

Hannam Vale Public School

2019 Annual Report



3MAPS



Four Schools, One Destination,
Quality Education

2131

Introduction

The Annual Report for 2019 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.

School contact details

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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 Moorland Public School. 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 were merged over the school planning period

3MAPS



**Four Schools, One Destination,
Quality Education**

Self-assessment and school achievement

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 is a statement of what is valued as excellence for NSW public schools, both now and into the future. 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.

Each year, we assess our practice against the Framework to inform our school plan and annual report.

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/school-excellence>

Self-assessment using the School Excellence Framework

Elements	2019 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Delivering
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1

Reflective Teachers and Learners

Purpose

To promote learning excellence by supporting all teachers to implement the most effective explicit teaching methods with the highest priority given to evidence based teaching strategies. All teachers will be committed to a collaborative learning culture that promotes school-wide improvement in teaching practice and student outcomes.

Improvement Measures

Schools self-evaluation against the SEF indicates a positive shift in the *Teaching Domain* elements of *Effective Classroom Practice* and *Data Skills and Use*.

All students achieve their aspirational learning goals that are determined using the *Learning Progressions* in *Additive Strategies*, *Quantifying Numbers* and *Creating Texts*.

Progress towards achieving improvement measures

Process 1: Effective classroom practice and consistent collaboration

Use of consistent teacher judgment (CTJ) with collaboration across the 3MAPS schools to be less isolated and to validate teacher knowledge and lift expectations.

Evaluation	Funds Expended (Resources)
3MAPS Data Analysis Question: What further professional learning would be beneficial in supporting student outcomes in Literacy and Numeracy? Data: PLAN2 data and reports, teacher survey results, PAT assessment reports Analysis: Writing still a priority focus area (ongoing), numeracy and reading priority areas for 2020 Implications: MPS and HCPS engaged in Close Reading PL and these teachers will lead PL in this area across 3MAPS. HCPS engaged in Mathematics K6 PL and will lead PL in this area across 3MAPS.	Writing rubrics CTJ Assessment for Common Misunderstandings Collaborative planning workshops with Instructional Leader (IL) (\$2 500) Leadership Development Initiative (LDI) How2Learn PL Data IL
3MAPS Staff Collaborative Learning – Writing Question: How can staff show that the English unit they have developed is responsive to the needs of their particular students, with evidence of impact? Data: Rubrics, English unit, writing lesson observation Analysis: The teacher survey results are showing evidence of increased collaborative practices across the 3MAPS teacher network. Seven Steps to Writing Success approach is being used effectively in classrooms. Developing units that are responsive to student needs, link deeply with the NSW English syllabus and our 3MAPS scope and sequences will be beneficial moving forward. Implications: Shift in focus to quality unit development on collaborative learning days for teachers., led by IL from MPS and JRPS.	

Process 2: Future Focussed Learning

Progress towards achieving improvement measures

Process 2:

Develop the capacity of teachers to implement future focussed teaching and learning strategies to enable the development of students skills and capabilities.

Evaluation	Funds Expended (Resources)
<p>Questions: In what ways can staff provide evidence to demonstrate their commitment to improving their practice in promoting learning culture, embedding formative assessment and future focused teaching and learning strategies?</p> <p>Data: Module deliverables, survey</p> <p>Analysis: Feedback through teacher and student surveys has been very positive. This PL has recently been established and will continue to be evaluated.</p> <p>Implications: Embedding Formative Assessment (2020) – 2 sessions per term, staff meetings and SDD variations with in between tasks and observations completed. HOW2Learn – on hold for 2020. STEMShare resources – ongoing commitment to utilising this resource.</p>	<p>Staff development days</p> <p>HOW2Learn trainer (Kate)</p> <p>Modules</p> <p>HOW2Learn – Student Learning Culture Survey</p> <p><i>Embedding Formative Assessment</i> two year professional development pack</p> <p>Lead trainer in <i>Embedding Formative Assessment</i> (Robyn)</p> <p>NSW STEMShare Resource</p> <p>STEMShare Learning Library</p>

Strategic Direction 2

Connect, Succeed, Thrive and Learn

Purpose

Our school recognises the close links between wellbeing and learning. Our purpose is to foster a learning environment in partnership with all members of the school community enabling our students to become resilient, confident, innovative and resourceful learners and reach their full potential.

Improvement Measures

There is a consistent school wide approach to support the social, emotional, physical and cognitive needs of all students.

Collapsed Focus for 2019–2020

Collapsed Focus for 2019–2020

Progress towards achieving improvement measures

Process 1: Student Wellbeing

Support whole school student wellbeing through the implementation of PBL and a whole school focus on resilience and growth mindset.

Evaluation	Funds Expended (Resources)
<p>Question: How has the professional learning in HOW2Learn and PBL influenced the range of strategies and initiatives being implemented across the 3MAPS alliance to foster the personal and social capabilities and mindsets of students?</p> <p>Data: 3MAPS collaborative day surveys, HOW2Learn deliverables, PBL sets</p> <p>Analysis: PBL at MPS and HCPS – embedded and ongoing. JRPS and HVPS – implementing and establishing</p> <p>Implications: HOW2Learn on hold for 2020.</p>	<p><i>HOW2Learn</i> professional learning</p> <p><i>Positive Behaviour for Learning</i> (PBL) professional learning</p> <p>Personal and social capabilities framework</p>

Process 2: Collapsed Focus for 2019–2020

Evaluation	Funds Expended (Resources)
Collapsed Focus for 2019–2020	

Process 3: Collapsed Focus for 2019–2020

Evaluation	Funds Expended (Resources)
Collapsed Focus for 2019–2020	

Strategic Direction 3

Leadership by Design

Purpose

School leaders enable sustained and measurable whole school improvement across the 3MAPS network through a commitment to self-assessment and by fostering a culture of high expectations with a shared sense of responsibility for student engagement, learning, development and success. Students will benefit from the schools' planned and proactive engagement with parents and the broader community.

Improvement Measures

Aspiring and substantive leaders have a mentor/coach and set clear directions for their professional learning over their career that is appropriate to their individual needs, while meeting department accountabilities as evidenced in their Professional Development Plan (PDP).

Professional learning is delivered by 3MAPS staff beyond the teaching principals.

Effective evaluative practices result in at least three quality evidence sets being developed each year with validated judgements against the SEF.

Progress towards achieving improvement measures

Process 1: Quality evidence based pedagogical practices are shared and developed within and across schools.

Aspiring leaders will be able to transition from being an exemplary teacher into a leader with the ability to lead and manage complex educational settings, while improving student learning outcomes.

Systems are developed that support a high level of collaboration and advocate collective efficacy across the 3MAPS learning community.

3MAPS executive and staff meetings will include an agenda item that provides an opportunity for schools to discuss their judgements about their practice – and the evidence that underpins them – with peers.

Evaluation	Funds Expended (Resources)
Question: Does the alliance have a systematic and strategic system in place that produces high quality evidence of improvement?	Realignment of key documents across the alliance from 2 to 3.
Data: SEFSaS, updated meeting schedule with agenda that includes annual self assessment, 3 key documents.	Updated meeting schedule with reviews and data collection included.
Analysis/Impact: The first draft is completed	Alliance annual self assessment meeting involving all staff.
Implications: Updated meeting schedule with agenda that includes annual self assessment 2020. Refining and updating the draft documents where necessary.	

Key Initiatives	Resources (annual)	Impact achieved this year
Low level adjustment for disability	Staffing allocation (0.1)	Student assessment data indicates initial growth in the areas of phonological knowledge and writing confidence. It is recommended this intervention and support continue and be expanded in 2020.
Socio-economic background	<p>Stephanie Alexander program Membership (ongoing)</p> <p>1 x SLSO 2 hours per fortnight \$1 171 (socio-economic background funding) \$780 (school funded balance)</p>	<p>Q: Are there clear changes in student and community attitudes, knowledge, skills and confidence in relation to cooking and gardening?</p> <p>D: Survey – staff student and community, Facebook post responses</p> <p>A: Students, Staff and families have identified increased knowledge of healthy eating and nutrition and gains in practical life skills such as caring for plants, harvesting, hygiene and preparing meals. They also cite observable increases in school engagement and skills for working as part of an effective team.</p> <p>I: This program is highly valued by the school and wider community.</p>
3MAPS	<p>Schools to negotiate and contribute staffing requirements for each event</p> <p>Approximately \$5 per child attending</p>	<p>Student feedback based on the personal and social capabilities framework, collected via a standard Google form template.</p> <p>Staff reflection task completed with a focus on the 3MAPS teacher network and the students' peer relationships.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	7	9	9	5
Girls	16	12	14	11

Student attendance profile

School				
Year	2016	2017	2018	2019
K	99.2	97.4	97.4	88.2
1	94.5	92.2	96.4	86.7
2	97.3	96.2	97	98.3
3	100	98.7	97.5	94.1
4	92	97.3	95	93.8
5	100	99.2	98.9	91.3
6	98.1	72.4	96.7	99.7
All Years	97	93.5	96.8	93.7
State DoE				
Year	2016	2017	2018	2019
K	94.4	94.4	93.8	93.1
1	93.9	93.8	93.4	92.7
2	94.1	94	93.5	93
3	94.2	94.1	93.6	93
4	93.9	93.9	93.4	92.9
5	93.9	93.8	93.2	92.8
6	93.4	93.3	92.5	92.1
All Years	94	93.9	93.4	92.8

Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Classroom Teacher(s)	0.16
Learning and Support Teacher(s)	0.1
Teacher Librarian	0.08
School Administration and Support Staff	0.7

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2019, 3.9% of the Department's workforce identify as Aboriginal people.

Workforce ATSI

Staff type	Benchmark ¹	2019 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	7.20%
Teachers	3.30%	2.90%

Note 1 – The NSW Public Sector Aboriginal Employment Strategy 2014–17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

Note 2 – Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice.

Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2019 to 31 December 2019. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2019 Actual (\$)
Opening Balance	4,463
Revenue	364,938
Appropriation	350,848
Sale of Goods and Services	128
Grants and contributions	13,788
Investment income	174
Expenses	-330,587
Employee related	-291,828
Operating expenses	-38,759
Surplus / deficit for the year	34,351

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.

Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2019 Approved SBA (\$)
Targeted Total	0
Equity Total	14,204
Equity - Aboriginal	0
Equity - Socio-economic	1,171
Equity - Language	0
Equity - Disability	13,033
Base Total	303,232
Base - Per Capita	5,397
Base - Location	4,329
Base - Other	293,507
Other Total	7,870
Grand Total	325,306

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.

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.

From 2018 to 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in 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 be treated with care.

NAPLAN Online

The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data. As schools transition to NAPLAN online, the band distribution of results is not directly comparable to band averages from previous years. While the 10 band distribution available to schools who completed NAPLAN online is a more accurate reflection of student performance, caution should be taken when considering results relative to what was formerly a six band distribution. As the full transition of NAPLAN online continues, the most appropriate way to communicate results for NAPLAN online is by scaled scores and scaled growth. This is the reporting format agreed by state and territory education ministers, and is reflected on the myschool website.

Parent/caregiver, student, teacher satisfaction

Our annual 'Family Satisfaction Survey' and informal discussions with parents during Family Conferences suggest that families feel a positive connection with the school and report high levels of satisfaction with the schools programs and operations. They value learning opportunities offered at the school including Robotics, The Stephanie Alexander Kitchen Garden Program and project based learning such as Koala Smart. Families cite the schools focus on each student's individual needs and interests as a significant asset. Families, staff, students and the wider community identify the school to be inclusive, safe, proud and creative.

Families have suggested an exploration of sustainability as a school focus and a desire to promote the school across the wider community to attract additional students and retain quality staff, resources and the schools positive reputation.

The school enjoys a positive relationship with a cohesive, highly engaged and productive P&C comprised of current families and community members. The P&C have supported the school via financial resources and through volunteering at 3MAPS and school events.

Policy requirements

Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

Anti-Racism Policy

All teachers are responsible for supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. Principals are responsible for examining school practices and procedures to ensure they are consistent with the policy. All schools have an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.