

2020 Annual Report

Hannam Vale Public School

3MAPS



Four Schools, One Destination,
Quality Education

Introduction

The Annual Report for 2020 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

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 vision

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

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 and participated in an external validation. 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. Every five years, our school undergoes an external validation process.

During the external validation process, an independent panel consisting of a Principal School Leadership and a peer principal considered our evidence and assessment of our school's progress against the School Excellence Framework.

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/school-excellence>

Self-assessment using the School Excellence Framework

Elements	2020 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)
Some progress has been made on the collection of data to monitor and report on student progress and identify learning goals. Broadening the range of assessment strategies and embedding systematic collection and use of data to inform programming, practice and the setting and monitoring of student learning goals is an ongoing focus.	

Process 2: Future Focussed Learning

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)
Rapid expansion in the use of future focussed technology for teaching and learning (including tools such as Google Classroom, Zoom, Multi-media tools and Microsoft suite of collaborative tools) occurred through necessity (Covid-19), and our staffs consistent uptake of tools that facilitate teacher collaboration. Students continued to enjoy new learning experiences via STEMShare and student collaboration, engagement and teacher innovation was supported through the purchase of flexible classroom furniture and updated interactive whiteboard in 2020. Higher order thinking and problem solving opportunities remain a school priority.	

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>At an aggregate level, wellbeing data collected from parents, students and teachers, triangulated with attendance and engagement data paints a positive picture. Covid-19 impacted all staff, students and our community and additional programs (including Smiling Minds) and communication strategies were required to support health, wellbeing and sustain belonging in 2020. Informal family feedback indicates an increased understanding of, and capacity to support their children's social/emotional needs. Positive, resilient and respectful relationships are evident and widespread among students, staff and this ensures the focus remains on learning.</p> <p>Moving forward the school will consider it's systematic collection and analysis of wellbeing data and the impact of Positive Behaviour for Learning (PBL), Growth Mindset and resilience initiatives.</p>	

Process 2: Collapsed Focus for 2019-2020

Evaluation	Funds Expended (Resources)
Initiative collapsed for 2019-2020	

Process 3: Collapsed Focus for 2019-2020

Evaluation	Funds Expended (Resources)
Initiative collapsed 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)
<p>Significant progress has been made in embedding a supportive and productive alliance between 3MAPS teaching staff and leaders that facilitates collaborative professional learning and feedback on practice. 3MAPS has developed transparent systems that support collaboration, mentoring and provide rigorous goal setting for all staff. Expertise is shared across schools, leveraging resources and expertise in a manner that isn't possible for stand alone small schools. HAT and HALT, Beginning Teacher and Principal standards are utilised when establishing PDP goals and the alliance remains a strong strategic vehicle for our ongoing focus on improving the use of evidence-based explicit teaching strategies and Instructional Leadership (IL).</p> <p>Accessing external expertise remains beneficial. Some progress has been made on the collection and use of data to monitor student progress, inform teacher programming and practice and in the collection, analysis and evaluation of high quality evidence sets against the School Excellence Framework (SEF).</p>	

Key Initiatives	Resources (annual)	Impact achieved this year
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>Some School Community funds were contributed to subsidise the cost of ingredients</p>	<p>Question: Are there clear changes in student and community attitudes, knowledge, skills and confidence in relation to cooking, gardening and wellbeing?</p> <p>Data: Survey - staff student and community, Facebook post responses.</p> <p>Analysis: 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. All respondents when surveyed wish to see this program continue and view it as a strong positive component of our school culture.</p> <p>Impact: This program is highly valued by the school (students, staff and families) and our wider community. When participation was ceased due to Covid-19 restrictions it was greatly missed.</p>
3MAPS	<p>Schools to negotiate and contribute staffing requirements for each event</p> <p>Approximately \$5 per child attending for materials/food</p>	<p>Question: What are the measurable benefits 3MAPS provides for students and staff within and across the aligned schools?</p> <p>Data: Student feedback based on the personal and social capabilities framework, collected via a standard Google form template. Staff reflection task completed with a focus on the 3MAPS teacher network and the students' peer relationships. Families consulted as part of annual satisfaction survey.</p> <p>Analysis: Many of the planned collaborative events were cancelled or modified to online formats due to Covid-19. Teacher report increased efficacy and feeling supported by the 3MPAS Professional Learning alliance, particularly in the areas of technology, literacy and strengthening consistent teacher judgements (CTJ). Students report being disappointed at missing some opportunities to socialise when 3MAPS events were cancelled and a feeling of enjoyment and skill building when they were able to get together. Our NAIDOC event at Herrons Creek was a highlight, as to was a collaborative Minecraft session that enabled students and teachers to explore new avenues of learning.</p> <p>Impact: 3MAPS continues to be a strategic and supportive vehicle for building collaborative skills in students and teachers and contributes positively to the learning and wellbeing by providing opportunities for growth beyond their own small school gates.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	9	9	5	8
Girls	12	14	11	10

Student attendance profile

School				
Year	2017	2018	2019	2020
K	97.4	97.4	88.2	91.7
1	92.2	96.4	86.7	
2	96.2	97	98.3	94.3
3	98.7	97.5	94.1	97.9
4	97.3	95	93.8	90.7
5	99.2	98.9	91.3	97
6	72.4	96.7	99.7	95.4
All Years	93.5	96.8	93.7	94.7
State DoE				
Year	2017	2018	2019	2020
K	94.4	93.8	93.1	92.4
1	93.8	93.4	92.7	
2	94	93.5	93	92
3	94.1	93.6	93	92.1
4	93.9	93.4	92.9	92
5	93.8	93.2	92.8	92
6	93.3	92.5	92.1	91.8
All Years	93.9	93.4	92.8	92

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

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)	0.15
Learning and Support Teacher(s)	0.1
Teacher Librarian	0.08
School Administration and Support Staff	1

*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, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2020, 3.7% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2020 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	6.30%
Teachers	3.30%	2.80%

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.

In 2020, an additional School Development Day was included at the start of Term 2 to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2020 to 31 December 2020. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2020 Actual (\$)
Opening Balance	38,814
Revenue	370,239
Appropriation	363,035
Sale of Goods and Services	403
Grants and contributions	6,743
Investment income	59
Expenses	-359,622
Employee related	-304,666
Operating expenses	-54,957
Surplus / deficit for the year	10,617
Closing Balance	49,431

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.

Covid-19 had a significant impact on planned activities from Term 2-4 in 2020 and resulted in a much larger than anticipated Closing Balance. Planning has already begun to utilise the majority of these funds to provide additional teaching resources and support student learning in 2021 via small group explicit instruction.

Financial summary - Equity loadings

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

	2020 Approved SBA (\$)
Targeted Total	0
Equity Total	13,775
Equity - Aboriginal	0
Equity - Socio-economic	431
Equity - Language	0
Equity - Disability	13,344
Base Total	309,192
Base - Per Capita	3,848
Base - Location	3,896
Base - Other	301,448
Other Total	33,749
Grand Total	356,716

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.

Equity (low level disability) funding was used to provide additional Literacy Support (an SLSO) in the classroom, targeting Stage 2.

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.

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.

2020 NAPLAN

As agreed by the Education Council, the National Assessment Program (or NAPLAN) did not proceed in 2020 due to the COVID-19 pandemic. This was to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

The Education Council also agreed to defer the full transition to NAPLAN Online from 2021 to 2022 and the continuation of current NAPLAN governance arrangements through 2021.

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 Smiling Minds. 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. They feel the school enjoys a positive reputation within it's community.

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 sustain 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's capacity to fundraise and actively engage with school staff and volunteering at 3MAPS and school events was reduced as a result of Covid-19. Our P&C look forward to recommencing their close relationship with the school as restrictions ease.

A need to include 'student voice' mechanisms and gain student perspectives on a range of issues including their learning, their environment, their wellbeing and expectations has been identified.

Productive 3-way conversations about learning via our Family Conferences saw most students establish and monitor their own learning goals with input from their teachers and families. This is a process will intend to strengthen in the next school plan cycle.

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.