

# 2021 Annual Report

## Hanwood Public School



2132

# Introduction

The Annual Report for 2021 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 Strategic Improvement 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

[www.hanwood-p.schools.nsw.edu.au](http://www.hanwood-p.schools.nsw.edu.au)

[hanwood-p.school@det.nsw.edu.au](mailto:hanwood-p.school@det.nsw.edu.au)

6963 0297

## School vision

Our vision is to be a school of excellence!

Our purpose is to develop deep knowledge, efficacy, understanding and ownership in learning and engagement to develop the skills of our greater community to thrive within the future global context.

## School context

Hanwood Public School is a small village school located in the village of Hanwood, five (5) km from Griffith. The school is the focal point of the predominantly farming community, and caters to students from Kindergarten to Year 6. Hanwood Public School has 32 staff comprising of 22 teachers (full time and part time). Five (5) School Learning and Support Officers (SLSOs), and four (4) SASS staff including a School Administration Manager (SAM), two (2) School Administration Officers (SAOs) and one (1) General Assistant (GA). The school has a current enrolment of 222 students. Hanwood has a proactive and dedicated parent body in its P&C Committee, and has developed strong relationships within the Hanwood and wider Griffith community. Hanwood Public School has a strong sporting history and provides in the performing arts. It has a growing reputation for its success in public speaking and debating. Hanwood Public School promotes student resilience, respect and the desire for all students to grow academically, socially and emotionally. It is the "Hanwood Way."

The school has completed a Situational Analysis to determine the areas of focus for this Strategic Improvement Plan. It is important to note this builds on previous School Plans in the previous cycles around our relentless focus on improving teacher quality through individualised and tailored professional learning, explicit teaching with a focus on metacognitive strategies and using moderated assessment data to differentiate the curriculum to cater to students' growth.

### 1. Students Growth and Attainment

Focus: We aim to increase the number of students achieving expected growth in Numeracy and Reading through explicit teaching and increasing student engagement.

### 2. Quality Teacher Learning and Data Analysis

Focus: Improve teacher practice and effectiveness through professional learning, mentoring and coaching and systems for assessment, moderation of data and feedback through educational leadership.

### 3. Student Wellbeing to thrive

Focus: A relentless focus on student wellbeing and continuous Improvement in attendance

## 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 Strategic Improvement Plan and annual report.

Our self-assessment process will assist the school to refine our Strategic Improvement 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>

### Self-assessment using the School Excellence Framework

Elements	2021 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	Sustaining and Growing
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
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: Student growth and attainment

### Purpose

To ensure students grow in their learning through explicit, consistent and research-informed teaching to develop a school culture that is strongly focused on learning and ongoing performance improvement for all students.

### Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Student Engagement, Participation and Learning Culture
- Learning and Development

### Resources allocated to this strategic direction

**QTSS release:** \$14,506.58

**Literacy and numeracy:** \$6,796.05

**Socio-economic background:** \$65,249.29

**Per capita:** \$23,987.17

**Low level adjustment for disability:** \$89,694.40

**English language proficiency:** \$18,263.10

**Location:** \$12,288.43

**Literacy and numeracy intervention:** \$11,851.55

### Summary of progress

In 2021 we had a focus on both literal and inferential comprehension by aiming to create a culture of for improvement for reading and writing and an ethos of whole community responsibility to increase learning and development. We developed programs such as the writing enrichment initiative, used Department of Education resources such as the Literacy and Numeracy Hub, Learning and Support teams as well as the Centre for Effective Reading and the wider community to support our goals. Our data suggests our students read fluently. This is a result of shared programming (then adjusting according to individual class needs) across all stages which provides the consistency we were needing at a whole school level. We now need to focus on explicitly teaching whole class comprehension, and expose lower capability students to middle and higher order comprehension as their exposure has mostly been through leveled guided reading. We need to place a focus on higher order questioning and language, specifically Tier 2 and 3 words. We were expecting to see a higher lift in our reading data, as this is not yet evidenced in our assessments, we will ensure there is a continued whole school focus on comprehension and reading in order to lift our achievement to meet the negotiated goals. Significant funding including Low Level adjustment of Disability, Literacy and Numeracy intervention and Socioeconomic Background funding sources were utilised to provide additional extra support for our students to assist in raising our reading achievement levels.

In 2022, in this strategic direction, we will provide explicit mentoring, coaching and team teaching sessions on a needs-basis for teachers to see quality teaching in action to increase teacher knowledge and student achievement, fine tune differentiation and learning adjustments to ensure student learning is catered and twilight parent learning sessions will be rescheduled to be included in the 2022 School Improvement Plan. Data-driven practices are also a focus in this strategic direction going into 2022 including the use of Check-in and PAT-R assessments. These continued focuses are necessary to increase the capacity of our teachers and our community to ensure we are sustaining and growing our student achievement in reading and comprehension. In 2022, in this initiative/strategic direction, will not use some of the assessments that were utilised in 2021 and discontinue Reading Recovery practices that are no longer supported by the NSW Department of Education.

### Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
<b>System negotiated targets in Top 2 bands of Reading:</b> <ul style="list-style-type: none"><li>• More than 31.06% (system-negotiated target baseline) of students</li></ul>	The proportion of Year 5 students achieving in the Top 2 bands in NAPLAN reading is 33.33%

perform in the top two (or equivalent) NAPLAN bands in reading.	
<b>Expected growth in Reading</b> <ul style="list-style-type: none"> <li>• More than 58.5% of students achieve expected growth in NAPLAN in reading (system-negotiated target baseline)</li> </ul>	The proportion of Year 5 students achieving expected growth in NAPLAN reading is 52.17%

## Strategic Direction 2: Quality Teacher Learning and Data Analysis

## Purpose

To ensure our teachers have a high level of expertise in teaching. All teachers will undertake high quality and targeted professional learning, mentoring and coaching, and reflectively adapt their practice through data analysis and research-informed practice.

## Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Whole School Data Driven Practices drive student learning
- Tailored Professional Learning

### Resources allocated to this strategic direction

**QTSS release: \$5,201.32**

**Location: \$7,596.79**

**Professional learning: \$21,726.89**

## Summary of progress

In 2021 we continued with our whole school tailored professional learning approach. We also developed the first draft of our Hanwood Assessment and Monitoring Schedule.

By ensuring mentoring, coaching, team teaching and additional time for beginning teachers, there was a high level of support for all teaching staff, regardless of experience or expertise. We have also had a greater focus on narrowing the discrepancy gap between internal and external data. Moderation of student work samples across the stage groups is also having a positive impact on our teachers' understanding of the A-e assessment scale and how to cater for students teaching to the "A".

While there are many positive aspects to our initiatives there are still many areas of growth required. These include all teachers programming and teaching to the needs of their students and having deep knowledge and understanding of the content to be taught. The HAMS document, while still in draft form, has not been utilised well in 2021. Effective use of data and knowing what to do with it continues to be an area for development and growth at our school.

Interestingly, we continue to achieve pleasing results in mathematics. We feel this is as a result of a high quality scope and sequence. Moving forward we will need to review our English scope and sequence and narrow our focus on reading comprehension. Teachers need to also focus more on implementing the teaching practices and strategies taught my mentor colleagues to ensure professional growth continues and is authentic to each individual.

The changes that have been implemented are pleasing, however we need to ensure every teacher is invested in using data and valuing their growth as professionals in order to increase the learning outcomes for all of our students. We are demonstrating pleasing results in moving students into the top two bands of NAPLAN, however our growth data is not as positive.

In 2022, in this initiative/strategic direction, we will

and we will continue to focus on tailored professional learning with a higher accountability for teachers to demonstrate their professional growth because this form of mentoring and coaching in situ is valued by most teachers and is effective if the strategies are implemented to a high quality. We will also be enhancing and further developing the way we program, ensuring much higher levels of accountability from

### Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
<b>Progress Measures - Numeracy</b>	The proportion of Year 5 students achieving expected growth in NAPLAN numeracy has increased by 14.22% since 2018.

<p>More than 19.76% (system-negotiated baseline) of students perform in the top 2(or equivalent) NAPLAN bands in numeracy.</p>	
<p><b>Expected growth in Numeracy</b></p> <p>More than 59% of students achieve expected growth in NAPLAN in numeracy (system-negotiated baseline)</p>	<p>The proportion of Year 5 students achieving expected growth in NAPLAN numeracy has increased by 19.6% since 2018 and exceeding the upper bound target of 66.30%</p>



## Strategic Direction 3: Student Wellbeing For Success

### Purpose

To ensure every student is known, valued and cared for. Our focus on wellbeing will have an emphasis on the cognitive, emotional, social, physical and spiritual wellbeing of all students by being responsive to the needs of our students so they can connect, succeed and thrive in a positive and safe learning environment.

### Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Student Voice and Wellbeing
- Attendance Matters

### Resources allocated to this strategic direction

QTSS release: \$22,000.00

### Summary of progress

During 2021 we changed our discipline policy into a wellbeing policy to ensure we are being proactive rather than reactive. The students were an integral part of its development. We continued with our advocacy program to ensure students continued to have a voice in a safe and supportive environment.

The extensive consultation we undertook was an important component of the success of the Wellbeing policy. We are yet to achieve our attendance goals. We need to tighten up our monitoring processes and set consistent steps in place to better support families to improve attendance of targeted students. Our students are indicating that they still need support in advocacy and belonging. This indicates they are not yet comfortable using their appointed advocate to support them. Further investigation is required to determine why this is and what can be done to ensure students are feeling more supported.

It is pleasing to see that we have made progress with expectations for success which is a great improvement to past results.

In 2022, in this initiative/strategic direction, **we will**

continue to focus on advocacy and belonging because it is imperative for students to feel safe and heard to foster an environment conducive to increasing learning outcomes

### Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
<b>WELLBEING</b> <ul style="list-style-type: none"><li>• Proportion of students indicating expectations for success, advocacy and a sense of belonging increases beyond 84.1%</li></ul>	The proportion of Year 4 to Year 6 students surveyed: <ul style="list-style-type: none"><li>• Advocacy at school - 77.89%</li><li>• Expectations for success - 100%</li><li>• Sense of belonging - 69%</li></ul>
<b>ATTENDANCE</b> <ul style="list-style-type: none"><li>• Proportion of students attending school is &gt; 77%.</li><li>• Decrease proportion of students attending school &lt; 80% of the time.</li></ul>	The proportion of all students attending 90% of the time has increased to 77.9%

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$131,746.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Hanwood Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to assist students with additional learning needs</li> <li>• employment of staff to provide additional support for students who have high-level learning needs</li> <li>• intensive learning and behaviour support for funded students</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p> <ul style="list-style-type: none"> <li>- all eligible students demonstrating progress towards their personalised learning goals.</li> <li>- all PLPs were regularly updated and responsive to student learning needs and progress ensuring eligible students receive personalised learning and support within their own classrooms.</li> </ul> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p> <ul style="list-style-type: none"> <li>- to continue to incorporate integration funding decision making into the learning and support team meeting agenda to ensure funding use is regularly reviewed.</li> <li>- to continue to employ additional staff to support students.</li> <li>- provide further training for teachers and SLSOs to ensure they are highly skilled in managing students with complex needs.</li> </ul>
<p>Socio-economic background</p> <p>\$65,249.29</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Hanwood Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Learning and Development</li> <li>• Student Engagement, Participation and Learning Culture</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• engage with external providers to support student engagement and retention</li> <li>• professional development of staff to support student learning</li> <li>• resourcing to increase equitability of resources and services</li> <li>• additional staffing to support identified students with additional needs</li> <li>• providing students without economic support for educational materials, uniform, equipment and other items</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p> <ul style="list-style-type: none"> <li>- 48% of Year 3 students being in the Top 2 bands in NAPLAN Reading , which is an increase of 13%.</li> <li>- 17% of Year 5 students being in the Top 2 bands in NAPLAN Reading , which is an increase of 1%.</li> <li>- 53.3 % of students achieving expected growth in NAPLAN Reading</li> <li>- Year 3 NAPLAN Reading above SSSG.</li> <li>- many students having equal access to uniforms, additional educational support and extra-curricular activities and excursions without the economic impact.</li> </ul> <p><b>After evaluation, the next steps to support our students with this</b></p>

<p>Socio-economic background</p> <p>\$65,249.29</p>	<p><b>funding will be:</b></p> <ul style="list-style-type: none"> <li>- to continue to engage the literacy and numeracy mentor to support our trajectory towards achieving targets.</li> <li>- to continue to cater for students with additional support needs through the provision of additional learning and support teachers</li> </ul>
<p>Aboriginal background</p> <p>\$8,294.50</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Hanwood Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• employment of additional staff to deliver personalised support for Aboriginal students</li> <li>• employment of specialist additional staff (LaST) to support Aboriginal students</li> <li>• staffing release to support development and implementation of Personalised Learning Plans</li> <li>• employment of additional staff to support literacy and numeracy programs</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p> <ul style="list-style-type: none"> <li>- every Aboriginal and Torres Strait Islander student receiving individualised support in English and Mathematics.</li> <li>- an increase to 100% of Aboriginal families engaging in the PLP process</li> <li>- an increased number of Aboriginal students meeting their PLP goals.</li> </ul> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p> <ul style="list-style-type: none"> <li>- to continue to consult and provide this additional support and timetable it into the weekly LST programs to ensure all Aboriginal students are given every opportunity to excel academically.</li> <li>- to strengthen our 3-way meeting structure so that Aboriginal parents and community engagement in school activities is improved.</li> </ul>
<p>English language proficiency</p> <p>\$18,263.10</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Hanwood Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Learning and Development</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• employment of additional staff to support delivery of targeted initiatives</li> <li>• additional staffing intensive support for students identified in beginning and emerging phase</li> <li>• withdrawal lessons for small group (developing) and individual (emerging) support</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p> <ul style="list-style-type: none"> <li>- individualised English language support for EAL/D students to ensure they progress to English fluency as quickly as possible.</li> <li>- EAL/D students being more confident and prepared to take risks with their language use, as noted in teacher observations and work samples</li> </ul> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p> <ul style="list-style-type: none"> <li>- continue to employ additional teachers to support EAL/D students who are beginning and emerging on the EAL/D progressions.</li> </ul>

<p>English language proficiency</p> <p>\$18,263.10</p>	<p>- to provide teachers with professional learning around EAL/D, for students.</p>
<p>Low level adjustment for disability</p> <p>\$122,991.27</p>	<p>Low level adjustment for disability equity loading provides support for students at Hanwood Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Learning and Development</li> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students</li> <li>• providing support for targeted students within the classroom through the employment of School Learning and Support Officers</li> <li>• employment of SLSO to improve the development of students by implementing speech and OT programs developed by specialists</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p> <ul style="list-style-type: none"> <li>- students being provided with specialised programs that are individualised by specialists and teachers and implemented into our school learning programs.</li> <li>- through the engagement of external para-professionals, we are able to use the same language and strategies that are familiar to the students and progress them further to achieve academically, emotionally linguistically, socially and physically.</li> <li>- 48% of Year 3 students being in the Top 2 bands in NAPLAN Reading , which is an increase of 13%.</li> <li>- 17% of Year 5 students being in the Top 2 bands in NAPLAN Reading , which is an increase of 1%.</li> <li>- 53.3 % of students achieving expected growth in NAPLAN Reading</li> <li>- Year 3 NAPLAN Reading above SSSG.</li> <li>- an increase in the percentage of correct answers in Yr 4 and Yr 6 check in assessments in Reading.</li> </ul> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p> <ul style="list-style-type: none"> <li>- to continue to invite specialists and para-professionals into the school to support our students and provide ongoing support and advice to teachers and parents that will support students to achieve their learning goals</li> <li>- to continue to employ learning and support teachers and SLSOs to work with individual students within the classroom on their identified literacy and numeracy needs.</li> </ul>
<p>Location</p> <p>\$32,584.86</p>	<p>The location funding allocation is provided to Hanwood Public School to address school needs associated with remoteness and/or isolation.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Learning and Development</li> <li>• Whole School Data Driven Practices drive student learning</li> <li>• Tailored Professional Learning</li> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this operational funding include:</b></p> <ul style="list-style-type: none"> <li>• subsidising student excursions to enable all students to participate</li> <li>• technology resources to increase student engagement</li> <li>• incursion expenses</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p>

<p>Location</p> <p>\$32,584.86</p>	<ul style="list-style-type: none"> <li>- all students who choose to have the capacity to attend excursions and extra-curricular activities.</li> <li>- additional administrative support to allow the principal to focus on the provision of high quality curriculum and professional learning for teachers</li> <li>- 48% of Year 3 students being in the Top 2 bands in NAPLAN Reading , which is an increase of 13%.</li> <li>- 17% of Year 5 students being in the Top 2 bands in NAPLAN Reading , which is an increase of 1%.</li> <li>- 53.3 % of students achieving expected growth in NAPLAN Reading</li> <li>- Year 3 NAPLAN Reading above SSSG.</li> </ul> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p> <ul style="list-style-type: none"> <li>- continue the model we have adopted for our school that provides equitable access to the curriculum for all students.</li> <li>- Continue to subsidise excursions and incursions so that all students have equitable access to quality learning opportunities regardless of our location</li> <li>- continue to resource access to technology and devices for students to use in teaching and learning activities.</li> </ul>
<p>Literacy and numeracy</p> <p>\$6,796.05</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Hanwood Public School from Kindergarten to Year 6.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Student Engagement, Participation and Learning Culture</li> <li>• Learning and Development</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• online program subscriptions to support literacy and numeracy</li> <li>• staff training and support in literacy and numeracy</li> <li>• literacy and numeracy programs and resources, to support teaching, learning and assessment</li> <li>• resources to support the quality teaching of literacy and numeracy</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p> <ul style="list-style-type: none"> <li>- whole school online spelling, reading and maths programs being accessible to all students including a bank of online decodable and fluency texts.</li> <li>- ICT applications and resources being purchased for consistency in assessment and included in the Hanwood Assessment and Monitoring Schedule (HAMS).</li> <li>- Professional learning for all staff in using ICT applications and how to use assessments effectively to determine student needs directions in teaching.</li> </ul> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p> <ul style="list-style-type: none"> <li>- the school will no longer receive these funds from the beginning of 2022.</li> </ul>
<p>QTSS release</p> <p>\$41,707.90</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Hanwood Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Student Engagement, Participation and Learning Culture</li> <li>• Learning and Development</li> <li>• Whole School Data Driven Practices drive student learning</li> <li>• Tailored Professional Learning</li> <li>• Student Voice and Wellbeing</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• assistant principals provided with additional release time to support</li> </ul>

<p>QTSS release</p> <p>\$41,707.90</p>	<p>classroom programs</p> <ul style="list-style-type: none"> <li>• staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p> <ul style="list-style-type: none"> <li>- Assistant Principals mentoring, team teaching, providing members of their team extra release to observe other teachers in targeted areas, development of professional development plans (PDP) and goals.</li> <li>- personalised support for beginning teachers in the areas of classroom practice, programming, use of data and Department of Education policy requirements.</li> <li>- Improved staff confidence and teaching practice in literacy and numeracy through collaboration to understand and implement explicit teaching practices that have high impact on student learning outcomes.</li> </ul> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p> <ul style="list-style-type: none"> <li>- ensure time for lesson observations, demonstration lessons and targeted support in the teaching of English and Mathematics.</li> <li>- implement a model for Assistant Principals Curriculum &amp; Instruction (AP C&amp;I) to support the development of teaching practice and improvement of student outcomes.</li> </ul>
<p>Literacy and numeracy intervention</p> <p>\$35,317.17</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Hanwood Public School who may be at risk of not meeting minimum standards.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Learning and Development</li> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of classroom teacher to provide intensive learning support for students requiring additional support, focusing on literacy and numeracy</li> <li>• implementation of literacy and numeracy strategies to support targeted intervention for students at point of need, in line with identified targets outlined in the School Improvement Plan</li> <li>• employ a specialist to support teachers in evidence-based high quality pedagogical practices such as metacognition to improve the literacy and numeracy skills of students in Kindergarten to Year 2.</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p> <ul style="list-style-type: none"> <li>- Additional point of need support in Literacy and Numeracy for identified students.</li> <li>- 48% of Year 3 students being in the Top 2 bands in NAPLAN Reading , which is an increase of 13%.</li> <li>- 17% of Year 5 students being in the Top 2 bands in NAPLAN Reading , which is an increase of 1%.</li> <li>- 53.3 % of students achieving expected growth in NAPLAN Reading</li> <li>- Year 3 NAPLAN Reading above SSSG</li> </ul> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p> <ul style="list-style-type: none"> <li>- The school will no longer receive these funds from the beginning of 2022.</li> </ul>
<p>COVID ILSP</p> <p>\$146,516.38</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2021.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul>



COVID ILSP

\$146,516.38

**Overview of activities partially or fully funded with this targeted funding include:**

- employment of teachers/educators to deliver small group tuition
- releasing staff to analyse school and student data to identify students for small group tuition groups and monitor progress of student groups
- providing targeted, explicit instruction for student groups in literacy/numeracy - reading and number
- employing staff to provide online tuition to student groups in literacy/numeracy - Essential Assessment
- providing intensive small group tuition for identified students who were underachieving in reading and number in Year 1 to 6.
- development of resources and planning of small group tuition

**The allocation of this funding has resulted in:**

- deep and narrow teaching and learning focus areas to targeted students who were achieving at a "C" to move them into the top 2 bands of NAPLAN.
- 48% of Year 3 students being in the Top 2 bands in NAPLAN Reading , which is an increase of 13%.
- 17% of Year 5 students being in the Top 2 bands in NAPLAN Reading , which is an increase of 1%.
- 53.3 % of students achieving expected growth in NAPLAN Reading
- Year 3 NAPLAN Reading above SSSG.
- explicit small group instruction to identified students in identified areas of reading and number. The majority of students made significant progress..

**After evaluation, the next steps to support our students with this funding will be:**

- additional professional learning for teachers on moderation and how to identify students working from the A-E scale.
- improved data use and understanding to continue to drive not only this initiative but all literacy and numeracy programs.
- continue to provide comprehensive small group intervention to support numeracy and reading that will target small groups of students with gaps in their learning.
- to continue to employ learning and support teachers and SLSOs to work with individual students within the classroom on their identified literacy and numeracy needs.

## Student information

### Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	127	121	113	107
Girls	134	123	106	95

### Student attendance profile

School				
Year	2018	2019	2020	2021
K	92	92.8	95.8	92.1
1	93.5	90.5	92.8	92.5
2	93.2	90.7	93.8	92.2
3	94	92.3	95.2	90.8
4	91.6	93.6	94.9	93.8
5	94.3	90.6	95.7	93.6
6	89.8	94.8	94.4	92
All Years	92.7	92.3	94.7	92.4
State DoE				
Year	2018	2019	2020	2021
K	93.8	93.1	92.4	92.8
1	93.4	92.7	91.7	92.7
2	93.5	93	92	92.6
3	93.6	93	92.1	92.7
4	93.4	92.9	92	92.5
5	93.2	92.8	92	92.1
6	92.5	92.1	91.8	91.5
All Years	93.4	92.8	92	92.4

### Attendance

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 2020. 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.

Attendance figures in 2021 were calculated differently to align with the third edition of ACARA's National Standards for Student Attendance Data and Reporting. Changes include treating partial absences over 120 minutes as a half day absence (instead of their actual value, calculated as a proportion of a nominal 6-hour day) and covers all weeks during Semester 1. Prior to 2021, the final week of Term 2 was excluded.



Furthermore, the Department implemented an automated attendance feed (AAF) system in Semester 1 2021. AAF transfers data automatically from third-party attendance management systems to the Department's centralised data warehouse every night. The AAF has significantly improved data quality in 2021, which has affected data comparability with previous years.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2021, COVID-19 continued to affect student attendance. Analysis of attendance codes showed a change in the structure of absence reasons in 2021.

## 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)	9.33
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 2021, 4.3% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

## Workforce ATSI

Staff type	Benchmark <sup>1</sup>	2021 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
School Support	3.30%	4.40%
Teachers	3.30%	3.20%

Note 1 - The NSW Public Sector Aboriginal Employment Strategy 2019-2025 takes a career pathway approach in that it sets an ambitious target of 3% Aboriginal employment at each non-executive grade of the public sector by 2025.

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 2021 to 31 December 2021. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2021 <b>Actual</b> (\$)
<b>Opening Balance</b>	221,296
<b>Revenue</b>	2,908,070
Appropriation	2,850,499
Grants and contributions	57,396
Investment income	176
<b>Expenses</b>	-2,867,921
Employee related	-2,609,458
Operating expenses	-258,462
<b>Surplus / deficit for the year</b>	40,150
<b>Closing Balance</b>	261,446

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.

	2021 <b>SBAR Adjustments</b> (\$)
<b>Targeted Total</b>	131,746
<b>Equity Total</b>	214,798
Equity - Aboriginal	8,295
Equity - Socio-economic	65,249
Equity - Language	18,263
Equity - Disability	122,991
<b>Base Total</b>	2,102,448
Base - Per Capita	53,987
Base - Location	32,585
Base - Other	2,015,876
<b>Other Total</b>	216,632
<b>Grand Total</b>	2,665,624

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](https://myschool.edu.au) to access the school data.

## Parent/caregiver, student, teacher satisfaction

Hanwood Public School comprehensively consults with parents, students and staff. Each year schools are required to seek the opinions of parents, students and teachers about the school. The responses from our surveys and focus group discussions are presented below.

### Parents/carers

#### What did we do well as a school in relation to learning outcomes?

- The Intensive Learning program (ILSP) is a great initiative that we would like to see continued in the future.
- COVID home learning and the continued use of Google Classrooms will benefit the children as they move into high school.
- The obvious effort teachers put into the home learning during COVID and evident and very much appreciated. The face to face learning online was seamless and a much easier process than in 2020.

#### What did we do well as a school in relation to wellbeing?

- The Advocacy program was again very well received. Some parents felt we needed to advertise this more, while others said they did not need to be aware if their children were accessing their advocates and it was enough to know there are systems in place to support all students with a nominated adult to guide them.
- The proactive approach to wellbeing and changing the behaviour policy to be reflecting of this was appreciated.
- The PPC (proactive approach) used to contact parents for a variety of reasons was well received.

#### Any other constructive feedback to ensure our school continues to improve and grow?

- Reporting to parents whose children accessed the ILSP would be appreciated as parents felt they were not provided with feedback on how to continue to support their children once off the program.
- Student reports - parents would like to know well in advance in the school year if their child was not achieving at grade level in order to access support should they decide to seek external tutoring. They felt they were finding out this information too late.
- Some areas of the playground need further attention.

### Teachers

#### What did we do well as a school in relation to learning outcomes?

- Intensive Tuition Program (ILSP)
- rewriting the mathematics scope and sequence for whole school continuity
- High quality teaching and learning programs during COVID home learning with feedback and support for students and parents/carers.
- High level of team work and collegiality during COVID lockdown.

#### What did we do well as a school in relation to wellbeing?

- Development and implementation of the school's new Wellbeing policy
- Implementation and documentation of positive, proactive and consequence (PPC) call or contacts with parents
- Student advocacy program to support student wellbeing in a safe environment
- the high level of staff support provided by colleagues during lockdown and checking in on each other.

#### Any other constructive feedback to ensure our school continues to improve and grow?

- Continue to build teacher capacity
- continued focus and development on teacher skills to use data effectively to drive teaching and learning
- Higher accountability on teaching programs and expectations
- Expectation and responsibilities in relation to professional relationship and interactions with students, parents and staff
- Continuation of whole school training to maintain our focus areas and teacher needs.

### Students - wellbeing

SCOUT DATA ON WELLBEING 2021			
Theme	Year 4	Year 5	Year 6
Advocacy at school	81%	92%	92%
Expectations for Success	100%	100%	100%
Sense of be-	77%	60%	70%

Wellbeing data 2021

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

## Multicultural Education Policy

---

Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is 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.