

2020 Annual Report

Hanwood Public School



2132

Introduction

The Annual Report for 2020 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.

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Hanwood Public School

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School vision

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 220 students enrolled for 2020. 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, 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 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>

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)

Overall summary of progress

The main priorities of this plan were to implement metacognitive teaching and learning strategies with a focus on writing and student wellbeing. There has been significant improvement in students' skills at automaticity in writing and the quality of teacher professional learning in this period. The Enrichment program was also developed continues to be trialled for targeted students in Years 1 to 6 with a focus on writing and increase teacher capacity to teach to the "A". A Differentiated Professional Learning model was developed as a result of our targeted professional learning and the processes we implement to support all teachers at point of need.

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)
We are beginning to see some positive trends after an initial increase in behaviours. This was due to the new monitoring process and more issues being proactively dealt with. The Wellbeing policy will be fully implemented in 2021.	Funding Sources: <ul style="list-style-type: none">• Quality Teaching, Successful Students (QTSS) (\$46379.00)

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)
We continue to aim for excellence. The teachers all fully engaged with professional learning. The next focus will be to continue to increase capacity with data usage.	Nil funds required

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)
We utilise the 'Year' graphs and analyse the data, but have not yet moved towards individual data. We are trialling this on a group of students to monitor progress individually.	Funding Sources: <ul style="list-style-type: none">• Quality Teaching, Successful Students (QTSS) (\$46379.00)

Progress towards achieving improvement measures

We utilise the 'Year' graphs and analyse the data, but have not yet moved towards individual data. We are trialling this on a group of students to monitor progress individually.

• Professional learning (\$21000.00)

Next Steps

The Wellbeing policy is showing initial signs of improved student behaviour and a more consistent approach from teachers. A structured approach to the documentation of behaviour and communication with parents is more streamlined and accurate. There are components to the policy that still need to be reviewed and refined. This will continue into 2021.

Our data indicates we still have not closed the gap with student achievement against internal and external measures. Using data effectively to identify student needs and growth deficits, will better inform our teaching and learning programs. Individualisation of quality teaching and learning programs will also support this goal. By incorporating a whole school assessment schedule for teachers to follow, implement and analyse our internal data collaboratively, teachers will better understand the needs of our students to support their academic growth.

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.

Overall summary of progress

The main priorities of this plan were to implement project based learning and flexible learning spaces. A Differentiated Professional Learning model was developed as a result of our targeted professional learning and the processes we implement to support all teachers at point of need. This has allowed us to identify areas of need in teacher knowledge in English and Mathematics and strengthen these areas to increase teaching quality and improve student learning outcomes.

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)
We have greatly improved with our use of data however we still need to focus on this area in 2021.	

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)
As a school group we are very collegial and support all members of staff. We are still developing our relationships with Yenda and Beelbanger as a learning community.	Schools Plus Teaching Award funds \$30000 Funding Sources: • (\$0.00)

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)
Our draft Whole School Assessment Schedule has commenced, but is not complete. This will be an important initiative to get off the ground in 2021.	Nil funds required

Next Steps

Teachers have indicated that seeking feedback from students in relation to teaching is an area we need to focus on. Using data effectively to inform teaching and planning is also a focus area, to ensure teachers clearly understand what the data tells us and how to effectively, consistently and accurately determine student achievement against the A-E scale. Implementing a whole school assessment schedule and effective strategies is required for our school. Teachers will use these as a means to determine teaching directions and assessing progress, to support reflection on teaching practice. Our school requires support in moderating data effectively to consolidate consistent teacher judgement and understanding how to teach to the "A".

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.

Overall summary of progress

The main priorities of this plan were to increasing community connections in an authentic way. 2020 had a major impact on this strategic direction and our capacity to fulfil our planned activities. One positive aspect that did come from this was that we were forced to think "outside the square" and be more innovative with how we communicated with our parents. We also touched base weekly to undertake welfare checks on every student and their parents.

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)
Our TTFM data indicates a decline in this area. Evaluation of this indicates it is due to the new reporting processes in our Wellbeing policy resulting in more behaviour issues being monitored and dealt with effectively. By Term 4 we were hoping to see the number of behaviour issues greatly decrease.	Nil funds required

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)
Our teachers continue to grow and learn in this area. This will be a continued focus on 2021.	MRHS STEM Co-ordinator Ian Preston

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)
While we have livestreamed most events since Term 1 and provided as many communications as possible via email, and phone calls. COVID has made this milestone nearly impossible to achieve.	Nil resources required

Process 4: Implement a

Progress towards achieving improvement measures

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

Evaluation	Funds Expended (Resources)
COVID restrictions did not allow for the success of this milestone.	Community Members

Next Steps

At our school, we found there was an inconsistent approach to discipline, student welfare and monitoring processes. We predicted that there would be an increase in inappropriate behaviour due to our focus on a zero tolerance policy of inappropriate and disrespectful behaviour. As we move further into our wellbeing philosophy with a focus on further embedding our student advocacy program, we envisage that this trend will reverse. We aim to increase our community connections through creating authentic learning partnerships between the school and families, to increase student-learning outcomes. By increasing our parent knowledge of how students learn, we aim to create a culture of high expectation and continual improvement for all students.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Funding Sources: • Aboriginal background loading (\$11 059.00)	LST and classroom teachers have worked very effectively to ensure the PLPs are relevant for student learning in 2021.
English language proficiency	Funding Sources: • English language proficiency (\$20 607.00)	The LST team has very specific processes in place to ensure all targeted students have current referrals that are updated and created prior to the commencement of the 2021 school year.
Low level adjustment for disability	Funding Sources: • Low level adjustment for disability (\$120 804.00)	Student achievement is celebrated by proactively contacting parents to discuss their child's academic progress and to develop learning goals for the next steps for the student. Achievement awards are provided to students for individual progress markers.
Quality Teaching, Successful Students (QTSS)	Funding Sources: • Quality Teaching, Successful Students (QTSS) (\$46 379.00)	Executive timetable this support to ensure it is used effectively to support the staff in each of their teams and to complete the PDP process efficiently.
Socio-economic background	Funding Sources: • Socio-economic background (\$71 943.00)	All targeted students have been planned for for 2021. Financial support is also in place for some families to assist with school provisions, uniforms and excursions.

Student information

Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	132	127	121	113
Girls	134	134	123	106

Student attendance profile

School				
Year	2017	2018	2019	2020
K	95.6	92	92.8	95.8
1	95.3	93.5	90.5	92.8
2	95.7	93.2	90.7	93.8
3	94.1	94	92.3	95.2
4	95.1	91.6	93.6	94.9
5	93.9	94.3	90.6	95.7
6	93.3	89.8	94.8	94.4
All Years	94.7	92.7	92.3	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	91.7
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
Assistant Principal(s)	3
Classroom Teacher(s)	9.39
Literacy and Numeracy Intervention	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, 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	208,464
Revenue	2,736,557
Appropriation	2,665,052
Grants and contributions	71,010
Investment income	496
Expenses	-2,723,725
Employee related	-2,469,321
Operating expenses	-254,404
Surplus / deficit for the year	12,832
Closing Balance	221,296

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.

	2020 Approved SBA (\$)
Targeted Total	100,402
Equity Total	224,413
Equity - Aboriginal	11,059
Equity - Socio-economic	71,943
Equity - Language	20,607
Equity - Disability	120,804
Base Total	2,078,932
Base - Per Capita	58,683
Base - Location	34,946
Base - Other	1,985,303
Other Total	199,407
Grand Total	2,603,154

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.

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

Students - Students at Hanwood have provided wellbeing feedback through the Tell Them From Me Surveys as well as internal surveys on the value of personal learning goals.

Wellbeing

- TTFM surveys indicate a decline in sense of belonging, which could be a result of the high expectations in the new wellbeing policy and zero tolerance of bullying and other inappropriate behaviour.
- **79%** of students surveyed indicated that their behaviour at school was positive
- **37%** of students surveyed felt challenged in their English and Maths classes and felt confident of their skills in these subjects

Learning goals

- Many students could not remember their learning goal when surveyed (**61%**) and **28%** indicated they had achieved their goals. 68% of students felt that having a learning goal helped them to learn and that they were valuable.
- Feedback from students indicated that they would like smaller term goals and to have specific goals for learning and wellbeing. They would like to display their goals so they are easy to remember and visible. Students indicated that they enjoyed the success of achieving their individual goals and acknowledged that all students learn differently and at different paces.

Parents - In 2020, staff used blind telephone calls and email surveys to provide feedback in relation to student learning goals and our wellbeing initiatives. The results indicate that:

Wellbeing-

- Are you aware of our student advocacy program where students nominate 2 adults at school they trust to go to if they need help or advice? **Yes - 58%, No - 42%**
- Do you know who your child's advocates were in 2020? **Yes - 42%, No - 58%**
- Did you receive any calls/emails or have conversations with the school in 2020 for a positive reason? (e.g. to share some good news regarding your child, their progress and good choices they had made at school) **Yes - 34%, No - 25%, Not sure - 41%**

Learning Goals -

- Are you aware your child has a learning goal in 2020? **Yes - 75%, No - 25%**
- Did you as a family discuss the learning goal? **Yes - 50, No - 50%**
- Are you aware this was on the front of the 2020 Semester 2 Report? **Yes - 75%, No - 25%**
- Do you see value in your child creating a personal learning goal? **Yes - 92%, No - 0%, Not sure - 8%**

Comments from parents:

- We only knew about these once the reports came home.
- Once the goal is achieved within the class, I would expect my child to receive a new learning goal.
- Yes very much so (see value). Goals should be awarded (in class/certificate given) when goal is met or exceeded.
- Our child was excited when she told us about her personal learning goals that she made, and she was looking forward to achieving those goals each and every term.
- We believe there needs to be much better communication from the school to parents as to what is happening in class and what the children are learning in that time, as children cannot be relied upon to tell parents at the end of long days what is happening and what they are learning at school.

Teachers - Teachers utilised the Tell Them From Me Surveys to reflect on our areas for development in 2021

On leadership the NSW Government norm was 7.1. Hanwood norm was higher at 8.1:

- School leaders have helped me establish challenging and visible learning goals for students - **7.5**
- School leaders have helped me create new learning opportunities for students - **7.9**
- School leaders have provided me with useful feedback about my teaching - **8.1**
- School leaders have helped me improve my teaching - **8.2**
- School leaders have provided guidance for monitoring student progress - **7.9**
- I work with school leaders to create a safe and orderly school environment - **8.6**
- School leaders have taken time to observe my teaching - **8.3**
- School leaders have supported me during stressful times **8.0**

On Student Learning the NSW Government norm was 7.8. Hanwood norm was 8.5:

- I work with other teachers in developing cross-curricular or common learning opportunities - **8.6**

- Teachers have given me helpful feedback about my teaching - **8.2**
- I talk with other teachers about strategies that increase student engagement - **8.6**
- Other teachers have shared their learning goals for students with me - **7.6**
- Teachers in our school share their lesson plans and other materials with me - **9.1**
- I discuss my assessment strategies with other teachers - **8.8**
- I discuss learning problems of particular students with other teachers - **9.1**
- I discuss my learning goals with other teachers - **8.3**

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.