

Hannans Road Public School

Annual Report



2017



4092

Introduction

The Annual Report for 2017 is provided to the community of Hannans Road 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.

Cheryl Butler

Relieving Principal

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Message from the Principal

Throughout 2017 our school continued to be a vibrant and engaging learning environment for all of our students. They engaged in collaborative inquiry based learning through which they were able to apply future focussed knowledge and skills, and continued to develop their entrepreneurial skills through fund raising activities for the school and for more altruistic motives, building and auctioning cubby houses to support Youth Off the Streets. Performance skills continued to be a strength, with performances at the Combined Public Schools Music Festival and students collaborating across K-6 to create their own school musical. They demonstrated their sporting prowess through PSSA and regional athletics performances and engaged in social games with local schools. Students actively sought and created leadership opportunities in sporting, creative and problem solving endeavours.

Our community continues to be served by a dedicated group of teachers who are committed to student success through investment in their own professional learning, engaging in professional learning sessions each week. Our parents also engage in learning sessions as partners in student learning success.

School background

School vision statement

At Hannans Road we strive to empower our school community with the confidence, skills and knowledge to be active citizens. Through an inclusive culture we value and promote confident and creative thinkers, respectful and successful learners and collaborative partnerships.

School context

Hannans Road is a small community school of approximately 156 students including 78% EAL/D 5% Aboriginal Torres Strait Islander. The school comprises of staff from experienced to early career teachers dedicated to improving school learning outcomes. Literacy, numeracy and student engagement have been priority areas and the school has an Instructional Leader as part of the Early Action For Success strategy. The demographics of our community have been significantly changing over the last few years and have impacted the diversity of student enrolments. The school has an emphasis on developing learning skills which allow students to reflect and manage their own learning progress.

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 and participated in an external validation. 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 the external validation process, an independent panel of peer principals considered our evidence and assessment of the school's progress, aligned with the standards articulated in the School Excellence Framework.

The results of this process indicated the school community has an evolving understanding of student success and is delivering curriculum and wellbeing outcomes that engage and support students. The school achieves above expected growth and strong value added results in standardised measures. Data use within the school is working well to inform teacher practice and learning programs.

Teacher professional learning is active, teacher centred and based on sound research evidence bases. A culture of student success is clearly evident and school leadership is focused on instructional leadership and mentoring. The emphasis on professional learning has produced a culture where teachers are often the leaders of their own learning sessions and take responsibility for maintaining standards of practice.

An expanded leadership group operates to ensure staff have the opportunity to contribute in their areas of strength. Planning and management processes are delivering a sound base for achievement of school objectives and teachers and executive contribute to the engagement of community and the instructional outcomes of staff.

Our self–assessment and the external validation 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

Purpose

Promote a school culture where all members of the community value learning and themselves as learners, and are encouraged to share their knowledge and expertise

Overall summary of progress

Time invested in teacher learning has resulted in improved practice and continued growth in student learning.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none">• Student growth in literacy and numeracy as evidenced through both national and school based data.	\$58 918	Students continue to demonstrate growth in both internal and external data. There has been an increase in the number of students achieving the top two bands in NAPLAN in reading and growth from Year 5 to Year 7 is significantly greater than state average. School based data demonstrates K–2 students achieving expected growth against the learning continuums.
<ul style="list-style-type: none">• Teachers improve their capacity to contribute to school priority areas through achievement of the goals contained within their Professional Development Agreements.	As Above	Teacher professional learning goals were aligned to individual and school plan objectives. Teachers engaged in professional dialogue at review meetings indicating greater cohesion between goals, learning and achievement. Professional Learning Plans demonstrated evidence of Australian Professional Learning Standards in goal setting.

Next Steps

Progress against the Schools Excellence Framework indicates data use within the school is working well at an individual level to inform practice however consistency across the school and whole school analysis requires attention. Review of assessment practices and data collection on a school wide basis will result in an improved capacity to engage students in learning that is relevant and differentiated to student learning needs.

Strategic Direction 2

Supportive Engaging Learning Environments

Purpose

To engage the whole school community through innovative learning experiences and leadership opportunities

Overall summary of progress

Teachers implemented a variety of strategies that engage learners in future focused learning experiences.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Improved student engagement, participation and connection with school as evidenced by behaviour records, focus group discussion and student involvement in targeted programs.	\$46,240	Through the implementation of visible learning strategies students are able to provide and use feedback to set their own learning goals leading to increased engagement. Teachers use the Engaging Messages Framework as a tool to develop programs to engage learners. They developed differentiated learning programs to drive the development of social and emotional capacity and extended learning beyond the classroom.
Increased student participation and achievement with projects and activities which require future focused skills.	As above	Through classroom programs all students had the opportunity to engage in learning activities requiring future focused skills. They worked collaboratively as scientists and designers to find creative solutions to problem solving and shared their learning as experts. They extended this learning beyond the school to the community, engaging with local businesses and charities to achieve success in their projects.

Next Steps

Assessment of progress against the School Excellence Framework and the HRPS School Plan indicates the Learning and Engagement Policy requires further review and a consistent language, underpinned by the School Values, needs to be investigated to support student engagement and connection to school.

Strategic Direction 3

Collaborative Partnerships

Purpose

Encourage collaborative partnerships among and between the school and the broader community based on skills, expertise and interests.

Overall summary of progress

Increased parent and external partnerships have had positive and direct impact on student learning.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none">Increased participation and involvement of parents within school programs and events as evidenced in attendance and engagement data.	0	Parents attended workshops aligned to school plan strategic directions. As a result of the workshops two parents felt empowered to engage in a course of study at TAFE. Parent, teacher and student partnerships were extended through visible learning workshops and 97% engagement in student led interviews.
<ul style="list-style-type: none">Increased range and quality of relationships with external network partners.	0	External partnerships were extended in 2017 to support student learning. Connections with local businesses and universities provided opportunities for students to extend their creative problem solving skills. Through a cubby house design, build and auction project students sought and successfully made connections with local businesses to support a local charity.

Next Steps

Assessment of progress against the School Excellence Framework and HRPS School Plan indicates that teachers build engagement and learning opportunities to improve student achievement through strengthening partnerships across and beyond the school.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$8 020	Targeted support was provided to individual students with specific goals identified for each. Individual learning plans were developed and implemented, in consultation with parents and carers, to improve engagement through connection to school.
English language proficiency	\$76 094	First and second phase EALD students received targeted learning support from learning and support officers and our EALD teacher. Staff worked collaboratively with the EALD teacher in differentiating programs to meet individual learning needs. As a result each student met the expected progressions in English language fluency.
Low level adjustment for disability	\$122 021	Students with additional needs received targeted support from learning and support officers and the LAS teacher. Staff were supported by the LAS teacher in differentiating programs to meet individual learning needs. As a result students were supported in achieving their learning goals.
Quality Teaching, Successful Students (QTSS)	\$13 001	Included within the three strategic directions initiatives.
Socio-economic background	\$158 491	Included within the three strategic directions initiatives.
Support for beginning teachers	\$21 576	PDP reviews indicate successful implementation of improved practice.
Early Action For Success	\$93 233	Student growth and progress as indicated in work samples and other school based data.

Student information

Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	84	92	90	87
Girls	69	88	85	77

Student attendance profile

School				
Year	2014	2015	2016	2017
K	92.9	92.9	92.9	93.4
1	88.9	91.7	94.1	94.5
2	91.8	92.4	91.4	92.8
3	94.1	92.1	91.1	92.1
4	95.4	93.1	91.2	92.7
5	94	95.1	89.3	95.8
6	94	93	93.4	91.7
All Years	93	92.8	92	93.3
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

Student attendance was managed with the assistance of a Home School Liaison Officer who provided parents with advice at workshops and through resource support communicated through newsletters. Teachers maintain regular attendance related communications with parents as needed and interviews are conducted when required to minimise individual low attendance patterns. In 2017 a small number of long term absences were addressed by the school through discussions with parents and support personnel. A range of extra curricular activities and programs were offered to build engagement and connection to school.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	2
Head Teacher(s)	0
Classroom Teacher(s)	5.72
Teacher of Reading Recovery	0.42
Learning & Support Teacher(s)	0.9
Teacher Librarian	0.4
Teacher of ESL	0.6
School Counsellor	1
School Administration & Support Staff	2.02
Other Positions	2.6

*Full Time Equivalent

No staff identify as Aboriginal.

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	70
Postgraduate degree	30

Professional learning and teacher accreditation

All teachers at HRPS engage in weekly researched based professional learning sessions to support the realisation of strategic directions. The K–2 team engages with an Instructional Leader through Early Action for Success and two teacher mentors work across K–6 to support best practice. All teachers have engaged in visible learning professional development. Three early career teachers submitted accreditation at proficient level and one member of staff has elected to gain accreditation at higher levels and has received a grant through the Leadership Development Initiative. This initiative supports the candidate holistically in leadership development with a focus on supporting the attainment of accreditation.

Financial information (for schools fully deployed to SAP/SALM)

Financial summary

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

	2017 Actual (\$)
Opening Balance	91,352
Revenue	2,581,556
Appropriation	2,528,649
Sale of Goods and Services	2,400
Grants and Contributions	49,898
Gain and Loss	0
Other Revenue	0
Investment Income	609
Expenses	-2,542,057
Recurrent Expenses	-2,542,057
Employee Related	-2,373,891
Operating Expenses	-168,167
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	39,498
Balance Carried Forward	130,850

In 2017 the school absorbed costs of projects outlined through the strategic directions, funds will be reimbursed to the school in 2018.

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	1,362,974
Base Per Capita	26,745
Base Location	0
Other Base	1,336,230
Equity Total	364,625
Equity Aboriginal	8,020
Equity Socio economic	158,491
Equity Language	76,094
Equity Disability	122,021
Targeted Total	24,781
Other Total	514,648
Grand Total	2,267,029

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.

In 2017 there was a 3% increase in the number of Year 3 students in the top two bands in reading and average student growth from Year 5 to Year 7 in reading and writing significantly exceeded state average. There was a 6% increase in the number of Year 3 students in the top two bands in spelling.

In 2017 there was a significant increase in the number of students achieving greater than or equal to expected growth from Year 5 to Year 7. In numeracy there was a 6% increase in the number of students in the top two bands in Year 7 from 2016.

In 2017 20% of Year 3 students achieved the top two bands in numeracy and 33% of Year 3 students achieved the top two bands in reading.

Parent/caregiver, student, teacher satisfaction

Parents were surveyed about educational opportunities for students at HRPS. 70% of parents were satisfied or very satisfied while 12% were mostly satisfied and 18% described being unsatisfied.

Policy requirements

Aboriginal education

Approximately 5% of students identify as Aboriginal. Aboriginal education programs are in place to support individual students and to develop cultural awareness across the school. Professional learning and school planning ensure the inclusion of Aboriginal perspectives and acknowledgement processes are evident within school learning experiences and events.

Multicultural and anti-racism education

HRPS has an active anti-racism officer who engages classes and staff in learning designed to promote acceptance of diversity within the community. Through inclusive and engaging learning programs respect for selves, each other and the school are modelled and promoted.