

# 2022 Annual Report

## Hanwood Public School



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# Introduction

The Annual Report for 2022 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

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Hanwood Public School

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## 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 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 School Learning and Support Officers (SLSOs), and four SASS staff including a School Administration Manager (SAM), two School Administration Officers (SAOs) and one General Assistant (GA). The school has a current enrollment of 178 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. Student 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	2022 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	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: 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

**Integration funding support:** \$157,870.00  
**Low level adjustment for disability:** \$121,233.56  
**Aboriginal background:** \$9,877.32  
**Socio-economic background:** \$37,011.33  
**Professional learning:** \$4,846.00  
**AP Curriculum & Instruction:** \$100,000.00  
**English language proficiency:** \$7,243.83  
**Location:** \$31,194.15  
**Per capita:** \$51,041.29

### Summary of progress

In 2022, the school provided explicit mentoring, coaching and team teaching sessions each term and on a needs-basis for teachers to see quality teaching in action to increase pedagogical knowledge and student achievement through the Assistant Principal Curriculum and Instruction (APC&I) and an external educational expert. Teachers fine-tuned differentiation and learning adjustments to ensure student learning was catered to and accurately programmed. Data and evaluative practices were a focus in 2022 to support teachers in using data effectively to inform teaching for every student. This will continue to be a focus for professional learning in 2023 to further develop the capacity of the executive and teachers to ensure the provision of high quality, data-informed teaching practice continues to focus on student achievement in reading and comprehension. In 2022, in this initiative/strategic direction, the Hanwood Public School Assessment Schedule was trialed and reviewed to ensure its continued relevance and aligned with the new K-2 English and Mathematic Syllabus documents.

All teachers engaged in professional learning with a focus on the new Curriculum Reform K-2 led by the APC&I. Teachers and School Learning and Support Officers (SLSOs) were also trained in the MiniLit program as a means to support students in K-2 in phonics mastery and decoding text. This new initiative supports the current Multi-Lit program that supports students in Years 3-6 who require additional support in phonics, vocabulary and reading fluency.

Only one twilight parent learning session was scheduled due to complexities brought about from the NSW Public Health order that was in place at the time. The provision of time within the term timetable to provide individualised support for teachers was another barrier in 2022. The collective depth of knowledge of Hanwood Public School teachers prompted the APC&I to proactively provide programs and assessments to support all teachers in identified areas. This will be a continued focus for 2023.

In 2023 there will be a sustained focus on the provision of a high quality curriculum that is differentiated for every student. Infants teachers will also be provided with additional support to effectively implement the K-2 component of the K-10 English and Mathematic syllabuses. Regular follow up with teachers will continue to occur to monitor the implementation of targeted, high quality strategies to support the increase of student learning outcomes. The continued focus on literacy and numeracy will occur with higher levels of educational leadership to support performance management to nurture a culture of high expectations. Feedback will be provided to students to further support their achievement.

### 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
<p><b>System negotiated targets in Top 2 bands of Reading:</b></p> <ul style="list-style-type: none"> <li>• Increase the proportion of students achieving in the top 2 bands of NAPLAN reading bands by 8.24%</li> </ul>	<ul style="list-style-type: none"> <li>• 2022 NAPLAN data indicates 35.6% of students in the top two skill bands for reading indicating progress towards the lower bound system negotiated target of 36.83%.</li> </ul>
<p><b>Expected growth in Reading</b></p> <p>Increase the percentage of students achieving expected growth in NAPLAN reading by 5.29% from the system from the system-negotiated baseline.</p>	<ul style="list-style-type: none"> <li>• Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.</li> </ul>

## 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

**AP Curriculum & Instruction:** \$50,571.00

**Socio-economic background:** \$25,283.00

**Professional learning:** \$18,276.72

**QTSS release:** \$40,107.43

### Summary of progress

In 2022, in this strategic direction, the school continued to focus on tailored professional learning with a higher accountability for teachers to demonstrate their professional growth. Mentoring and coaching strategies provided in situ was valued by the majority of teachers and has proven effective if the strategies are implemented and sustained overtime. This strategy also supports the High Impact Professional Learning (HIPL) policy, Element Four (Professional Learning is continuous and coherent). Teachers and the leadership team further developed and enhanced school-based expectations on teaching and learning programs with a review on the Hanwood Programming Checklist to include provision of written and verbal feedback to teachers each term. Initially teachers used Program Builder for some subject areas and the Inquisitive program for Science and Technology to ensure all outcomes were covered in all year groups, however many teachers felt they were not engaging deeply with the key learning area learning outcomes resulting in the move away from externally prepared units of work. With support from the Assistant Principal Curriculum and Instruction, teachers also incorporated learning progressions and success criteria into teaching programs. Teaching and learning programs are now built from baseline achievement data which has ensured much higher levels of accountability from teachers, and the executive, and has narrowed the focus which has been very successful. This will continue to be a high impact focus in 2023.

As a result of the NSW curriculum reform, there will be a whole school structure for programming in 2023. Initially, this will be implemented for English to match the new K-2 component of the K-10 syllabus, to ensure all teachers are not only engaging with the document, but also enacting it. There will be a bridging year for Years 3-6 to ready teachers for the new syllabus to be implemented in 2024. All classes will follow the same structure for literacy teaching from Year 1-6. Kindergarten will follow their own structure given they have one year to achieve the outcomes. All teaching overviews will be monitored by the leadership team twice per term for English. Once this has been fine-tuned the school will introduce the same structures for the teaching of the Mathematics syllabus. Using whole school data and assessments to increase parent/carer understanding and interactions, will be used to support student learning. Data literacy and analysis will continue to be a focus to inform teaching and planning for every student. Strategies that focus on student growth, explicit teaching and continuous improvement of practice will be implemented. Collaborative practice, both internal and external to the school setting will be encouraged to increase the learning and development through coaching, mentoring and professional learning. The High Impact Professional Learning Assessment Tool will be used by the leadership team to support the school's self-assessment journey, to drive improved student learning outcomes by unpacking the elements of the High Impact Professional Learning policy and describing what practice might look like in schools.

### 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 Numeracy:</b>	• 2022 NAPLAN data indicates 29.31% of students in the top two skill bands for numeracy, indicating achievement of the system negotiated lower

Increase the proportion of students achieving in the top 2 NAPLAN numeracy bands by 8.54%	bound target of 28.3% and is on track to achieving the upper bound target of 33.3%
<b>Expected growth in Numeracy</b>  Increase the percentage of students achieving expected growth in NAPLAN numeracy by 4.6% (lower bound target)	<ul style="list-style-type: none"> <li>• Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.</li> </ul>



## Strategic Direction 3: Student Wellbeing For Success

### Purpose

To ensure every students 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

**Socio-economic background:** \$3,500.00

### Summary of progress

In 2022, in this strategic direction, the school continued to focus on advocacy and belonging to foster a culture of safety and value for learning in every student in every class. The school reviewed its advocacy (Helping Hands) program to determine areas of strength and identify barriers to further success. Feedback from teachers included limiting the options of staff advocates to teachers only (as opposed to choosing any member of staff). This consideration was driven by the duty of care and child protection policies in relation to confidentiality. The high proportion of part-time teachers also made this initiative difficult to implement or improve. Time constraints were often a barrier to providing identified students with the time and voice needed to deal with social and emotional concerns. This resulted in a change of direction with the leadership team developing and implementing social programs based on the specific needs of targeted primary students. Dedicated personal development sessions were regularly timetabled to ensure structured support was provided in a timely manner. Student voice and follow up occurred with the added bonus of consistency of delivery by the same teachers. Feedback from students, teachers and parents is indicative that this was a more effective direction that better supported students at point-of-need.

Attendance was a continued and strategic focus in 2022. Strategies were implemented to support all students, including students with attendance rates lower than 90%. This was a staged approach to include individualised, targeted and universal interventions as outlined in the Attendance Matters support hub. Support strategies included engaging the school and student services to work collaboratively with parents/family members and students to assist re-engagement. The school prioritised prompt contact via phone or email, to follow up unexplained absences. The executive and stage teams regularly reviewed and monitored attendance reports for patterns or students at risk of chronic absence with swift follow up. Staff and parents/carers acknowledge the importance of regular attendance. The additional implementation of SENTRAL systems has streamlined the school recording processes which also ensured wellbeing and attendance focuses were centralised and easily accessible for all teachers. Letters were sent home to all families outlining individualised student attendance data accompanied by Attendance Matters celebration certificates or information on educational impact that regularly absences have on student progress.

In 2023 the school will continue its relentless focus on student wellbeing through the regular analysis of attendance data, maintaining contact and engagement with parents/carers to ensure there is a shared responsibility in relation to these priorities. Whole school classroom management with a wellbeing lens, will also be reviewed and further implemented to support the increase in student attendance and positive behaviour strategies.

### 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 by 4.5%</li></ul>	<ul style="list-style-type: none"><li>• 83.04% of students reporting positive wellbeing outcomes has decreased by 3.05% across the positive wellbeing measures.</li></ul>

**ATTENDANCE**

- Increased percentage of students attending school by 12.8% or above

- The number of students attending greater than 90% of the time or more has decreased.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$157,870.00</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>• Student Engagement, Participation and Learning Culture</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>• staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs)</li> <li>• staffing release to build teacher capacity to support students with specialised needs</li> <li>• employment of staff to provide additional support for students who have high-level learning needs</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b></p> <ul style="list-style-type: none"> <li>- all targeted students demonstrated progress towards their personalised learning goals.</li> <li>- all Personal Learning Plans were regularly updated and responsive to student learning needs and progress ensuring students received personalised learning and support within their own classrooms.</li> </ul> <p><b>After evaluation, the next steps to support our students 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 School Learning Support Officers to ensure they are highly skilled in managing students with complex needs.</li> </ul>
<p>Socio-economic background</p> <p>\$65,794.33</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>• Student Engagement, Participation and Learning Culture</li> <li>• Whole School Data Driven Practices drive student learning</li> <li>• Student Voice and Wellbeing</li> <li>• Attendance Matters</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>• resourcing to increase equitability of resources and services</li> <li>• employment of additional staff to support targeted program implementation.</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 the following impact:</b></p> <ul style="list-style-type: none"> <li>- 26.67% of Year 5 students being in the Top 2 bands in NAPLAN Reading , which is an increase of 10%.</li> <li>- 23.33% of Year 5 students being in the Top 2 bands in NAPLAN Numeracy , which is an increase of 2.5%.</li> <li>- increase in 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 will be:</b></p> <ul style="list-style-type: none"> <li>- continue to work in improving expected growth and work with students</li> </ul>

<p>Socio-economic background</p> <p>\$65,794.33</p>	<p>achieving in the lower bands to move into middle bands and more "B" students into the higher bands of NAPLAN;</p> <ul style="list-style-type: none"> <li>- focus on continuous improvement for all students</li> </ul>
<p>Aboriginal background</p> <p>\$9,877.32</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>• 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>• employment of additional staff to deliver personalised support for Aboriginal students</li> <li>• employment of additional staff to support literacy and numeracy programs</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</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>- all Aboriginal families engaging in the Personal Learning Pathway (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 will be:</b></p> <ul style="list-style-type: none"> <li>- to continue to ensure PLPs are designed with parents and flow through from Kindergarten to Year 6;</li> <li>- to use the Assistant Principal Curriculum and Instruction to closely monitor curriculum implementation and the quality of instruction;</li> <li>- to continue to provide individualised support in literacy and numeracy learning.</li> </ul>
<p>English language proficiency</p> <p>\$7,243.83</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>• 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>• provision of additional English as an Additional Language or Dialect (EAL/D) support in the classroom and as part of differentiation 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 the following impact:</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> <li>- EAL/D students having the confidence to translate for parents to relay information to the school relating to absences, excursions and general information</li> </ul> <p><b>After evaluation, the next steps to support our students will be:</b></p> <ul style="list-style-type: none"> <li>- to continue to employ additional teachers to supports EAL/D students who are beginning and emerging on the EAL/D progressions;</li> <li>- to encourage teachers to undertake professional learning around EAL/D to better support students;</li> </ul>

English language proficiency \$7,243.83	<p>- to ensure teaching programs are differentiated to support EAL/D students.</p>
Low level adjustment for disability \$121,233.56	<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>• 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>• providing support for targeted students within the classroom through the employment of School Learning and Support Officers</li> <li>• employment of Learning and Support Teachers (LaST) and interventionist teacher</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b></p> <ul style="list-style-type: none"> <li>- 26.67% of Year 5 students being in the Top 2 bands in NAPLAN Reading, which is an increase of 10%.</li> <li>- 23.33% of Year 5 students being in the Top 2 bands in NAPLAN Numeracy, which is an increase of 2.5%.</li> <li>- 3% of Year 5 students in the bottom band of NAPLAN Numeracy, which is a decrease of 3%.</li> </ul> <p><b>After evaluation, the next steps to support our students will be:</b></p> <ul style="list-style-type: none"> <li>- to continue to invite specialists and para-professionals into the school to support 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 School Learning Support Officers to work with individual students within the classroom on identified literacy and numeracy needs.</li> </ul>
Location \$31,194.15	<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>• Student Engagement, Participation and Learning Culture</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>• technology resources to increase student engagement</li> <li>• additional staffing to support administration tasks.</li> <li>• subsidising student excursions to enable all students to participate</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b></p> <ul style="list-style-type: none"> <li>- all students who choose to, had 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>- students provided with up to date technology to support their learning</li> </ul> <p><b>After evaluation, the next steps to support our students will be:</b></p> <ul style="list-style-type: none"> <li>- to focus on improving school culture and the expectation of high achievement;</li> <li>- to introduce student conferencing before and after completion of work (Year 1 to 6);</li> <li>- to ensure all students have equal access to learning resources and technology.</li> </ul>
Professional learning	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the</p>

<p>\$23,122.72</p>	<p>Professional Learning for Teachers and School Staff Policy 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>• Whole School Data Driven Practices drive student learning</li> <li>• Tailored Professional Learning</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>• engaging a specialist teacher to unpack evidence-based approaches to teaching writing and explore modelled, interactive, guided and independent writing</li> <li>• provision of point of need, tailored professional learning, mentoring, team teaching and time to conference and reflect on teacher learning.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b></p> <ul style="list-style-type: none"> <li>- beginning teachers have demonstrated sustained professional growth in high quality teaching pedagogical practice;</li> <li>- data and planning days have provided whole team support, programming direction and data analysis;</li> <li>- Assistant Principal Curriculum and Instruction (APC&amp;I) has a greater understanding of individual teacher professional learning needs going into 2023.</li> </ul> <p><b>After evaluation, the next steps to support our students will be:</b></p> <ul style="list-style-type: none"> <li>- to use the APC&amp;I to closely monitor curriculum implementation and quality of instruction;</li> <li>- to ensure that A to E work samples and data reflect the A to E judgements. The APC&amp;I to use centralised data for analysis and reporting in SENTRAL to examine grade distribution in 2023 and discuss implications with teachers to support and guide them in their teaching;</li> <li>- a focus on data literacy for all teachers to better drive teaching and learning programs.</li> </ul>
<p>QTSS release</p> <p>\$40,107.43</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>• Tailored Professional Learning</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>• additional staffing to support staff collaboration in the implementation of high-quality curriculum;</li> <li>• assistant principals provided with additional release time to support classroom programs;</li> <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 the following impact:</b></p> <ul style="list-style-type: none"> <li>- increase in Numeracy results in NAPLAN;</li> <li>- all beginning teachers provided with a mentor and extra release from face-to-face (RFF) time to support programming, policy implementation and Department of Education expectations;</li> <li>- all assistant principals received extra time to better support teachers in their teams.</li> </ul> <p><b>After evaluation, the next steps to support our students will be:</b></p> <ul style="list-style-type: none"> <li>- to ensure the leadership team focus on lesson observations and feedback is succinct to improve explicit teaching;</li> <li>- to focus on analysis of knowing how to interpret data;</li> <li>- a focus in 2023 on collaboration and evaluative practice to support learning</li> </ul>

<p>QTSS release</p> <p>\$40,107.43</p>	<p>and development;</p> <ul style="list-style-type: none"> <li>- coaching and mentoring to develop professional learning relationships with Yenda Public School, an external expert and Assistant Principals Curriculum and Instruction in both locations.</li> </ul>
<p>COVID ILSP</p> <p>\$117,213.00</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 2022.</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>• employment of teachers/educators to deliver small group tuition;</li> <li>• releasing staff to analyse school and student data for small group tuition groups and to monitor progress of students participating in the COVID ILSP initiative;</li> <li>• providing targeted, explicit instruction for student groups in reading and numeracy;</li> <li>• employing and releasing staff to coordinate the program.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b></p> <ul style="list-style-type: none"> <li>- the majority of the students in the program achieving significant progress towards their personal learning goals in reading and numeracy.</li> <li>- increased teacher capacity in evaluative practice to determine succinct and differentiated teaching and learning programs</li> </ul> <p><b>After evaluation, the next steps to support our students will be:</b> to continue the implementation of reading and numeracy small group tuition, using data sources to identify specific student need. The school learning and support processes have been revised and will now involve regular in-class tuition rather than withdrawal from classrooms. Providing additional in-class support for some students to continue to meet their personal learning goals will also be a priority.</p>

## Student information

### Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	121	113	107	95
Girls	123	106	95	84

### Student attendance profile

School				
Year	2019	2020	2021	2022
K	92.8	95.8	92.1	85.2
1	90.5	92.8	92.5	90.3
2	90.7	93.8	92.2	92.7
3	92.3	95.2	90.8	88.3
4	93.6	94.9	93.8	86.6
5	90.6	95.7	93.6	90.0
6	94.8	94.4	92.0	90.9
All Years	92.3	94.7	92.4	89.1
State DoE				
Year	2019	2020	2021	2022
K	93.1	92.4	92.8	87.9
1	92.7	91.7	92.7	87.4
2	93.0	92.0	92.6	87.8
3	93.0	92.1	92.7	87.6
4	92.9	92.0	92.5	87.4
5	92.8	92.0	92.1	87.2
6	92.1	91.8	91.5	86.3
All Years	92.8	92.0	92.4	87.4

### 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 from 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 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.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2022, student attendance was impacted by a range of factors:

- Families evacuating and relocating due to NSW floods
- Sick students staying at home until a negative COVID-19 test was returned
- Household members testing positive to COVID-19
- The easing of COVID-19 border controls at the beginning of 2022 which allowed families to travel inter-state and overseas.

## Management of non-attendance

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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)	4
Classroom Teacher(s)	9.31
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

## Workforce composition statement

From 2022 onwards, the new Assistant Principal Curriculum and Instruction (APCI) roles form part of entitlement. The FTE of these roles are counted as per entitlement in line with other non-deputy principal/head teacher executive positions as there is no off-set requirement from the teaching allocation. The APCI is included under the assistant principal(s) position grouping.

## 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 2022, 4.6% of the department's overall workforce identify as Aboriginal and/or Torres Strait Islander Peoples.

## Aboriginal and Torres Strait Islander school workforce composition

Staff type	Benchmark <sup>1</sup>	2022 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
School Support	3.00%	4.10%
Teachers	3.00%	3.30%

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 2022 to 31 December 2022. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2022 <b>Actual</b> (\$)
<b>Opening Balance</b>	172,697
<b>Revenue</b>	3,301,138
Appropriation	3,193,617
Sale of Goods and Services	1,308
Grants and contributions	104,493
Investment income	1,320
Other revenue	400
<b>Expenses</b>	-3,195,291
Employee related	-2,570,579
Operating expenses	-624,713
<b>Surplus / deficit for the year</b>	105,846
<b>Closing Balance</b>	278,544

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

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

	2022 <b>SBAR Adjustments</b> (\$)
<b>Targeted Total</b>	157,870
<b>Equity Total</b>	204,149
Equity - Aboriginal	9,877
Equity - Socio-economic	65,794
Equity - Language	7,244
Equity - Disability	121,234
<b>Base Total</b>	2,133,986
Base - Per Capita	51,041
Base - Location	31,194
Base - Other	2,051,751
<b>Other Total</b>	344,792
<b>Grand Total</b>	2,840,797

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

In the 2022 school year, consultation continued to take place with parents, caregivers, students and staff.

In a parent survey conducted in Term 4 2022, there was a significant return rate. Positive responses included the staff being friendly, caring and helpful and children feeling happy at school. There were positive responses for parents being able to speak with class teachers (including with concerns), and parents' perception of children feeling safe at school. Areas of future focus for Hanwood Public School from the parent survey include engaging parents and the community in the school, improving modes of communication from the school, providing additional opportunities for students across all areas of learning and enhancing the school environment.

Student responses in the areas of advocacy at school, expectations of success and sense of belonging were once again collected. When compared with 2021, there was a lower result in advocacy at school and expectations for success. Students' sense of belonging slightly increased from 2021. These results will be consideration points for planning for Strategic Direction 3, Student Wellbeing for Success in 2023.

Staff survey results from 2022 indicate positive responses in collaboration among staff, receiving feedback from school executive in order to improve in their teaching or administration/support role and having the opportunity to use their skills in their roles. Areas of focus for 2023 will be opportunities for professional learning (particularly in Mathematics, Numeracy and aspects, technology and learning needs of students), and opportunities that allow time for effective planning for classroom practice.

All of these areas of strength and future focuses will be considerations for Implementation and Progress Monitoring in 2023 to ensure targeted activities for implementation of the Strategic Improvement Plan at Hanwood Public School.

# Policy requirements

## Aboriginal Education Policy

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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

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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

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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.