

# Hanwood Public School

## Annual Report



2017



2132

## Introduction

The Annual Report for **2107** 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.

Monica St Baker

Principal

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### Message from the Principal

2017 has flown past with such intensity it makes me wonder where the year has gone!

Looking at our 2017 School Plan, we have achieved so much this year which is very rewarding to see. We have begun our journey towards excellence with many new initiatives and projects that aim to drive our school forward and support our students in academic, social, physical and emotional growth.

Our aim to provide future focused learning environments that support student academic growth and development commenced its first year. To date all classes have trialled some alternative spaces with three classes and the library now providing flexible learning environments for our students. All other learning spaces will strategically complete the transition over the next two years.

Project Based Learning has been a very valuable addition to the teaching pedagogy at Hanwood Public School. The high quality of work that students are producing is outstanding. The peer feedback is also very beneficial with the criteria of "Be kind, Be helpful and Be specific." Our projects will be extended in 2018 to include a citizenship component.

The increase of community involvement at our school has also been very rewarding to see. This year saw our students going out into the wider community to demonstrate their learning by, donating the end product of their projects, visiting other schools, preschools and aged care facilities, and featuring in the media. Our parents, extended families and community also attended a vast number of events that the students hosted to showcase their learning. This included exhibitions, visiting experts and parents as guest speakers.

Next year is set to be another busy but well planned year for our school. We look forward to working with you and your children in 2018.

## Message from the school community

### Hanwood Public School's President's Report 2017

The Hanwood Public School P&C volunteers have worked hard throughout 2017 to raise funds that are of significant benefit to the whole school community.

Our annual provision of \$10,000 of funding for teachers' aides has continued to be a major annual contribution to the school from the P&C fundraising efforts. In 2017, the P&C has partnered with the school to fund an upgrade of the airconditioning system for the "A Block" classrooms. The P&C is looking to opportunities to contribute to the implementation of flexible learning spaces and project based learning. The P&C support this exciting advancement in the approach to education at Hanwood Public School.

The P&C was also successful in gaining another community volunteers grant which will fund an upgrade of the canteen appliances and provide fuel vouchers to assist our volunteers.

Our major fund raising events for 2017 were the Griffith Gun Club catering in September, Festival of the Gardens catering in October, Easter raffle and the winter Pie Drive. Along with our school canteen, the P&C also held numerous other smaller activities throughout the year to maintain a healthy financial position.

I would like to thank all the local businesses that supported our events with donations throughout the year. I would like to also thank the Griffith Gun Club for their ongoing support for having us cater the Fathers' Day weekend shoot which continues to be our major annual fund raising activity.

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. Thank you to Clare and Gavin Dal Broi, and Loretta Salvestro and Peter Booth for partnering with the school for the Festival of the Gardens fundraising event. Thank you to Rina Cannon for coordinating and managing the Pie Drive and the Easter raffle.

A very important thank you needs to be made to Kate Flanagan who has been a dedicated and hardworking volunteer, with a significant role in all events throughout the year. Kate's energy and input into the management of each event has been noticed and appreciated.

We farewell some excellent P&C volunteers this year with Carmen Favaro, Rebecca and Jason Power and Jenny and Paul DeMamiel all having their youngest child completing Year 6 this year. Thank you for your contribution over the years.

This will be my final President's Report as I am stepping down from the role after four (4) years as President. I would like to extend a personal thank you to all the volunteers and staff for their support during my tenure and am sure there will be a wonderful new president for 2018. I would also like to acknowledge Sharon Adams who has been Secretary for the past four (4) years and is opting to step down from that role this year also.

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 new ideas so please consider coming along. The annual AGM is on Tuesday 12th December in the Staff room from 7pm.

Thankyou,

Kristy Bartrop

President

## Message from the students

### School Captains' Report

This year there were many highlights for us. The most memorable one was going to Sydney for the Young Leaders' Conference. At Young Leaders, we listened to people who made a difference in the world and they explained how they did this. This helped us to become better leaders. There were also council meetings with captains from other schools, which helped us meet new people and make friends.

We received a \$70 000 grant from Fair Education and School Plus, some of which we used towards flexible learning spaces. There are classrooms in both the infants and primary that have flexible learning spaces. These areas help students to concentrate better.

The grant from Fair Education also went towards teacher training in Project Based Learning. A broad topic is given and students can choose how to present it. At the end, there is an exhibition where other students, parents and community members are invited to view our work.

We also featured in a video that promoted our school and the new initiatives we are introducing. This was a feature at the School Plus conference in Sydney earlier in the year.

At the end of last year we were nominated for the role of captain. We were fortunate enough to be elected for School Captain 2017. From this achievement, many more achievements came our way. One of these was winning our zone in debating. Another achievement was going to Young Leaders. Another highlight was socialising with other school leaders at the Young Leaders Conference.

Our personal achievements included being in the school soccer team, making Riverina and being crowned Riverina Champions in soccer and representing the Griffith area in the Public Speaking regional finals.

We wish next year's school captains and vice captains every success and hope they enjoy their leadership role as much as we did.

Raisa Cabahug and Ryan Best

School Captains 2017

## School background

### School vision statement

Our vision is to be school of excellence in which deep knowledge, understanding and ownership in learning and engagement develops the skills of our greater community to thrive within the future global context.

### 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 266 students enrolled for 2017. 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 six 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 and Riverina Debating Challenge, Kindergarten 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.

#### **Learning domain – In 2017 our focus has been on the elements of curriculum and assessment.**

With the introduction of Project Based Learning we have supported the expectations of student learning through curriculum provision. Teaching and learning programs have been closely monitored with the expectation of learning tasks tailored to specific class needs, evidence of feedback for students and the tracking of student progress to inform teaching practice. Differentiation has also been a focus across the school in all classes and learning support to ensure all students requiring adjustments to their learning are catered for.

Our other focus was to increase the level of student engagement and the monitoring of whole school student learning. Collaboration with assessment across classes has been extensive to ensure consistency and accuracy in teacher data, analysis and judgement. Students were also encouraged to provide feedback to peers as well as accept constructive feedback from their teachers, to acknowledge how this supported their learning and the benefits of being able to edit and resubmit projects and tasks.

#### **Teaching domain – This year we had a focus on Learning and Development.**

During 2017 time was allocated for all executive teachers to support teachers through the Quality Teachers Successful Students initiative. This time was utilised in various ways including supporting all staff through the Professional Development Plan process, mentoring and coaching, team teaching and collaboration opportunities and targeted professional learning. The introduction of flexible learning spaces allowed teachers to demonstrate their ability to

collaborate and seek out mentors to further develop their understanding and knowledge. A variety of teachers were provided with the opportunity to lead professional learning for all staff demonstrating their capacity to have expert contemporary content knowledge.

### **Leading domain – Educational leadership**

This year our priority was to authentically increase community engagement by providing opportunities for parents and carers to engage with student learning and other school related activities and events. We also invited experts in specific fields and guest speakers to support student learning by increasing their knowledge to support project based learning activities. Instructional leadership has also been a priority with the provision of metacognitive teacher learning in writing and mathematics delivery. The leadership team has ensured all professional learning was closely aligned with the School Plan and Milestones documents to assist in the achievement of our strategic directions. Our striving for excellence has seen the beginning of a culture and mindset shift in the expectation for success for students and staff alike.

**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

### 21st Century Learning

#### Purpose

To provide innovative learning environments at Hanwood Public School. The purpose is to encourage students to be self-regulatory, responsible and independent learners who are powerful thinkers to flourish in a 21st Century work environment.

#### Overall summary of progress

In Strategic Direction 1 the focus was the trialling, prototyping and introduction of innovative learning environments in our classrooms to support the diverse learning needs of our students. Our annual milestones for this strategic direction included:

- All staff have a firm understanding of the concept and use their knowledge to use spaces in a manner that encourages optimal student learning;
- All students and staff have used, trialled and reviewed the spaces to ensure quality teaching environments have been created;
- Increase knowledge of local principals through Griffith Community of Schools meetings and networking.

In regards to achievement of our annual milestones to support this direction we successfully achieved the first two.

Teachers have supported each other through mentoring and the sharing of spaces to trial and critique prior to making change. While not all classes have converted, all teachers have trialled this concept to varying degrees with many already committing their class budgets to purchase relevant resources for the beginning of 2018. Throughout 2017 three teachers were sent to Sydney to view schools who have already experimented with this concept. They met with key personnel to learn how the schools progressed and the mistakes that were made to make our transition easier. These teachers brought back photos, anecdotal evidence to support the change and a plan for our school. They also visited a large factory that supplied school furniture to bring new and fresh ideas back to the staff.

Students have responded very favourably to the changes to the learning environment. They have enjoyed the freedom of choice and the responsibility to choose well. Student engagement has increased. Teachers have also been focussing on resilience and managing distractions within the learning environment to encourage students to focus on their individual learning needs. Staff and students prototyped and planned different spaces and experimented with their ideas. Collaboration and consultation was a very large part of the process. Staff held professional learning meetings in one of the new spaces to critique and evaluate it. Community members were also encouraged to provide feedback to support the process.

While some local principals have demonstrated an interest in the concept of flexible learning environments and visited the school to see it in action, we have not have the opportunity to bring this to the Community of Schools in a more formal capacity. With the change of some principals within a few schools, this was been more difficult to achieve.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Students demonstrate independence in learning through work samples provided and appropriate use of work space to support their academic learning	Fair Education Grant \$10 000	Students in the trial classes have received the concept of flexible learning spaces very well. They have been a large part of the decision making with the provision of spaces that they felt would work best. As a result of this collaboration teachers saw an increase in student engagement within a flexible learning environment as well as in the quality of work provided in project based learning activities. Further expansion of these concepts is still required for our school to continue to move forward with future focused pedagogies.
Internal and external learning evidence demonstrates growth over time (Premier's Priority for Literacy & Numeracy as well as	Equity Funds – Aboriginal \$12 970	Our value added growth in NAPLAN is excellent. This indicates that student growth from Kindergarten to Year 7 achievement in external assessments demonstrates above average

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Aboriginal students) with a focus on increasing the value-added growth data in NAPLAN.		growth. Teachers need to use data more effectively to demonstrate evidence based teaching and learning. We now need to focus on extending our students to achieve in the proficiency bands of NAPLAN and to more closely align our internal and external data sources against student achievement.
To increase parent engagement and responses to Flexible Learning Spaces and Project Based Learning through feedback and positive communication	Fair Education Grant \$10 000	Parent and community engagement in 2017 has increased quite considerably. We as a school have proactively invited parents, community and expert guests into our school to support and celebrate student achievements. We have also proactively taken the students out in the wider community to do the same. The authenticity of these interactions has been very rewarding in 2017. Our next steps will be to increase connections and communication with our community while maintaining the level of engagement.

## Next Steps

- The needs of students are addressed by ensuring wellbeing and engagement are monitored within a dynamic and effective learning environment.
- Teachers demonstrate professional growth with a particular emphasis on Science Technology Engineering and Mathematics (STEM), writing and understanding and utilisation of innovative learning spaces at an excelling level over a three-year period using specific Success Criteria developed against the School Excellence Framework.
- Implement a whole school approach to the provision flexible and quality learning environments and support the access to the resources required.



## Strategic Direction 2

### Developing Creative & Confident Students

#### Purpose

To provide timely quality inquiry based, higher order teaching and learning programs that increase the level of student achievement in all Key Learning Areas. The purpose is to ensure students have the skills to be powerful thinkers who have the capacity to question, critique and further develop understanding of the world around them.

#### Overall summary of progress

Strategic Direction 2 focussed of the introduction of inquiry based teaching and learning programs to support students to be creative and confident in their knowledge, understanding and ability to solve programs using the skills learned. Project Based Learning was introduced to support this initiative. This pedagogy focusses on teaching students to gain knowledge and skills by working for an extended period of time to investigate and respond to authentic, engaging and complex questions, programs or challenges. Our annual milestones for this strategic direction included:

- All teachers are trained and provided mentoring in Project Based Learning theory and practice;
- Project Based Learning trialled and critiqued in the Hanwood context using other local schools as guide for implementation. Staff believe in the concept;
- Project Based Learning is beginning to be implemented across all classes K–6

As a school we achieved all three milestones for this strategic direction.

Three lead teachers were trained in the concept of Project Based Learning, who then led the transformation at Hanwood throughout the year. Time was allocated to the professional learning of teachers to ensure all had a very solid understanding of the concept. Lead teachers also mentored other staff which culminated with the question, "Where to from here for 2018?"

Throughout the introduction of Project Based Learning staff were encouraged to remember the "WHY?" and the concept of the Golden Circle. It was important for all to understand why the change was needed. Our ultimate goal is to increase the learning outcomes and opportunities for our students and to teach in such a manner that students have the capacity to continue to learn in all other environments. Reflection, feedback and self-analysis were the main focusses for students and teachers. All teachers trialled at least one (with most completing two) projects throughout this initial year, ending in an authentic exhibition of student learning to a variety of audiences, both in school and within the wider community.

Evidence was collected in various forms throughout the year from students, staff and parents to monitor and evaluate the process. Initially a scope and sequence was to be developed but it was soon disregarded for project based learning as the students in individual classes drive the question, problem or challenge to be solved.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Premier's Priorities – Increase top 2 bands by 8% in reading and reading comprehension. Increase academic achievement of all Aboriginal students by 30%. Increase in top 2 bands of achievement in number (NAPLAN) for Year 3 and 5 students	Equity Funds – Aboriginal \$12 970	Again in 2017 Aboriginal students accessed learning and support teachers at point of need regardless of academic ability. All students had specific personal learning plans that were created in consultation with parents and students. Specific goals were targeted and planned for. All students have demonstrated pleasing growth.  In NAPLAN our school also demonstrated growth in respect to the premier's priorities in reading development. In both Year 3 and Year 5 there is a clear growth from students in Band 4 and 5 moving to Band 5 and 6. This is a pleasing observation, given the directions the school is taking in increasing teacher quality in literacy learning.
Internal and external learning evidence demonstrates growth	Equity Funds – Socio-economic \$57 973	The Learning and Support Team was expanded in 2017, using the equity funds to further support

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
over time and regularly use matrix to analyse student growth at intervals and evaluate using evidence (drafts, editing, critiques, photos etc.)		students at point of need. The referral process was honed to ensure differentiation and adjustments were not only clear but defined as SMART goals. The gap between our internal and external data has slightly decreased in 2017. Significant professional learning has been planned for 2018 to further develop teachers in external criteria for assessments.
Project Based Learning of leaders/teachers/students and evidence to demonstrate this growth. Reflections on growth and improvements for sustainability of PBL.	Fair Education Grant \$10 000  Professional Learning Funds \$19456	All teachers assisted in the development of a Success Criteria matrix that is designed to measure professional growth in the Project Based Learning Pedagogy. This is also measured against the School Excellence Framework to ensure teacher quality grows and is sustainable. As this is the first year of the implementation of the Success Criteria, data will continue to be collected in 2018 to clearly demonstrate our progress.
Parents and community actively involved in supporting, developing and viewing projects at exhibitions.		In 2017 parents and community have actively supported student learning by attending exhibitions both at school and within private and public spaces including other schools, nursing homes and the Griffith City Library. The volume of involvement has been extremely pleasing and overwhelming in the support we have received to demonstrate student achievement.

## Next Steps

- Broadening student knowledge of the language of mathematics through explicit teaching of mathematical problems and increase student outcomes.
- Staff undertake targeted professional learning to grow and develop as a teacher with an understanding it also supports the achievement of school goals.
- Leaders draw on research to develop and implement high quality professional learning in literacy, numeracy and STEM practices.
- Further professional development for teachers in writing skills and understanding external assessment criteria.

## Strategic Direction 3

### Community Consultation and Involvement

#### Purpose

To increase community involvement at Hanwood Public School in a meaningful way. We aim to increase the links between home, school and the community by further utilising the expertise available in all sectors. By engaging the community in relevant areas we aim to ensure that there is an increase in understanding and the reasons why the changes are necessary.

#### Overall summary of progress

In Strategic Direction 3 the focus was to increase community consultation and involvement in school activities. This was achieved by enlisting community support with projects through various means. The community was also invited to critique flexible learning environments their children were being exposed to as a trial and via consultation regarding the changes the school was undertaking. Our annual milestones for this strategic direction included:

- Increased and valuable community involvement in learning for all students;
- Increased community involvement in school activities and student learning is evident;
- Parents and community have a clear understanding of the pedagogy and theory behind project based learning and flexible learning space implementation.

As a school we achieved two of the three milestones.

An "At The Gate" survey technique was used to encourage parents to provide feedback. This was very successful as the school received no email responses to the same survey. At the end of every project students and parents were also asked to critique learning, engagement and teacher quality. This was overwhelmingly successful.

Even though a great deal of information has been provided to parents and the community on the theory of project based learning and flexible learning spaces the vast majority feel they have a very limited understanding of these 21st Century concepts. Even though parents indicated they attended exhibitions at the end of their children's projects they did not make the connections that this was project based learning in action. This is an area for continued focus on 2018.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Parents and community to provide feedback of programs to voice opinion for implementation and change to affirm the quality and value of the programs. This will be achieved via school-based individual class surveys.		Many and varied methods of seeking feedback were utilised in 2017. Class surveys for students and parents/carers seemed to be the most successful with "At The Gate" surveys the next. We attempted Tell Them From Me surveys with little success. There is a greatly varied level of understanding within the community in regards to our strategic directions and goals. This will continue to be a focus in 2018.
Building of sustainable and mutually beneficial community relationships.		We feel our progress in this area has been significant. We are developing authentic partnerships within the community via our project based learning activities with great success. Partnerships have included business, community groups, aged care facilities and other schools. All have been overwhelmingly positive and supportive of our initiatives and teaching methods.
Communication measures are in place to celebrate success and program changes in the wider community.		We felt we were succeeding in this area however survey results indicate there is still limited understanding of our goals and methodology behind our strategic directions. We advertise regularly in our school newsletter and Facebook

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
		page. We have presented a session for new parents and developed a video that was also presented to the whole community at the school concert. We will endeavour to find other strategies that will continue to further support us in this area.

### Next Steps

- Students participate in school learning activities and community events that support the development of citizenship and the value of community.
- Staff support the increase of student outcomes by providing a variety of experiences within the community, using experts in student learning and ensure this is communicated effectively using a variety of means.
- Leaders provide opportunities to increase the visibility of the school, shares the school's vision and evaluates community feedback and increases communication through collaboration.
- Community members support the school in its vision for transformational change by participating as experts to share knowledge and skills, attending exhibitions to celebrate student learning and increase community/school partnerships.

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	Equity – Aboriginal \$12 970 (flexible funding)	Our Aboriginal students all participated in targeted learning for both literacy and numeracy with the aim to increase all students' academic progress. All students have demonstrated pleasing growth with most Aboriginal students either one cluster behind or now achieving at the appropriate level in reading and comprehension.
<b>English language proficiency</b>	Equity – English Language Proficiency \$616 (flexible funding)	There was only one student targeted for English language proficiency learning. This student was supported with a Student Learning Support Officer to undertake specific language and reading lessons.
<b>Low level adjustment for disability</b>	Equity – Low Level Adjustment for Disability \$113 627 (staffing and flexible funding)	There has been a slight shift in students requiring supplementary support to Quality Differentiated Teaching Practice support from 2016 to 2017. The Learning and Support Team has been working closely with classroom teachers to cater to all student needs with the provision of targeted and differentiated evidence based programming.
<b>Quality Teaching, Successful Students (QTSS)</b>	Quality Teaching, Successful Students allocation (FTE 0.444 or \$46 226 in flexible staffing)	We have been very pleased with the utilisation of this funding source. All assistant principals were provided with extra release from face to face teaching to mentor all staff at point of need learning. This also supported them in undertaking classroom observations and provision of feedback for teacher professional development plans. This allocation was timetabled and used very effectively by the executive to support all teachers in their professional growth.
<b>Socio-economic background</b>	Equity – Socio-economic – \$57 973 (flexible funding)	Many of the students targeted for low level adjustments for disability also come under the socio-economic disadvantaged banner. Many of these students were also targeted for the Multi-Lit program. 72% of targeted students have successfully completed the program with 28% continuing this in 2018.

## Student information

### Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	132	128	134	132
Girls	119	130	133	134

While our enrolment numbers are comparative to previous years, it has been noted our clientele demographic is becoming more itinerant..

In 2017 we have equal percentages of boys to girls.

### Student attendance profile

School				
Year	2014	2015	2016	2017
K	95.7	95	96.3	95.6
1	95.8	95	94.8	95.3
2	95.2	95.5	94.4	95.7
3	94.7	95.6	94.2	94.1
4	95.6	95.6	94.7	95.1
5	94.9	95.1	93.7	93.9
6	94.7	95.8	94.8	93.3
All Years	95.2	95.4	94.7	94.7
State DoE				
Year	2014	2015	2016	2017
K	95.2	94.4	94.4	94.4
1	94.7	93.8	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

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.

Specific structures are in place to closely monitor

patterns of behaviour which has allowed us to keep a high level of attendance.

Attendance data for 2017 is slightly lower than in previous years due to several students with severe illnesses and medical issues.

## Workforce information

### Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	3
Head Teacher(s)	0
Classroom Teacher(s)	8.02
Teacher of Reading Recovery	0.32
Learning & Support Teacher(s)	0.9
Teacher Librarian	0.6
Teacher of ESL	0
School Counsellor	0
School Administration & Support Staff	2.51
Other Positions	0.6

\*Full Time Equivalent

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

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

### Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	93.1
Postgraduate degree	6.9

### Professional learning and teacher accreditation

A significant amount of funding was dedicated to teacher professional learning in 2017. We continued the training and implementation of the L3

pedagogy which is still a priority in our current strategic directions. This resulted in all infants teachers trained and implementing these teaching strategies. This will also continue to increase teacher quality. A further two teachers will be targeted to train in L3 in 2018. This is a research based pedagogy and has proven itself through increased student outcomes in English learning. Our student data has demonstrated very pleasing progress over the last three years as a result of this targeted teaching at point of need.

Targeted teachers also attended courses in Project Based Learning and the development of 21st Century Learning Spaces throughout the year. This will support our 2018 School Plan and future directions for Hanwood Public School.

Professional development has also commenced with Dr Kate Bricknell to increase the quality of writing lessons that will further support student learning outcomes. This whole school approach will also continue throughout 2018 with a further 2 weeks of training for all teaching staff.

In 2017 two teachers were supported at length in the process of gaining accreditation at Proficiency. The completed submission will be finalised early in 2018. All pre-2004 service teachers will also convert to the teacher accreditation model in 2018. All teachers have been fully informed of the new processes to ensure teacher quality within the Department of Education is maintained and continues to grow in its expectation of professional standards.

## 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.

In 2017 our school converted to the new SAP financial system in July. This was a very intense transition that required extensive time and training to manage the transition.

Receipts	\$
<b>Balance brought forward</b>	<b>211,539</b>
Global funds	164,451
Tied funds	174,503
School & community sources	87,307
Interest	2,856
Trust receipts	-367
Canteen	0
<b>Total Receipts</b>	<b>428,750</b>
<b>Payments</b>	
Teaching & learning	
Key Learning Areas	26,586
Excursions	7,432
Extracurricular dissections	47,174
Library	1,742
Training & Development	5,873
Tied Funds Payments	135,115
Short Term Relief	78,366
Administration & Office	28,657
Canteen Payments	0
Utilities	20,409
Maintenance	9,502
Trust Payments	23,074
Capital Programs	45,700
<b>Total Payments</b>	<b>429,629</b>
<b>Balance carried forward</b>	<b>210,660</b>

The information provided in the financial summary includes reporting from 1 December 2016 to 31 December 2017.

	2017 <b>Actual</b> (\$)
<b>Opening Balance</b>	0
<b>Revenue</b>	539,902
Appropriation	464,406
Sale of Goods and Services	6,497
Grants and Contributions	68,457
Gain and Loss	0
Other Revenue	0
Investment Income	543
<b>Expenses</b>	-253,212
Recurrent Expenses	-253,212
Employee Related	-117,921
Operating Expenses	-135,291
Capital Expenses	0
Employee Related	0
Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	286,689
<b>Balance Carried Forward</b>	286,689

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 <b>Actual</b> (\$)
<b>Base Total</b>	1,849,095
Base Per Capita	40,805
Base Location	35,551
Other Base	1,772,740
<b>Equity Total</b>	185,186
Equity Aboriginal	12,970
Equity Socio economic	57,973
Equity Language	616
Equity Disability	113,627
<b>Targeted Total</b>	133,780
<b>Other Total</b>	112,827
<b>Grand Total</b>	2,280,889

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.

**Reading** – Students in Year 3 are beginning to demonstrate growth by moving from the lower two bands into the middle bands. There is still an overcompensation in the middle however we have very pleasing growth to Band 5 in the Year 3 cohort. We had 27.4% of students at proficiency in the top two bands for Year 3 and 13.5% in Year 5. When comparing Year 5 historical results in reading we still need to focus on moving students into the proficiency bands.

**Writing** – Has been a whole school focus in 2017. The Year 3 cohort demonstrated excellent results with no students in Band 1 and a clear growth in students achieving at Band 5 which is proficient. The Year 5 students also demonstrate an improvement by the increase in number of students achieving in the proficiency band 7. Our results indicate that 52.6% of Year 3 students and 16.2% Year 5 students presented in the top two bands. There is still room for improvement.

**Spelling** – This is an area that requires a whole school focus according to the NAPLAN results. Both cohorts achieved lower than expected results. 30.8% of Year 3 and 21.6% of Year 5 students achieved at the higher levels.

**Grammar and Punctuation** – Students in Year 3 over the past 3 years are demonstrating greater proficiency and growth to the top two bands (48.7% for Year 3 and 16.2% for Year 5 in 2017), work still needs to occur on moving more students from the middle bands. Similar results are evident for the Year 5 cohort.

Students who have not achieved at national minimum standards all have a diagnosed disability. All other students have achieved at or beyond national minimum standards.

**Numeracy** – Our results in general for all aspects of numeracy have been very pleasing with an evident shift for both Year 3 and Year 5 students with a greater percentage of students growing in a positive direction towards proficiency.

**Year 3** – Year 3 students demonstrated a stronger growth in Number, Patterns and Algebra with 34.3% of students in Bands 5 and 6 than Data, Measurement, Space and Geometry with 23.7% of students in the top two bands. Students who have not achieved at national minimum standards all have a diagnosed disability. All other students have achieved at or beyond national minimum standards.

**Year 5** – Year 5 students have demonstrated a stronger growth in Number, Patterns and Algebra with 12.1% of students in Bands 7 and 8 than Data, Measurement, Space and Geometry with 8.8% of students in the top two bands. All students who have not achieved at national minimum standards have a diagnosed disability with the exception of Grammar and Punctuation. All other students have achieved at or beyond national minimum standards.

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

In accordance with the *Premier's Priorities: Improving education results* and *State Priorities: Better services – Improving Aboriginal education outcomes* for students in the top two NAPLAN bands. Please refer to Strategic Direction 1 and the Key Initiatives for further information regarding our school's goals and strategies to achieve the Premier's Priorities.

## 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, surveys and feedback. Responses below are a representation of evidence collected from our Parents/Caregivers, students and teachers.

**Parents/caregivers** were asked to complete a "Survey at the Gate" by our senior students. Following are the results from 36 responses:

### 1. How well do you feel you understand the concept of flexible learning spaces?

- The rating was from 1 (no understanding) to 5 (a very good understand). The average rating was 3.97

### 2. Has your child been in a room at Hanwood that uses flexible learning spaces?

- Yes – 27
- No – 1
- Unsure – 8

### 3. What is your understanding of 21st Century or future focussed learning? This question required a written response. The most common included:

- It seems to be more flexible and gives students opportunities to learn in a variety of ways;
- Learning to cater to the varying learning styles of the children;
- To prepare students for the work spaces of the future;
- Not sure;
- No response;
- Moving away from the standard teacher/student setup. Adapting to new ways of teaching/learning;
- Focus on STEAM;
- Sick of these catch phrases to be honest;
- It Works! Have loved seeing the work that has come home this year.

### 4. How well do you understand the teaching method of project based learning?

- The rating was from 1 (no understanding) to 5 (a very good understand). The average rating was 3.97

### 5. Are you aware of any project based learning activities your child has participated in?

- Yes – 28
- No – 3
- Unsure – 5

### 6. Do you feel project based learning is a valuable way for your child to learn?

- Yes, very valuable – 17
- Yes, valuable – 6
- Yes – 7
- No – 0
- Unsure – 6

### 7. Is there any other feedback you would like to add?

- Just keep on doing such a great job of teaching our future!

**Students and parents/carers** have been completing surveys as they complete projects for Project Based Learning. The students and parents of were asked to provide feedback on their project based learning

experience. The responses were outstanding and a testament that we are on the right track with the changes we are making at our school. Below are some of the responses. As more classes undertake their projects we gain extra feedback which has allowed us to modify and refine our teaching strategies. Thank you to the parents and students for their time in completing the surveys.

**Students** – 100% of students enjoy learning this way. **Why?** "Because it gives us the opportunity to learn, experiment and create .... It allowed us to work together ... It was all of our subjects in one big project ... we got to do this all by ourselves and make our own choices .... We could control our own work .... It tested our ability to put everything together."

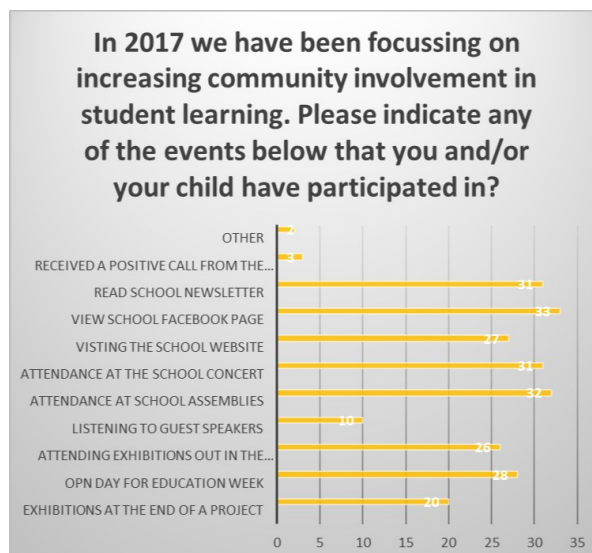
**Do you feel you learn better when the teacher teaches using PBL strategies? How?** 100% of students responded – yes! Some of the reasons included; "I got to make what I was actually learning and then I understood it more ....Because it helped me learn in all different ways ...The guest speaker, writing letters, drafting and evaluations were all really fun .... Because the teacher helped when he guided us through the steps ...I can understand more and be able to create .... Because we are learning things, but we mainly did it all ourselves .... We took it very slow so we had time to comprehend; we used it in real life like writing letters and creating a budget ..... Being guided through it made me understand the project better."

**Tell Them From Me** surveys were also undertaken with students from Year 4 to Year 6. When comparing the data from the previous year we have clearly demonstrated growth in the Social–Emotional Outcomes, Drivers of Student Outcomes and in Aboriginal students valuing their culture. These results were extensively reported on to the P&C Committee and advertised in full in the school newsletter (The Hanwood Happenings) in Term 2 Week 3. Please visit the school website to view these results.

**Parents** – 100% of returned parent surveys indicated their children enjoyed learning through Project Based Learning strategies. **Why?** "My child found this type of learning very enjoyable, I would compare it to a traineeship – learning on the job, not just the theory side ....They were able to see the theory put into practice .... Very hands–on, very purposeful, kids involved in every step .... Because they got to do most of it themselves and didn't get told how or what to do for everything ..."

**What was most valuable?** "Seeing an engaged child learning ....Hands–on learning ....She had to think for herself, good problem solving skills being learnt .... Created great discussion at home .... The interest shown in the topic by my child, knowing how invested in the project they were ... enjoyable way to learn .. Eagerness to learn and interest maintained ..." There was only one critical point a parent wanted mentioned for consideration and that was to ensure that all styles of learning for our students to be catered to .... Some students still enjoy and thrive in a more traditional/formal setting."

**Teachers** have been on a rapid growth journey in 2017 in relation to learning about innovative teaching strategies and operating in new and creative environments. A Success Criteria was developed for the staff to indicate their growth over time based on the School Excellence Framework. As this is the beginning of our journey the initial data does not yet demonstrate the growth and level of teacher quality we are aspiring to achieve. These results will be reported on in the 2018 Annual School Report.



## Policy requirements

### Aboriginal education

At the commencement of 2017 teachers met with our Aboriginal parents and students to discuss educational directions and goals for our students via a three–way conference. We received Aboriginal Background funding in 2017 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 Key Learning Areas;
- Continued tutoring in Multiit as required for targeted students;
- Continued access to Learning and Support programs to further support students to achieve in English and Mathematics learning for all Aboriginal students;
- To develop individual learning plans at the beginning of each school year to assist in all learning areas to support Aboriginal students.

We continued the implementation of a specialised literacy program developed in 2016, which explicitly targeted our Aboriginal students and was planned with individual learning intentions for each student. This is in line with the State priorities. This program has been highly successful with the majority of all students achieving at or above expected achievement in reading

and continued improvement of students achieving at stage appropriate levels in writing. All other students are only one cluster marker behind. At the commencement of this program in 2016 some students were up to three academic years behind expected growth. The success of this program has been outstanding and will again continue into 2018 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. An Advocacy Program will also be introduced in 2018 where every student will nominate an adult they feel comfortable talking to.

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.

In 2017 the school provided funding for all students to attend a Japanese Taiko drumming workshop to further expose students to other cultures of the world and as a means to further enhance the Creative Arts opportunities we provide for our students.

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.