

Hannam Vale Public School

Annual Report



2018

3MAPS



2131

Introduction

The Annual Report for **2018** 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.

Samuel Small

Acting Principal

School contact details

Hannam Vale Public School

Hannam Vale Rd

Hannam Vale, 2443

www.hannamvale-p.schools.nsw.edu.au

hannamvale-p.school@det.nsw.edu.au

6556 7636

School background

School vision statement

Three Mountains Alliance Public Schools –

Three MAPS, one destination, quality education.

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, and from Term 3 2018 Moorland Public School will join the group. We share support for 93 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 maintaining Positive Behaviour for Learning 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.

3MAPS alliance was formed between Herons Creek, Hannam Vale and Johns River Principals in February 2016 in order to deliver our identified strategic directions. The Principals of the three schools continue to milestone shared school improvement initiatives. In Term 3

2018 Moorland Public School joined the Alliance. School Plans will be merged over the next two years.

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.

Our school has seen rigorous evaluation of our practices in;

- **Curriculum and Learning** through the implementation of systematic policies, programs and processes to identify and address student learning needs.
- **Assessment and Reporting** through the ongoing development of explicit processes that allow us to collect, analyse and report against internal and external student performance data. During the crossover period between continuum and progressions, we have identified a hole in our internal Literacy and Numeracy data collection practices.
- **Effective Classroom Practice** through the use of explicit, specific and timely informative feedback to students, with a focus on improvement, and
- **Collaborative Practice** through the culture of working together to improve teaching and learning as a whole, where teachers collaborate within and across stages to ensure consistency of curriculum delivery, including strategies for differentiation and consistency of teacher judgement.

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

Connect, Succeed, Thrive and Learn

Purpose

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 **excellence in learning**, 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.

An integrated approach to quality teaching, curriculum planning and delivery, and assessment will promote learning excellence and responsiveness in meeting the needs of students. By sharing information about learning development, teachers work in partnership with parents as active participants in their children's education (Schools Excellence Framework).

Overall summary of progress

During 2018, the school participated engaged in Positive Behaviour for Learning (PBL) with help from hub coach, Nikki Cochrane and Assistant Principal, PBL, Eddy Godschalk.

Through Eddy's support, the school's behaviour practices were evaluated and next steps outlined. Our big project in 2018 was the creation of an agreed set of expectations within each physical area of the school, aligned with our core values: Be safe, Be respectful, Be responsible and Work as a team. This is referred to as a behaviour matrix.

It was made with input from staff, students and the P&C.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Analysis of staff, student and parent survey demonstrates strong community alignment of PBL processes and expectations. Improvement in PBL SET from a mean score of 61.9% (2018) to >90% (2020). Movement along the SEF in Wellbeing from delivering to Excelling by 2020.	\$0	PBL SET outlines school PBL practices and gives a mean score of 61.9%, outlining the need for a behaviour matrix and scope and sequence for explicit teaching of behaviours.

2019 – Wellbeing (Working toward Excelling)

Implementation of worthwhile and robust wellbeing meetings with all students on a regular basis (at least once per term). These meetings should be informal and focus on;

- Student wellbeing
- Goals as outlined in their Personalised Learning Plan (PLP)
- Aspirations
- Family and friends
- Interests and hobbies
- Upcoming important events
- Personal emotional feelings
- High–school transition (Y5 & Y6)

PBL 2019

Using the behaviour matrix developed in 2018, create a scope and sequence of explicit behaviour lessons.



Strategic Direction 2

Great teaching, inspired learning

Purpose

Teachers will demonstrate personal responsibility for improving their teaching practice in order to improve student learning and promote a culture of excellence by providing challenging and stimulating learning experiences and opportunities that enable all students to explore and build on their gifts and talent. All teachers are committed to identifying, understanding and implementing the most effective explicit teaching methods, with the highest priority given to evidence based teaching strategies. Individually and collaboratively, teachers evaluate the effectiveness of their teaching practices. Teachers take shared responsibility for student improvement and contribute to a transparent learning culture, including through observation of each other's practice.

Overall summary of progress

During 2018, teaching staff have continued to develop their skills and understanding in regard to evidence based teaching practices.

All staff used their professional development plans throughout 2018 to further their teaching practice in regards to numeracy assessment and physical education.

Mrs Stevenson and Mr Small attended training in the new Literacy and Numeracy Progressions and the use of the web based data tracking program PLAN2.0 to assist out teaching and intervention in literacy and numeracy.

During Term 3, our students visited Moorland Public School to develop their knowledge and understanding of STEAM (Science, Technology, Engineering, Arts and Maths). Students at HVPS committed to robotics and coding throughout 2018, with 3–6 developing their ability code in 'Python' through the web-based program 'CodeCombat'. Students in K–2 continued to build their understanding of brick coding through Lego WeDo2.0 kits.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Effective Classroom Practice 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. Increase in number of students in the top-two bands of NAPLAN in reading, writing and numeracy as measured in Scout. (Data Skills and Use, SEF2.0, Excelling)	\$500 – Casual day to allow teaching staff to attend PLAN2 training	Teaching staff utilising PLAN2 and Learning Progressions in Creating Texts and Additive Strategies with identified students.
Learning and Development 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	5x iPads \$1900 2x Sphero Robots \$265 Games and Gadgets \$500	Integration of STEAM learning and design thinking within Science and Numeracy. Purchase of iPads to enable collaboration and recording during hands on group learning situations.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
connected syllabus areas.		Integration of STEAM learning and design thinking within Science and Numeracy. Purchase of iPads to enable collaboration and recording during hands on group learning situations.
Learning and Development Teachers will have a broad range of consistent assessment strategies for, as and of learning as measured by the consistency between work samples, observations and anecdotal records. All teachers have a deep knowledge of content and explicit teaching in iPLAY as evidenced by peer observations and self-evaluation.	\$0	Mrs Stevenson has continued to complete training modules and develop her skills as an iPlay leader. Students respond well to the movement trackers that were provided to us.

Next Steps

Writing

- Training for teaching staff, full implementation and embedded programming of Seven Steps to Writing Success.
- Demonstration of deep understanding of syllabus and Literacy Progression requirements in writing.
- Professional learning from MPS/JRPS IL to support the use of Progressions data to inform programming, teaching and differentiation in writing.

Data Skills and Use

- Focus on using the progressions (Creating Text & Additive Strategies) to inform teaching and learning for all students.
- 3MAPS collectively produce an assessment and reporting guidelines.
- Professional Learning to support the use of Progressions data to inform programming, teaching and differentiation in writing.
- Jointly develop systems to maximise consistency and accuracy of assessment data

iPLAY

- Continue to implement and develop HVPS iPLAY practices.



Strategic Direction 3

Leadership by design

Purpose

School leaders enable a self-sustaining and self-improving community that will support the highest levels of learning. 3MAPS leaders have a commitment to fostering a school-wide culture of high expectations and a shared sense of responsibility for student engagement, learning, development and success. Students will benefit from the school's planned and proactive engagement with parents and the broader community. Leaders in 3MAPS schools will ensure that operational issues, such as resource allocation and accountability requirements, serve the overarching strategic vision of the school community. (Schools Excellence Framework).

Overall summary of progress

Training in M Goals, Connecting to Country and 8 ways was completed during Terms 1 and 2. After the change in staff, these programs faltered and were replaced with Growth Mindset and Peer Leadership strategies.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Educational Leadership Cultural Diversity Teaching programs support equitable and ongoing participation of aboriginal and Torres Strait islander students by engaging in collaborative relationships with community representatives and parents/carers.	\$2575. 6 casual days and course fees.	8 ways Aboriginal pedagogies evident in History and Geography programming. Aboriginal perspectives taught explicitly during novel study and use of narrative to begin lessons is strong.

Next Steps

School to embark on mindset, effective teaching practice and learning dispositions journey through professional development in HOW2Learn.



Student information

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	13	7	9	9
Girls	10	16	12	14

We started 2018 with 22 students. During Term 2, we grew to 23 and then in Term 3 ballooned to 25 students. We ended the year with 23 students. There is a prospective drop in students for 2019 to 17 students due to a small Kindergarten cohort joining us and a large Year 6 cohort moving to high school.

Student attendance profile

School				
Year	2015	2016	2017	2018
K	97.8	99.2	97.4	97.4
1		94.5	92.2	96.4
2	98.9	97.3	96.2	97
3	85	100	98.7	97.5
4	98.1	92	97.3	95
5	96.9	100	99.2	98.9
6	97.3	98.1	72.4	96.7
All Years	95.5	97	93.5	96.8
State DoE				
Year	2015	2016	2017	2018
K	94.4	94.4	94.4	93.8
1		93.9	93.8	93.4
2	94	94.1	94	93.5
3	94.1	94.2	94.1	93.6
4	94	93.9	93.9	93.4
5	94	93.9	93.8	93.2
6	93.5	93.4	93.3	92.5
All Years	94	94	93.9	93.4

Management of non-attendance

Hannam Vale Public School practices and procedures for management of non-attendance align with the Department's attendance policy.

Hannam Vale Public School staff:

- believe all children should be enrolled at school

and attend school every day for the entire school day

- believe attendance at school is the responsibility of everyone in the community
- recognise that students with poor attendance are at risk of not achieving their educational, social or psychological potential and are disadvantaged in the choices they are able to make later in life
- monitor, communicate and implement strategies to improve regular school attendance.

Hannam Vale Public School students believe:

- the main reason to go to school is to gain knowledge
- going to school is lined to future work, career and income prospects
- the best time of the school day is the social time with friends
- the only excuses for being absent from school is sickness, injury or family emergencies
- students with good attendance should be rewarded with prizes, lollies, special lunches or certificates.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Classroom Teacher(s)	0.54
Learning and Support Teacher(s)	0.1
Teacher Librarian	0.08
School Administration and Support Staff	0.7

*Full Time Equivalent

0% of the workforce at Hannam Vale PS 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	100
Postgraduate degree	0

Professional learning and teacher accreditation

All teachers at Hannam Vale Public School organise their professional learning via an annual Professional Development Plan (PDP). The PDP outlines a teacher self-identified areas for growth and development and is discussed with their supervisor throughout the year.

During 2018, all teachers at HVPS have engaged within rigorous professional learning, working together to develop their teaching practice and evidence-based teaching practices.

All teaching staff are accredited as "proficient" with NESA.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2018 to 31 December 2018.

	2018 Actual (\$)
Opening Balance	49,719
Revenue	357,560
Appropriation	340,720
Sale of Goods and Services	82
Grants and Contributions	16,013
Gain and Loss	0
Other Revenue	0
Investment Income	745
Expenses	-402,816
Recurrent Expenses	-402,816
Employee Related	-338,894
Operating Expenses	-63,922
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	-45,256
Balance Carried Forward	4,463

Due to the change in systems during 2017, HVPS began the year with a rollover of \$49,000. It was decided to spend this extra school and community money, with supplementation from our 2018 funding allocation and our equity funding on staffing to ensure two full-time classes, splitting K-2 and 3-6.

The school employed a School Administration Officer one day per week to ensure the timely release of communication documents such as notes, letters and the newsletter.

The school expects to rollover ~\$10,000 into 2019 which will be held in case of emergent needs.

Financial summary equity funding

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

	2018 Actual (\$)
Base Total	319,680
Base Per Capita	4,061
Base Location	3,856
Other Base	311,764
Equity Total	13,198
Equity Aboriginal	0
Equity Socio economic	1,781
Equity Language	0
Equity Disability	11,417
Targeted Total	0
Other Total	3,859
Grand Total	336,737

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.

Due to our small number of students, it is impossible to de-identify our NAPLAN results and therefore they will not be displayed within this document.

From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN

on paper and others online.

Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should take into consideration the different test formats and are discouraged during these transition years.

2018 NAPLAN data shows a strength in student reading and spelling, and a need for a focus on writing in 2019 and beyond.

2018 NAPLAN data shows a strength in student numeracy.

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.

Hannam Vale Public School had an Aboriginal enrollment of 0 students and cannot report against state requirements in this field.



Parent/caregiver, student, teacher satisfaction

Informal feedback and qualitative data suggests that parents are mostly satisfied with the operation of the school. Parents would like to see the school playground reopened as soon as possible.

The overall feel of the school is highly positive, with engaged and supported students who feel included and safe.

The P&C saw a lot of members take up full-time work opportunities during the second half of the year, making it difficult for them to meet. They organised a multitude of events, including father's day BBQ, meet the principal morning tea and a farewell luncheon for retired principal Pam Everingham.

The community are sad to see Pam leave, though appreciate that she will stay on as the Garden Coordinator.

Teachers, students and parents are thrilled to invite the new substantive principal beginning in 2019, Kate Brace.



Policy requirements

Aboriginal education

Through History and Geography, Indigenous stories and local community, our school has enabled our students to develop their understanding of Aboriginal perspectives, culture, histories and custom.

We aim to ensure that all students are aware and respectful of the custom of our traditional custodians, acknowledging them as the traditional owners of this land at the beginning of all meetings and assemblies.



Multicultural and anti-racism education

Through History and Geography units, as well as picture-books and research tasks, students are taught about multi-cultural Australia, specifically our neighbors in Asia. Students are taught to respect other cultures and races. As a predominately Caucasian, middle-class school, education our students to be kind, considerate, open-minded and culturally aware is a focus.