Our school at a glance

Students
We are a small school with approximately 195 students, seventy seven percent of whom come from non-English speaking backgrounds. In a family type atmosphere, students relate to each other well and form positive relationships.

Staff
A highly collaborative staff participates in continuous professional development to achieve the school's learning targets.

All teaching staff meet the professional requirements for teaching in NSW public schools.

Messages

Principal's message
Hannans Road Public School has continued to evolve as a learning community. We continue to focus on literacy and numeracy and increase student engagement in their learning. This was perhaps most evident this year as we extended student literacy skills through the use of technology in movie making.

At Hannans Road Public School we value the individual and the diversity of individuals. We provide a safe, happy, caring environment focussed on learning and the development of the individual in a family type atmosphere.

A full and challenging curriculum is implemented. Students are encouraged to be active learners and take responsibility for this and their behaviour. We are committed to collaborative and collegial processes and use these to continually raise expectations. We believe learning is enhanced when teachers and parents are supportive partners.

The school provides excellent learning and play facilities.

I certify that the information in this report is the result of a rigorous school self-evaluation process and is a balanced and genuine account of the school's achievements and areas for development.

John Boland
Principal

P&C and/or School Council message
The P & C has had a wonderful year, raising over $7000. This year we have made donations to the school to assist the purchase of a fridge, a freezer, portable shade sails, a school banner and microphones for the brilliant stage performances of our students. I would like to thank the members of the P & C for their continued support, especially the regular group of helpers and meeting attendees.

Louise Searle
President

Student representative's message
The Student Representative Council (SRC) is made up of the school leaders and two students from each class (K-6). The SRC meets every two weeks and discusses what needs to be improved in the school and issues the students want raised. The SRC's long standing request for improved toilet facilities has been met this year with a new toilet block finally being completed, ready for use in 2009. Our request for improved microphones on the hall stage area has also been met with these being installed. We have also been able to enjoy improved comfort at our athletics carnival due to the P & C buying us portable shade shelters. The SRC has made many other changes and suggestions which have helped the school.

Zeinab Chebbani and Calvin Zhang
(School Captains 2008)

School context

Student information
It is a requirement that the reporting of information for all students must be consistent with privacy and personal information policies.

Student enrolment profile

<table>
<thead>
<tr>
<th></th>
<th>2004</th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>117</td>
<td>108</td>
<td>109</td>
<td>105</td>
<td>92</td>
</tr>
<tr>
<td>Female</td>
<td>110</td>
<td>111</td>
<td>115</td>
<td>105</td>
<td>102</td>
</tr>
</tbody>
</table>

Student attendance profile

<table>
<thead>
<tr>
<th></th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>94.1</td>
<td>93.8</td>
<td>92.9</td>
<td>95.1</td>
</tr>
<tr>
<td>Region</td>
<td>93.8</td>
<td>94.2</td>
<td>94.0</td>
<td>94.3</td>
</tr>
<tr>
<td>State</td>
<td>93.8</td>
<td>94.0</td>
<td>94.0</td>
<td>94.1</td>
</tr>
</tbody>
</table>

Class sizes
In March 2003 the Government announced its commitment to publish primary class sizes in annual school reports in order to provide parents with as much local information as possible. The following table shows our class sizes as reported at the 2008 class size audit conducted on Tuesday 25 March 2008.
Structure of classes
The school forms classes according to the number of students enrolled and the staff provided for this number. Multi-age classes are formed where this is required. All classes are formed on a mixed ability basis, as this model provides positive role models for all students, best reflects society and caters for all students’ stages of development.

Staff information
It is a requirement that the reporting of information for all staff must be consistent with privacy and personal information policies.

Staff establishment

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>2</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>6</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>0.315</td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
<td>0.7</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>0.4</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td>1</td>
</tr>
<tr>
<td>Community Language Teachers</td>
<td>0.6</td>
</tr>
<tr>
<td>Counsellor</td>
<td>0.2</td>
</tr>
<tr>
<td>Other Support staff</td>
<td>0.936</td>
</tr>
<tr>
<td>Administration staff</td>
<td>2.022</td>
</tr>
<tr>
<td>General Assistant</td>
<td>0.33</td>
</tr>
<tr>
<td>Total</td>
<td>15.503</td>
</tr>
</tbody>
</table>

Staff retention
The school continues to have very low rates of teacher movement, with most movement occurring only when staff take leave entitlements.

Staff attendance
Members of staff have access to leave entitlements such as sick leave. In 2008 the average daily attendance rate for staff, as determined by the Department, was 98.2%.

Teacher qualifications
All teaching staff meet the professional requirements for teaching in NSW public schools.

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>100</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>12</td>
</tr>
</tbody>
</table>

Financial summary
This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.

<table>
<thead>
<tr>
<th>Date of financial summary:</th>
<th>30/11/2008</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
<td>$</td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>107,270.13</td>
</tr>
<tr>
<td>Global funds</td>
<td>136,007.90</td>
</tr>
<tr>
<td>Tied funds</td>
<td>65,483.60</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>40,225.63</td>
</tr>
<tr>
<td>Interest</td>
<td>8,654.21</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>10,322.39</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td>367,963.86</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Expenditure</strong></th>
<th>$</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
<td></td>
</tr>
<tr>
<td>Key learning areas</td>
<td>45,576.96</td>
</tr>
<tr>
<td>Excursions</td>
<td>4,660.29</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td>18,668.68</td>
</tr>
<tr>
<td>Library</td>
<td>8,106.07</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>13,289.30</td>
</tr>
<tr>
<td>Tied funds</td>
<td>59,526.20</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>9,986.07</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>35,491.80</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Utilities</td>
<td>23,142.37</td>
</tr>
<tr>
<td>Maintenance</td>
<td>25,004.67</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>8,386.00</td>
</tr>
<tr>
<td>Capital programs</td>
<td>5,912.00</td>
</tr>
<tr>
<td><strong>Total expenditure</strong></td>
<td>257,750.41</td>
</tr>
<tr>
<td><strong>Balance carried forward</strong></td>
<td>110,213.45</td>
</tr>
</tbody>
</table>

A full copy of the school's 2008 financial statement is tabled at the annual general meeting of the school Parents and Citizens Association. Further details concerning the statement can be obtained by contacting the school.
School performance 2008

Achievements

The Arts

The school has had a strong performing arts program for a number of years. We believe the performing arts add greatly to students' self-esteem and provide valuable creative opportunities.

A primary choir of 45 students and three dance groups (K/1, 2/3 and senior) were formed. The choir performed in the Combined Schools Music Festival. It continued to demonstrate high skill levels in various school performances also. The dance groups performed in the Combined Schools Music Festival, Rotary Spectacular and Riverwood Community Festival.

Two staff members, Ms Butler and Mrs McNeill again coordinated the production of the Rotary Spectacular, where schools in local areas showcased student talents in the performing arts. Classes continued to provide items for weekly K-6 assemblies and special occasions, like Education Week and the end of year concert. A Year 3 to Year 6 drama program operated.

Sport

The school has continued its commitment to skill development in the area of sport. Using its excellent resources, the school implemented its own skills based programs K-6 and supplemented these by clinics from a variety of sports including cricket and rugby league.

The school entered two boys teams in the district touch football competition and two girls teams in the district netball competition. The senior boys team was leading the relevant section of the competition, but the curtailment of the competition due to the number of games abandoned because of wet weather, meant the team was not able to compete in any finals.

One student, Brandon Pollard, represented at zone level in boys touch football.

Other

Despite a limited candidature this year, Lawrance Cheung gained placement in a selective high school. Dylan Ingwersen gained a place at The Flying Fruit Fly circus school in Albury, Victoria. Two students, Esther Zhong and Hiba Chebanni, reached the finals of the K-2 section of the Bankstown District Public Speaking Competition.

Four classes were part of a regional project called “Lights, Camera, Action”. Student literacy skills were developed through the making of movies.

Two of these classes, Class 2/3J and Class 3/4K had the movies they made selected for the regional Kidz Film Festival. In the primary section the movie made by Class 3/4K came equal first and the movie made by Class 2/3J came second.

Student achievement in 2008

Literacy – NAPLAN Year 3

Overall results were maintained at above regional average. Girls’ results maintained a two year growth trend and reached state average. Boys’ results declined. Compared to schools with like communities our school had more students performing in higher bands.

Numeracy – NAPLAN Year 3

Results declined overall, with boys’ results particularly noticeable.

Literacy – NAPLAN Year 5

Whilst there was an overall drop in performance, students achieved a growth rate nine percent higher than the state average, with boys achieving an average growth rate nineteen percent higher than the state average. The school continued its practice of achieving above average growth rates for students in literacy.

Numeracy – NAPLAN Year 5

Results overall declined, but again students achieved a growth rate nineteen percent higher than the state average, with boys achieving an average growth rate eighteen percent higher than the state average and girls twenty percent. The school continued its practice of achieving above average growth rates for students in numeracy.

Academic

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 the assessments.

Yr 3: from Band 1 (lowest) to Band 6 (highest for Year 3)

Yr 5: from Band 3 (lowest) to Band 8 (highest for Year 5)
Literacy – NAPLAN Year 3

Percentage of students in bands:
Year 3 reading

Percentage of students in bands:
Year 3 writing

Percentage of students in bands:
Year 3 spelling

Percentage of students in bands:
Year 3 grammar and punctuation
Minimum standards

The Commonwealth Government sets minimum standards for reading, writing, grammar and punctuation, spelling and numeracy for years 3, 5, 7 and 9.

The performance of the students in our school in the National Assessment Program – Literacy and Numeracy is compared to these minimum standards. The percentages of our students achieving at or above these standards are reported below.

Percentage of Year 3 students in our school achieving at or above the minimum standard in 2008

<table>
<thead>
<tr>
<th>Percentage of Year 3 students achieving at and above minimum standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
</tr>
<tr>
<td>Writing</td>
</tr>
<tr>
<td>Spelling</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
</tr>
<tr>
<td>Numeracy</td>
</tr>
</tbody>
</table>

Percentage of Year 5 students in our school achieving at or above the minimum standard in 2008

<table>
<thead>
<tr>
<th>Percentage of Year 5 students achieving at and above minimum standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
</tr>
<tr>
<td>Writing</td>
</tr>
<tr>
<td>Spelling</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
</tr>
<tr>
<td>Numeracy</td>
</tr>
</tbody>
</table>

Significant programs and initiatives

Aboriginal education

Aboriginal perspectives have continued to be incorporated into the Connected Outcomes Group (COGS) units implemented this year. All students of Aboriginal or Torres Strait background are achieving at or above expected Stage level.

Multicultural education

All cultures are valued and respected at our school. Our diversity of cultures is our strength and encourages an acceptance by students of others as individuals. Anti-racism and anti-discrimination procedures were implemented and students made aware of their rights and responsibilities in these areas.

Community language programs in Arabic and Chinese are an integral part of the school learning program. Community language teachers have continued to provide important links with parents and have worked with class teachers in the assessment of student learning needs. Translation services were provided for general communication and for student/teacher/parent interviews.

Respect and responsibility

The school is now in the third year of participation in the Positive Behaviour in Schools program and has continued to review data and practices in the student welfare and discipline area. Data shows continuing improvement in student behaviour, with a very low rate of significant school rules breaches. Our goal of establishing a new discipline policy still has not been reached, but much groundwork has been done in preparation for this and it is anticipated this will be implemented early next year.

Other programs

Priority Schools Program

The Priority Schools Program (PSP) provided extra teacher support in classes to assist in literacy teaching. The school continued its focus on writing this year and the NAPLAN results show we have maintained improvements in this area, with Year 3 students achieving state average results and Year 5 students achieving an average growth rate fifty percent higher than the state average.

The PSP program also provided extra resources in literacy and numeracy, as well as provided for training and development of staff in literacy and numeracy teaching.
Progress on 2008 targets

Target 1
To improve student learning outcomes through improved teaching and learning practices.

Our achievements include:

- increased use of open-ended tasks evident and improved application of a differentiated curriculum (e.g. Lights, Camera, Action project);
- backward mapping and collaborative planning showing improved evidence of Quality Teaching and Learning (QTL) elements in learning programs;
- technology being used across a wider variety of Key Learning Areas (KLAs), resulting in increased student engagement; and
- behaviour data showing the great majority of students know the school rules and consistently follow them.

Target 2
To improve student learning outcomes in literacy.

Our achievements include:

- 97% of Year 3 and 84% of Year 5 students achieving National Benchmarks;
- increased use by students of more detailed language in descriptive writing, including noun groups, adjectival clauses and complex sentences;
- backward mapping showing an improvement in the balanced application of QTL elements and the use of explicit criteria, which reflects QTL elements;
- students manipulating visual and audio elements to produce effective visual texts; and
- NAPLAN data showing Year 3 students achieving at state level overall in literacy and Year 5 students achieving an overall growth rate nine percent higher than the state average.

Target 3
To improve student learning outcomes in numeracy.

Our achievements include:

- 94% of Year 3 and 88% of Year 5 students achieving National benchmarks;
- teaching and learning programs showing increased integration of technology and wider use of technology based resources; and
- school-based data showing improvement in students’ ability to identify the main idea when problem solving and in verbalising mathematical understanding, though further improvement is needed.

Key evaluations
It is a requirement for all NSW public schools to conduct at least two annual evaluations – one related to educational and management practice and the other related to curriculum. In 2008 our school carried out evaluations of Learning and English (reading).

Educational and management practice

Learning

Background

Student engagement in learning has been an ongoing focus area. In recent years the school’s efforts in writing and visual literacy have aimed to increase engagement and skills. We have put strategies in place to increase student valuing of learning, including making learning more inclusive to provide equity of access to the curriculum. We have investigated student learning again to continue our goal of creating a community of learners.

Findings and conclusions

- The use of technology resulted in increased student engagement.
- Parents identified technology as an essential life skill and that its use made learning more enjoyable.
- There is a need to explore further how gender impacts on learning.
- Students are aware of what they need to do to achieve good results, but there is a need to explore further ways for students to reflect on their learning and set learning goals.
- Students report they generally enjoy their learning, however there is a need to review student engagement in senior years.
- Opportunities to negotiate the curriculum need to be increased to improve engagement and connectedness.
- There is need to explore further how learning is valued by our school community and the factors that affect learning.
Scaffolding of student learning strategies should be reviewed.

Support structures which maximise learning opportunities for students should be reviewed.

Organisational structures (e.g. COGS) should be investigated to ensure consistency and connectedness of learning K-6.

**Future directions**

- Strategies that address student engagement in learning (e.g. the use of technology and visual texts) should be continued and expanded.
- Provide training and development for teachers in scaffolding learning to develop independent learning skills.
- Provide professional development for teachers and develop strategies for implementation in engaging students in substantive communication about themselves as learners.
- Provide professional development for teachers and implement strategies that address gender issues in learning.
- Review organisational structures and support structures in the school to ensure consistency and connectedness of learning, specifically in relation to negotiating the curriculum.
- Review support structures to maximise learning opportunities by developing a diverse range of teaching strategies.
- Investigate what learning is valued by our school community and the factors that impact on learning for our students.

**Curriculum**

**English - Reading**

**Background**

The school has had a focus in the writing area for the last two years, as well as in reading visual images. We have aimed to increase student skills in writing and increase student engagement. Our goal has also been to give more students equity of access to the curriculum. School and NAPLAN data are showing a need to now focus on reading and in particular higher order comprehension.

**Findings and conclusions**

- School and other data shows there is a need to focus on further improving student reading skill in a wider variety of texts across Key Learning Areas.
- There is a need to improve inferential and evaluative comprehension skills.
- Data shows the need to focus on vocabulary development to facilitate comprehension.
- There is a need to further develop student skills in making connections across a text and between texts, including between visual and written texts.
- There is a need to further develop understanding of how grammar impacts on meaning in texts.
- Strategies need to be explored to improve boys’ engagement in reading.

**Future directions**

- Provide professional development for staff in implementing strategies for higher order comprehension, vocabulary development and in engaging boys in reading and grammar.
- Make explicit the purpose of reading tasks and their connections to prior learning and the real world.
- Explore reading across Key Learning Areas to investigate appropriate tools and strategies, including information and communication technologies to enhance student learning outcomes.
- Provide regular opportunities for staff to moderate tasks in reading to identify growth in target areas and increase consistency of teacher understanding of stage expectations.
- Monitor underperforming students using school data and engage the school learning Support Team in providing appropriate teaching strategies for these students.
- Align the purchase of resources to identified focus areas and student interest areas.
- Provide parent workshops to raise awareness of expectations in English and to assist parents in providing meaningful support to their children.

**Parent, student, and teacher satisfaction**

In 2008 the school sought the opinions of parents, students and teachers about the school. The school has done this each year for the last ten years.

The staff of the school was again the highest rated item by all groups. The service of our canteen supervisor and school facilities were recognised in a positive sense by all groups also. Again there is high satisfaction rate with the school in general.
Professional learning
Our school invests heavily in teacher professional learning. This is scheduled as part of our School Plan. The main areas of development this year include literacy and technology.

An amount of $27,666 was spent on professional learning for teachers. This excludes events such as Staff Development Days. Average expenditure per teacher was $2128.

School development 2009 – 2011
The school has developed a new three year plan and the targets below reflect the first year of this plan.

Targets for 2009

Target 1
 Improved literacy outcomes for all students
 Strategies to achieve this target include:
- identifying focus areas in literacy using SMART Data and school-based tracking and incorporating these areas into collaborative planning/support program;
- providing ongoing professional development for staff to support focus areas, in implementing strategies for higher order comprehension and to develop a shared understanding of stage outcomes and establish consistency of teacher judgement in assessing stage outcomes;
- monitoring by the Learning Support Team (LST) of student progress in focus areas for target groups;
- class teachers identifying and monitoring underperforming students using school based tracking system and referring to LST/supervisors;
- making explicit the purpose of the task to students, its connections to prior learning and the criteria that will be used to measure success; and
- providing a series of parent workshops to raise awareness of expectations in English and assist parents in providing meaningful support for their children.

Our success will be measured by:
- 95% of Year 3 and 90% of Year 5 students achieving at or above minimum standard in NAPLAN literacy;
- 10% of students achieving highest two bands in NAPLAN literacy; and
- 75% of students achieving stage exit outcomes in English.

Target 2
 Improved numeracy outcomes for all students
 Strategies to achieve this target include:
- sharing NAPLAN and school data with staff to identify areas of focus;
- identifying underperforming students in numeracy in all grades (using NAPLAN and school based tracking data) at end of 2008;
- the Learning Support Team developing strategies (including Individual Education Plans (IEPs) where needed) to support identified students. Providing planning time for staff to ensure consistent implementation of IEPs;
- informing parents of expected stage standards. Conduct information sessions for Arabic and Chinese speaking parents;
- reviewing task format across all strands to reflect a balance between practical and written tasks. Focusing on the written language of maths and asking questions in a variety of formats K-6, e.g. as per NAPLAN;
- reviewing support structures for classes to maximise learning for all students. Encouraging more independence at lower levels and extension of higher achieving students;
- continuous monitoring to identify underperforming students in numeracy in all grades (using school based tracking data). Timetabled meetings for staff to monitor student progress and LST developing strategies (including IEPs where needed) to support identified underperforming students;
- providing professional learning for staff to develop shared understandings of stage outcomes;
- developing consistency of teacher judgement in assessing stage outcomes; and
• making explicit the purpose of a task, its connections to prior learning and the criteria that will be used to measure success.

Our success will be measured by:
• 95% of Year 3 and 90% of Year 5 students achieving at or above minimum standard in NAPLAN numeracy;
• 15% improvement rate in NAPLAN across all skill bands; and
• 80% of students achieving stage exit outcomes in numeracy.

Target 3
Improved levels of student engagement and retention.

Strategies to achieve this target include:
• increasing supervision of attendance, identifying target students with high absence rates and establishing intervention plans;
• implementing Positive Behaviour in Schools program strategies;
• developing and implementing a resilience program K-6 to assist students in developing strategies to maintain positive relationships;
• providing professional development in engaging students in substantive communication about themselves as learners;
• exploring models for incorporating substantive communication into the teaching/learning cycle and implementing these; and
• students using criteria to reflect on their learning and set future goals.

Our success will be measured by:
• a 1% increase in student attendance;
• a 20% reduction in the number of incidents recorded on playground sheets;
• 80% of students engaging in substantive communication about their learning and themselves as learners in literacy and numeracy; and
• 80% of students using criteria to reflect on their learning and set goals for further learning in literacy and numeracy.

About this report
In preparing this report, the self-evaluation committee has gathered information from evaluations conducted during the year and analysed other information about the school’s practices and student learning outcomes. The self-evaluation committee and school planning committee have determined targets for the school’s future development.

Mr J Boland  Principal
Ms C Butler  Assistant Principal
Mrs L Cosic  Assistant Principal (P.T.)
Mrs J McNeill  Assistant Principal (Rel)
Mrs L Searle  P & C President

School contact information
Hannans Road Public School
Hannans Road, Riverwood, NSW 2210
Ph: 9153 8170
Fax: 9584 1420
Email: hannansrd-p.school@det.nsw.edu.au
School Code: 4092

Parents can find out more information about Annual School Reports, how to interpret information in the reports and have the opportunity to provide feedback about these reports at: