

Hannam Vale Public School

Annual Report

2017

3MAPS



2131

Introduction

The Annual Report for **2017** 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, 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.

Learning

The results of this process indicated that in the School Excellence Framework domain of Learning we have identified ourselves as Delivering across Wellbeing.

In the domain of learning our main focus has been Wellbeing, establishing PBL within our 3MAPS schools.

At Hannam Vale School all teaching staff understand that student engagement and learning are related, with the school communicating priorities for strengthening both.

Expectations of behaviour are explicitly taught to students and relate to the variety of school settings such as classroom, playground, hallways, canteen and assemblies.

Our school programs address the needs of identified student groups.

Attendance rates are regularly monitored and action is taken promptly to address issues with individual students.

As a Positive Behaviour for Learning School Hannam Vale Public School students, staff and the broader school community understand the behaviours, attitudes and expectations that enhance wellbeing and lead to improved student outcomes.

The school has identified aspects of, and factors contributing to, wellbeing in the delivery of teaching and learning.

Students are taught to accept responsibility for their own behaviours as appropriate to their age and level of understanding, as expressed in the Behaviour Code.

The school encourages students to recognise and respect cultural identity and diversity. School staff maintain currency of knowledge about requirements to meet obligations under Keeping Them Safe.

Curriculum provision at Hannam Vale Public Schools meets community needs and expectations and provides equitable academic opportunities. The school has an effective plan for student transitioning into Kindergarten and Year Seven in place.

Our 3MAPS Plan elaborates on what all students are expected to know, understand and do. Curriculum delivery integrates technology, library and information services.

The school provides a range of extra-curricular offerings for student development. and Teachers differentiate curriculum delivery to meet the needs of individual students.

The school analyses internal and external assessment data to monitor, track and report on student and school performance. Individual student reports include descriptions of the student's strengths and areas of growth.

Teachers set transparent criteria for student assessment and have in place principles of consistent assessment and moderation and parents are regularly updated on the progress of their children at Hannam Vale Public School students are at or above national minimum standards on external performance measures and are showing expected growth on internal school performance measures.

Teaching

The results of this process indicated that in the School Excellence Framework domain of Teaching:

The results of this process indicated that in the School Excellence Framework domain of Teaching we have identified ourselves as Delivering in Effective Classroom Practice, Data Skills & Use, Learning & Development and Professional Standards and Sustaining and Growing in Collaborative Practice. In the domain of Teaching our main focus has been Collaborative Practice across our 3MAPS through participation in teacher professional learning, analysis of student data, reflecting on learning, mentoring, feedback and programming.

Teachers at Hannam Vale Public School regularly review and revise teaching and learning programs and routinely review previous content and preview the learning planned for students in class.

All classrooms are well managed, with well-planned teaching taking place, so that students can engage in learning productively, with minimal disruption. Teachers analyse and use student assessment data to understand the learning needs of students.

The school's professional learning builds teacher skills in the analysis, interpretation and use of student performance data. This data analysis informs the school's learning goals and monitors progress towards them.

The school regularly uses data to inform key decisions. 3MAPS meetings are used to review the curriculum and to revise teaching and learning programs and staff regularly evaluate teaching and learning programs including the assessment of student outcomes. Our teachers demonstrate currency of content knowledge and teaching practice in all their teaching areas.

3MAPS teachers work together to improve teaching and learning in their multi-stage class groups, providing and receiving planned constructive feedback from peers and school leaders to improve teaching practice.

3MAPS teachers participate in professional learning targeted our schools priorities and their professional needs.

3MAPS has effective professional learning for induction, teaching quality, leadership preparation and leadership development with beginning and early-career teachers provided with targeted support in areas of identified need. Analysis of the 3MAPS teaching team has identified strengths and gaps, with succession planning in place to build staff capabilities and recruit staff with particular expertise to deliver school improvement targets.

3MAPS has processes in place for teachers' performance and development as documented in our Reflective Practices Booklet. Teachers understand and implement professional standards and curriculum requirements and staff attainment of professional learning goals and teaching requirements are part of the school's performance and development processes. Our teachers are committed to their ongoing development as members of the teaching profession.

Hannam Vale Public School has a culture of supporting teachers to pursue higher-level accreditation.

Leading

The results of this process indicated that in the School Excellence Framework domain of Leading:

The results of this process indicated that in the School Excellence Framework domain of Leading we have identified ourselves as Delivering across all four elements. In the domain of Leading our main focus has been Leadership, establishing our 3MAPS Alliance.

Parents and community members of Herons Creek have the opportunity to engage in a wide range of school-related activities. The school community is positive about educational provision.

3MAPS is committed to the development of leadership skills in staff and students. Links exist with 3MAPS and Camden Haven Community of Schools, other educational providers and other organisations to support the school's programs.

Our 3MAPS leadership strategy promotes succession planning, distributed leadership and organisational best practice.

Staff, students, parents and the broader school community are welcomed and engaged, when possible, in the development of the vision, values and purpose for the school and acknowledges and celebrates a wide diversity of student, staff and community achievements.

The school articulates a commitment to equity and high expectations for learning for each student and is responsive to changing needs.

Planning and implementation includes processes for resource allocation, professional learning, performance monitoring and reporting.

School staffing ensures that full curriculum implementation and delivery requirements are met and systematic annual staff performance and development reviews are conducted.

The school's financial and physical resources and facilities are well maintained, within the constraints of the school budget, and provide a safe environment that supports learning.

School facilities are used creatively to meet a broad range of student learning interests and needs.

Herons Creek Public School administrative practices effectively support school operations and the teaching and learning activity of the school. The 3MAPS leadership team creates an organisational structure that enables management systems, structures and processes to work effectively and inline with legislative requirements and obligations.

Accountability practices are tied to school development and include open reporting to the community through the School Report.

All school staff are supported to develop skills for the successful operation of administrative systems. 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

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 2017 we built the capacity of teachers to implement a cohesive school wide approach to quality teaching and learning programs with our PDP and reflective practices processes ensuring all staff worked in collaboration. In 2018 we will be introducing the PDP process to non-teaching staff.

To improve the learning growth and achievement of every student in writing, all students K–6 were placed on the continuum and demonstrated expected growth throughout the year as a result of explicit instruction, data collection, peer observations and feedback in writing.

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 writing 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)	Funds Expended (Resources)	Progress achieved this year
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.		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.
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		

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
growth and achieving expected cluster goals.		
<p>STEAM (Science, Technology, Engineering, Arts & Maths) 2017</p> <p>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.</p>		<p>STEAM Scope and Sequence supports the combination of syllabus outcomes to establish units of work and lessons that develop student capacity in problem solving, critical and creative thinking and collaborative learning.</p>
<p>Focus on Writing 2015–17</p> <p>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.</p>		<p>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.</p>
<p>LMBR</p> <p>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.</p>		<p>All schools budgeting processes align to SAP processes. The student well being management tool is fully operational . Principal and SAM are fully trained in SAP finance functions ie., Procurement , HR Financial Reporting , Budgeting, Forecasting and Payroll.</p>
<p>Focus on Reading</p> <p>All students K–6 from the 3MAPS are accurately placed in reading on the Literacy Continuum and demonstrate expected growth throughout each year.</p> <p>All students have an individualised reading progress plan and have achieved expected growth.</p> <p>Parent feedback surveys indicate a growing confidence within the community to support home reading activities.</p> <p>Ongoing implementation and success of FoR achieved through three principals trained in FoR</p>		

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
School Leader Training.		

Next Steps

LMBR, STEAM and Numeracy will become an improvement measure focus for 2018. Teachers will continue regular peer monitoring to refine best practice. 3MAPS Teachers will be involved in classroom observations and actively seek support to improve best practice as evidenced by video records and observational reflection.

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 2017 every student was supported to build positive emotional and mental health through the refinement 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)	Funds Expended (Resources)	Progress achieved this year
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. assembled . Each 3MAPS school has successfully devised a set of school-wide behaviour expectations, which were explicitly taught to students. Visual displays have been assembled across all schools.

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

L3 Parent Workshop

Colour Run

3MAPS Athletics

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
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.	Nil	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 opportunities. Parents demonstrate an understanding of how our schools teach reading, writing and support students wellbeing through PBL. Parent workshops were held for L3 and Writing. There has been a dramatic increase in parent/carer/grandparent interest and attendance in these workshops.

Next Steps

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

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading		
Low level adjustment for disability		
Quality Teaching, Successful Students (QTSS)		

Student information

Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	10	13	7	9
Girls	7	10	16	12

Student attendance profile

School				
Year	2014	2015	2016	2017
K		97.8	99.2	97.4
1	96.2		94.5	92.2
2	87.8	98.9	97.3	96.2
3	97.8	85	100	98.7
4	98.5	98.1	92	97.3
5	98.4	96.9	100	99.2
6	94.6	97.3	98.1	72.4
All Years	95.5	95.5	97	93.5
State DoE				
Year	2014	2015	2016	2017
K		94.4	94.4	94.4
1	94.7		93.9	93.8
2	94.9	94	94.1	94
3	95	94.1	94.2	94.1
4	94.9	94	93.9	93.9
5	94.8	94	93.9	93.8
6	94.2	93.5	93.4	93.3
All Years	94.8	94	94	93.9

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

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	0
Head Teacher(s)	0
Classroom Teacher(s)	0.61
Teacher of Reading Recovery	0
Learning & Support Teacher(s)	0.1
Teacher Librarian	0.08
Teacher of ESL	0
School Counsellor	0
School Administration & Support Staff	0.8
Other Positions	0

*Full Time Equivalent

<Use this text box to report on the Aboriginal composition of your school's workforce>

Delete text not required.

Teacher qualifications

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

Financial information (for schools using both OASIS and SAP/SALM)

Financial information

The three financial summary tables cover 13 months (from 1 December 2016 to 31 December 2017).

The financial summary consists of school income broken down by funding source and is derived from the school Annual Financial Statement.

Receipts	\$
Balance brought forward	65,651
Global funds	66,265
Tied funds	13,770
School & community sources	9,509
Interest	667
Trust receipts	391
Canteen	0
Total Receipts	90,601
Payments	
Teaching & learning	
Key Learning Areas	13,392
Excursions	2,324
Extracurricular dissections	6,051
Library	112
Training & Development	1,717
Tied Funds Payments	23,789
Short Term Relief	3,768
Administration & Office	19,585
Canteen Payments	0
Utilities	6,126
Maintenance	3,539
Trust Payments	281
Capital Programs	0
Total Payments	80,683
Balance carried forward	75,569

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.

The information provided in the financial summary includes reporting from 1 January 2017 to 31 December 2017.

	2017 Actual (\$)
Opening Balance	0
Revenue	89,519
Appropriation	75,569
Sale of Goods and Services	3,173
Grants and Contributions	10,708
Gain and Loss	0
Other Revenue	0
Investment Income	69
Expenses	-39,800
Recurrent Expenses	-39,800
Employee Related	-21,540
Operating Expenses	-18,260
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	49,719
Balance Carried Forward	49,719

The Opening balance for the 2017 school financial year is displayed in the OASIS table as Balance brought forward. The financial summary table for the year ended 31 December 2017 shows the Opening balance as \$0.00 because the Opening balance for the 2017 school financial year is reported in the OASIS table (as Balance brought forward).

The amount displayed in the Appropriation category of the financial summary table is drawn from the Balance carried forward shown in the OASIS table and includes any financial transactions in SAP the school has undertaken since migration from OASIS to SAP/SALM. For this reason the amount shown for Appropriation will not equal the OASIS Balance carried forward amount.

Financial summary equity funding

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

	2017 Actual (\$)
Base Total	308,787
Base Per Capita	3,515
Base Location	4,087
Other Base	301,185
Equity Total	14,687
Equity Aboriginal	1,790
Equity Socio economic	1,982
Equity Language	0
Equity Disability	10,915
Targeted Total	0
Other Total	8,584
Grand Total	332,059

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.

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.

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.

Policy requirements

Aboriginal education

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 Hannam Vale 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.