

# Hanwood Public School

## 2019 Annual Report



2132

## Introduction

The Annual Report for 2019 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.

### School contact details

Hanwood Public School

School St

Hanwood, 2680

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## School background

### School vision statement

Our purpose is to be a 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 255 students enrolled for 2019. Enrolments at the school have been steadily increasing and maintaining enrolments 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 School 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 Challenge, Kinder to Year 6 Music Program, 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

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	Sustaining and Growing
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Excelling
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Delivering
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

### 21st Century Learning – Innovative Teaching and Learning Environments

#### Purpose

To provide innovative teaching and 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.

#### Improvement Measures

Teachers demonstrate understanding that they are facilitators and mentors in a flexible learning environment. All teachers will be at excelling by 2020 against the school developed Teacher Success Criteria based on the School Excellence Framework. (2017 baseline data – 12% towards delivering, 80% delivering, 8% Sustaining & Growing)

Increase the proportion of students demonstrating active engagement with their learning. (2017 Year 3/4 students baseline data Towards Delivering 37.8%, Delivering – 48.7%)

All classes have converted to flexible learning spaces by 2020 with full implementation and use of resources to provide quality experiences. (2017 Baseline data – 28% of spaces converted)

#### Progress towards achieving improvement measures

**Process 1:** The needs of students are addressed by ensuring wellbeing and engagement are monitored within a dynamic and effective learning environment.

Evaluation	Funds Expended (Resources)
At this point in time, as a school, we are working towards all students being supported through evidence-based approaches, programs and assessment. Further growth will be needed in students taking responsibility for their goal setting, and monitoring effective use of flexible learning spaces.	Fair Education Grant \$5000

**Process 2:** Staff implement a professional learning program with a particular emphasis on Science Technology Engineering and Mathematics (STEM) and English.

Evaluation	Funds Expended (Resources)
Staff professional learning and implementation of metacognitive strategies has grown exponentially in English. Staff have also commenced training for STEM pedagogies. From this, STEM implementation has commenced in classes. This will be an area of continued growth in 2020.	Literacy and Numeracy \$6796. Professional Learning Funds \$14 000

**Process 3:** Leaders implement a whole school approach to the provision of flexible and quality learning environments and support planning with an emphasis on Science and Technology, English and Maths.

Evaluation	Funds Expended (Resources)
Leaders currently support staff to trial innovative approaches through professional learning, lesson observation, modelling, mentoring and professional dialogue. This has equipped staff with the skills to trial, implement and evaluate evidence-based approaches in their own classrooms.	Literacy and Numeracy \$6796

## Strategic Direction 2

### Developing Creative and Confident Students – Inquiry Based Teaching

#### Purpose

To provide quality inquiry based, higher order teaching programs that increase the level of student achievement in all Key Learning Areas. The purpose is to ensure teachers have the skills and knowledge to create a stimulating and engaging learning environment underpinned by research based teaching pedagogy and high expectations for every student to succeed.

#### Improvement Measures

Premier's Priorities – Increase top 2 bands by 8% in reading and numeracy. Increase academic achievement of all Aboriginal students by 30%.

##### 2017 NAPLAN Reading

Year 3 – 38.5%, Year 5 – 13.5%

##### 2017 NAPLAN Numeracy

Year 3 – 28.9%, Year 5 – 19.4%

Internal and external learning evidence demonstrates academic growth over time due to the implementation of future focused learning and teaching strategies.

#### Progress towards achieving improvement measures

**Process 1:** Devise and implement strategies that further enhance student knowledge of the language of mathematics through explicit teaching of mathematical problems and English skills through explicit teaching of specific concepts.

Evaluation	Funds Expended (Resources)
Through inquiry-based approaches, high expectations are evident for all students in classrooms (through lesson intentions and specific criteria). These expectations are also evident in differentiated programming and targeted learning support.	Literacy & Numeracy \$6796

**Process 2:** Implement a teacher professional learning program with a focus on mentoring and coaching and encompasses all staff that will enable them to grow and develop as educators that also supports the achievements of the school goals.

Evaluation	Funds Expended (Resources)
The professional learning model has been highly successful, in that experts have been brought into the school to provide this learning. This has meant that the learning is tailored to school and staff need. This has allowed for growth in teacher capacity for all, regardless of experience and expertise.	Professional Learning \$20 007

**Process 3:** Leaders draw on evidence based research to develop and implement high quality professional learning in literacy, numeracy and STEM practices.

Evaluation	Funds Expended (Resources)
Instructional leadership has occurred through a targeted beginning teacher program, providing data back to the team for analysis in writing, regular whole-staff evaluation of milestones and targeted, tailored professional learning. School leaders have modelled lessons when requested throughout the year, aiming for excellence in all areas.	Professional Learning \$20 007. Literacy and Numeracy \$6796



### Strategic Direction 3

#### Effective Communication and Connections

##### Purpose

To increase communication and community connections at Hanwood Public School in a meaningful way. The purpose is to increase the links and communication between home, school and the community by further utilising the expertise available in all sectors to support the increase of student learning outcomes.

##### Improvement Measures

Parents provide feedback of programs to voice opinion for implementation and change to affirm the quality and value of the programs.

Building of sustainable and mutually beneficial community relationships Communication measures are in place to celebrate success in the wider community.

Increase in community involvement as guest speakers, attendance at exhibitions and other events to support student learning.

##### Progress towards achieving improvement measures

**Process 1:** Implement an enhanced student participation program that supports the development of citizenship and the value of community.

Evaluation	Funds Expended (Resources)
In this area, some classes have had experts share knowledge and have showcased their PBL knowledge to the community through a showcase. Due to this, there is growth to be made in the future, in that all classes need to be engaging and learning from experts and holding PBL showcases.	Department of Health grant \$5000

**Process 2:** Teachers develop teaching programs that promote the use of expert knowledge within the community in student learning with a focus on STEM and Aboriginal and Pacifica cultures.

Evaluation	Funds Expended (Resources)
Staff have actively engaged experts to assist with professional learning in STEM. They have also considered experts that can be utilised. A where to next will be ensuring that these experts are engaged in PBL units. This will allow for learning to be more connected.	

**Process 3:** Leaders provide opportunities to increase the visibility of the school, shares the school's vision and evaluates community feedback that increases communication through collaboration.

Evaluation	Funds Expended (Resources)
The leadership team has worked extensively this year to both develop and communicate the school vision both within and beyond the school. This has occurred by the vision being clearly displayed across the school, developed with staff, in the newsletter and at conferences to other schools throughout the year.	

**Process 4:** Implement a program that allows community members to support the school in its vision for transformational change by participating as experts.

Evaluation	Funds Expended

## Progress towards achieving improvement measures

Evaluation	(Resources)
<p>Participation of community members as experts hasn't been as high as anticipated in 2019. Due to this, ways to engage community members in PBL units will be explored in 2020 (both as experts and for exhibitions). Parents display a knowledge of both project based learning and flexible learning spaces.</p>	



Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	<b>Funding Sources:</b> • Aboriginal background loading (\$12 656.00)	This was a very popular and worthwhile activity that will be continued in 2020.
<b>Low level adjustment for disability</b>	Equity Funds \$32191.00  FTE 0.8 = \$85373.00	It was discovered reports were not being written or sent to parents to inform them of student achievement. This will be rectified in 2020. The Learning and Support program at Hanwood is an intensive and valuable program. Gifted and Talented students also need to be considered in 2020.
<b>Quality Teaching, Successful Students (QTSS)</b>	<b>Funding Sources:</b> • Quality Teaching, Successful Students (QTSS) (\$46 315.00)	Releasing an executive from class to drive quality teaching practices has been a great success this year. The mentoring and coaching of new staff as well as point of need professional learning and support for all teachers. Staff have indicated that having a mentor (in addition to a supervisor) provided extra support.
<b>Socio-economic background</b>	Family and community donations  Donations from Meals on Wheels.  Consolidated funds \$1000  <b>Funding Sources:</b> • Socio-economic background (\$55 065.00)	For 2020, the executive identified extra needs for the Learning and Support Teachers. The existing program did not cover all students with additional needs. Above establishment learning and support will be considered to better support all students to achieve greater learning outcomes.
<b>Support for beginning teachers</b>	Beginning Teacher Funds \$28,260  <b>Funding Sources:</b> • (\$0.00)	This program was incredibly valuable. It was designed to be flexible enough to cater to individual teacher needs, as well as school targeted requirements. The teachers' feedback was that they not only enjoyed it, they felt supported by their mentor as well as their supervisor. We will continue this induction with all beginning teachers in the future.

## Student information

### Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	134	132	127	121
Girls	133	134	134	123

### Student attendance profile

School				
Year	2016	2017	2018	2019
K	96.3	95.6	92	92.8
1	94.8	95.3	93.5	90.5
2	94.4	95.7	93.2	90.7
3	94.2	94.1	94	92.3
4	94.7	95.1	91.6	93.6
5	93.7	93.9	94.3	90.6
6	94.8	93.3	89.8	94.8
All Years	94.7	94.7	92.7	92.3
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
Assistant Principal(s)	3
Classroom Teacher(s)	8.25
Teacher of Reading Recovery	0.32
Learning and Support Teacher(s)	0.8
Teacher Librarian	0.6
School Administration and Support Staff	2.51
Other Positions	0.6

\*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 <sup>1</sup>	2019 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
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 <b>Actual</b> (\$)
<b>Opening Balance</b>	201,841
<b>Revenue</b>	2,801,163
Appropriation	2,636,048
Sale of Goods and Services	800
Grants and contributions	161,177
Investment income	2,639
Other revenue	500
<b>Expenses</b>	-2,794,540
Employee related	-2,421,174
Operating expenses	-373,366
<b>Surplus / deficit for the year</b>	6,623

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 <b>Approved SBA</b> (\$)
<b>Targeted Total</b>	108,186
<b>Equity Total</b>	196,667
Equity - Aboriginal	12,656
Equity - Socio-economic	55,065
Equity - Language	11,383
Equity - Disability	117,563
<b>Base Total</b>	1,907,039
Base - Per Capita	61,241
Base - Location	36,296
Base - Other	1,809,502
<b>Other Total</b>	205,372
<b>Grand Total</b>	2,417,263

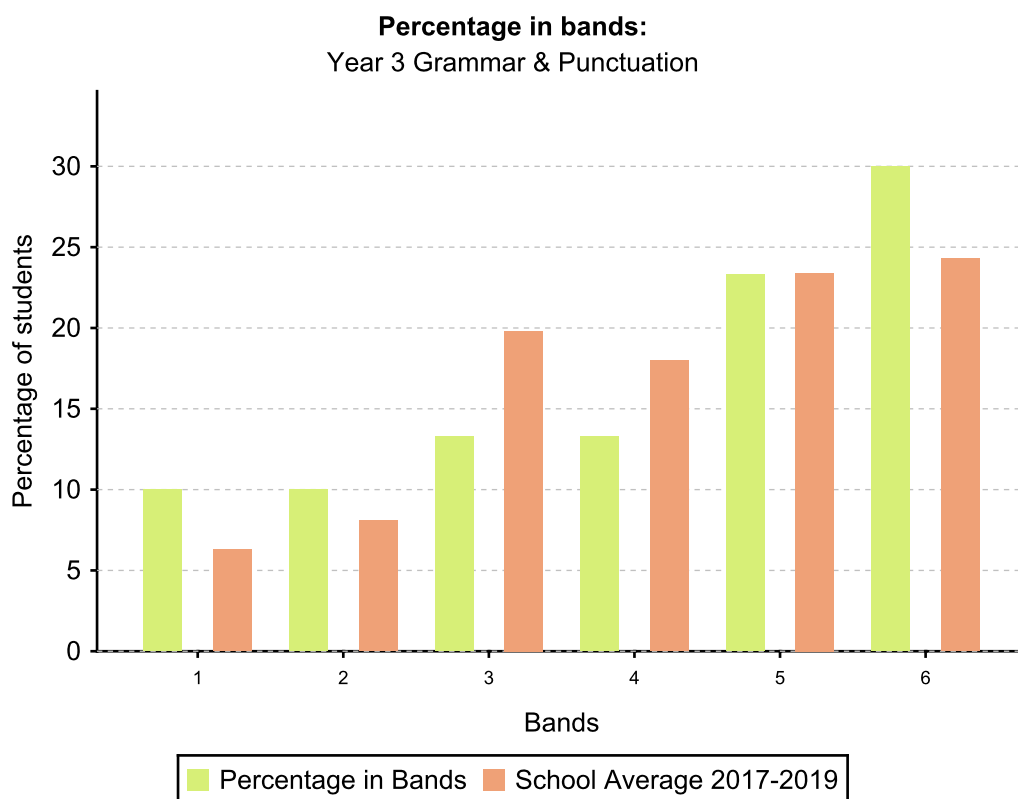
Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

## 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.

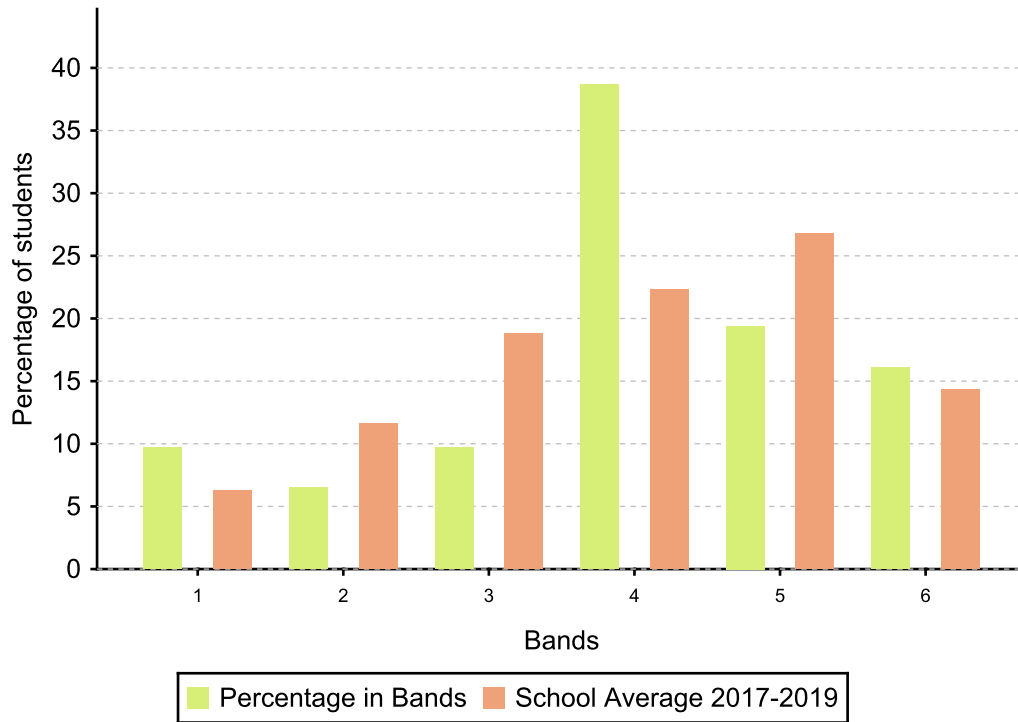
From 2018 to 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in NAPLAN on paper and others online. Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison 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.

### Literacy and Numeracy Graphs



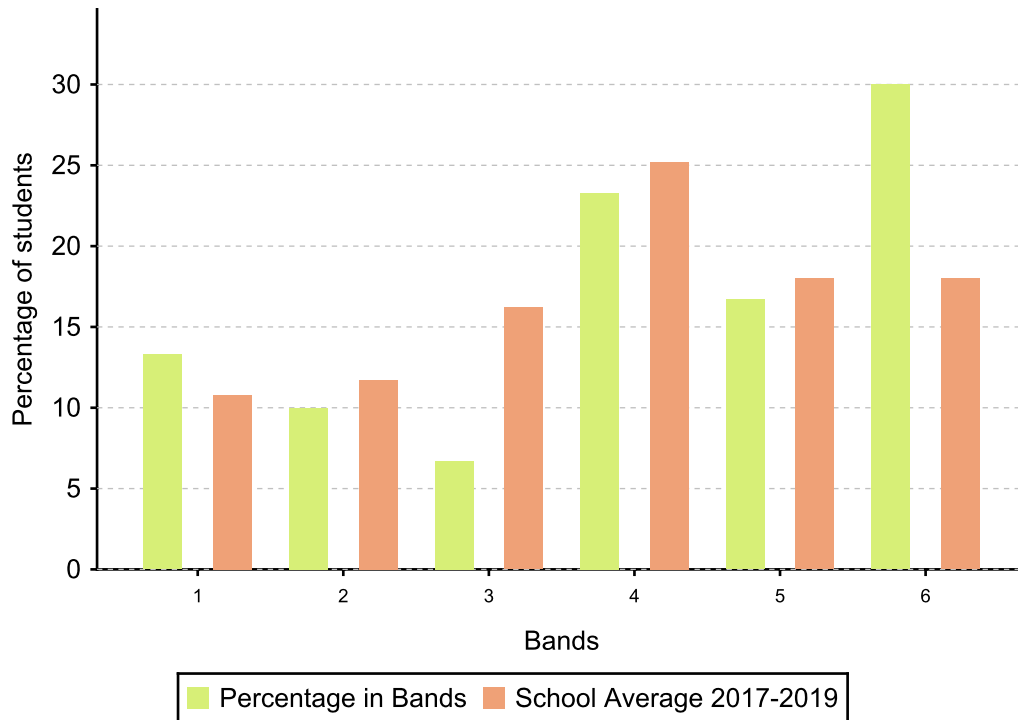
Band	1	2	3	4	5	6
Percentage of students	10.0	10.0	13.3	13.3	23.3	30.0
School avg -2019	6.3	8.1	19.8	18	23.4	24.3

**Percentage in bands:**  
Year 3 Reading



Band	1	2	3	4	5	6
Percentage of students	9.7	6.5	9.7	38.7	19.4	16.1
School avg -2019	6.3	11.6	18.8	22.3	26.8	14.3

**Percentage in bands:**  
Year 3 Spelling

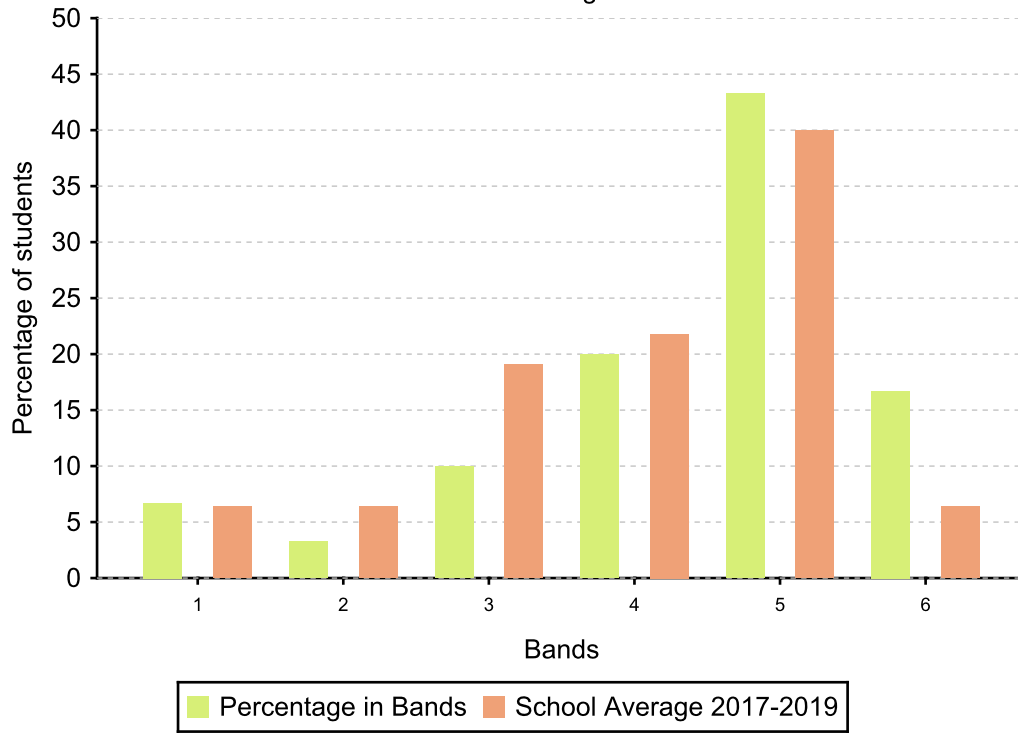


Band	1	2	3	4	5	6
Percentage of students	13.3	10.0	6.7	23.3	16.7	30.0
School avg -2019	10.8	11.7	16.2	25.2	18	18



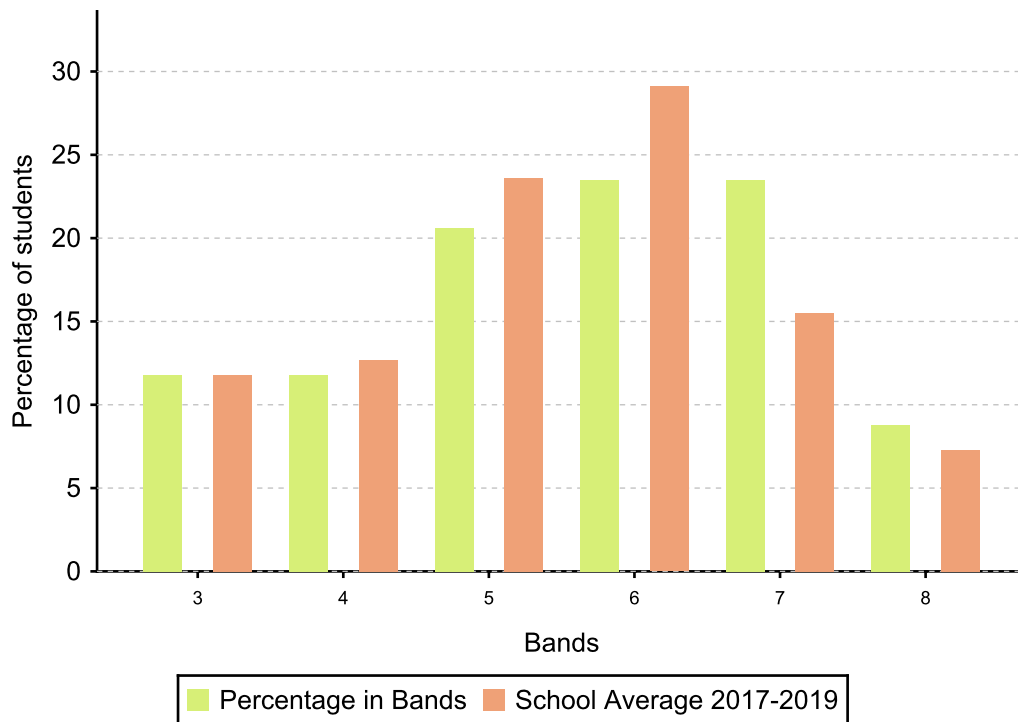
### Percentage in bands:

#### Year 3 Writing



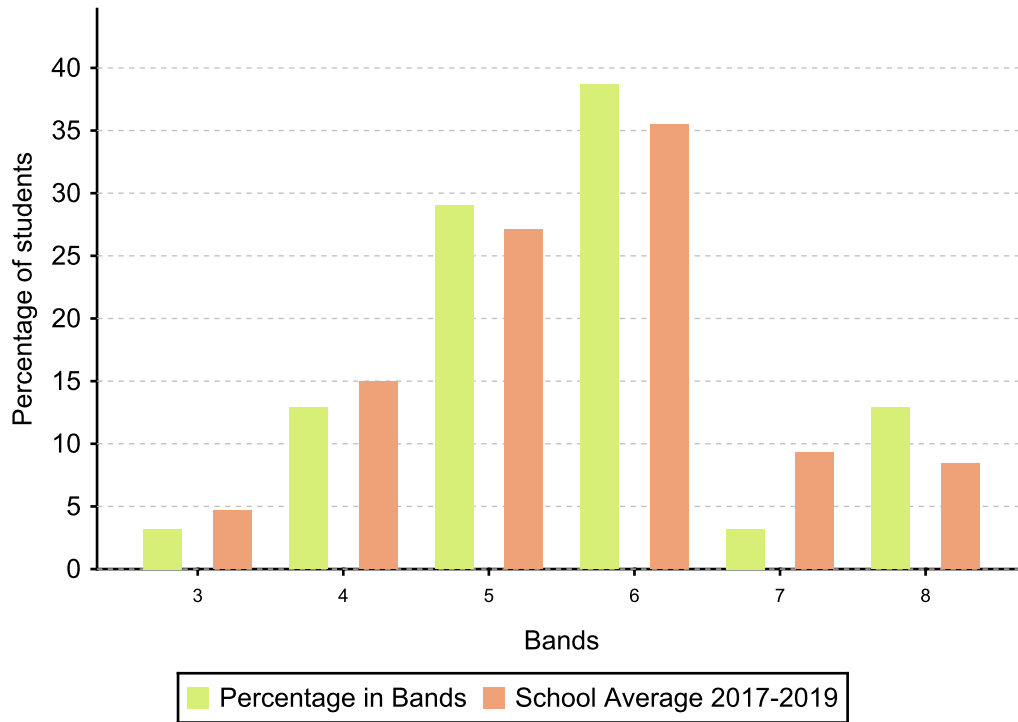
Band	1	2	3	4	5	6
Percentage of students	6.7	3.3	10.0	20.0	43.3	16.7
School avg -2019	6.4	6.4	19.1	21.8	40	6.4

### Percentage in bands: Year 5 Grammar & Punctuation



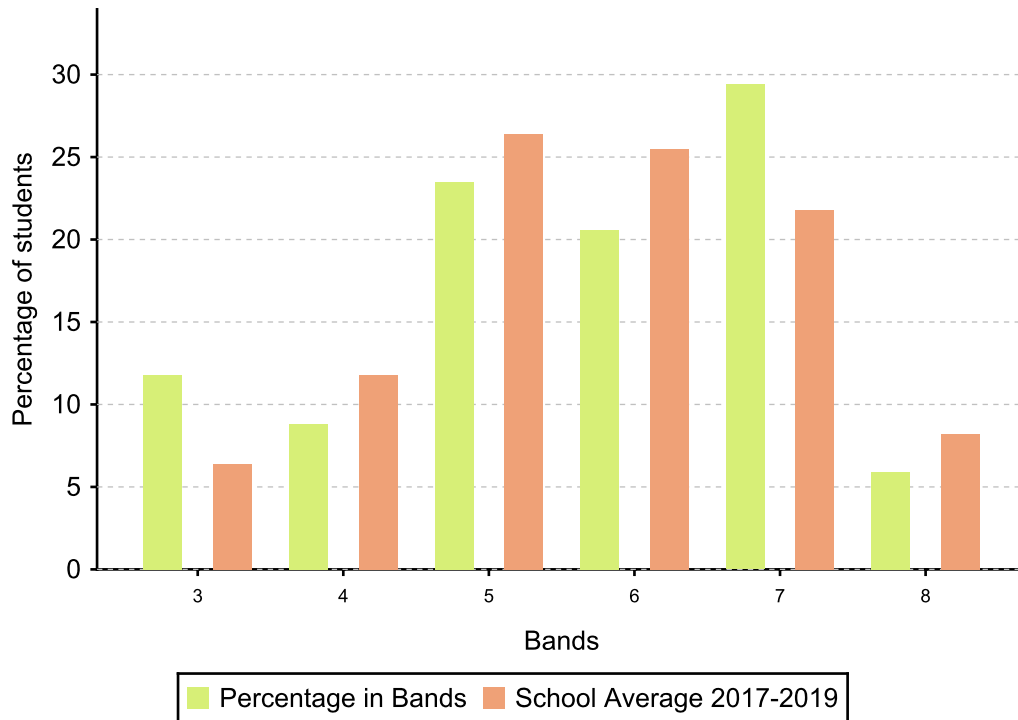
Band	3	4	5	6	7	8
Percentage of students	11.8	11.8	20.6	23.5	23.5	8.8
School avg -2019	11.8	12.7	23.6	29.1	15.5	7.3

**Percentage in bands:**  
Year 5 Reading



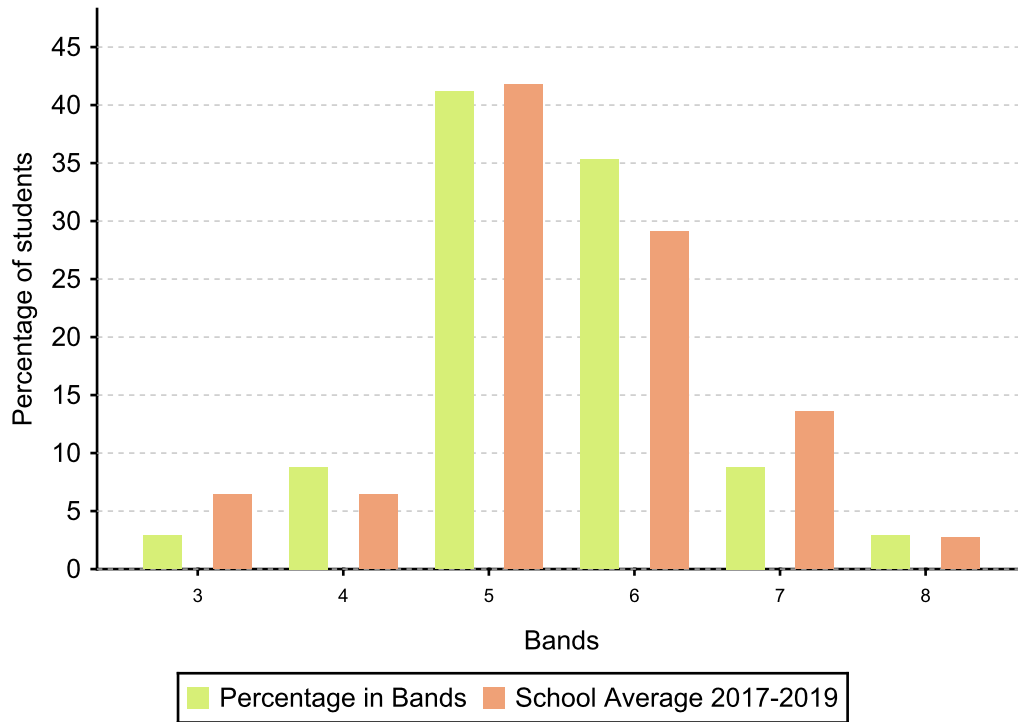
Band	3	4	5	6	7	8
Percentage of students	3.2	12.9	29.0	38.7	3.2	12.9
School avg -2019	4.7	15	27.1	35.5	9.3	8.4

**Percentage in bands:**  
Year 5 Spelling



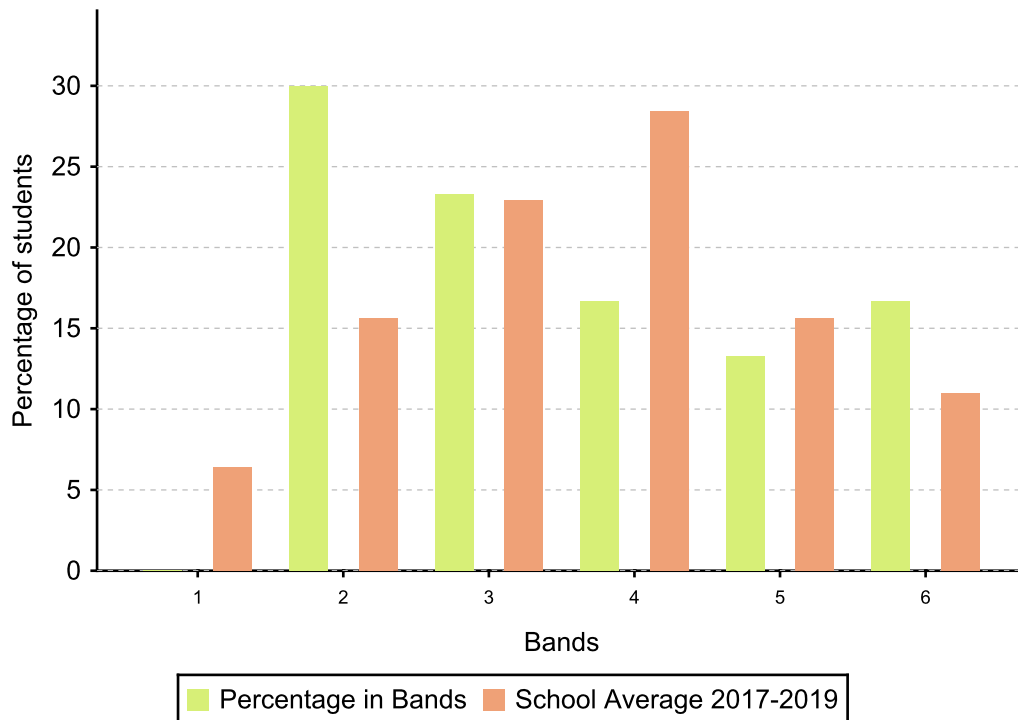
Band	3	4	5	6	7	8
Percentage of students	11.8	8.8	23.5	20.6	29.4	5.9
School avg -2019	6.4	11.8	26.4	25.5	21.8	8.2

**Percentage in bands:**  
Year 5 Writing



Band	3	4	5	6	7	8
Percentage of students	2.9	8.8	41.2	35.3	8.8	2.9
School avg -2019	6.4	6.4	41.8	29.1	13.6	2.7

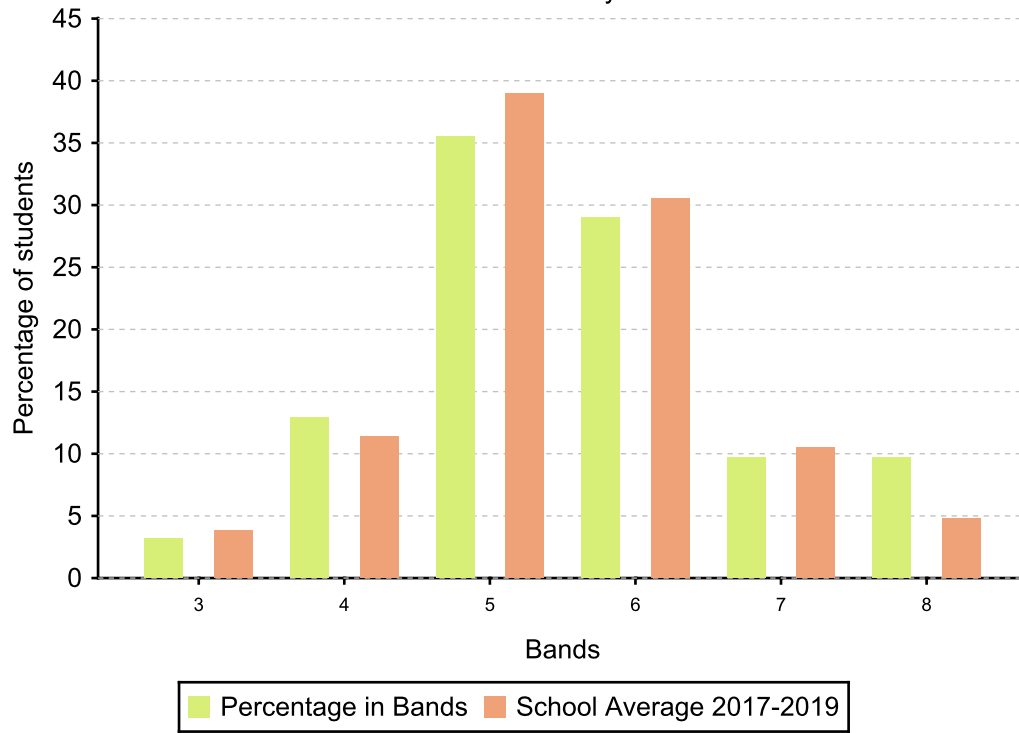
**Percentage in bands:**  
Year 3 Numeracy



Band	1	2	3	4	5	6
Percentage of students	0.0	30.0	23.3	16.7	13.3	16.7
School avg -2019	6.4	15.6	22.9	28.4	15.6	11

### Percentage in bands:

#### Year 5 Numeracy



Band	3	4	5	6	7	8
Percentage of students	3.2	12.9	35.5	29.0	9.7	9.7
School avg -2019	3.8	11.4	39	30.5	10.5	4.8

## Parent/caregiver, student, teacher satisfaction

At Hanwood Public School we use a variety of methods to collect data and feedback from our teachers, students and school community. In 2019 this included Year 4–6 students participating in the online Tell Them From Me Surveys, Parent "surveys at the gate", and interviewing staff.

Parents and community were asked to comment on their level of understanding of Project Based Learning, flexible learning spaces and teacher professional learning.

Teachers were also asked to comment on their level of use and understanding of Project Based Learning, flexible learning spaces and their thoughts on the professional learning model used at Hanwood and its value to them as professionals.

Below is the data collected from:

- students in the Tell Them From Me surveys
- Staff Success Criteria and individual responses
- Parents and community Success Criteria and individual responses

Tell Them From Me Survey 2019	
Social-Emotional Outcomes	
Student participation in sports	89%
Student participation in extracurricular activities	40%
Students with a positive sense of belonging	77%
Students with positive relationships	82%
Students that value schooling outcomes	95%
Students with positive homework behaviours	66%
Students with positive behaviour at school	81%
Students who are interested and motivated	74%
Students try hard to succeed in their learning	91%

Tell Them From Me Survey 2019	
Drivers of student outcomes	
Effective learning time	8.7
Relevance	8.2
Rigour	8.6
Students who are victims of bullying	30%
Advocacy at school	8.2
Positive teacher-student relations	8.7
Positive learning climate	6.9
Expectations for success	9.1

Tell Them From Me Survey 2019	
Demographic Factors	
Time student has lived in Australia	97%
Aboriginal and Torres Strait Islander Status	12%

Tell Them From Me Survey 2019	
NSW DoE Custom Measures	
Aboriginal students: I feel good about my culture	75%
Aboriginal students: Teachers understand culture	60%
University: I expect to go to university	63%
Student perseverance levels	90%

PARENTS									
PROJECT BASED LEARNING									
	LEVELS	0	%	1	%	2	%	3	%
2016	Pre PBL	0	0%	0	0%	0	0%	0	0%
2017	July	2	11%	10	56%	6	33%	0	0%
2018	June	0	0%	18	51%	17	49%	0	0%
2019	August	0	0%	6	35.3%	11	64.7%	0	0%
FLEXIBLE LEARNING SPACES									
	LEVELS	0	%	1	%	2	%	3	%
2016	Pre FLS	0	0%	0	0%	0	0%	0	0%
2017	July	12	67%	6	33%	0	0%	0	0%
2018	June	2	5%	14	38%	21	57%	0	0%
2019	August	0	0%	4	21.1%	15	78.9%	0	0%

PARENTS									
PROFESSIONAL LEARNING- Are you aware that teachers undertake professional learning as part of their teacher accreditation?									
	RESPONSE	NO				YES			
2019	August	0	0%			19	100%		
Parent examples of teacher professional learning									
<ul style="list-style-type: none"> <li>improving existing skills</li> <li>learning new programs</li> <li>leadership</li> <li>student and staff welfare</li> <li>going away for studies</li> <li>having people come in (to HPS) to upskill the teachers</li> <li>Think It, Write It / Kate Bricknell (same response x2)</li> <li>upskilling in literacy and numeracy</li> <li>behaviour</li> <li>First Aid</li> <li>(PL to) improve their skills and continue their knowledge to implement the best educational practice</li> <li>listed in newsletter (same response x2)</li> <li>meetings (same response x2)</li> <li>courses</li> <li>team coaching</li> <li>workshops</li> <li>some travel away involved to upskill</li> </ul>									
Anything further that parents would like to see at HPS									
<ul style="list-style-type: none"> <li>no (happy) same response x14</li> <li>the amphitheatre finished</li> <li>(focus on) numeracy</li> <li>lunchtime activities for children who don't want to play on the equipment/sport or run around. Eg: tables set up with music table, board games, cards, chess, drawing, lego, craft, create. Maybe have the Hall open at lunch</li> <li>playground (improvements)</li> <li>If teachers are at courses or away, having the same relief teacher (where possible) as to not impact on learning</li> </ul>									
STAFF									
PROJECT BASED LEARNING									
	LEVELS	0	%	1	%	2	%	3	%
2016	Pre PBL	19	76%	6	24%	0	0%	0	0%
2017	July	3	12%	20	80%	2	8%	0	0%
2018	June	1	5.9%	10	58.8%	6	35.3%	0	0%
2019	August	0	0%	5	29.4%	11	64.7%	1	5.9%
FLEXIBLE LEARNING SPACES									
	LEVELS	0	%	1	%	2	%	3	%
2016	Pre FLS	17	68%	8	32%	0	0%	0	0%
2017	July	0	0%	21	84%	4	16%	0	0%
2018	June	0	0%	6	35.3%	11	64.7%	0	0%
2019	August	0	0%	2	11.8%	13	76.4%	2	11.8%



STAFF					
PROFESSIONAL LEARNING- Is the HPS model for PL valuable (3 hour sessions, mentoring, demonstration lessons, coaching etc)					
	RESPONSE	NO		YES	
2019	August	0	0%	17	100%
What teachers see as most valuable					
<ul style="list-style-type: none"> <li>• ALL staff receive quality professional learning (executive, teachers and SLSOs)</li> <li>• Experts in their fields coming to HPS to deliver PL (Dr Kate Bricknell, Lynne Bailey, Eric Jamieson and Shanti Clements) (same response x6)</li> <li>• Experts bring a wealth of knowledge in their area as well as new and innovative initiatives for us to trial</li> <li>• PL is aligned to the School Plan (experts, writing, higher-order thinking, Numeracy Skills Framework, STEM, Science and Technology Syllabus, Literacy and Numeracy Progressions)</li> <li>• The sessions with Kate (Bricknell) I find most valuable.....Kate is able to tailor her sessions to meet individual teacher needs. You walk away with fresh, new ideas and knowledge which enriches classroom environment and student learning</li> <li>• Practical ideas to improve Literacy teaching has been beneficial</li> <li>• Whole-school assessment proving to be useful</li> <li>• Mentoring sessions valuable to see how these different ideas/lessons etc can be run in a class. They build upon our lesson ideas</li> <li>• As a beginning teacher, I find the 3 hour sessions beneficial. They provide clarification of different aspects and components of a teacher's role</li> <li>• PL delivered in an understandable way</li> <li>• Think It, Write It</li> <li>• New ideas that work</li> <li>• Learning about the pedagogy, and then seeing it in action and discuss afterwards</li> <li>• The whole process gives us time to re-visit concepts, and therefore embed effectively</li> <li>• The PL sessions have been current and very informative, allowing me to implement ideas into my teaching and learning NOW!</li> <li>• The skills and knowledge the experts have given us has been useful and the strategies have been easy to apply into classrooms</li> <li>• Practical examples of how content can be differentiated</li> <li>• Demonstrating how skills and concepts are meant to be taught</li> </ul>					
Staff ideas for future PL					
<ul style="list-style-type: none"> <li>• Digital Technologies (Science and Technology) Adobes</li> <li>• Modules 2, 3 and 4 revisited (MBB4N)</li> <li>• Think It, Speak It (Dr Bricknell)</li> <li>• Assessment (continuing PL)</li> <li>• Cognitive Load Theory</li> <li>• ESL</li> <li>• Technology experts to learn from</li> <li>• Revising better types of questions</li> <li>• PBL/flexible learning refresher</li> <li>• Flexible seating</li> <li>• Other KLAs (eg: Maths)</li> <li>• Mathematics (hands-on, Newman's, wam-ups)</li> <li>• Behaviour management</li> </ul>					

# 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.