School context
We are a small school with approximately 163 students, seventy six percent of whom come from non-English speaking backgrounds. We foster an atmosphere of respect for self, each other and the school through clear expectations.

Our staff is highly collaborative and engages in continuous professional development to achieve the school’s learning targets and their own professional learning goals. Teaching staff meet the professional requirements for teaching in NSW public schools.

Our school’s focus on literacy, numeracy and technology, as well as community engagement, is supported by our involvement in the National Partnerships Literacy and Numeracy Program. This year we have been involved in the second year of Focus on Reading, supporting students in developing thinking and comprehension skills. Community involvement programs are also a strong focus at Hannans Road Public School.

Principal’s message
At Hannans Road Public School we provide a broad, challenging curriculum to meet the needs of all students in a safe, inclusive learning environment. Programs are differentiated to support individual learning. Students are encouraged to be active learners who take responsibility for their learning and their behaviour. We provide excellent student welfare programs to support all students. Our school staff works collaboratively to support students in meeting high expectations. The school provides outstanding facilities to support learning across the curriculum.

At Hannans Road Public School we value each individual student and the diversity of our students. We provide a safe, happy, caring environment focused on learning and the development of the individual.

The areas of reading, student engagement and community involvement have been the major focus areas for the school throughout 2013.

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.

Ms C. Butler
Relieving Principal

P & C and/or School Council message
The P & C have had another good year working together with only a handful of dedicated parents raising over $3000. In 2013 the P & C continued to donate funds towards events that we support each year such as Year 6 Graduation, End of Year Book Rewards, Infant Easter eggs and Bunny, Santa gifts. I would like to thank the members of the P&C for their continued support, especially the regular group of helpers and meeting attendees.

Karen Shephard
P&C President

Student Representative
2013 has been a very busy year with lots to do and lots going on. Hannans Road is great school; I believe it’s the best in the country! The way teachers and students work together creates the perfect mixture of fun and serious learning. Our new smartboards have revolutionized learning at Hannans Road and our recently upgraded equipment and interesting learning experiences means our school provides wonderful lessons in maths and English and everything in between. We are lucky enough to have great school grounds and play equipment and a zero tolerance for bullying. Our motto of RESPECT makes Hannans Road a great school.

Max Walker
Student Representative
Student information

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

Student enrolment profile

<table>
<thead>
<tr>
<th>Year</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>92.9</td>
<td>94.1</td>
<td>94.5</td>
<td>93.3</td>
<td>95.4</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>90.6</td>
<td>94.7</td>
<td>95.2</td>
<td>93.1</td>
<td>92.0</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>93.6</td>
<td>94.7</td>
<td>94.2</td>
<td>93.8</td>
<td>92.2</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>93.8</td>
<td>95.4</td>
<td>95.8</td>
<td>94.1</td>
<td>95.7</td>
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<tr>
<td>4</td>
<td>91.6</td>
<td>96.8</td>
<td>95.3</td>
<td>94.0</td>
<td>92.6</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>93.3</td>
<td>94.7</td>
<td>96.5</td>
<td>94.2</td>
<td>91.1</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>94.5</td>
<td>94.0</td>
<td>94.9</td>
<td>94.0</td>
<td>95.3</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>95.1</td>
<td>92.9</td>
<td>94.9</td>
<td>95.2</td>
<td>93.8</td>
<td>93.4</td>
</tr>
</tbody>
</table>

Workforce information

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

Workforce composition

<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 Teacher(s)</td>
<td>5</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>0.315</td>
</tr>
<tr>
<td>Learning and Support Teacher(s)</td>
<td>0.9</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>0.4</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td>0.8</td>
</tr>
<tr>
<td>Other Support Staff</td>
<td>0.594</td>
</tr>
<tr>
<td>Community Languages Teacher(s)</td>
<td>0.6</td>
</tr>
<tr>
<td>School Counsellor</td>
<td>1.0</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>2.022</td>
</tr>
<tr>
<td>Total</td>
<td>14.631</td>
</tr>
</tbody>
</table>

The Australian Education Regulation, 2013 requires schools to report on Aboriginal composition of their workforce.

One member of our staff identifies as Aboriginal.

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></td>
</tr>
<tr>
<td>NSW Institute of Teachers Accreditation</td>
<td>0.6%</td>
</tr>
</tbody>
</table>

All staff at Hannans Road Public School have a Degree or Diploma in Education. In 2013 the school employed one early career teacher who successfully undertook accreditation and proficiency level. Two early career teachers will undertake accreditation in 2014.

Management of non-attendance

The principal monitors student attendance using school generated data. Meetings are held with parents to discuss improvement strategies and, where necessary, referrals are made to the Home School Liaison Officer.

<table>
<thead>
<tr>
<th>Gender</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>105</td>
<td>92</td>
<td>93</td>
<td>93</td>
<td>93</td>
<td>91</td>
<td>87</td>
</tr>
<tr>
<td>Female</td>
<td>105</td>
<td>102</td>
<td>99</td>
<td>97</td>
<td>85</td>
<td>80</td>
<td>69</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>30/11/2013</th>
</tr>
</thead>
</table>

**Income**
- Balance brought forward: $61,994.77
- Global funds: $121,753.02
- Tied funds: $94,902.90
- School & community sources: $46,311.28
- Interest: $2,605.92
- Trust receipts: $6085.70
- Canteen: $0.00
- **Total income**: $333,653.59

**Expenditure**

<table>
<thead>
<tr>
<th>Teaching &amp; learning</th>
<th>24,037.11</th>
</tr>
</thead>
<tbody>
<tr>
<td>Key learning areas</td>
<td></td>
</tr>
<tr>
<td>Excursions</td>
<td>5,246.12</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td>19,212.86</td>
</tr>
<tr>
<td>Library</td>
<td>3,014.82</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>7,589.71</td>
</tr>
<tr>
<td>Tied funds</td>
<td>84,157.06</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>25,744.54</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>29,491.75</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Utilities</td>
<td>35,594.20</td>
</tr>
<tr>
<td>Maintenance</td>
<td>14,470.62</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>5,992.50</td>
</tr>
<tr>
<td>Capital programs</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total expenditure</strong>: $254,551.29</td>
<td></td>
</tr>
</tbody>
</table>

**Balance carried forward**: $79,102.30

A full copy of the school’s 2013 financial statement is tabled at the annual general meetings of the School Council and/or the parent body. Further details concerning the statement can be obtained by contacting the school.

School performance 2013

**Arts**
The school’s performing arts program provides opportunities for students to extend their creative and thinking skills whilst developing the skills and understanding of the Creative and Performing Arts.

Drama Group

Drama has been a strong program K-6 at Hannans Road Public School for several years. Each year a group of students demonstrating talent in drama work together in play building activities. This group performs at school events and at Regional Drama Festivals.

This year a group of students identified as talented in drama were selected to perform in the Sydney South West Drama Festival. Four students were selected as part of a South Western Sydney Drama ensemble that performed at the South Western Sydney Drama Festival.

Ms Butler was a drama tutor for the Regional Play Day program and successfully coordinated the Regional Stage Right Drama Camp.

**Choir**

A primary choir of thirty students was formed. The choir performed in the Combined Schools Music Festival and at various school performances. The choir also performed for patrons at a local retirement home and at a community event aimed at retirees at the local community centre.

**Other performing arts**

Ms Butler and Mrs McNeill coordinated the production of the Rotary Performing Arts Festival, where schools in the local area showcased student talents in the performing arts, for the eleventh year in succession. All classes continued to provide items for weekly K-6 assemblies and special occasions, such as Education Week.
Sport

The school has continued to implement its own skill-based programs K-6, using its excellent sport resources and sport facilities. This program supports students in developing gross and fine motor skills, games skills and sportsmanship.

Gymnastics

A gymnastics program was conducted in term three utilizing the local gymnasium at the YMCA. This program promotes a healthy lifestyle and encourages students to take advantage of the activities offered by the YMCA.

Fitness

This year the school initiated a whole school fitness program. Four mornings a week classes engage in fitness activities including those that develop strength and aerobic fitness. This year students also engaged in yoga.

PSSA Sport

The school entered two boy’s teams in the district touch football competition and one senior girl’s team in the district netball competition. Both touch football teams made the finals of the competition with the senior boys being premiers. The teams also successfully engaged in a number of competitions. A number of clinics were held this year, including a basketball clinic with the Sydney Kings.

Dance Groups

In 2013 the school once again had two dance groups. A K-2 dance group and a 3-6 dance group and in 2013 a Haka Dance Group were formed; each dance group was a mixed ability group of 20 students. Teachers choreographed and rehearsed with students during lunch times, with a number of senior students choreographing their own work and then developing choreography for younger students. The groups performed at community, school and end of year events.

Academic achievements

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.

Year 3: from Band 1 (lowest) to Band 6 (highest for Year 3)
Year 5: from Band 3 (lowest) to Band 8 (highest for Year 5)

The My School website provides detailed information and data for national literacy and numeracy testing (NAPLAN).

Click on the link http://www.myschool.edu.au and enter the school name in the Find a school and select GO to access the school data.
The school had 15.8% of Year 3 students in the top two bands compared to similar schools with 29.1% and 43.7% for the state.

**NAPLAN Year 3 - Numeracy**

The school had 15.8% of Year 3 students in the top two bands in numeracy compared to similar schools with 22% and 26.3% of the state. As the school continues to implement Focus on Reading Strategies, we should see a steady improvement in these results.

**NAPLAN Year 5 - Literacy**

23.8% of Year 5 students achieved top three bands in numeracy as compared to 36% in similar schools and 50.8% across the state. Plans are in place to support learners in numeracy.

**Progress in Reading**

Growth over time demonstrates the improvements of the same group of students as they progress through school.

In reading our students’ growth was 80, slightly below that of the state at 85.7.

**Progress in Numeracy**

In numeracy our students’ growth was 76.7 whilst the state was 89.7.

47.6% of Year 5 students achieved the top three bands compared to similar schools with 48% and the state with 62.2%
**Significant programs and initiatives**

**Aboriginal education**

All students of Aboriginal or Torres Strait background are achieving at or above expected minimum standards in literacy and numeracy. Personal learning plans, with parent support, were established for all of these students. Aboriginal perspectives have continued to be incorporated into all learning programs. Aboriginal and Torres Strait Island students enthusiastically participated in Belonging Day events through Sir Joseph Banks High School. Throughout the year these students were involved in a regional Belonging Day Program through which they explored and shared their Aboriginal culture. One Aboriginal student was elected to a school leadership role and our Aboriginal community is recognised at all school assemblies.

**Multicultural Education**

Our diversity of cultures remains one of the strengths of our school. 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 again provided important links with parents and have worked with class teachers on both an in-class and withdrawal mode. Translation services were provided for general communication, and for student/teacher/parent interviews.

**Sustainable Garden**

This year the school received a council grant and, combined with a grant for the Georges River-Riverwood Rotary Club, instigated a school gardening program. Staff and students K-6 were involved in planting and maintaining the garden, including watering and harvesting. The produce was used to support the school’s healthy eating strategy, including healthy snacks, lessons on nutrition and the value of fresh food, and how to create and maintain a garden.

**Student Welfare**

The school continues to review discipline and welfare strategies. The school accessed funding to support students with additional needs resulting in an improvement in both behaviour and learning. The development of individual learning plans support students in achieving expected outcomes. The school has a strong learning support team that ensures student learning and behavioural needs are met. Additional support was accessed in 2013 to support learners with additional needs.

**Student Representative Council**

Each semester students from each class are elected to the Student Representative Council (SRC). The SRC provides students with a voice, discussing issues significant to the students of Hannans Road Public School and initiate changes, organises competitions and keep students informed about important issues discussed at SRC meetings. The SRC organizes fundraising events, this year supporting the Red Shield Appeal.

**Peer Support**

Each year senior students take on leadership roles as Peer Support Leaders. Students work together on projects that promote social skills, relationships and fun. Peer support provides students with an opportunity to build their leadership skills through a range of activities such as school discos and competitions. Students also build relationships across the school, practising cooperation, thinking and respect.
Community Events

Having a strong relationship with our school community is important; through this relationship we achieve the best for our students. Throughout the year we have a number of community events including our Easter Hat Parade, Grandparents Day, Harmony Day, NAIDOC, our End of Year Production and Family Fun Days. Parents and friends are invited to join us for performances, classroom visits, morning teas and BBQs. As a school we have developed strong links with the local Georges River- Riverwood Rotary group who have supported us with BBQs and funding for a gardening project. Our students have performed at community events including Music Festivals, Community Festivals and Carols in the Park.

Swim School

The school engages in learn to swim classes each year, providing students with the opportunity to learn basic skills through to stroke correction, depending on their stage of development. In 2013 students from Year 1 to Year 5 participated in these lessons at Roselands pool. Trained instructors and Aus Swim trained classroom teachers attended these lessons with the students.

Harmony Day

Hannans Road Public School is a school that fosters respect for self, others and the school. Each year we celebrate Harmony day and invite students to share their culture with us. Parents are invited to join our celebrations.

National partnerships and significant Commonwealth initiatives (participating schools only)

In 2013 the school received funding under the Improving Literacy and Numeracy National Partnerships Program.

The focus for Improving Literacy and Numeracy National Partnership (ILNNP) was reading. Resources provided by ILNNP were used to review classroom practice, provide professional learning through continuing with Focus on Reading, investigate quality assessment practice and implement collaborative planning and programming to ensure quality teaching practice in reading.

School planning and evaluation 2012—2014

School evaluation processes

NSW public schools conduct evaluations to support the effective implementation of the school plan. The processes used include surveying students, staff and parents and reviewing data from both external and school based assessment.

Through ILNNP the school investigated classroom practice in reading. It was identified that teachers employed a variety of strategies to support
students learning in reading. 71% of teachers felt they gave students a clear purpose for their learning although only 43% felt the criteria for learning reflected the link between purpose and expectations. 71% of teachers identified as sometimes providing a criteria for success in learning in reading. 100% of staff felt they were developing their understanding of differentiation, making connections between learning and the real world and the use of feedback to support student’s achievement.

Students identified a variety of learning strategies were used to support their learning in reading. 23% of students were able to identify what good readers do, with 37% identifying the use of criteria when completing and reflecting on their work.

100% of parents surveyed felt their child was supported in their learning at Hannans Road, although 16% felt there was a need for improved communication between the school and home in regards to the students learning.

In mathematics all stakeholders felt they had a better understanding of the expectations in relation to the child’s stage. It was also felt that students had a better understanding of the link between learning and the real world and students were more aware of future directions.

School planning 2012—2014: progress in 2013

School priority 1

*Improved literacy outcomes for all students and strengthened literacy learning through the effective use of assessment data.*

Outcomes from 2012–2014

- 100% students achieve, and at least 50% exceed, expected improvement in reading based on whole school assessment tracking

- 75% of students achieving expected growth in NAPLAN (Reading, Grammar and Punctuation) and 100% of students achieving minimum standard or above in NAPLAN (reading, grammar and punctuation)

- 25% of students achieving the highest two bands in NAPLAN reading and grammar and punctuation

Evidence of progress towards outcomes in 2013:

- 100% of students achieve, and at least 50% exceed, expected improvement in reading based on wholes school assessment data

- 94% of Year 5 and 62.7% of Year 3 students achieve at or above minimum standard in reading

- 95% of Year 5 and 84% of Year 3 students achieving at or above minimum standard in grammar and punctuation

- 14.3% of Year 5 and 15.8% of Year 3 in top two bands in reading

- 19% Year 5 and 31.6% Year 3 in top two bands in grammar and punctuation

Strategies to achieve these outcomes in 2014

- Buddy/mentor program to support teachers in implementing comprehension strategies, build capacity and in differentiating and assessing in reading

- Review assessment strategies in reading and grammar and punctuation to assist in forward planning

- Employ speech therapist through equity funding to support students learning in literacy

- Continue professional learning in comprehension strategies and Australian Curriculum

- Explore practices to ensure parents are aware of student achievement in reading, grammar and punctuation

- Further professional learning in use of criteria for reflection, goal setting and assessment

- Further professional learning in scaffolding learning in reading

- Ongoing review of practice and sharing of ideas/strategies at staff meetings

- Continued review of data to inform planning and programming

- Implement 5 week planning model to assist teachers in using assessment for planning
School priority 2

*Improved numeracy outcomes for all students.*

Outcomes from 2012–2014

- 10% overall improvement rate in student achievement in number on yearly school based tracking data.
- 50% of students achieving expected growth in NAPLAN numeracy
- 90% of students achieving minimum standard or above in NAPLAN numeracy
- 40% of students achieving the highest two bands in NAPLAN numeracy

Evidence of progress towards outcomes in 2013:

- 10% overall improvement rate in student achievement in number on yearly school based tracking data
- 55% of Year 5 achieving expected growth in NAPLAN numeracy
- 43% Year 3 students and 29% Year 5 students achieving minimum standard or above in numeracy
- 4.8% Year 5 and 15.8% Year 3 students achieving in the top two bands of NAPLAN numeracy

Strategies to achieve these outcomes in 2014:

- Professional learning in PLAN and TOWN to support teachers in assessing and planning in numeracy
- Review Newman’s Analysis to assist in identifying areas of difficulty and planning for improvement
- Review NAPLAN data and school based data to identify and plan for areas of need
- Review comprehension in numeracy
- Implement 5 week planning model to support use of data to inform teaching
- Review assessment practices in numeracy
- Professional learning in Australian Curriculum
- Explore practices to ensure parents are aware of student achievement in numeracy
- Further professional learning in use of criteria for reflection, goal setting and assessment

School priority 3

*Students are engaged in their learning through experiencing challenging, flexible and personalized learning environments*

Students experience success and are recognized for their attainments

Students’ welfare needs are addressed and students experience a safe learning environment

Outcomes from 2012–2014

- 100% of students engaged in flexible, higher-order learning opportunities
- 90% of students use criteria to reflect on their learning in reading
- 10% reduction in the number of school expectation related incidences
- 96% attendance rate achieved and measureable reduction in lateness

Evidence of progress towards outcomes in 2013:

- 79% of students engaged in flexible higher learning opportunities based on student and teacher surveys
- 71% of staff indicated they use criteria to reflect on reading. 63% of students indicate they sometimes use criteria to reflect on reading whilst 37% indicate they often use criteria to reflect on reading.
- Playground and detention records indicate 10% reduction in incidences related to school expectation
- 94.7% attendance rate achieved

Strategies to achieve these outcomes in 2014:

- Share best teaching models
- Review quality teaching model with particular emphasis on higher order thinking, connectedness and substantive communication
• Further professional learning in use of criteria, reflection and feedback to enable students to take responsibility for their learning
• Employ SLSOs to support students with learning difficulties
• Implement enrichment program to engage underperforming students
• Review systems to monitor behaviour and inform parents
• Strengthen communication between school and parents with regard to student learning
• Regular meetings of Learning Support Team to assess and implement strategies to support learners

Professional Learning

Professional learning is a valued and important means of maintain currency in teaching. A variety of modes were used for professional learning in 2013. These included collaborative planning, internal and external professional learning. The main areas of professional learning for staff were reading, numeracy, technology and learning. All staff engaged in professional learning for the Australian Curriculum., The school focused on English and Mathematics with staff using these documents to collaborative plan. Two members of staff attended the Creativity Project Conference and two members of staff attended technology coordinators days. Three members of staff were involved in a regional professional learning project in Differentiated Learning. Two other members of staff also became involved in this project under the train the trainer mode of professional learning. All staff were involved in Focus on Reading professional learning.

Parent/caregiver, student, and teacher satisfaction

In 2013, the school sought the opinions of parents, students and teachers about the school. Their responses are presented below.

Staff, parents and students identified as highly satisfied with the school. Staff collegiality and support rated highly with both parents and staff.

All parents felt welcomed at the school and felt there were many opportunities for parents to be involved at the school. Staff rated highly with both parents and students. All stakeholders rated the facilities at the school highly. Parents and students were very satisfied with the extra-curricular opportunities offered by the school. All parents felt their child is supported in their learning at Hannans Road Public School.

All staff felt valued at Hannans Road and received support through planning, mentoring and in-class support. Most staff felt they had opportunities to expand their skills in leadership, although two members of staff felt they would like further opportunities and this will be part of the agenda for 2014. Staff felt they were continuing to adapt their teaching practice to better reflect the elements of quality teaching.

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.

Cheryl Butler Relieving Principal
Marjorie Johnson Relieving Assistant Principal
Jan McNeill Learning Support Teacher
Karen Dinclik P&C President

School contact information
Hannans Road Public School
32-54 Hannans Road Riverwood NSW 2210
Ph: 91538170
Fax: 95841420

Email: hannansrd-p.school@det.nsw.edu.au
Web: http://www.hannansrd-schools.nsw.edu.au

School code: 4092

Parents can find more information about Annual School Reports, how to interpret information in the report and have the opportunity to provide feedback about the report at: https://detwww.det.nsw.edu.au/high-performance/annual-school-reports