use private transport to bring their children to school.

There are eleven classes at the school, with a combination of composite and straight classes. Hanwood Public School has eighteen teaching staff (both full time and part time teachers) covering many roles including a Learning Support Team. The school has a Principal and three Assistant Principals. Hanwood Public School currently employs five Student Learning Support Officers (SLSOs), three administration staff, a computer coordinator and a general assistant.

Other initiatives and programs where Hanwood School participates include the Multicultural Public Speaking Competition, Premier's Debating Challenge, Kinder to Year 6 Music Program, Peer Support, Year 6 Parliament, Students Representative Council, Middle Schooling and High School Orientation and Kids Rapt on Performing (KROP). The school also participates in a wide variety of representative sporting events, complementing the school motto "Play the Game."

# 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.

During 2016 time was allocated for the executive teachers to spend individual time with every teacher on staff to determine professional requirements for teachers to support the implementation and achievement of our strategic directions at Hanwood Public School. Teachers set their own professional goals through their Performance Development Plans to not only achieve their own personal goals, but to consider the implications for the School Plan and its success and our collective goal of striving for academic excellence.

**Learning domain** – This year our focus has been on the elements of curriculum and learning. We have focussed on the development of teaching and learning programs that are explicit to the individualised needs of each class and every student. Teachers have interviewed parents, carers and students to ascertain individual goals, strengths and areas for focus. Teachers used this information to support their programming. The introduction of project based learning and flexible learning spaces has also allowed us to actively work with other schools to support both teacher and student learning.

**Teaching domain** – We focussed on collaborative practice this year as a means to provide formal mentoring, feedback and support within the teaching staff. This occurred in the form of Writing in the Middle Years. A lead teacher modelled, team taught and provided feedback to all class teachers. Other teachers were also encouraged to attend to learn this style of teaching to further enhance student learning.

**Leading domain** – The leadership team were focussed on school planning, implementation and reporting. Members of the executive were mentored by representatives of the Fair Education team to create an exceptional school plan and milestones along with a new and rigorous vision statement. This will benefit all students in the 2017 school year.

Our self-assessment process will assist the school to refine the strategic priorities in our School Plan, leading to further improvements in the delivery of education to our students.

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

### Developing Confident and Creative Students

#### Purpose

Students should leave primary school with a well-rounded education that enables them to be productive and motivated in a broad range of learning areas into their secondary schooling and beyond.

#### Overall summary of progress

Hanwood staff and students have made pleasing progress with the achievement of goals and milestones in this strategic direction. While we have had some limited delay with a few milestones this has not been detrimental to our overall achievement.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
• Plotting students on the Literacy Continuum for reading texts, comprehension and speaking.	Resources need to be utilised more widely to further develop reciprocal reading.  All teachers participated in explicit professional learning of teaching high order comprehension lessons aimed at challenging and engaging students.	Portion of QTSS allocation
• Premier's Priority: An increase of at least 8% of all students in the top two bands in NAPLAN	There is evidence of Kindergarten to Year 2 teachers effectively programming using all L3 strategies. The primary classes have not yet fully implemented this as it is in a trial year.  Most teachers understand the concept of teaching with urgency. It is still an area we need to further develop and enhance.	Professional Learning \$2000
• Premier's Priority: 30% increase of Indigenous students represented in proficiency bands in NAPLAN	The LST program that was implemented for Aboriginal students at Hanwood has been extremely successful. NAPLAN results in 2017 will further determine its success and areas for improvement.	Aboriginal Funds \$9788

#### Next Steps

At Hanwood we need to continue to:

- Further develop and improve teacher use of each continuum in their entirety to ensure explicit teaching and to cater for individual students. There needs to be clear and concise evidence that clusters and levels are being taught and achieved to move forward;
- To analyse 2017 NAPLAN data to determine growth and continued areas of need for both teachers and students;
- To continue to identify and target "off the boil" students who have the capacity to achieve at higher levels and create specific learning intentions to drive growth;
- To refine and continue the targeted Aboriginal LST program to further support students.



## Strategic Direction 2

### 21st Century Learning

#### Purpose

As a school, we provide high expectations and equip students with the skills that they will need in an ever-changing world. Staff will need to provide students with skills to participate in careers that may not yet exist.

#### Overall summary of progress

Again we have achieved a great many of our targeted milestones for our 21st Century goals. We have introduced many new and innovative concepts at our school which will continue into 2017 and beyond. With the success of the Fair Education submission we will have a much higher capacity to achieve our goals on a financial level.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
• Evidence of teacher implementation of concept and skill-based learning through the PDP process	We are on track with our literacy and numeracy goals however we are delayed in our technology goals.	Professional Learning \$1500
• Evidence of open-ended and varied assessment tasks with feedback and analysis of work samples.	We have commenced but need to improve teacher capacity to teach to the "A".	
• Consultation with the school community.	Consultation is an area we have been actively working on and will continue to improve.	

#### Next Steps

For ongoing improvement we need to continue:

- Explicitly exposing and teaching students to the vast array of technology available for lifelong learning;
- Ensure all teachers have the capacity to teach technology skills that are outlined in each key learning area;
- Provide explicit verbal and written feedback to students so they have the capacity to improve on current learning and continue to grow;
- Expose teachers and students to flexible learning spaces and project based learning;
- Increase the academic rigour of teaching programs



### Strategic Direction 3

#### Teacher Quality

#### Purpose

Teachers at Hanwood Public School deliver the new NSW syllabus for the Australian Curriculum documents to a high standard using innovative researched based methods. Teachers will engage, challenge and inspire students.

#### Overall summary of progress

All teachers have participated in training sessions that have been explicitly selected to enhance the quality of teaching at our school. We are very pleased with the progress we have made in this strategic direction. We will continue to develop and grow as professionals as we continue this focus into 2017.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
• Implementation and documentation of new syllabus outcomes (through PDP process).	Teachers are better using and collecting accurate data on student progress. Most stage 3 students have an understanding but this lessens from Stage 2 to 1.	
• Evidence of lesson observations and student feedback and reflection in classrooms,	All teachers participated in at least one classroom observation with a supervisor or specialist teacher and were provided targeted feedback.  Teacher also provided feedback to all students in a variety of forms. This will be a continued focus.	QTSS Allocation
• Literacy and Numeracy continuum cluster data (teachers to submit required aspects each term).	The LST team has been extremely effective with supporting teachers as well as targeted students to increase the learning outcomes. More needs to occur in the classroom with teachers taking on greater responsibility for these students.	LST allocation

#### Next Steps

Moving forward into 2017 Hanwood Public School will continue to:

- Collect, collate and analyse data on a five weekly basis to drive teaching and learning
- Targeted teacher observations support individual teacher needs and goals, this will be continued and further refined for 2017
- Provision of student feedback will be a main priority as this is the area that most growth needs to occur for Hanwood.
- Teachers will further refine their use and understanding of clusters in both continuums.



Key Initiatives	Impact achieved this year	Resources (annual)
<b>Aboriginal background loading</b>	Data indicates that all students have progressed at very pleasing rates with most now at stage appropriate level in English and Maths.	LST
<b>Low level adjustment for disability</b>	There were less referrals for 2017 from teachers. This will be further analysed in Term 1 2018.	Low Level Adjustment of Disability funding
<b>Quality Teaching, Successful Students (QTSS)</b>	Teachers collect data every five weeks and enter this on PLAN. This is then analysed to ensure a regular focus is on specific areas for all students.	QTSS funding



## Student information

### Student enrolment profile

	Enrolments			
Students	2013	2014	2015	2016
Boys	127	132	128	134
Girls	115	119	130	133

### Student attendance profile

School				
Year	2013	2014	2015	2016
K	95.6	95.7	95	96.3
1	95.8	95.8	95	94.8
2	96.2	95.2	95.5	94.4
3	95.2	94.7	95.6	94.2
4	95.9	95.6	95.6	94.7
5	95.4	94.9	95.1	93.7
6	95.5	94.7	95.8	94.8
All Years	95.7	95.2	95.4	94.7
State DoE				
Year	2013	2014	2015	2016
K	95	95.2	94.4	94.4
1	94.5	94.7	93.8	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

Maintaining a high level of student attendance is a priority at Hanwood Public School. There are very structured processes in place to ensure all students attend regularly with close follow up on any concerns regarding unsatisfactory levels of attendance or explanations.

## Workforce information

### Workforce composition

Position	FTE*
Principal	1
Assistant Principal(s)	3
Classroom Teacher(s)	9.56
Teacher of Reading Recovery	0.42
Learning and Support Teacher(s)	0.9
Teacher Librarian	0.6
School Administration & Support Staff	2.51
Other Positions	0.09

The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce.

At Hanwood Public School we do not currently have any indigenous staff members.

### Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	94
Postgraduate degree	6

### Professional learning and teacher accreditation

A significant amount of funding was dedicated to teacher professional learning in 2016. We continued the training and implementation of the L3 pedagogy which is still a priority in our strategic directions. This will continue to increase teacher quality. At this present time all infants teachers have either completed or are continuing with the two year training commitment for L3. This is a research based pedagogy and has proven itself through increased student outcomes in English learning.

Targeted teachers also attended Project Based Learning and 21st Century Learning Spaces throughout the year. This will support our 2017 School Plan and future directions for Hanwood Public School.

One teacher also embarked on the Leadership and Management Credential modules for aspiring principals.

In 2016 several teachers commenced the process of gaining accreditation at Proficiency. This will be completed into 2017.

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

### Financial information

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

Income	\$
<b>Balance brought forward</b>	<b>85 074.00</b>
Global funds	243 200.00
Tied funds	191 651.00
School & community sources	194 633.00
Interest	4 002.00
Trust receipts	80 741.00
Canteen	0.00
<b>Total income</b>	<b>799 304.00</b>
<b>Expenditure</b>	
Teaching & learning	
Key learning areas	46 615.00
Excursions	40 151.00
Extracurricular dissections	11 364.00
Library	2 652.00
Training & development	8 889.00
Tied funds	195 319.00
Short term relief	122 234.00
Administration & office	38 469.00
School-operated canteen	0.00
Utilities	30 727.00
Maintenance	17 199.00
Trust accounts	58 357.00
Capital programs	15 784.00
<b>Total expenditure</b>	<b>587 765.00</b>
<b>Balance carried forward</b>	<b>211 539.00</b>

## School performance

### NAPLAN

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

The My School website provides detailed information and data for national literacy and numeracy testing. 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.

In accordance with the Premier's Priorities: Improving education results, schools are required to report their student performance for the top two NAPLAN bands in reading and numeracy. Year 3 and Year 5 students at Hanwood Public School sat the annual NAPLAN assessments to ascertain skills in Literacy and Numeracy.

At Hanwood the percentage of Year 3 students in 2016 who achieved in the two highest bands (Band 5 and Band 6) are listed below:

- Reading (Bands 5 and 6) – 26%. At Hanwood we have made great progress in moving students from the bottom two bands (Band 1 and 2) to the middle two (Bands 3 and 4). In 2016 67% of our students were in the middle bands. These students will be our focus in 2017–2018 for targeted growth.
- Writing – Bands 5 and 6 – 49%. Our students have made consistent growth over the past three years with writing skills
- Spelling (46%), Grammar and Punctuation (44%) in Bands 5 and 6. Similar results and growth can be seen in students progress in spelling and grammar with students in the top two bands increasing over the past few years.
- All areas of Numeracy Band 5 and 6 – 16%. Our student achievement has been consistent over the last 3 years in all areas of numeracy. Achievement in the middle bands range from 63% to 66% in all areas. This is an area we need to focus on to challenge and move our students to higher band achievement.

The percentage of Year 5 students in 2016 who achieved in the two highest bands (Band 7 and Band 8) are listed below:

- Reading (Bands 7 and 8) – 26%. Our results indicate we are succeeding in moving many of our students to Band 7 from the middle bands however we still need to continue this improvement with greater urgency.
- Writing, spelling, grammar and punctuation

progress has remained steady over the past three years with Year 5 students. We will be targeting these students to encourage greater improvement.

- All areas of Numeracy (Bands 7 and 8) – 10%. Again we have a large number of students consistently demonstrating achievement in the middle bands in the past and in 2016. Our results indicate that students have historically achieved higher in the Number, Patterns and Algebra strands

## Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school. Strategies that were used to collect data included Tell Them From Me Surveys, conversations and feedback. Their responses are presented below.

Parents were pleased with the level of talk students were having at home regarding the Writing in The Middle Year program that was introduced. Primary students also indicated they were enjoying the technical language they were using and felt that they were making great progress in an area they felt was difficult. Student indicated they were also enjoying the use of Writing Levels as a drafting and feedback support. This allowed them to hand in draft work samples, get immediate and relevant feedback, then have the opportunity to re-submit the work and knowing what the criteria was. Teachers indicated they enjoyed the mentoring sessions they were involved in with this program but also felt that more support will be needed in 2017.

Parents, teachers and students felt the three-way conference meetings at the beginning of the year were worthwhile however feedback suggested that these meetings were held too early and would be more beneficial later in Term 1. Teachers also indicated they needed to revisit the information gained from these meetings on a regular basis to continue to support individual student needs and interests.

Feedback on the initial introduction on Project Based Learning was very well received from all that were involved, including community members. All felt that this was a very exciting and relevant method of learning. We will continue to expand this as a result in 2017.

The Tell Them From Me Surveys were also a great source of information from our Year 4 to 6 students and teaching staff. Overall students felt their social and emotional needs were very well met by the school. Many Year 6 students indicated their attitude to homework perhaps could improve. The Year 4 and 5 students indicated they were very content. One area that was concerning was the percentage of students who indicated they had been bullied. 40% Year 4, 14% Year 5 and 61% Year 6. Upon interviewing students as a result of these figures it was clear that a large number of students did not fully understand the definition of

"bullying". This will be a focus area in 2017.

Teacher results in the Tell Them From Me survey also indicated as a whole they felt supported and able to meet the needs of students well. Teachers indicated they felt confident in their ability to collaborate, use effective teaching strategies and collect and analyse relevant data to meet the needs of their students. The area teachers felt less confident was in the use of interactive technology for learning. Teachers also felt they have improved greatly in providing quality feedback to their students to inform learning and achievement of goals.

## Policy requirements

### Aboriginal education

At the commencement of 2016 members of staff met with our Aboriginal community to discuss directions for our students via a three-way conference. We received Aboriginal Background funding in 2016 and input from our Aboriginal community was greatly appreciated when considering the expenditure of these funds and the specific educational needs of our Aboriginal students.

Our collective plan included:

- a dedicated NAIDOC Week and Sorry Day program of activities;
- Aboriginal perspectives to be included in all Key Learning Areas;
- Continued tutoring in Multiit as required for targeted students;
- Continued access to LST programs to further support students to achieve in English and Mathematics learning;
- To develop PLPs at the beginning of each school year to assist in all learning areas to support students.

As a result of the implementation of a specialised literacy program targeted explicitly at our Aboriginal students was planned with individual learning intentions for each student. This is in line with the State Priorities: Better services – Improving Aboriginal outcomes. This program has been highly successful with 67% of all students achieving at or above expected achievement in reading and 27% achieving at stage appropriate levels in writing. All other students are only one cluster marker behind. At the commencement of this program some students were up to three academic years behind expected growth. The success of this program has been outstanding and will continue into 2017 with the addition of numeracy skills. Aboriginal and Learning Support funds were utilised to implement this program.

## Multicultural and anti-racism education

In line with Department of Education policies and guidelines, teachers at Hanwood ensure that teaching programs are culturally inclusive and provide opportunities for students to learn more about their own cultural heritage. We foster understandings of the cultures that are present in our local community as well as globally. Anti-racism and active citizenship are also embedded into teaching programs as applicable.

We have a trained ARCO representative (anti-racism contact officer) on staff who also supports all teachers and students when necessary. At the end of 2016 this training was renewed to ensure all requirements of the ARCO are covered.

At Hanwood we also implement a Community Languages program in Italian Language and culture. Griffith City is a multicultural community with a vast majority being Italian or direct descendants of early Italian migrants.

Other initiatives that were embarked on at Hanwood in 2016 included Harmony Day, NAIDOC and Sorry Day activities, anti-bullying and social programs for small groups as well as whole class activities.