

2022 Annual Report

Hannans Road Public School



4092

Introduction

The Annual Report for 2022 is provided to the community of Hannans Road 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

Hannans Road Public School

Hannans Rd

Riverwood, 2210

<https://hannansrd-p.schools.nsw.gov.au>

hannansrd-p.school@det.nsw.edu.au

9153 8170

School vision

Hannans Road Public School engages learners through innovative learning experiences that enable students to develop the capabilities and dispositions to become confident, resilient, self-directed and successful learners. Through an inclusive culture we value and promote critical and creative thinkers, respectful and successful learners and collaborative partnerships across the school community.

School context

Hannans Road Public School is a small school in the South West of Sydney with a population of 106 students. The school has a supportive community, where all students are known, valued and cared for. Currently 3% of students identify as Aboriginal or Torres Strait Islander. There are a variety of cultures in the school, with 72% of students from EAL/D backgrounds. Students from Arabic backgrounds form the largest group, followed by Pacific Islander and Asian groups. There are currently five classes, a combination of composite and straight classes. The school has a FOEI of 150, identifying the school as low socio economic demographic.

A strong moral purpose drives staff to support all learners in their ongoing achievement, through numerous interventions and specialised programs. The experienced executive team is dedicated to building a strong learning community. The school currently has a staff of 14, a combination of permanent and temporary staff, full and part time.

The whole school community works collaboratively to ensure that wellbeing is a priority. Through inquiry-based learning students engage in a wide range of experiences that engage and challenge them. Students have the opportunity to engage in a variety of extracurricular activities including dance, STEAM, art club and sport. Surveys, including Tell Them From Me, indicate a high level of satisfaction with the school and support for the programs offered.

Through the situational analysis, we have identified the need for a consistent, strategic approach to the gathering of data and evidence to drive differentiated high impact literacy and numeracy programs. The school will continue to work, with and refine, understandings of the Creative and Critical Thinking Continuum to build students thinking skills. We will further develop skills in data collection, analysis and evaluation in order to inform future teacher practice and student goal setting. There will be a continued focus on the use of effective practices and strategies to support student wellbeing.

This plan has been developed in consultation with the school community..

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	Delivering
LEARNING: Reporting	Delivering
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Delivering
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Delivering
TEACHING: Learning and development	Delivering
LEADING: Educational leadership	Delivering
LEADING: School planning, implementation and reporting	Delivering
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1: Student growth and attainment

Purpose

Staff use data to understand the learning needs of individual students and inform differentiated programs to maximise learning outcomes for all.

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.

- Data skills and use
- Quality teaching

Resources allocated to this strategic direction

AP Curriculum & Instruction: \$180,685.00
English language proficiency: \$10,000.00
Socio-economic background: \$54,120.00
Low level adjustment for disability: \$38,155.00
Integration funding support: \$5,317.00
Professional learning: \$14,403.03

Summary of progress

Our focus in 2022 was on quality teaching and the use of formative assessment to plan learning programs. Staff engaged in professional learning in explicit teaching with a particular emphasis on reading, which led to weekly professional learning sessions on evidence-based practise in reading. Differentiated professional learning with the APCI, including school-based mentoring, has been provided at individual point of need to support staff in using student data to plan and embed quality teaching practices.

An assessment schedule supported teachers in collecting a range of external and school-based data, and staff were supported in embedding authentic assessment into learning programs. Working collaboratively with the APCI, staff analysed this data and planned differentiated learning sequences. Through the COVID ILSP program, identified students received individualised intensive support.

Professional dialogue around data sources and analysis led to a greater shared understanding of learning outcomes and the use of progressions in differentiating learning. The planned observations and assessments were interrupted due to staffing issues and residual restrictions under the pandemic, however observations that did take place provided teachers with feedback on quality teaching using CESE's What Works Best as a guide.

The APCI and executive team investigated programs to support student's reading through inter school visits, professional dialogue with colleagues and research. A reading program was purchased to support the implementation of new K-2 English syllabus and staff engaged in professional learning on implementation of this program to support learning outcomes.

Some aspects of professional learning, in particular the planned observation cycle and consistency of judgement program were challenging to fully implement in 2022.. These will be incorporated into 2023 program.

In 2023 our focus will be on:

- adapting the APCI implementation model to focus implementing new curriculum, collaboration across stages and consistency of teacher judgement;
- a targeted approach to observations to provide feedback and drive professional learning;
- strengthening the connection between data, outcomes and learning progressions to provide differentiated programs.

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
<ul style="list-style-type: none"> • An uplift in % of students achieve in the top two bands in NAPLAN reading. 	26% of students in the top two bands for NAPLAN reading, which demonstrates consistent achievement toward agreed targets.
<ul style="list-style-type: none"> • Increase in the % of students from 2022 results achieving in the top two bands of NAPLAN numeracy. 	11% of students in top two bands numeracy, which demonstrates consistent achievement toward agreed targets.
<ul style="list-style-type: none"> • Increase in % of students from 2021 results achieving expected growth in NAPLAN reading. 	Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN however individual student progress is reported directly to parents and carers throughout the year.
<ul style="list-style-type: none"> • Increase in % of students from 2021 results achieving expected growth in NAPLAN numeracy. 	Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN however individual student progress is reported directly to parents and carers throughout the year.
<ul style="list-style-type: none"> • Internal measures indicate an increase in % of students from 2021 results achieving grade based expectations in reading from baseline. 	Base line data Term 1 2022 indicates 27.96% of students in Years 1-6 achieving grade based expectations. 29.11% of students in Years 1-6 achieving grade based expectations Term 4 2022.
<ul style="list-style-type: none"> • Internal measures indicate an increase in % of students from 2021 results achieving grade based expectations in numeracy from baseline. 	Baseline data Term 1 2022 indicates 34.63% of students in Years 1-6 achieving grade based expectations in numeracy. 29.89% of students in Years 1-6 achieving grade based expectations Term 4 2022.

Strategic Direction 2: Creative and Critical Thinking

Purpose

To enhance opportunities for students to engage in learning at a deep intellectual level through creative and critical thinking and visible thinking strategies.

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.

- Creative and critical thinking

Resources allocated to this strategic direction

QTSS release: \$24,823.00

Professional learning: \$4,520.00

Socio-economic background: \$10,000.00

English language proficiency: \$12,456.00

Summary of progress

All staff engaged in professional learning sessions in visible learning strategies which they then incorporated into their classroom learning. It was expected that staff would work with project leaders to incorporate strategies into their learning programs, however a shortage of casual staff limited the viability of this, which in turn meant limited progress was made. A whole school program supporting student leaders in building connections, collaborating and connecting through creative problem solving and critical reflection was introduced. This program was again limited due to staffing issues, however sessions that did run demonstrated students ability to collaborate on creative endeavours and in some cases critically reflect on their ideas.

Our focus for 2023:

- integrate visible thinking strategies into learning programs
- continue to provide authentic opportunities for creative and critical thinking

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
• Increased % of staff from 2021 baseline applying creative and critical thinking in classroom practice.	Due to staff changes there has been no change from the baseline in teachers applying creative and critical thinking in the classroom.
• Increased % of students from 2021 baseline using creative and critical thinking skills.	Due to staff changes there has been no change from the baseline in students creative and critical thinking in the classroom.
• Increased % of students from 2021 baseline identifying visible thinking strategies.	Focus group interviews and classroom observations indicated that 80% of students could identify visible thinking strategies with 18% indicating they used them without teacher direction.
• Increased % of students from 2021 baseline for students justifying their choice of visible thinking strategies.	Data indicated that students use visible thinking strategies with the support of teachers.

Strategic Direction 3: Belonging

Purpose

Collaborative partnerships are built with students, staff, families, communities and other organisations to support the learning and wellbeing of 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.

- Belonging
- Connecting with Community

Resources allocated to this strategic direction

Socio-economic background: \$133,000.00

Per capita: \$30,826.00

Integration funding support: \$15,000.00

Aboriginal background: \$4,559.13

Low level adjustment for disability: \$85,520.71

English language proficiency: \$34,058.28

Summary of progress

In 2022 the school updated its Attendance Policy and Procedures to support students returning to school in the wake of COVID. Students whose attendance was at or below 60% were targeted through interventions such as phone calls, check ins and inclusion in specific programs, HSLO involvement and regular communication with parents. As a result, we saw an average increase in attendance of 24% for each of these students. Attendance is on the agenda at all staff and learning support team meetings. The introduction of a breakfast program two days a week, lunch time art, craft, cooking and Find a Friend Friday programs supported students in making positive choices and anecdotally had a positive impact on attendance.

Staff engaged in professional learning in the purpose, development and evaluation of individual learning plans. Assessment data indicated a range of needs for individual learners to be addressed in individual learning plans. Staff, students and parents negotiated goals, although reflection and adjustments to these plans was inconsistent and will be a focus in 2023.

The introduction of 'Lightbulb' groups provided student leaders with an opportunity to collaborate and lead groups in problem solving activities. Teachers supported the leaders in building their capacity as leaders through collaboration, building connections and cooperation. This whole school program led to greater connections across the school. A range of programs, as stated above, supported this work in building connection, collaboration and cooperation. The introduction of restorative practices provided a framework for staff and students to discuss behaviour through the lens of building connections, empathy and cooperation, which is supported by the variety of programs the school offers.

The Tell Them From Me (TTFM) survey provides an overview of the percentage of students who report positive outcomes on key TTFM measures for a school over time and compares the results to the statistically similar school group (SSSG) and state. These key measures are advocacy, expectations for success and sense of belonging. The school was below in sense of belonging on previous years and this may be in response to COVID restrictions, however this is an area for further investigation in 2023. Hannans Road Public School was above both state and similar school groups in both advocacy and expectations for success with 91% and 100% respectively of students responding favourably.

In 2023 our focus will be:

- strengthening student leadership skills and provide authentic opportunities for voice
- a continued, targeted approach to attendance
- build a sense of belonging through implementing specific programs for both students and parents

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
<ul style="list-style-type: none"> • Uplift of 5.2% of students regularly attend school greater than 90% of the time. 	<p>42.5% of students attend greater than 90% of the time which exceeds both state and similar school group results.</p>
<ul style="list-style-type: none"> • An uplift of 5.3% of students report a positive sense of wellbeing in the areas of belonging, high expectations and advocacy across the school setting. 	<p>There have been minor changes across the school setting in advocacy (down 6%) and high expectations (up 3%), which may be cohort driven given that we are a small school. However, these results are above both state and similar school groups results. There has been a decrease of 23% in sense of belonging which will require further investigation.</p>
<ul style="list-style-type: none"> • Increased % of students from 2021 baseline demonstrating positive wellbeing strategies across the school setting. 	<p>Base line indicates that an average of 60% of students participate in wellbeing programs such as breakfast program, social groups and additional activities. All classes engage in circle time and restorative practices, whilst 2 classes are implementing zones of regulation. Each of these strategies will be monitored throughout 2023 to measure impact and uptake.</p>
<ul style="list-style-type: none"> • Increased % of parents from 2021 baseline regularly attending scheduled meetings to build understanding of current practice. 	<p>Due to ongoing COVID restrictions limited opportunities for parents to engage with the school were offered. Zoom meetings for IER were attended by an average of 7% of parents, however Open Day and Family Fun day towards the end of the year were supported by 78% of families.</p>

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$20,317.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Hannans Road Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Data skills and use • Belonging <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing to assist students with additional learning needs • staffing release to build teacher capacity around curriculum adjustments • implementation of targeted programs to differentiate teaching and learning programs <p>The allocation of this funding has resulted in the following impact: A School Learning Support Officer (SLSO) has been employed to support individually funded students in accessing the curriculum in the mainstream classroom. Playground programs were also implemented to support students in building social capacity to engage successfully with other students. Class teachers have worked with parents to develop data driven individual learning plans to meet the needs of the students. Plans are reviewed and updated each semester.</p> <p>After evaluation, the next steps to support our students will be: Funding allocated in 2023 will continue to be used to support students in accessing curriculum and building social capacity.</p>
<p>Socio-economic background</p> <p>\$197,120.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Hannans Road Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Data skills and use • Quality teaching • Creative and critical thinking • Belonging • Connecting with Community <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • professional development of staff through mentoring program, including observations and feedback, to support student learning through quality teaching • employment of external providers to support students with additional learning needs • providing students without economic support for educational materials, uniform, equipment and other items • employment of additional staff to support mentoring program implementation. <p>The allocation of this funding has resulted in the following impact: A temporary teacher was employed to support the mentoring program across the school. Through the mentoring program teachers were able to work with the Assistant Principal Curriculum and Instruction to build their capacity to plan assessment, analyse data and use this to inform teaching. Initial observations provided an opportunity to reflect on teaching and identify areas for individualised professional learning. Adjustments to the mentoring program provided additional time for co planning, co teaching and reflection to build teacher capacity in quality teaching. Through the</p>

<p>Socio-economic background</p> <p>\$197,120.00</p>	<p>mentoring program teachers are able to use outcomes and learning progressions to differentiate learning and use authentic assessment to differentiate learning that meets the needs of their students.</p> <p>The Learning Support Teacher worked with class teachers, parents and students to develop individual behaviour management plans and individual learning plans. SLSOs were employed to support students to engage with their learning to meet their individual learning goals. These plans were reviewed and adjusted periodically throughout the year.</p> <p>After evaluation, the next steps to support our students will be: In 2023 the mentoring program will support a five-week planning cycle that will enable teachers to plan collaboratively, moderate assessments, develop consistency of judgement across assessments and provide and act on feedback. Individual learning plans will be regularly reviewed and adjusted, SLSOs will be employed to support students in meeting their agreed goals.</p>
<p>Aboriginal background</p> <p>\$4,559.13</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Hannans Road 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>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Belonging <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to deliver personalised support for Aboriginal students • staffing release to support development and implementation of Personalised Learning Plans <p>The allocation of this funding has resulted in the following impact: Casual staff were employed so that teachers, parents and students could develop negotiated individualised learning plans for all Aboriginal and Torres Strait Islander students. SLSOs were employed to support students in meeting their agreed goals.</p> <p>After evaluation, the next steps to support our students will be: The school will continue to work with students and parents to develop agreed goals and the plans to realise these. SLSOs will support the implementation of these plans. Plans will be regularly reviewed and adjusted as needed.</p>
<p>English language proficiency</p> <p>\$56,514.28</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Hannans Road Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Data skills and use • Creative and critical thinking • Belonging • Connecting with Community <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engagement of an EAL/D specialist teacher to model EAL/D strategies, with the aim of increasing teacher confidence and practice in their classrooms <p>The allocation of this funding has resulted in the following impact:</p>

<p>English language proficiency</p> <p>\$56,514.28</p>	<p>An EAL/D teacher has been employed two days per week to support NESB students and work with teachers to build their capacity in using strategies to support NESB learners in the classroom</p> <p>After evaluation, the next steps to support our students will be: Support teachers in making connections between EAL/D learning progressions and syllabus outcomes to improve learning outcomes for all students</p>
<p>Low level adjustment for disability</p> <p>\$123,675.71</p>	<p>Low level adjustment for disability equity loading provides support for students at Hannans Road Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Data skills and use • Quality teaching • Belonging <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • providing support for targeted students within the classroom through the employment of School Learning and Support Officers • employment of additional staff to support teachers to differentiate the curriculum and develop resources and classroom activities resulting in improvement for students with additional learning needs • employment of Speech Pathologist to develop phonological awareness, articulation, receptive, expressive language and self-regulation for identified students <p>The allocation of this funding has resulted in the following impact: Analysis of internal and external data indicated a need for a more strategic approach to the teaching of reading. As a result of this funding staff were able to investigate best options to support readers in the school through inter school visits and professional learning. Programs are in place to support learners in 2023. A speech pathologist was employed to support learners, particularly in the areas of receptive and expressive language and provide professional learning for staff to support language acquisition. A temporary teacher was employed to establish an extension group through the STEAM program providing opportunities for students demonstrating strong skills in creative and critical thinking and problem solving to further develop and enhance these skills. Support for the implementation and review of individualised learning plans was also provided to support students in meeting their learning goals.</p> <p>After evaluation, the next steps to support our students will be: Professional learning and mentoring will support the continued implementation of a systematic and explicit approach to reading. SLSOs will be employed to continue to provide additional support to individual learners and the STEAM program will continue to provide opportunities to extend student thinking. The speech program will also continue in 2023..</p>
<p>Professional learning</p> <p>\$18,923.03</p>	<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 Professional Learning for Teachers and School Staff Policy at Hannans Road Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Quality teaching • Creative and critical thinking <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • provided weekly individualised professional learning for all staff

<p>Professional learning</p> <p>\$18,923.03</p>	<ul style="list-style-type: none"> • APCI engages staff in evidence based practice in reading and numeracy through professional learning, co planning and co teaching <p>The allocation of this funding has resulted in the following impact: All classroom teachers have engaged in evidence based, individualised professional learning with APCI which has led to a stronger understanding of the connection between learning progressions, outcomes and quality teaching in reading. Structured observations provided feedback on an individual and whole school basis which has informed school based professional learning sessions and direction for online professional support. All staff have engaged in professional learning around curriculum reform and K-2 staff work with APCI and Curriculum Reform executive in the implementation of new syllabus. Both the APCI and the Curriculum Reform executive have engaged with online and face to face professional learning to continue to build their capacity and knowledge to ensure best practice across all classes. There has been some professional learning around visible thinking strategies, and some teachers are implementing these.</p> <p>After evaluation, the next steps to support our students will be: Connections between curriculum reform, quality teaching and visible thinking strategies need to be made more explicit. The mentoring program will move focus from individual teachers to response to student needs as determined through data analysis. There will be a continued emphasis on professional learning that supports school directions, data analysis and quality teaching.</p>
<p>QTSS release</p> <p>\$24,823.00</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Hannans Road Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Creative and critical thinking <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • additional teaching staff to implement quality teaching initiatives • staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff <p>The allocation of this funding has resulted in the following impact: Funding provided opportunities for the team to meet, plan professional learning and align this to the school's Strategic Improvement Plan. Teachers were able to share ideas and strategies from their classroom practice and had the opportunity to meet and co plan.</p> <p>After evaluation, the next steps to support our students will be: In 2023 we will focus on integrating visible thinking strategies into class programs and planning.</p>
<p>COVID ILSP</p> <p>\$117,609.00</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>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • 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 - with a specific focus on phonological knowledge and whole number

<p>COVID ILSP</p> <p>\$117,609.00</p>	<p>The allocation of this funding has resulted in the following impact: Specialist teachers were employed to collect and analyse data to identify students for small group and individual instruction in literacy and numeracy. Students were assessed regularly to ensure the fluidity of the groups allowed for all students to access the support needed. As a result:</p> <ul style="list-style-type: none"> • A total of 64% of students were included in the program which included phonological awareness, and number and place value. • In the Phonological Awareness Diagnostic Testing 85% of students demonstrated growth, with 31% demonstrating growth above 10%. • In the IfSR-NP Number and place value Assessment 100% of students demonstrated growth, with 66% of students demonstrating above 10% growth. <p>After evaluation, the next steps to support our students will be: COVID ILSP will be continued in 2023 with a broader focus in response to data analysis.</p>
---------------------------------------	--

Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	61	64	60	52
Girls	66	70	62	50

Student attendance profile

School				
Year	2019	2020	2021	2022
K	90.9	83.0	91.3	82.8
1	91.8	80.3	88.8	80.5
2	91.6	89.9	92.1	88.1
3	91.2	86.0	93.4	87.4
4	90.0	83.5	87.5	87.6
5	89.5	73.3	94.4	81.0
6	86.9	87.1	91.2	85.1
All Years	90.0	82.7	90.8	84.4
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

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)	2.2
Classroom Teacher(s)	4.63
Learning and Support Teacher(s)	0.8
Teacher Librarian	0.2
School Counsellor	1
School Administration and Support Staff	1.81
Other Positions	4.6

*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 ¹	2022 Aboriginal and/or Torres Strait Islander representation ²
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 Actual (\$)
Opening Balance	240,875
Revenue	2,801,500
Appropriation	2,776,906
Sale of Goods and Services	1,114
Grants and contributions	22,820
Investment income	560
Other revenue	100
Expenses	-2,719,597
Employee related	-2,287,242
Operating expenses	-432,356
Surplus / deficit for the year	81,903
Closing Balance	322,778

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.

	2022 SBAR Adjustments (\$)
Targeted Total	20,342
Equity Total	381,870
Equity - Aboriginal	4,559
Equity - Socio-economic	197,120
Equity - Language	56,514
Equity - Disability	123,677
Base Total	1,136,937
Base - Per Capita	30,827
Base - Location	0
Base - Other	1,106,110
Other Total	935,166
Grand Total	2,474,316

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

School performance - NAPLAN

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data.

Parent/caregiver, student, teacher satisfaction

Parent/carer, student and teacher satisfaction is indicated by responses to the Tell Them From Me survey, school based surveys and anecdotal notes through Dojo and Facebook. Over 90% of students indicated a positive sense of wellbeing in the areas of high expectations and advocacy across the school setting in the Tell Them from me survey. Parents indicated strong satisfaction with the school, scoring above norms in all areas, with almost 80% of parents indicating they would recommend Hannans Road Public School. 100% of teachers indicated that the school was a welcoming and a culturally safe place for all students. Teachers also indicated they felt supported in their work, although missed collaborating with peers due to some COVID restrictions. Dojo records indicate parents are happy with the support the school offers their child and enjoy the communication this platform affords.

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.